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Recognition of International Credentials
Report for Campus Canada
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1. Executive Summary

Individuals may require that their credentials and competencies acquired outside of Canada be assessed as they access employment, professional certification and/or formal education / training in Canada.

This report, prepared for Campus Canada by FuturEd Inc., provides (1) a synopsis of the current policies and practices associated with the Recognition of International Credentials (RIC) at all the Campus Canada (CC) member institutions and a small number of the Canadian Virtual University (CVU) member institutions selected by Campus Canada; (2) from both the perspective of CC member institutions, and from an international online literature review, examples of best practices and perceived barriers / deficiencies associated with RIC; and (3) recommendation for CC policy/practice to remove barriers and deficiencies, and to promote best RIC practice between and among CC member institutes.

In brief, RIC assessment at CC institutions takes the form of either (1) formal examination of a course or program for level and/or quality, for Canadian equivalency and/or for general acceptability, and/or (2) examination of the individual's acquired competencies through portfolio assessment – a process typically labeled Prior Learning Assessment (PLA), Prior Learning Assessment and Recognition (PLAR), or Flexible Assessment.   Across Canada, credential assessment services provide service for a fee, and most CC members suggest or require that students use them. The biggest differences between institutions are whether they use internal or external services, the RIC practices differ between CC programs, and /or the RIC practices are standalone, or imbedded in alternative assessment practices.

For each of the two approaches to RIC, there are barriers and perceived problems associated with terminology, consistency and quality. The Canadian and international literature provide examples of good practice for both credential and competency assessment, but none are directly transferable to the Canadian PSE context.   Additional ideas for good practice come from Transnational Education, eLearning and ePortfolio quality, and Quality Assurance in higher education.

There is a growing movement away from formal credential assessment schemes to individual competency assessment schemes, the latter being associated with recognition of non-formal / informal learning and the ePortfolio. For either to be expanded and fully implemented in Canada, there is a need for an enhanced degree of trust based on an enhanced quality assurance mechanisms; comparable degrees, three-level cycle, quality, and mobility, i.e., "the keys to success" in the EU; involvement of all the stakeholders in developing a competency assessment system; and a sincere desire for change.

In order to address barriers and promote consistency between Campus Canada member institutions, FuturEd has proposed three options Campus Canada consideration:

1. focus on enhancing credential assessment and equivalency service,

2. focus on developing a competency assessment system based on best practices in Prior Learning Assessment and ePortfolio services, and/or

3. strive for a balance between the two.

Next steps would be for Campus Canada to:

1. formally situate CC in the context of Transnational Education and adopt the code of good practice and /or eLearning quality standards;

2. develop and implement a consensus agreement on what constitutes good competency assessment practice, in general, and specifically using ICT – an ePortfolio system; and/or

3. develop and implement a consensus agreement on what constitutes good RIC practice as a combination of credential and competency assessment.

2. Introduction

2.1. Report Objectives

The purpose of this report is to provide, to the Board of Directors of Campus Canada, the following.

- A synopsis of the current policies and practices associated with the Recognition of International Credentials (RIC) at all the Campus Canada (CC) member institutions and a small number of the Canadian Virtual University (CVU) member institutions selected by Campus Canada.

- From both the perspective of CC member institutions, and from an international online literature review, examples of best practices and perceived barriers/deficiencies associated with RIC; and

- Recommendation for CC policy/practice to remove barriers and deficiencies, and to promote best RIC practice between and among CC member institutes.

Individuals may require that their credentials and competencies acquired outside of Canada be assessed as they access employment, professional certification and/or formal education / training in Canada. This report focuses on the last situation, i.e., RIC for the purpose of registration for Canadian education and training, specifically at member institutes of Campus Canada. This report is further limited to institutional perspectives, although it is recognized that potential students (immigrants and/or international students), employers and professional accreditation bodies all have opinions on RIC barriers and best practices.

Processes and practices associated with RIC at PSE institutions address the problem of determining the level and quality of acquired competencies and/or credentials from outside Canada, with a view to determining Canadian equivalencies or acceptability. Formal learning and informal / non-formal learning are assessed differently. Member institutions of CC offer services for assessing non-formal and informal learning though Prior Learning Assessment and Recognition (PLA/PLAR). Campus Canada itself has created a Record of Learning for individuals to track those assessments. Institutional members of Campus Canada are autonomous, and each have their own policies and practices for RIC. Current Campus Canada policy encourages international students to enroll in CC programs, and current CC practice is to "suggest that you contact the International Credential Evaluation Service." [1]   Leadership at CC has determined that there may be a need, vis-à-vis RIC process and practices, for consistency between programs and providers who are members of Campus Canada.

2.2. Terminology

The terminology used in this field of endeavor is varied and complex.

- For the overall process: e.g., Recognition of International Credentials (RIC – used by the majority of Campus Canada member institutions), Foreign Credential Recognition (FCR – used by HRSDC and some immigrant-serving agencies), Qualification Recognition (QR – used by many universities), Credit for Foreign Education (recommended to CC by CVU)

- For the form that recognition takes within education institutions: e.g., Advanced Placement, Advanced Standing, Credit Transfer, Assessment of Prior Learning

- What is being assessed for recognition: credits (individual courses), credentials (completed programs, qualifications (professional designations)

For consistency and simplicity, this report will use terms as they are defined by the Canadian Information Centre for International Credentials (CICIC).[2]

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[1] Excerpt taken from the FAQ section of the CC website www.campuscanada.ca .
[2] *Guide to Terminology Usage in the Field of Credentials Recognition and Mobility in English in Canada* is available online at www.cicic.ca

3. RIC at Campus Canada

Recognition of International Credentials is an individual and collective issue for Campus Canada member institutions, i.e., for each institution and for Campus Canada as a consortium.

3.1. Member Institutions

Policies and practices for RIC are largely transparent and readily available on the websites of the CC member institutions. It stands to reason that potential students need this information in order to register, and it is obvious that the information for online learning should be available online.

3.1.1. Policies and Practices

On the basis of readily-accessible institutional websites, it appears that all CC member institutions encourage and accept international applications, and have regular credit recognition policies that apply to both international and Canadian students. [3] Appendix A is a full listing of the stated institutional policies and practices vis-à-vis RIC among CC members, winter 2005; and Appendix B is a list of the RIC policies and practices for CC member programs offered through Campus Canada.

Information about RIC is typically found in the section for international students, although it may apply to potential students with foreign credentials already living in Canada. The RIC process is in addition to regular application processes and typically in addition to regular Prior Learning Assessment and Recognition (PLA/PLAR) processes. In some cases, the RIC process take the form of PLA, through a form of portfolio assessment.

The PLA practices of CC members are clearly set out in *Prior Learning Assessment and University Programming: Campus Canada Initiative* (UNB College of Extended Learning, April 2004). It is current CC policy that PLAR leads to credit for prior learning, and the CC Record of Learning (RoL) validates that credit; it is further assumed that all CC partner's will accept the RoL validation. Information on the CC website indicates that a potential student may create a RoL and/or an ePortfolio.

In brief, RIC assessment at CC institutions takes the form of either:

- formal examination of a course or program for level and/or quality, for Canadian equivalency and/or for general acceptability, and/or

- examination of the individual's acquired competencies through portfolio assessment – a process typically labeled Prior Learning Assessment (PLA), Prior Learning Assessment and Recognition (PLAR), or Flexible Assessment.

Simplistically speaking, the biggest differences between institutions are whether they use internal or external services, the RIC practices differ between CC programs, and /or the RIC practices are standalone, or imbedded in alternative assessment practices[4]. The table that follows summarizes those differences.

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[3] Variously construed as Credit Transfer, Advanced Standing, Advanced Placement, Course Exemption and other conceptually related labels. These are not necessarily synonymous labels.

[4] Variously known as Prior Learning Assessment (PLA), Prior Learning Assessment and Recognition (PLAR), Flexible Assessment (a term used by Royal Roads). Adjuncts include, but are not limited to assessment of / credit for workplace training and "other learning" (at Athabasca University).

| Institution | External RIC Service | | Internal RIC Processes | | | Not stated on the Website |
	Specified	Unspecified[5]	Part of PLA	Same for all programs	Differ by program	
Athabasca U	IQAS	X	X			
Fanshawe C		X			X	
Humber C				X		
Marine Institute / Memorial U				X		
Red River C					X	
Royal Roads U	ICES	X	X		X	
UC Cape Breton		X				
U New Brunswick			X		X	
UC Fraser Valley				X		
York U				X		
Laurentian U						X
U Manitoba						X

3.1.2. Issues and Perceived Barriers

An examination of the varied policies and practices for RIC at the CC member websites reveals a number of potential deficiencies and challenges, (1) in general and specific to either (2) RIC as course equivalency or (3) as competency assessment.

In general,

- the variance in terminology within and between institutions can be confusing for applicants and/or for inter-institutional communication;

- the information for RIC is targeted only to foreign / international students, making it appear that it doesn't apply to immigrants and new Canadians with foreign credentials;

- the RIC process is imbedded in a series of additional requirements, i.e., for English language proficiency, sufficient funds – a particular challenge if a student is applying to more than one institution;

- there is institutional inconsistency (between Canadian PSE programs and institutions) vis-à-vis RIC fees assessed, rigor and flexibility, assessment and recognition processes;

- jurisdictional issues, governing laws and regulations governing professions and employment between provinces, combined with a lack of national regulations or coordination make it impossible to streamline the process as Europe has done.

Specific to RIC as course equivalency:

- services typically can deal only with publicly-funded, recognized or accredited sending agencies, i.e., not private universities or commercial training institutions;

- it is not possible to assess informal or non-formal learning through, e.g., work experience or continuing professional development;

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5   Stated as a "Campus Canada approved assessment provider"

- between institutions, the same sending country may be treated differently by institutions (please see Appendix C for an example).

Specific to RIC as competency assessment:

- there is a tendency to avert the international issue by accepting "proxies" for entrance to programs;[6] and

- there are no established practices for using competency assessment as a method of recognizing formal learning, from within or outside Canada.

3.2. Campus Canada

As a consortium, Campus Canada must respect institutional autonomy of its members while creating it's own "institutional" presence; hence there is a second layer of RIC policies and practices to consider.

3.2.1.Policies and Practices

The recognition of non-Canadian credits and credentials has been a long-standing concern for Campus Canada. Policies and practices are integrally related to those for Prior Learning Assessment and Recognition of Workplace Training. As a consortium of public education institutions, CC adheres to established credit transfer protocols for formal learning.[7] There is no such protocol for RIC.

According to an RIC report prepared by Vicky Busch for Campus Canada[8], CC had intended that all partner organizations would recognize foreign credential evaluations conducted by any approved provider, i.e., any service that belonged to the Alliance of Credential Evaluation Services of Canada[9]. The purpose was to avoid duplication for students, i.e., to not ask students to provide documentation that had already been sent to a professional evaluation service for verification. However, Busch determined that some institutions require that students send all original transcripts to the institution, and will not recognize work done by evaluation services. Apparently, due to the small volume foreign credential evaluations, there is a lack of awareness of the standards and process of these services among Canadian PSE institutions. Therefore, Busch recommended that Campus Canada not make outsourcing to an approved provider a criterion for program inclusion on Campus Canada. Busch recommended that CC "encourage, exemplify, and lead the way toward the outsourcing of foreign credential evaluation to professional services which have the staff, expertise, networks, and precedents to handle the volume of work that is anticipated in coming years." She concluded that "it has become apparent that not all tentative partners can comply… and it is not possible to attempt any formal agreements with evaluations services."

Busch also recommended a heading for the CC website: "Credit for Foreign Education" to parallel Credit for Workplace Training, and Credit for Other Learning. In that section, she recommended all programs have the following wording in this section: "If you completed a university or college education outside Canada, you may be able to receive credit toward completion of this program. See Examples of Credit for Foreign Education (a hyperlink intended to lead to examples). She noted that "those who work in the area of foreign credential assessment felt that immigrants more immediately self-identify with the phrase "foreign education" than with the phrase "foreign credential"."

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6 For example: "minimum of 2 years full-time senior level studies in an English language secondary school or post-secondary institution" (Laurentian); "the same academic preparation as is required for university entrance in that country: successful graduation from an academic school program or equivalent." (York); "General Education Requirements of the University as specified for your country, plus the Specific Faculty Requirements of the Faculty of School.."
7 *Provincial Postsecondary Systems and Arrangements for Credit Transfer* (CMEC, 2003)
8 Recommendations for RIC at CC made by CVU (Busch, 2004)
9 Information available at www.canalliance.org

At this time, these recommendations have not been formally implemented, and the need for clarification around RIC is being driven rapid changes in the eLearning and immigrant-serving environments.

3.2.2.Issues and Opportunities

For Campus Canada, the RIC issues and opportunities include those of the individual members with the added collective dimension. What makes CC unique is the focus on eLearning[10] and this provides a unique opportunity for new protocols and RIC practices.

The element of eLearning puts Campus Canada member institutions into the Transnational Education community; i.e., through RIC, Canadian diplomas are awarded for courses of study undertaken in countries outside of Canada. Transnational Education is defined by UNESCO and the Council of Europe as "all types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system. Through transnational arrangements, an educational, legal, financial or other arrangement leading to the establishment of (a) collaborative arrangements, such as: franchising, twinning, joint degrees, whereby study programmes, or parts of a course of study, or other educational services of the awarding institution are provided by another partner institution; (b) non-collaborative arrangements, such as branch campuses, off-shore institutions, corporate or international institutions, whereby study programmes, or parts of a course of study, or other educational services are provided directly by an awarding institution." This brings additional perspective on how to handle foreign credentials and policy options for Campus Canada.

In addition, a variety of eLearning quality standards have been developed. The Canadian version are the CanREGs (Canadian Recommended eLearning Guidelines, FuturEd 2002) which have morphed into the Open eQuality Learning Standards.[11]   These standards may have particular applicability to Campus Canada, first, as a global eLearning provider and second, with the specific focus on learners and learner support. The Open eQLs say that good eLearning begins with prior learning assessment and ends with a method by which a person can add the new competencies to his/her digital learning record or ePortfolio. The Open eQLS can also serve as a code of good conduct that enforces the notion of assessment of all types of learning and competencies rather than credentials as a means by which to handle foreign credentials and practice options for Campus Canada.

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[10]   eLearning is operationally defined as the delivery of teaching and learning using a computer and the Internet. Synonyms include online learning, virtual education, web-based learning. The term eLearning does not restrict the delivery of a program to the Internet only, i.e., it can include blended learning environments.

[11]   The Open eQLs are available online at www.lifia.ca

4. From the Literature in the Field

For this section of the report, an online search was conducted using the descriptors of international and foreign credentials, limited to higher and postsecondary education, and broadened beyond Canada to include the European Union, the United States, and Australia – i.e., countries with similar education systems and immigrant issues.

4.1. RIC in Canada

There is a robust and current body of literature in the field of RIC, in Canada and beyond. Vast amounts of information are available on the websites of:
- Canadian Information Centre for International Credentials (www.cicic.ca)
- Alliance of Credential Evaluation Services of Canada (www.canalliance.org)
- Council of Ministers of Education Canada (www.cmec.ca)

Current RIC policies and practices in Canada are synthesized by, e.g.,:

- Knight (2003), for the OECD, in *Report on Quality Assurance and Recognition of Qualifications in Post-Secondary Education in Canada*

- Tillman (2004), for the Canadian Alliance of Education and Training Organizations, in *Foreign Credential Recognition: An Overview of Practice in Canada*

In summary, RIC has become a significant concern within Canada in the last decade, but political exigencies have made it very difficult to create a Canadian "system." Where RIC occurs, it is typically an articulation process whereby provincial services assess the level of foreign courses and programs to determine equivalencies in Canada. All of the provincial services belong to the Alliance of Credential Evaluation Services of Canada, and they adhere to both a code of good practice that encourages consistency between assessments, and a quality assurance framework that ensures consistency between services.

In Canada, there is a growing movement to adopt an alternative process – to assess acquired competencies on an individual basis through formal portfolio assessment systems. The system of articulation and equivalencies is considered, by some, to be necessary but not sufficient to the challenge of quality assurance. While "quality assurance" has become a policy priority in the European Union, for higher education in general, and eLearning and Transnational Education in particular, it isn't openly discussed in Canada.

Looking at the RIC situation in Canada, the Conference Board concluded that "education providers maintain exclusive control over the assessment and recognition of foreign credentials for the purpose of academic study. Disparate assessments of the same credentials by different institutions have yet to provoke sufficient concern to develop commonly-agreed approaches and standards, but with continuing participation in government-sponsored international exchanges, interest in and examination of practices in Europe and in the Asian University Credit Transfer System may encourage a new examination of the issues. Nonetheless, immigrants, employers and international students continue to find it difficult to obtain information on how to secure an informed, accurate and fair assessment of non-Canadian credentials and experience. No central source of information exists that will direct them accurately and give them a sense of the context of FCR in Canada. That context itself is marked by inconsistencies. Many accreditation and licensing authorities lack comprehensive knowledge and resources, and the advice and assessments of the same credentials by different bodies may thus differ from one another. We must direct greater energy and increased resources to address and resolve these problems so that new Canadians can fully participate in and contribute to our economy, society and culture."

4.2. RIC beyond Canada

In the globalized economy, recognition and/or refusal of foreign credentials has become a policy preoccupation in the European Union (including the United Kingdom), the US, and Australia.

4.2.1. In the European Union

RIC has been preoccupation in the European Community for two decades. As early as 1984, the European Commission created the NARIC Network (National Academic Recognition Information Centres) to provide authoritative advice and information concerning the academic recognition of diplomas and periods of study undertaken in the Member States of the EU. Since then, political exigencies – the desire to create genuine labour mobility and a sense of one European community -- made it possible to create a system of RIC that is accepted throughout EC member countries.

This achievement began with the Bologna Declaration (June 1999) which set the following six goals:
- to adopt a common framework of easily readable and comparable degrees
- to adopt a system with two main cycles (undergraduate / graduate) with first degrees relevant to the labour market, and graduate degrees requiring the prior completion of a first degree
- to establish a system of credits
- to promote mobility and eliminate obstacles to the mobility of students, teachers and graduates
- to promote European cooperation in quality assurance
- to promote European dimensions in higher education.

This was followed by the Prague Communiqué (May 2001) which sought to:
- see higher education studies in the context of lifelong learning
- involve students in the development and implementation of reforms
- enhance the competitiveness and attractiveness of the European Higher Education Area with regard to other parts of the world.

The Berlin Communiqué (September 2003) added the doctoral level as a third cycle. In a speech to the Symposium on International Labor and Academic Mobility: Emerging Trends and Implications for Public Policy (October 2004, Toronto), Jan Sadlak concluded that four concepts were key to the building process of the Bologna Process: comparable degrees, three-level cycle, quality, and mobility.[12]

The Bologna Process has incorporated the Council of Europe / UNESCO Convention on the Recognition of Qualifications Concerning Higher Education in the European Region – the Lisbon Convention - which was adopted in April 1997 and took effect in 1999. It is the key legal and standard-setting document relevant to the Bologna Process; it is a treaty among states, and as such, a legal standard for the recognition of qualifications from the higher education systems of the parties. As well, it serves as a guide to good practice. The key goals of the Lisbon Convention are to improve mobility of students, staff and graduates; facilitate the recognition of qualifications; and increase transparency among higher education systems in Europe. Efforts are now directed towards the establishment of a European Higher Education Area by 2010.

The current RIC system in the EU, then, includes two components. First, the European Credit Transfer System[13] (ECTS), provides a way of measuring and comparing learning achievements, and transferring them from one institution to another. It is a student-centred system based on the student workload required to achieve the objectives of a program, objectives preferably specified in terms of the learning outcomes and competences to be acquired.

The second component is the Diploma Supplement - a document attached to a higher education diploma that describes the nature, level, context, content and status of the studies that were pursued and

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[12] Sadlak, J. (October 2004). *The Changing International Regulatory and Policy Environment* at http://www.wes.org/ewenr/symp/JanSadlakRemarks.pdf

[13] Complete information is available at http://europa.eu.int/comm/education/programmes/socrates/ects_en.html

successfully completed. It is composed of eight sections providing information on the holder of the qualification, the qualification, the level of the qualification, the contents and results gained, the function of the qualification, the national higher education system, some additional information, and certification of the Supplement. It is intended to be free from any value judgements, equivalence statements or suggestions about recognition. A description of the national higher education system must be attached to it. In the majority of EU member states, institutions of higher education are autonomous, taking their own decisions on the admission of foreign students and the exemption of parts of courses of study programs that students may be granted on the basis of education undertaken abroad.

In the implementation of this system, the main difficulty apparently consists in "reconciling the desire for an assessment of quality with the requirement for transparency and accountability, which implies the use of "objective" criteria. In no case should a recognition decision be based on only a limited number of quantitative criteria, such as length of study, without some attempt being made to assess the quality of applicants' qualifications. To an extent, substantial differences according to quantitative criteria may, however, be taken as an indication of a difference in quality."

4.2.2. RIC in the US

As described in a CAETO report, [14] the United States, like Canada, has a decentralized system of education where degree, diploma, and credit recognition are not performed or regulated by governments, except in the case of professional licensure. The evaluations of foreign academic, professional, and vocational credentials are performed by delegated competent authorities at the institutional level and in the private sector. Essentially, the evaluations take the form of credential equivalency assessment.

The United States Network for Education Information (USNEI) is the main U.S. portal for links and information about education in the U.S. and in other countries. USNEI is an interagency and public/private partnership. Under the heading of "Foreign Diploma and Credit Recognition", it has links to an overview and competent authorities list, to the National Council for the Recognition of Foreign Academic Credentials, and to U.S. Institutions and Programs; information about the regulation of professions; and a section on credential evaluation services with links to a number of services. The list of competent authorities includes the admitting school, institution, or other education provider as the authority for recognizing foreign diplomas and credits; the hiring employer as the authority for recognizing the credentials of persons seeking to work in unregulated occupations; and the licensing authority of regulated occupations at the appropriate state or territorial level that monitors that occupation as the FCR authority.

The National Council for the Recognition of Foreign Academic Credentials is a group of six national U.S. education associations that establishes standards for interpreting foreign educational credentials. The Council reviews, modifies and approves comparability and placement recommendations drafted for publications used by the U.S. academic community. The Council also helps establish priorities, research guidelines and review procedures for international admissions publications. The regulation of professions section of the portal provides information and links regarding qualifying and becoming licensed to practice regulated occupations, which is a state-level responsibility.

The American Association of Collegiate Registrars and Admissions Officers, Office of International Education Services (AACRAO-OIES) is the national professional association for university registrars and admissions staffs. It provides credential evaluation services to institutions and individuals. Its Foreign Education Credential Service provides both basic and course-by-course evaluations of education credentials from all countries of the world, using extensive archives of over 35 years of evaluating foreign credentials. These evaluations lead to placement recommendations approved by the National Council on the Evaluation of Foreign Education Credentials (CEC). The main purpose is to review, modify and approve comparability and placement recommendations drafted for publications used by the U.S. academic community. The Council suggests that institutions apply the same standards for a foreign

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[14] More extensive information is available at http://www.caeto.ca/reports/FCRGuide.pdf

applicant as for a U.S. applicant with a similar educational background. Recommendations reflect U.S. philosophy and structure and may differ from practices within the educational system being reviewed.

The Association of International Credential Evaluators, Inc. (AICE) is a not-for-profit private membership association of foreign educational credentials evaluation entities that is also a member of AACRAO. The National Association of Credential Evaluation Services (NACES) is the principal national professional association representing private credential evaluation services. Its web site maintains direct links and contact information for all member services.

In summary, there is an elaborate system within the US education establishment to assess and recommend the status of equivalencies for courses, programs and qualifications from outside the US Generally speaking, American accreditation arrangements are voluntary, and accrediting bodies are in the private domain, largely as not-for-profit entities supported by the membership and service fees of member institutions.

4.2.3. RIC in Australia

As elsewhere, Australia faces a skills shortage and has a tradition of actively recruiting students from abroad, and they need to ensure that highly-qualified immigrants find work and study programs consistent with their qualifications.   The following is excerpted from the CAETO report *Recognition of Learning: An International Perspective* (Tillman, 2003).

Applicants for immigration to Australia must "nominate" their occupation from the Skilled Occupations List, and have their skills assessed by the Australian assessing authority for that occupation. The National Office of Overseas Skills Recognition (AEI-NOOSR) "provides assessment services, information, advice and promotion of fair, equitable and transparent assessment of qualifications" for holders of foreign credentials. Its mission is "to help the overseas-trained to work and study in Australia by providing information, advice and assistance in relation to the recognition of overseas qualifications and skills, and to encourage improved international arrangements for the recognition of qualifications and skills." The services NOOSR provides include:

- professional development seminars on assessment methodology and assessment of qualifications from particular countries;

- written assessments of foreign higher education, post secondary and technical level qualifications which have been gained abroad after completion of a formal or regular program of study (the assessments compare qualifications to Australian educational qualifications); and

- assessments of qualifications for pre-primary, primary or secondary school teacher wishing to immigrate to Australia.

A NOOSR educational assessment is based on published guidelines. Qualifications not included in the guidelines are assessed individually. These assessments consider the education system of the country concerned, the awarding institution, and the level, structure, length and content of the program of study undertaken. They compare foreign to Australian qualifications only in generic terms, not on a subject-specific basis. They are thus a guide to the general level of education represented by the qualification in question. NOOSR is not authorised to award qualifications and does not formally recognize foreign qualifications. NOOSR assesses only some qualifications awarded by foreign professional bodies.

Australian post-secondary institutions have the final authority for recognizing foreign credentials for the purpose of admission to studies. The Australian Vice-Chancellors' Committee has issued a "Code of Practice in the Provision of Education to International Students" which is mainly concerned with administrative and practical issues. Its only reference to the recognition of foreign credentials states that "Universities should publish the selection criteria for admission of international students, including specific criteria for particular courses, and where possible recognition of prior learning, credit transfer and articulation arrangements."

While Australian practice in assessing and recognizing foreign credentials resembles Canadian practices in many ways as a result of authority residing mainly with employers, professional and regulatory bodies and education institutions, it has one notable difference in its effect on immigrants and foreign students. The compulsory provision for the assessment of credentials before entry to the country gives immigrants a clear understanding of what their credentials mean in Australian terms, and allows them to plan accordingly.[15]

The Australian federal government recognises the value of its international education industry and seeks to protect and enhance its reputation and integrity, while also offering protection to overseas students studying in Australia.[16] The Education Services for Overseas Students (ESOS) Act 2000 requires that providers of education and training to overseas students be registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). The ESOS Act and its National Code provide nationally consistent standards for registration and the subsequent conduct of CRICOS-registered providers. It requires that providers: meet quality assurance standards; comply with tuition and financial assurance requirements; and encourage overseas students recruited to study in Australia to comply with the conditions of their visas, and report those who do not. Breaches of the Act and the Code can lead to the imposition of sanctions, including their suspension or cancellation from CRICOS.

Australia also has a rigorous policy and processes for Recognition of Prior Learning; however, it is used only for non-formal learning and would have applicability only in the assessment of foreign work experience.

4.3. "Good Practice" in RIC

For purposes of this report, the literature in the field reveals specific codes of good practice in two areas: RIC as equivalency assessment, RIC as competency assessment. Relevant good practices can be drawn from the additional fields of recognition for prior learning, transnational education, and electronic portfolio assessment. The field of quality assurance in education and higher education provides additional direction.

4.3.1. RIC through Credential Evaluation

From the perspective of RIC through articulation processes, recommended best practices for assessment practices have been clearly stated in both Canada (Appendix D)[17] and the European Union (Appendix E)[18]. It is important to note that these are recommended only, and there is neither a compliance mechanism or a quality assurance requirement. These guides are intended to assure consistency between services and between assessments. They are not intended to apply, necessarily, to assessment of individual competencies, but it is worth exploration.

In Canada, The Canadian Information Centre for International Credentials (CICIC) in co-operation with a pan-Canada working group developed a statement of "General Guiding Principles for Good Practice in the Assessment of Foreign Credentials". This statement includes a set of overarching principles and a set of guidelines for assessment procedures and criteria. One principle states that the same basic methodology should apply whether the evaluation statement is used for general employment purposes, entry into secondary and postsecondary institutions or entry into a regulated occupation. A number of criteria were identified that should be applied to determine the level and type of educational programs. These criteria include: entrance requirements, duration, structure, contents of program, purpose of degree, bridges to traditional degree. The Canadian Guiding Principles for Good Practice are complementary to and support the "Criteria and Procedures for the Assessment of Foreign Qualifications" of the Lisbon Convention. The five provincially mandated services are signatories to this code of good practice and very recently the Canadian Council of Professional Engineers have also signed on. The five

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[15] http://www.twoworldsunited.com/university_australia_admission_higheredu.html
[16] http://aei.dest.gov.au/AEI/QualificationsRecognition/default.htm
[17] Complete document is at http://www.canalliance.org/documents/prncpen.stm
[18] Complete document is at http://www.cepes.ro/hed/recogn/groups/criteria.htm

provincial RIC services have joined together into the Alliance of Credential Evaluation Services of Canada (ACESC) and all voluntarily comply with the ACASC quality assurance framework. (Appendix F).[19]

In the context of Transnational Education, there is an established code of good practice in the European Union. (Appendix G)[20] To summarize those principles, it is recommended that Transnational Education arrangements :

- should comply with the national legislation regarding higher education in both receiving and sending countries,

- academic quality and standards should be at least comparable to those of the awarding institution as well as to those of the receiving country,

- the policy and the mission statements of TE institutions should be published,

- information given by the awarding institution should be appropriate, consistent and reliable,

- staff members should be proficient in terms of qualification, teaching, research and other professional experience,

- the awarding institution should be responsible for issuing the qualifications and should provide clear and transparent information, through the Diploma Supplement,

- the admission of students should be equivalent to those of the same or comparable programmes delivered by awarding institution,

- the academic workload should be that of comparable programmes in the awarding institution, any difference in this respect requiring a clear statement on its rationale and its consequences for the recognition of qualifications.

These form the basis of quality assurance in Transnational Education, possibly eLearning as well.

4.3.2.RIC through Competency Assessment

Good practice in RIC through competency assessment is currently under development under the guise the development and implementation of both PLA and ePortfolio systems.

With regard to PLA, good practice has been established in Canada by the Canadian Labour Force Development Board. Similarly, in Australia, good practices are recommended by the Australian Qualifications Framework Advisory Board.[21] Canadian quality standards (Barker, 1998) state that:

1. PLAR must be accessible and relevant to people as individuals, i.e., it must focus on the unique needs and abilities of the individual.

2. Assessment and recognition must be of learning (knowledge, skills, and judgement acquired through study or experience), not of experience.

3. The PLAR process must equitable, i.e., barrier-free and bias-free.

4. The PLAR process must be efficient, i.e., make the best use of resources for the individual.

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[19] Complete document is at http://www.canalliance.org/documents/framework.en.stm
[20] Complete document is at http://www.aic.lv/rec/Eng/leg_en/code_Tr.html
[21] *National Principles and Operational Guidelines for Recognition of Prior Learning* (Australian Qualifications Framework Advisory Board, 2004) is available at http://www.aqf.edu.au/rplnatprin.htm

5. The PLAR process must be effective, i.e., it must provide the opportunity for recognition of the prior learning, and it must not hold out false promises.

6. The PLAR process must be transparent, i.e., the individual must know the criteria against which s/he is being assessed.

7. The assessment must be reliable, i.e., it must be against criteria that are recognized and respected by all the labour market partners, e.g., occupational / skill standards, stated learning outcomes, stated credential requirements.

8. The assessment tools and their PLAR application must be valid, i.e., they must be recognized and accepted by all the labour market partners.

9. Individuals assessing prior learning must be trained to perform this task.

10. The assessing organization must provide assessment options, and the opportunity and assistance for individuals to make choices.

11. Recognition awarded through PLAR should not be differentiated from that awarded in the traditional manner.

12. Recognition resulting from PLAR should be transferable and portable within and between organizations and jurisdictions.

13. PLAR must be an option or opportunity, and not a mandatory process.

14. An appeal procedure must be available.

These can serve as both good practice and a quality assurance framework for RIC through competency assessment.

Using an electronic portfolio – ePortfolio- for competency assessment holds particular promise for Campus Canada, given that it is an online learning service. The ePortfolio movement is led in the European Union by the European Institute for eLearning (EIfEL), which has conducted a number of research and development projects for the EU. According to EIfEL, the ePortfolio is being implemented as a portion of the Diploma Supplement system in the EU. EIfEL's partner in Canada is the Learning Innovations Forum d'Innovation d'Apprentissage (LIfIA), and together they advocate for an ePortfolio for all citizens by 2010, and one ePortfolio for life – implying the requirements for transportability and utility. These quality standards for ePortfolio systems have been developed through an international consultation process by FuturEd (Barker, 2004).[22]

1. A digital archive and an ePortfolio are developed and owned by the individual or organization creating them. The use of both or either, and any changes to them, are under the control of the individual. Both are confidential and access is controlled by the individual.

2. The ePortfolio system has the capacity to maintain a complete inventory of skills and knowledge acquired by the individual through formal, non-formal, informal, accidental and incidental learning. The ePortfolio development process includes thoughtfulness about learning represented.

3. The ePortfolio system lists and describes skills and knowledge in a way that is recognized and respected by educators, employers, professional bodies, and others who receive and process ePortfolios.   Where possible, the ePortfolio system links to established competency standards but allows flexibility to accommodate unique or non-specific competencies.

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[22] *ePortfolio Quality Standards Discussion Paper* (Barker, 2004) is available at
http://www.futured.com/pdf/ePortfolio%20Quality%20Discussion%20Paper.pdf

4. The content of the ePortfolio is current, accurate, and verifiable.   Methods of validating learning are flexible, appropriate, and credible.

5. To develop the ePortfolio, there are explicit instructions with examples, a universally-recognized glossary of terms, and professional assistance if required. The ePortfolio is easy to access, use, and modify by the owner.

6. The ePortfolio and archive have the capacity to incorporate a variety of media.

7. The ePortfolio is portable and interoperable in a technical sense.

8. The ePortfolio service is multi-purpose, customisable and adaptable to various uses, e.g., assessment by teachers, learning through personal reflection, planning, individual or community asset mapping.

9. An ePortfolio system is seamless, allowing the individual to create many versions of his/her ePortfolio and use this process throughout life, from primary school through higher education and career training to the workplace and lifelong learning environments.

10. An ePortfolio system provides secure long-term storage, privacy, access and ongoing support.

Finally, the following set of recommended good practice that may apply to both types of RIC comes from a Conference Board report on RIC in Australia. The report summarized six criteria for valuing learning and learning credentials that it found in Australian university practices which merit noting. They are:

- Authenticity - The learner can actually demonstrate the learning or learning credential claimed.

- Currency - The learning or learning credential is still valid, up to date, and "performable".

- Quality - The learning or learning credential reached the acceptable level.

- Relevance - The learning or learning credential is applicable to the area claimed.

- Trustworthiness - The learning or learning credential is worthy of confidence and is capable of being depended on.

- Transferability - The learning or learning credential can be applied outside the specific context in which it was learned.

4.4. Issues and Barriers from the RIC Field

In no particular order, the following problems or deficiencies have surfaced from the review of the international literature in the field.

1. terminology (between sending and receiving institutions and programs), i.e.,
    1.1. different terminology for the same RIC concepts
    1.2. different elements of RIC using the same terminology

2. fraud
    2.1. forgery of credentials or documents
    2.2. credit "drift" as students play institutions off each other

3. the varied nature and breadth of the types of learning to assess, i.e.,
    3.1. completed qualifications
    3.2. partial credentials and course credits
    3.3. workplace training
    3.4. workplace experience and other non-formal learning

4. service costs and benefits
    4.1. actual costs to institutions
    4.2. returns associated with the costs

5. quality concerns with:
    5.1. quality assurance processes of "sending" PSEs
    5.2. measuring level versus quality of courses and programs
    5.3. information given to potential students
    5.4. internal consistency (within the institution)
    5.5. objectivity and subjectivity of alternative assessment
    5.6. program equivalency versus individual competency assessment

6. technology
    6.1. using technology to advantage
    6.2. privacy
    6.3. authentication

7. misc limitations
    7.1. continuous change in programs / courses
    7.2. outdated qualifications
    7.3. quality paradox: confusion with quality assurance

It appears that all of these, in varying degrees, are problems for CC member institutions. The top three problems, for one respondent, are fraud; quality assurance processes of "sending" PSEs and measuring level versus quality of courses and programs; and assessment and recognition processes and views of the same "sending country" credits and credentials.   Two institutions noted that these are all issues for Campus Canada.

As Campus Canada members well know, jurisdiction for education belongs to the provinces. Therefore, the history of articulation of credits and courses in Canada is one of challenged and plodding progress. Some barriers presented by RIC, as either course equivalency or individual competency, are extremely difficult to circumvent. There may be, however, opportunities to be seized in the perceived barriers to course equivalency by balancing or developing a focus on competency assessment.

Fundamental to both, in the opinion of FuturEd and others, are the following:
- an enhanced degree of trust based on an enhanced quality assurance mechanisms;
- comparable degrees, three-level cycle, quality, and mobility, i.e., "the keys to success" in the EU;
- involvement of all the stakeholders in developing a competency assessment system.; and
- a sincere desire for change.

5. Options for Campus Canada

Options for CC action come from the literature, from the members and from FuturEd. Naturally, options are interrelated, and not all are necessarily desirable. FuturEd suggests the following options for discussion by the CC Board.

5.1. Policy Options for Campus Canada

Starting from the premise that there are two fundamental methods of assessing and recognizing foreign education, the options for the Campus Canada consortium are to actively endorse or pursue one or the other or both. This is marginally mitigated by the fact that there are two target audiences for Campus Canada RIC efforts – international students who want to engage in transnational education and individuals, living in Canada, who have international qualifications and who wish to register with a Canadian PSE eLearning provider. Options for Campus Canada should address both audiences.

Option 1: Focus on Enhancing Credential Assessment and Equivalency Service

Efforts to develop and implement articulation agreements in PSE in Canada have increased over the last decade, but there is a huge, costly and complex ways to go before the process is complete. The Conference Board has documented the difficulties, challenges and consequences that result from a lack of coherent and equitable articulation system in Canada. However, a CAETO report points out that articulation works well within some provinces. Therefore, a contribution to that effort might be a Canadian or North American "Diploma Supplement" as in Europe - a document that describes the nature, level, context, content and status of studies that have been pursued and successfully completed that is attached to a transcript of marks or certification. Vicky Busch has recommended a standard description of programs for the CC website, and streamlined, it could double as the basis of a Diploma Supplement framework.

As well, it appears that Canada is served by a variety of public and private credential assessment services; i.e., the service is geographically comprehensive but limited to assessing the level of foreign courses and programs, and not necessarily transferable between provinces. Busch points out the efforts of CC to more fully utilize those services, and the associated limitations; she recommends that CC members continue to support them but that their use not be made mandatory. In Australia, there is only one service, possibly because of the importance of the immigrant skills to Australian workforce development and competitiveness. Therefore, an option to strengthen credit assessment service might be to amalgamate the services to give them more force and effect. They do provide essentially the same service (please see Appendix H) and an invaluable service, not just to PSE, but to employers and professional associations.

Articulation agreements, it should be pointed out, do not have to focus only on course equivalencies. It is conceivable that new articulation agreements could also include learning outcomes and competences; and the effect would be increased harmonization of programs within Canada as a first step, thereby making RIC easier. Working within the Canadian PSE environment, then, Campus Canada could encourage any or all of the following:
1. more formal articulation agreements, focused on institutional program and credit equivalencies
2. formal articulation agreement including learning outcomes and competency standards
3. harmonization in Canada - adjusting programs in different jurisdictions to the same standards with a Diploma Supplement approach
4. transnational harmonization – an international diploma supplement

This, however, doesn't meet the current need for an effective, efficient system for CC members now.

Option 2: Focus on Individual Competency Assessment Services

Throughout parts of Canada, Prior Learning Assessment has been implemented, largely to assess and certify learning from non-formal environments – workplace training, work experience, lifelong learning. It is conceivable that the processes could be extended to include foreign learning – in fact they often do. PLA could serve as an option to credential assessment, and or contribute substantially to it. However, it is "messy" compared to credential assessment – with a balance of qualitative and quantitative input. As such, some academics worry that PLA threatens the quality of PSE by appearing to be less rigorous and straightforward. The simple method of removing that threat is to "describe" all courses and programs with intended learning outcomes and indicators of competence; then PLA in all its forms can be systematically implemented. There is a relationship here to the diploma supplement – such a description is inherent in the European Diploma Supplement.

The ePortfolio is an effective and efficient tool for managing the achievement of learning outcomes, i.e., the program standards become a framework for the individual's demonstration of achievement. All that is needed in Canada is one comprehensive web-based system linking the existing occupational skills standards, together with the imperative to cross reference course/program learning outcomes within that database. It is highly doubtful that such a system could be paper-based, therefore there is an obvious opportunity for Campus Canada, as an online education coordinator, to develop and implement such an electronic tool for learning management.

Option 3: Balance Credential and Competency Assessment

Given the investment in both types of RIC, it seems logical that a balance can be sought between these two approaches. The link between them is that the credential assessment, from a professional service, becomes the "evidence" in the individual's digital archive of a certain body of skills and knowledge.

In *Recognition of Learning: An International Perspective,* prepared for CAETO in 2003, George Tillman points out that "recognition of qualifications is as much a political, social and civic objective as an educational and economic one." He asserts that the motivating political goals in the European Union – to create a European space for higher education in order to enhance the employability and mobility of citizens and to increase the international competitiveness of European higher education – gave impetus to the establishment of the RIC system within the EU. When the Asia-Pacific region formed the University Mobility in Asian and the Pacific (UMAP) to achieve international understanding through mobility of university students and staff, the approach and scope are not as ambitious "because of the absence of an overarching motivating political goal." It appears that, if there is one, the overarching goal in Canada might be problems with industrial productivity and human capital management (please see Appendix I).

5.2. Recommendations from CC Members

Campus Canada member institutions made the following suggestions:

- a set of Canadian recognition policies/practices by country similar to what the PIER publications from ARUCC in the USA offered;

- an inventory similar to the Pan-Canadian protocol where existing university international assessment units, procedures and recommendations are shared amongst educational institutions;

- consistency within Campus Canada that reflects whatever consistency already exists with the PSE system in Canada;

- a possible but difficult to implement solution would be for all CC members to use a single assessment service and have no internal assessments done;

- a single access point for Foreign Credential evaluation service for Campus Canada would be helpful. This service should be accessible in two ways 1 for learners and a 2nd for post secondary institutions who do not have capacity or expertise to meet requests.

5.3. Optional Next Steps

FuturEd suggests that the CC Board consider the following optional processes to increase consistency in RIC between and among CC members. Any of these processes would demonstrate national leadership and international cooperation.

1. Formally situate CC in the context of Transnational Education.

   - Consider that a Canadian institution is simply going to award a degree, with some coursework having been done outside the country.

   - Adopt "Code of Good Practice in the Provision of Transnational Education" (UNESCO / Council of Europe, 2001) and/or the Open eQuality Learning Standards (LIfIA/EIfEL, 2004).

   - Require members to ascribe to / adhere to that Code – develop a Quality Assurance Framework like that for FCR agencies.

2. Develop and implement a consensus agreement on what constitutes good competency assessment practice, in general, and specifically using ICT – an ePortfolio system.

   - Combine and review existing "codes" for good PLA and good management of non-formal learning.

   - Conduct a consensus-building exercise.

   - Link the competency assessment (ePortfolio) to the RoL as PLA does.

3. Develop and implement a consensus agreement on what constitutes good RIC practice

   - Combine and review the existing "codes" for good credit evaluation practices and competency assessment practices.

   - Conduct an consensus-building exercise.

   - Require members to adhere to a Code of Good RIC Practice it develops.

5.4 Questions for Discussion

1. The EU achieved radical change and one system through political expediency. What is (or could become) the overarching motivating political goal in Canada? (important to EU success; missing with UMAP)

2. Can the existing Good Practices for credential assessment apply equally to course equivalencies and individual competencies?

3. As an online service, could / should CC pilot innovative uses of ICT (i.e., competency assessment through eP)?

4. To what degree is RIC a perceived problem in Canadian PSE? Is it a policy priority? Is there a sincere desire for change to RIC practices and policies in Canada?

5. How can/should CC take the lead to ensure an enhanced degree of trust based on an enhanced quality assurance mechanisms?

6. Who could/should be charged with the achieving the "keys to success" in the EU, i.e., comparable degrees, three-level cycle, quality, and mobility

7. How can/should CC animate involvement of all the stakeholders in developing a competency assessment system?

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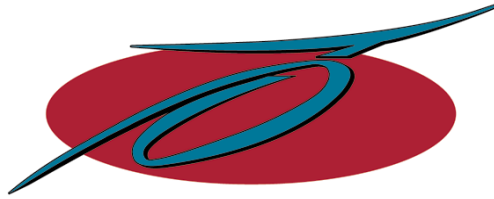
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Unesco European Centre For Higher Education (Cepes). (2001). <u>Recommendation On Criteria And Procedures For The Assessment Of Foreign Qualifications.</u> Retrieved January 25, 2005 from Http://Www.Cepes.Ro/Hed/Recogn/Network/Criteria.Htm and http://www.cepes.ro/hed/recogn/groups/criteria.htm

Unesco European Centre For Higher Education (Cepes). (1999) <u>Recommendation on International Access Qualification, Strasbourg/Bucharest, 1999.</u> Retrieved January 25, 2005 from http://www.cepes.ro/hed/recogn/groups/recomm.htm

Additional links:

ENIC and NARIC Networks: http://www.enic-naric.net/

Lisbon Convention:
http://www.bologna-berlin2003.de/pdf/Lisbon_convention.pdf
http://www.cep.org.hu/hesss/doc/bologna/Lisbon%20Convention%20(1997).pdf

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**Recognition of International Credentials
Survey for Campus Canada**

Introduction

FuturEd has been contracted by Campus Canada (CC), for March 1, 2005, to:
- synthesize the policies and practices used some Canadian post-secondary education(PSE) institutions to address the Recognition of International Credentials (RIC)[23];
- identify barriers, issues and best practices from the perspective of CC members and from the related literature; and
- make recommendations for a systematic approach to be used by CC member institutions.

To do that, we have taken a close look at institutional websites, and we are currently conducting an online literature review specific to RIC and PSE in Canada and beyond.

The purpose of this survey is to solicit your advice and opinion.   We appreciate the time you'll take to complete this survey and ask that you return it to Maxine.Adam@FuturEd.com **by Monday February 21**.

Institutional Policies and Practices

First, we want to be certain that we understand the polices and practices of the Campus Canada (CC) member institutions and a small number of members of the Canadian Virtual University (CVU).

Using institutional websites, we have determined that all institutions encourage and accept international applications, and have regular credit recognition[24] policies that apply to both international and Canadian students.

Information about RIC is typically found in the section for international students, although it may apply to potential students with foreign credentials already living in Canada. The RIC process is in addition to regular application processes and typically in addition to regular Prior Learning Assessment and Recognition (PLA/PLAR) processes. In some cases, the RIC process take the form of PLA, through a form of portfolio assessment.

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[23] Variously construed as Recognition of Foreign Credentials (RFC), Qualifications Recognition (QR), and other similar but non-synonymous labels.
[24] Variously construed as Credit Transfer, Advanced Standing, Advanced Placement, Course Exemption and other conceptually related labels. These are not necessarily synonymous labels.

Simplistically speaking, the biggest differences between institutions are whether:
- they use internal or external services,
- the RIC practices differ between CC programs, and /or
- the RIC practices are standalone, or imbedded in alternative assessment[25] practices.

1. On this table, have we accurately characterized your institutional RIC polices/practices? If not, please make the correction and provide supporting documentation.

Institution	External RIC Service		Internal RIC Processes			Not stated on the Website
	Specified	Unspecified[26]	Part of PLA	Same for all programs	Differ by program	
Athabasca U	IQAS	X	X			
Fanshawe C		X			X	
Humber C				X		
Marine Institute / Memorial U				X		
Red River C				X	Additional documentation by program	
Royal Roads U	ICES	"or other approved evaluators"	X		Fee for RR evaluation service	
UC Cape Breton		X		X		
U New Brunswick			X While RIC would be covered under PLA, in practice this would be very challenging	Recognition of the credential /grading system is determined at the University level so would be the same for all programs	X Recognition of individual courses would be at the program level	
UC Fraser Valley				Only require Official transcripts		
York U				Country-by-country basis		
Laurentian U						X (English language requirements only)
U Manitoba						X

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[25] Variously known as Prior Learning Assessment (PLA), Prior Learning Assessment and Recognition (PLAR), Flexible Assessment (a term used by Royal Roads).   Adjuncts include, but are not limited to assessment of / credit for workplace training and "other learning" (at Athabasca University).

[26] Stated as a "Campus Canada approved assessment provider"

How do you operationally define a "Campus Canada approved assessment provider?"

Summary:

All respondents noted that a Campus Canada approved assessment provider is endorsed by Campus Canada. They also noted that providers should be a member of, or meet the quality assurance framework of, the Alliance of Credential Evaluation Services of Canada. CVU quoted an early CC document stating "Providers use <u>common standards and principles of assessment</u>; accept the assessments of other Providers; and share nonconfidential assessment results with Campus Canada and with other Providers."

Responses:

1. Athabasca U - I'm not sure I understand your question here – do you mean an international credential assessor? If so, we generally require that assessment providers be a member of the Alliance of Credential Evaluation Services of Canada although other bodies are acceptable if recognized, (i.e. if we know they are a credible body).

2. Canadian Virtual University

Two years ago, we defined an approved assessment provider in a number of early Campus Canada documents:

1. Providers

From the university perspective, Providers are institutions and agencies that typically conduct foreign credential evaluations and/or assessments for the purposes of academic placement.

Providers use <u>common standards and principles of assessment</u>; accept the assessments of other Providers; and share nonconfidential assessment results with Campus Canada and with other Providers.

Providers are members of one of the following: AUCC, ACCC or the Alliance of International Credential Assessment Something or other (not sure of the exact name).

3. UCCB

In relation to Foreign Credential Evaluation services, an approved Campus Canada assessment provider would be on endorsed by Campus Canada and meeting the quality assurance framework of the Canadian Alliance of Credential Evaluation Services of Canada.

RIC Issues and Barriers

Second, we want to surface the problems and best practices associated with RIC. While RIC policies and practices may present barriers and issues for potential students, professional certification bodies, and/or employers, we are focusing on PSE institutions, for whom the issues may or may not be the same.

From the literature, we have learned that there are RIC-associated problems, in Canada and beyond, associated with:

1. terminology (between institutions and programs, within Canada and from international PSE), i.e.,
   1.1. different terminology for the same RIC concepts
   1.2. different element of RIC using the same terminology
2. institutional inconsistency (between Canadian PSE programs and institutions) vis-à-vis
   2.1. RIC fees assessed
   2.2. rigor and flexibility
   2.3. assessment and recognition processes
   2.4. views of the same "sending country" credits and credentials
   2.5. jurisdictional priorities and regulations
3. fraud
   3.1. forgery of credentials or documents
   3.2. credit "drift" as students play institutions off each other
4. the varied nature and breadth of the types of learning to assess, i.e.,
   4.1. completed qualifications
   4.2. partial credentials and course credits
   4.3. workplace training
   4.4. workplace experience and other non-formal learning
5. service costs and benefits
   5.1. actual costs to institutions
   5.2. returns associated with the costs
6. quality concerns with:
   6.1. quality assurance processes of "sending" PSEs
   6.2. measuring level versus quality of courses and programs
   6.3. information given to potential students
   6.4. internal consistency (within the institution)
   6.5. objectivity and subjectivity of alternative assessment
   6.6. program equivalency versus individual competency assessment
7. technology
   7.1. using technology to advantage
   7.2. privacy
   7.3. authentication
8. laws and regulations governing professions and employment
   8.1. differences between provinces
   8.2. lack of national regulations or coordination

2. From your experience, are these problems for your institution? Could you please rank them from most to least serious (with 1 being most serious, and N/A meaning you don't see this as a problem)? What problems would you add? In your opinion, which of these are problems for Campus Canada?

Summary:

Only one institution applied the ranking regarding problems. The top three (of six) listed problems were prioritized accordingly: fraud; quality assurance processes of "sending" PSEs and measuring level versus quality of courses and programs; and assessment and recognition processes and views of the same "sending country" credits and credentials.

Two institutions noted that these are all issues for Campus Canada.

Responses:

1. UNB
#1 (most serious) Point 3
#2 Point 6, in particular 6.1 and 6.2
#3 Point 2, in particular 2.3 and 2.4
#4 Point 1
#5 Point 4
#6 Points 5, 7, 8

Points of concern:
> **With regard to Point 2,** This area has the potential to be challenging given that policies/practices, of necessity will vary from level to level in the PSE system, i.e. comparing college-level assessments to university-level assessments where one is focused on certificates/diplomas that are often linked to industry accreditation/recognition and other is focused primarily on degree credentials.
> **With regard to Point 4,** As noted in Point 2 above, this again has many challenges related to the level within the PSE system. The colleges are likely to be faced with 4.3 and 4.4 to a much greater extent than will the universities. The universities would be dealing primarily with actual transcripts/credentials.

2. Athabasca U

No, these are not significant issues at AU as we accept the international assessor's recommendations. For Campus Canada I think there are significant issues with trying to 'standardize' the assessment methods and outcomes. I know of cases where two assessment bodies are unable to agree on the same credential – with their experience, and their inability to come to a consensus, it appears difficult to obtain a standardized assessment outcome. I do not have anything to add to this list, it appears quite comprehensive.

3. UCCB - All of the above would be problems for Campus Canada.

Best Practices and Recommendations for CC

Best practices come it two forms:
- solutions to perceived problems and issues, and
- efforts by professionals to create consistency between institutions and countries.

In Canada and in the European Union, complete statements of "good practice" have been developed through consultation and consensus. For example, the *General Guiding Principles for Good Practice in the Assessment of Foreign Credentials* (1998) are endorsed by the Alliance of Credential Evaluation Services of Canada (ACESC).[27] UNESCO and the Council of Europe have endorsed the *Lisbon Convention on the Recognition of Qualifications Concerning Higher Education in the European Region.*[28]

3. What recommendations for improved practice would you make?   Do you apply the *General Guiding Principles* at your institution? How would you remove the perceived barriers and deficiencies associated with RIC in general? What recommendations would you make for consistency within Campus Canada?

Summary of Recommendations:
- a set of Canadian recognition policies/practices by country similar to what the PIER publications from ARUCC in the USA offered.
- Develop an inventory similar to the Pan-Canadian protocol where existing university international assessment units, procedures and recommendations are shared amongst educational institutions.
- Consistency within Campus Canada must reflect whatever consistency already exists with the PSE system in Canada.
- A possible but difficult to implement solution would be for all CC members to use a single assessment service and have no internal assessments done.
- A single access point for Foreign Credential evaluation service for Campus Canada would be helpful. This service should be accessible in two ways 1 for learners and a 2nd for post secondary institutions who do not have capacity or expertise to meet requests.

Responses:

1. UNB

Speaking from the perspective of a university representative, it would be very helpful if there was a set of Canadian recognition policies/practices by country for similar to what the PIER publications from ARUCC in the USA offered. I feel that by and large, there is a reasonable level of consistency in overall recognition of the credential/grading system/etc among Canadian universities, especially those with well established international assessment units at the undergraduate/graduate levels. As more and more universities and increasingly colleges and technical institutes become active in international recruitment, such information would be of assistance to such institutions, would help universities were international assessment staff change, and would go a long way to establishing "consistency" in overall understanding of the credential that is presented, recognizing that specific course transfer will vary depending upon the specific program and academic regulations for that program (similar to the Pan-Canadian protocol). Such an inventory would also be a major help in providing information on the recognition of various credentials outside of university transcripts/degrees where an institution/accreditation body has spent considerable time in assessing the credential and making recommendations on recognition. Assuming institutions would accept the recommendations, it would save considerable effort on the part of institutions and ease the entry of international students into the PSE system.

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27 Available at www.canalliance.org/documents/prncpen.stm
28 Available at www.cepes.ro

Consistency within Campus Canada must reflect whatever consistency already exists with the PSE system in Canada (easy to say but I recognize the challenges). It would be counter productive for Campus Canada to establish its own practices if these were not consistent with at least "benchmark' institutions at appropriate levels within the PSE system.

2. Athabasca U

Yes, in fact I am working on a policy for the university that is based on the documents you mention above as well as the CMEC Pan Canadian Protocol regarding transfer, the CEMC Ministerial Statement on Credit Transfer in Canada and the US Council for Higher Ed's Joint Statement on the Transfer and Award of Credit. This policy has not yet been approved but I anticipate no difficulties as this standardization and consistency is long been sought at AU. How to remove the barriers and to ensure consistency within Campus Canada? This is a good question and a difficult one. Unless we are all trained in the same way, all use the same resources and keep up with each other, this is difficult. A possible but difficult to implement solution would be for all CC members to use a single assessment service and have no internal assessments done.

3. UCCB

At this time the majority of our international students come to us via articulation agreements. In this case, the evaluation and placement is done as part of the building of the articulation. Other assessments are done on an individual basis using in-house expertise. Timing is an issue as it takes a lot of time to respond to inquiries. As well, the majority of requests do not result in students enrolling at UCCB. Capacity is very limited in-house. A single access point for Foreign Credential evaluation service for Campus Canada would be helpful. This service should be accessible in two ways 1 for learners and a 2nd for post secondary institutions who do not have capacity or expertise to meet requests. Campus Canada would need to work with the post secondary institutions for their support and buy in to this type of system.

4. **Do you have other comments or observations to add?** (If you have questions or concerns about this survey, please email me: kbarker@futured.com **)**

Since Canadian Virtual University is a consortium and not an institution, we do not ourselves have policies related to foreign credential recognition. However, it is of great interest to us, since approximately 25% of our website visitors are from out of the country. We daily receive questions from students with foreign credentials who are asking how they can get credit for them. Our website has tried to provide some examples and simple steps for students with foreign credentials:
http://www.cvu-uvc.ca/foreign/?link=http://www.cvu-uvc.ca/foreign/poland.html
http://www.cvu-uvc.ca/foreign/indexFR.php

Appendix A:
Policies And Practices For
Foreign / International Credential Assessment / Recognition at
Campus Canada Member Institutions
Winter 2005

Campus Canada Members

1. Athabasca University
   http://www.athabascau.ca/
2. Fanshawe College
   http://www.fanshawec.on.ca/
3. **Humber College Institute of Technology and Advanced Learning**
   http://www.humber.ca/
4. Memorial University of Newfoundland
   http://www.mi.mun.ca/
5. Marine Institute
   http://www.mi.mun.ca/
6. Red River College
   http://www.rrc.mb.ca/
7. Royal Roads University
   http://www.royalroads.ca/Channels/
8. University College of Cape Breton
   http://www.uccb.ca/uccb_main/asp/home_default.asp?id=home
9. University of New Brunswick
   http://www.unb.ca/
10. University College of the Fraser Valley
    http://www.ucfv.bc.ca/
11. York University
    http://www.yorku.ca/web/index.htm

Canadian Virtual University

12. Laurentian University
http://www.laurentian.ca/
13. University of Manitoba.
http://www.umanitoba.ca/

1. ATHABASCA UNIVERSITY http://www.athabascau.ca/
Contact Information: **eval@athabascau.ca** **admissions_clerk@athabascau.ca**
http://206.47.130.39/results.jsp
If you are applying for transfer credit from post-secondary institutions outside Canada for the United States, you will be forwarded an information and application package for International Qualifications Assessment Service (IQAS), and you will be responsible for any fees associated with this independent assessment.
http://www.athabascau.ca/html/depts/registry/trancred.htm#IQAS
Those students applying to an Athabasca University program who require an evaluation of their international post-secondary course work (outside of Canada and the United States) should **request an information and application package from the Office of the Registrar**. Students should return the application to: International Qualifications Assessment Service (IQAS) 4th Floor, Sterling Place 9940-106 Street Edmonton AB T5K 2V1 E-mail: **iqas@gov.ab.ca** or phone: (780) 427-2655 310-0000 (ask for 427-2655. Alberta callers only) (800) 999-3965 (Saskatchewan callers only) (780) 427-2655 (All others) Since September 1, 1998, all students presenting international credentials for possible transfer credit to Athabasca University programs must make application to IQAS for a "Description of Post-Secondary Course Work." The fee charged for this service is $200, and is collected by IQAS. Those students who elect not to go through the IQAS process forfeit the possibility of any transfer credit for their international course work towards an Athabasca University program. IQAS will mail, to the student, the completed foreign assessment result and provide Athabasca University a copy of this assessment on behalf of the student.
http://www.athabascau.ca/cgi-bin/credit_transfer.pl
Credit Transfer Database – General Inquiry – lists International Institutions (toggle) in a formatted query page.

2. FANSHAWE COLLEGE
http://www.fanshawec.on.ca/

Contact Information:
International Student Admissions,
Registrar's Office
Phone: (519) 452-4278
Fax: (519) 659-9393
Email: **int@fanshawec.ca**

Fanshawe College, International Department
Room E1002
1460 Oxford Street East,
London, Ontario, Canada
N5Y 5R6

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http://www.fanshawec.on.ca/international/requirements.asp

Information for International Students
Admission Requirements
Admission requirements for career programs
- American system - Grade 12 or high school diploma
- The minimum acceptable TOEFL score is 550 for the paper-based test and 213 for the computer-based test, with test results within the past 12 months, IELTS score of 6.5 with no band lower than 6.0, with test results within the last two years.
- For programs that have a Grade 12 English, Advanced Level requirement, the minimum acceptable TOEFL score is 570 for the paper-based and 230 for the computer-based test; or IELTS score of 7.0 with no band lower than 6.5.
- If you do not have a minimum TOEFL Score or IELTS score, you will be required to write the Fanshawe College English Equivalency Test after you arrive at the College.
- Many programs have additional academic requirements. Please refer to the Fanshawe College website which lists complete details and requirements for our Career Programs

Admission requirements for English as a Second Language (ESL) courses and special international programs
- You must be at least 18 years of age to enter the ESL program of study
- For direct entry into the General Arts and Science for International Students, TOEFL 500 (paper-based) or 173 (computer-based), with test results within the past 12 months is required or IELTS score of 6.0 with no band lower than 5.5, with test results within the past two years

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http://www.fanshawec.on.ca/international/advanced.asp

Advanced Standing is credit granted by Fanshawe College for all or most of the courses of a program level(s) on the basis of previous academic achievement at another institution and/or prior learning assessment and recognition. Advanced standing qualifies the applicant for direct entry to the second or higher level of the program. An Advanced Standing Academic Assessment Fee of $100 is required. To apply for Advanced Standing, you would complete the **International On-line Admissions Application**. Once Fanshawe has received the application information, including the $100 Application Fee and $100 Advanced Standing Fee, an acknowledgement will be sent to the applicants, requesting the following, if not already received:
- Certified post-secondary transcripts
- Course outlines of all the courses that you have achieved credit in.

Each Program Division is responsible for establishing its policies and procedures for evaluating applications for Advanced Standing. The academic managers are responsible for approving or not approving an application for Advanced Standing application. If you have any questions about Advanced Standing please contact the International Department at: **int@fanshawec.ca**.

3. HUMBER COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING
http://www.humber.ca/

Contact Information:
Humber Institute International Centre C115, 205 Humber College Blvd., Toronto, Ontario, Canada, M9W 5L7.
Tel. 416-675-5067
Fax 416-675-6386
Email **intlenq@humber.ca**

INTERNATIONAL REPRESENTATIVES Find your local representative for Humber by selecting your country from the drop-down menu. Then simply click enter to obtain their contact information. See:
http://international.humber.ca/3-0-contactus.shtml

http://www.international.humber.ca/appform.htm

NOTE: If Applicants are fully qualified for their program choice in all areas except their English Language skills [minimum TOEFL 550 (213 computer-based) for Undergraduate and 580 (237 computer-based) for Post Graduate programs] they may be granted conditional acceptance into their program of choice and guaranteed admission upon successful completion of the English for Academic Purposes (EAP) program (number of EAP levels required will be determined upon placement testing).

http://international.humber.ca/9-1-admission-applying.shtml

Applying

1) Submit a completed **Humber International Application Form**.

2) Include original or certified copies of your educational documents. They must prove that you have academic standing equal to 12 years of primary and secondary education for postsecondary programs, and completion of a university or college program for postgraduate programs.

3) Include proof of English Language Proficiency. These documents should indicate:

ENGLISH LANGUAGE MINIMUMS			
PROGRAM FORMAT	TOEFL	IELTS	CAEL
Diploma / Certificate	Min. 550 (213 computer)	Min. 6.0	60 Overall Score
Degree	Min. 560 (220 computer)	Min. 6.5	60 Overall Score (writing 60)
Postgraduate	Min. 580 (237 computer)	Min. 6.5	70 Overall Score
Bachelor of Nursing	Min. 600 (250 computer) with 4.0 on the essay component		
Some programs may require higher TOEFL or IELTS score. Individual IELTS bands are taken into consideration. Humber's TOEFL code is #9285			

5) If the admissions requirements for your program include other documents, such as a questionnaire, portfolio or writing samples, include these as well. If you contact the International Centre in advance, they will send a list of the documents for you to complete and include with your application package

4. MARINE INSTITUTE OF MEMORIAL UNIVERSITY
http://www.mi.mun.ca/

Contact Information:

http://www.mi.mun.ca/prosp_students/admissions/

Applicants from Other Countries

Applicants from other countries must submit an Application for Admission to the Marine Institute along with official transcripts and any other related documentation well in advance of the semester for which they are seeking admission. The Marine Institute does not offer financial assistance to students from outside Newfoundland. Therefore, a statement of satisfactory financial resources must be submitted with the application for admission. Please refer to the regulations governing English Proficiency Requirements as listed in this calendar for further information.

Credit Transfers and Challenge Examinations

Students transferring from other colleges or universities, and students with prior academic or work experience who feel they are eligible to earn credit from the Marine Institute for work completed towards the requirements of a Marine Institute programme, may apply to earn this credit through either an Application for Credit Transfer or through a Challenge Examination. Please refer to the section of the Calendar concerning Academic Policies and Procedures for an explanation of the policies, regulations and procedures governing transfers of credit and challenge examinations.

English Proficiency Requirements

English is the primary language of instruction at the Marine Institute. Therefore, all applicants seeking admission must possess an adequate knowledge of written and spoken English as a prerequisite to admission. Regardless of the country of origin or of citizenship status, applicants will be required to demonstrate proficiency in the English language. This demonstration will take one of the following forms:

- Successful completion of the equivalent of full-time instruction in an English language secondary institution as recognized by Memorial University of Newfoundland including successful completion of at least two courses in English language and/or literature at the Grade XI (or equivalent) level. Please note that these courses must be other than E.S.L. (English as a Second Language) courses.
- Successful completion of the equivalent
- Submission of official results of the Test of English as a Foreign Language (TOEFL) with an acceptable score. Applicants submitting a TOEFL score of 550 (or higher) will be considered as having demonstrated English language proficiency for admission purposes only. Applicants submitting a TOEFL score of less than 550 will be considered as not having met the English language requirements and will not be admitted until English language proficiency can be demonstrated.
- Submission of the official results of the Michigan Test of English Proficiency with an acceptable score. Applicants submitting a Michigan Test of English result of 85 (or higher) will be considered as having demonstrated English language proficiency for admission purposes only. Applicants presenting a Michigan Test of English result of less than 85 will be considered as not having met the English proficiency requirements and will not be admitted until proficiency in English can be demonstrated.

Information regarding the TOEFL programme is available from the Educational Testing Service, Box 899, Princeton, New Jersey, U.S.A., 08540, from U.S. embassies or consulates, or from offices of the U.S. Information Services. Information on the Michigan Test of English may be obtained from the Testing and Certificate Service, University of Michigan, 2001 North University Building, Ann Arbor, Michigan, U.S.A., 48109-1057.

In extenuating circumstances and with the approval of the Admissions Committee, applicants may be permitted to provide proof of proficiency in English based on a proficiency test designed and administered by the Department of English at Memorial University.

5. RED RIVER COLLEGE
http://www.rrc.mb.ca/

Contact Information:
International Education Office, Room D-214, 2055 Notre Dame Avenue, Winnipeg, MB, Canada, R3H OJ9 or phone: (204) 632-2143, fax: (204) 632-5269, e-mail: **intled@rrc.mb.ca**

http://www.rrc.mb.ca/international/

Includes sections on:
- New Programs Open to International Students
- **English Language & Preparatory Programs**
- **Academic Programs**
Certificate Programs (One-year)
Diploma Programs (Two-year)
Joint University Degree Programs
The Most Popular Programs for International Students
- **ACCC CCPP Mexico Project**
Information about RRC's CIDA-funded Development Project in Ixtapa-Zihuatanejo, Mexico
- **International Partnerships**
International Development Projects
Partnerships
Custom Designed Training
- **Shenyang Red River Centre (China)**
A joint-venture education initiative of Red River College and the Shenyang Electric Power Institute

http://www.rrc.mb.ca/international/admiss.htm

International Student Admission to RRC

Payment of $400.00 ($100.00 CAD non-refundable application fee and $300.00 CAD tuition deposit) together with original transcripts and certified translations must be submitted with the application form before processing will begin.

The International Education Office is responsible for processing all international student applications. The International Education Office provides information on program availability, international tuition fees, program dates, application procedures, health insurance, and immigration requirements. The following general information will guide the admission of international students to academic programs at Red River College. Should an applicant not meet the standards of admission to the program they have applied for, an alternate program will be offered to the applicant. Every effort will be made to offer assistance in helping the applicant achieve their goals.

Admission Requirements

When to Apply:

Completed applications are accepted on an ongoing basis and are processed on a first-come, first-serve basis. We recommend that you apply at least 6 months prior to the start of a program (3 months for ESL/Academic Preparation programs). Many programs have a limited number of spaces available for international applicants.

Application Fee:

Applicants must submit $400.00 CAD ($100.00 CAD non-refundable application fee plus $300.00 CAD refundable tuition deposit) with a completed application form, official mark transcripts and proof of language ability. Payment can be made by VISA, MasterCard, Money Order, Bank Draft or Wire transfer payable to Red River College. Applications submitted without the $400.00 will not be processed.

The non-refundable application fee is transferable to another program or start date once only upon a student's written request. Additional transfers are subject to an additional $100.00 application processing fee.

Age Requirement:

Applicants must be 16 years of age or older. (The Canadian Embassy requires applicants under 18 to have a Canadian guardian identified with official documentation signed by both parents when applying for a Study Permit.)

Entrance Prerequisites

Academic Requirements & Documentation:

The majority of programs require that you have the equivalent to Manitoba high school Grade 12 (not required for ESL/Academic Preparation applications). All transcripts and other supporting documents must be in English or have English translations attached. If you require the original documentation returned, submit the original and one copy. The copy will be verified, and the original will be returned.

Refer to the College website **www.rrc.mb.ca** or contact the International Education Office for further program specific information.

Additional documentation is required for some programs once it is determined the academic requirements are met. For example: Portfolios for Graphic Design, Creative Communications and Digital Multimedia; Criminal Record checks and references for Early Childhood Education and Disability and Community Support; or, Record of Immunizations for Health-related programs. The final decision related to acceptance to such programs will be made by the program coordinators on the basis of these additional program requirements.

English Language Proficiency Requirements:

English is the language of instruction and communication at Red River College. If your primary Language is not English, or your previous education has been conducted in another language, you must demonstrate sufficient English ability to meet the demands of classroom instruction and written assignments by submitting one of the following:

- TOEFL - a minimum of 550 (CBT-213)
- CanTEST - a minimum of 4.5 in Reading & Listening sections, 4.0 in Speaking & Writing sections
- IELTS - a minimum of Band 6.5
- MELAB - achieve a minimum score of 80
- CAEL - achieve a minimum score of 60 or more
- Successful completion of Red River College Academic English Program for University and College Entrance (AEPUCE). Must achieve minimum score of 65% (see RRC ESL program brochure or visit RRC website for further information on this program);
- RRC Language Training Centre placement tests for applicants in Winnipeg (testing fees apply).

Application processing will not start until all of the above documents are received and complete (including original transcripts and certificates, or certified copies and translations if required). Incomplete applications will result in your application being rejected.

Admission Status

Once application review is completed you will receive notification of acceptance, conditional acceptance, application on hold until further documentation is received, or rejection. When you are notified that your application is acceptable or conditionally acceptable the International Office will reserve a space in the program for you.

Conditional Offers of Admission may be issued to students who require English as a Second Language (ESL) before being admitted to the postsecondary program they have applied to.

Official Letters of Acceptance or Conditional Acceptance will be issued once entrance requirements are met. The Letter of Acceptance must be submitted, along with the other required documentation, to your nearest Canadian Embassy or Consulate Visa Section to apply for a Study Permit. (Note - You may study on a Visitor Visa for studies Less than six months. However, if you should decide to continue studies beyond six months you are required to have a Study Permit, you must then apply from outside of Canada. If you are not sure, it is best to apply for the Study Permit from your home country before you come to Canada). For further information on Studying in Canada refer to the Government of Canada website at

(**http://www.cic.gc.ca/english/study/index.html**).
Application guide
1. Program (1A. English as a Second Language & Academic Preparation &/or 1B. Post-Secondary)
Check the box beside the program you are applying to enter. If applying for ESL or Academic Preparation Programs please complete Section A. If applying for Certificate, Diploma, Joint Degree or Advanced Diploma Programs complete Section B. If you are applying for ESL/Academic preparation programs and then plan to continue into post-secondary programs, complete both sections. It is in your best interest to identify two program choices when applying for post-secondary programs (1.B) in the event the first program choice is full. Then complete the Preferred Start Term box with a check mark and indicate the year you wish to start studies.
2. Personal Information
Print your full Legal name (no nicknames). All correspondence will be sent to this address. It is important to notify the College if you change your address. Please include your e-mail address if possible.
3. Education
List all secondary and post secondary education completed, including any additional certificates/diplomas received.
4. Proof of Language Proficiency
Proof of language proficiency is required for all applicants whose first Language is not English. Official copies of test scores or transcripts should be sent directly to the International Education Office.
5. Release of Information
Many international applicants apply to RRC with the assistance of agents and relatives or request that their marks/transcripts be given to other institutions. The College cannot discuss your application status, progress, attendance, etc. without your consent on file. Please complete this section if applicable to your situation.
6. Declaration
Please make sure your application is complete in all detail before signing and sending the application form.
7. Essay
The essay must be composed and written by the applicant. Please describe why you are interested in this program. List and describe any education or work experience that has prepared you for this program (see prerequisites and program content).
Please note that college policies, procedures, dates, and fees are subject to change and may not apply to all international students. All fees stated are in Canadian dollars. Contact the International Education Office for the latest updates and application guidelines.

6. ROYAL ROADS UNIVERSITY
   http://www.royalroads.ca/Channels/

international.education@royalroads.ca
For further information about programs and services for international learners, contact the Registrar's Office:

Call toll-free from North America: 1-800-788-8028
Telephone: +1 (250) 391-2505
E-mail: **rruregistrar@royalroads.ca**

Write to:
Royal Roads University
2005 Sooke Road, Victoria
British Columbia, V9B 5Y2, Canada

http://www.royalroads.ca/Channels/for+learners/international+learners/default.htm

Flexible and market-driven, they attract participants from around the world into our team-based learning system - allowing learners to develop personal and professional relationships that span the globe. The International Office works with other University departments to provide you with information on applying for a program, advice on Scholarships, English Language requirements and acceptability of international qualifications.
Distance-based Learning
Most programs offered by Royal Roads are designed so learners can study anywhere in the world while maintaining their full-time careers. These programs combine short, on-campus residencies at the RRU campus in Victoria, British Columbia with Internet-based distance learning and research/project work.
On-campus, Abroad - Royal Roads currently offers MBA degrees offshore in the countries noted below. These are full-time, face-to-face programs. Please visit the **partner** websites for more information.
Hong Kong: International Education Consultants (Hong Kong) Ltd.
China, Taiwan and Macau: Please contact the RRU International Office at
international.education@royalroads.ca

http://www.royalroads.ca/Channels/for+learners/international+learners/apply+to+rru/default.htm

Acceptance into Royal Roads University programs is based on academic qualifications as well as life experiences and career achievements. Some applications may be reviewed through our **Flexible Assessment** procedures which provide the opportunity for the applicant to be evaluated and recognized for their demonstrable skills and knowledge. Applications are accepted on a rolling basis.
Applications from international learners must include:
- Completed application form
- Two letters of reference
- Official transcripts from all post-secondary institutions attended
- Current resume
- Personal statement that explains the applicant's interest in the program
- Application fee of $100
- Learners submitting transcripts from schools outside Canada or the United States must also submit a $100 international credential evaluation fee or provide an evaluation prepared by the International Credential Evaluation Service or other approved evaluators.

*International learners who opt not to pay the international credential evaluation fee $100 are responsible for providing a recognized evaluation of their credentials by an agency such as the International Credential

Evaluation Service. Candidates must prove their **proficiency in written and spoken English**. All documents should include certified English translations where applicable.

Canadian Student Authorization

After you receive a letter of acceptance, you should apply to the Canadian government for student authorization using the required form. To apply for student authorization: take your letter of acceptance and all other required documents to a Canadian Embassy, Consulate or High Commission in your country (or, you may be able to go to the embassy/high commission nearest to you). In some countries, a Canadian Education Centre administers the process. Some visa offices in certain countries have information listed online. The Canadian government will issue a letter of approval and authorization number. (It can take several months to get a letter of approval.) When you enter Canada, immigration officers examine your file and issue your student authorization. (This is sometimes called a student visa.)

 Master's Degree learners attending Royal Roads University for one of their residencies should soon be able to enter Canada on a regular visitor's visa. Each program will provide you with directions to follow once you arrive in Victoria.

http://www.royalroads.ca/Channels/for+learners/admissions/flexible+assessment/default.htm

FLEXIBLE ASSESSMENT - Royal Roads University is committed to the recognition of lifelong learning by providing formal recognition for what learners know and can do. Through the use of Flexible Assessment, Royal Roads University enhances accessibility for learners with non-traditional backgrounds, providing them with the opportunity to be evaluated and receive recognition for their existing demonstrable skills and knowledge. This learner-centred approach opens doors to higher learning for qualified candidates who otherwise would not meet traditional admission requirements in terms of formal academic training and serves the needs of a diverse group of learners. Ideal candidates for Flexible Assessment include, but are not limited to, self-directed and highly motivated working professionals who demonstrate high levels of program - specific knowledge and skills and who possess strong interpersonal and communication skills.

Royal Roads University follows provincial Flexible Assessment guidelines developed by the British Columbia Council on Admissions and Transfer (BCCAT), Center for Curriculum Transfer and Technology (C2T2), the Provincial PLA Steering Committee, and the Provincial Institutional Coordinators Working Group.

Flexible Assessment involves several methods, including, but not limited to:

    presentation of portfolios containing evidence of learning already achieved
     demonstrations of competency before an objective observer
    examinations and questionnaires
    interviews
    references and letters of validation from persons familiar with the learner's skills

The method of assessment and the level of detail required will vary from individual to individual. In all cases, it is our objective to give the learner full credit for prior learning accomplishments.

Through the process, we expect to be able to assure both the learner and the University of a high probability of successful program completion. In some cases, exemptions from specific parts of a program may be possible. If specific weaknesses are revealed by the process, we may be able to recommend remedial action through partner institutions or through our Foundation Program.

Admission through Flexible Assessment does not imply that the learner has achieved the equivalent of a formal credential such as a diploma or bachelor's degree.

Are you a likely candidate for admission under the Prior Learning provisions?

You may be if your experiences have provided you with the following skills:
- advanced reading comprehension
- effective written and oral communications
- mathematical and scientific reasoning
- computer and technological literacy
- research and evaluative skills
- analysis, synthesis, and integration of knowledge
- critical thinking and problem solving
- application of theoretical understanding to practice
- the ability to work collaboratively

7. UNIVERSITY COLLEGE OF CAPE BRETON
http://www.uccb.ca/uccb_main/asp/home_default.asp?id=home

Contact Information:

Michael Reppa,
International Student Advisor
Michael_Reppa@uccb.ca

Diana M. Cole
Associate International Student Advisor
diana_cole@uccb.ca

http://www.uccb.ca/uccb_main/asp/default.asp?id=admission_requirements

ADMISSION REQUIREMENTS
Students from other Countries
Students who have completed the English General Certificate of Education (GCE) at the ordinary level with passes in English and Mathematics will be considered for admission. Students whose first language is not English are required to present acceptable proof of English proficiency.
Students with Learning Differences
The University College recognizes that individual students may learn differently, and this recognition is reflected in its teaching strategies and methods of evaluation. Students who enter UCCB with some skill deficiency or suffer persistent learning difficulty because of cultural or other differences will be provided with remedial or alternate academic support as far as possible within the resources of the University College.
Non-traditional Learners
Students who do not meet the usual qualifications for entrance, as indicated above, will be admitted to UCCB as Non-Traditional Learners, subject to program requirements and program capacity provided they:
- Have been out of high school for two years;
- Have completed at least Grade 10;
- Are at least twenty years of age.
Credit Recognition for Outstanding Entry Students
From High School
UCCB will admit first-year students from high school with academic credit to a maximum of three full courses in a UCCB Degree Program and two full courses in a Diploma or Certificate program. To obtain such recognition, students must meet one of the following criteria:
Completion of an International Baccalaureate course with an overall standing of four (4) or more in each course.
Or Completion of a Grade 12 honours course with a mark of 85% or higher, and successful completion of an Outstanding Entry Student Examination. This examination is prepared and graded by an instructor in the discipline. Success in the examination means that the Department and the Dean are confident that the student's knowledge is equivalent to that of a student who has successfully completed the introductory level of that course at UCCB.
From Other Than High School

UCCB recognizes extra-institutional learning and may grant credit for learning experiences acquired outside an educational institution. Students may obtain credit for such prior learning in either of two ways:

1. By presenting evidence demonstrating that the student has mastered the material covered in the course in question. The Dean of the appropriate academic school is responsible for ensuring that the relevant member of faculty appraises such evidence of prior learning.
2. By challenging a course (as described in the Academic Calendar) with the approval of the relevant School Dean.

Admission and Bridging Programs

UCCB programs provide students with a quality education and with competitive skills, and its programs can be very demanding. Students admitted to UCCB with less than a 65% average should seriously consider enrolment in a UCCB Entry Bridging program, administered by Extension and Community Affairs (ECA).

Entry Bridging programs focus on study skills, time management, preparation for tests and examinations and overall learning skills. These programs are open to all students who wish to augment their learning skills, but are strongly recommended for those who enter with less than 65% averages.

Credit Transfer

The transfer of credit refers to the acceptance of courses by UCCB from another institution (external transfer) or from one UCCB program to another program (internal transfer). All external credit arrangements are administered by the Registrar's Office in consultation with the Dean and the appropriate Department. All internal credit arrangements are administered by the Academic Schools in consultation with the Registrar's Office.

External Transfer

1. All first and second year credit courses offered at all other Canadian Universities will be accepted for credit at UCCB, with the following limitations:
   • A minimum of 10 full courses must be completed at UCCB in a Degree Program.
   • Credit transfer is distinct from "admission", and decisions with regard to admissions remain the prerogative of UCCB.
   • The specific program requirements of UCCB must be met. An otherwise acceptable transfer credit may not be usable in a particular program of study.
   • Students must also meet any requirements with regard to grades. External credits will be treated identically with those of UCCB students who move from one program to another within the institution. If a grade of 60% is required in a UCCB prerequisite course, for example, then a 60% grade will also be required in a transfer course.
2. A Dean, in consultation with the Registrar and the Department, may approve courses beyond the first and second year levels for credit transfer in Degree, Diploma, and Certificate programs, bearing in mind that at least 10 full courses must be completed at UCCB in a Degree Program. In a Diploma or a Certificate Program at least 50% of courses must be completed at UCCB.
3. UCCB has entered into a variety of special agreements with other institutions, and such agreements often provide for extended credit transfer arrangements within specific UCCB programs. For general information on such arrangements, contact the Office of the Registrar.

http://www.uccb.ca/uccb_main/asp/default.asp?id=apply

Application Fees:
$35.00 – for students residing in Canada
$100.00 – for students residing outside Canada
Printable Admission Applications:
  - **Admissions/Residence Application - International Students**
  - **Prior Learning Assessment (PLA) Application**
  - **Transfer Credit Assessment Application**

	8. UNIVERSITY OF NEW BRUNSWICK
http://www.unb.ca/

Contact Information:
Walter Lee
wlee@unb.ca
Manager, International Recruitment Centre

http://www.unb.ca/prospective/international/intladm.html

International Admissions

General Admissions Requirements for International Applicants:

Admission requirements vary from country to country, and all applications are evaluated on an individual basis. Generally, international students are expected to satisfy the university admissions requirements of their own country, and must demonstrate a high level of accomplishment to be admitted.

Country Specific Admission Requirements: Choose country via toggle

Language Requirements:

There are provisions to accept students who meet academic requirements but do not meet the English language requirements of the university. Since the English language programs are different at each campus, please click below for more detailed information: Saint John Campus, Fredericton Campus

http://www.unb.ca/prospective/international/faq.html

What is a study permit?

To study in Canada, international students must have a study permit issued outside of Canada. You can apply for a study permit at Canadian Visa offices, which are usually located at Canadian embassies or consulates. In order to obtain a permit, you must show a letter of acceptance from UNB. You must also be in good health and character and must have sufficient funds to study in Canada (including return transportation) and a valid passport. It is important to apply as early as possible as it may take time to have your study permit processed. For an application kit and more information, please visit http://www.dfait-maeci.gc.ca/world/embassies/menu-en.asp.

Can I transfer credits from my present institution?

We regularly grant transfer credits to students who have studied in institutions outside Canada. These assessments are completed on an individual course by course basis. In order to speed up the process, please provide course descriptions and transcripts from your post-secondary institution when you send us your application. Students must complete at least 2 years (60 credits) of study at UNB in order to obtain a degree from this institution.

How much will it cost to study in New Brunswick?

Tuition and living costs in New Brunswick are much lower than in many other parts of Canada, and the total annual cost of studying in New Brunswick will be about 50% less than the cost of studying in countries such as Australia, the United Kingdom and the United States.

Generous government support for higher education as well as a low Canadian dollar helps to keep tuition fees low, while assuring that the quality of academics and student life at New Brunswick universities are among the highest in the world.

An estimate of cost for one full academic year at UNB is as follows:

Cost	Tuition	International Fee Differential	Technology Fee	Health Insurance	General Student Fees	Estimated Cost of Living	TOTAL
$ CDN	4,510	4,240	50	575	125	8,300	18,000
$ US	3,200	3,010	35	430	85	5,900	12,660
Euro	2,825	2,655	30	360	75	5,200	11,145

Will I be allowed to work during my studies?

Recent changes to the Citizenship and Immigration Canada regulations allow full-time international students in New Brunswick to apply for an open work permit if they have completed one year of study at a college or

university in New Brunswick. This means that international students will be permitted to work off-campus for up to 20 hours a week while they are registered as full-time students. For more information on this new development, please click here.

Can I stay in New Brunswick and work after graduation?

Yes. International students who have graduated from a New Brunswick university are allowed to remain in the province and work for a total of 2 years; as opposed to 1 year in the rest of Canada. The job must be within your field of study.

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http://www.unb.ca/prospective/international/irc.html

International Recruitment Centre

The University of New Brunswick's International Recruitment Centre (IRC) was created to help promote UNB around the world. With a well trained and informed staff of seven team members, the Centre encompasses all recruitment activities for both campuses (UNB Fredericton and UNB Saint John), as well as the International Inquiries Office (international@unbsj.ca) and is the initial contact point for all international applications.

In a recent national publication, UNB was slated as the most "international" university in Canada. With an international student population reaching nearly 20% of our total student body, UNB is proud to have fostered such a truly diverse learning environment. At present, our students' represent over 60 different nationalities from around the globe.

Throughout the year, members of the IRC travel extensively as they participate in various educational fairs, high school visitations, public information sessions, and other recruitment and promotion efforts. If you would like to know when a UNB representative might be in your area, please feel free to contact us at any time. Email us at wlee@unb.ca and we will be happy to supply you with our travel schedule.

Thank you for your interest in UNB's International Recruitment Centre and we look forward to hearing from you soon!

Warm Regards,

Manager, International Recruitment Centre

University of New Brunswick

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http://www.unb.ca/international/

Services Offered in Fredericton:

- International Student Advisors Office (ISAO)

  Each year, UNB welcomes four to five hundred international students. The International Student Advisor/Canadian International Development Agency Co-ordinator's Office provides orientation and ongoing support to international students and CIDA contract services to CIDA students under the auspices of the Human Resources Division of CIDA to UNB, UNBSJ and STU.International students are advised on matters relating to personal, financial, social, cultural and immigration issues both individually and in groups. The advisor initiates and administers programs for spouses of international students and also liaises with the Host Family programs for international students. Assistance to CIDA fellows is available through this office.

International Student Advisor/CIDA Co-ordinator

Room 18, Alumni Memorial Building

tel. (506) 453-4860

e-mail nandlall@unb.ca

- International Opportunities
- English Language Programme

Services Offered in Saint John:

- International Office

  UNB Saint John International provides leadership, services and advocacy for campus and community activities that promote and support internationalization of the University of New Brunswick Saint John. Our objective is to enhance the ability of our students, staff and faculty to effectively pursue their interests and careers in an increasingly globalize society.

- International Student Services Office - Peter Donahue & Bonnie Sudul International Student Advisors
- English Second Language Training at Saint John College

9. UNIVERSITY COLLEGE OF THE FRASER VALLEY
http://www.ucfv.bc.ca/

Contact Information:
International Education Department
University College of the Fraser Valley
33844 King Road
Abbotsford, British Columbia
V2S 7M8 CANADA
Telephone: (604) 854-4544
Fax: (604) 855-7153
Email:**intl_ed@ucfv.bc.ca**

Karola Stinson, Director - **karola.stinson@ucfv.ca**

Linda Brown, Education Advisor - **linda.brown@ucfv.ca**

Varlene Macleod, Academic Advisor - **varlene.macleod@ucfv.ca**

http://www.ucfv.bc.ca/intl_ed/english/admission/index.html

GENERAL ADMISSION REQUIREMENTS

Applicants must have completed the equivalent of Canadian Grade 12 (Form Six or five O-levels plus at least two A-levels) or near-equivalent standing and specific program prerequisites for admission into any career, technical, or academic program. Please consult a copy of the UCFV academic calendar for detailed admissions requirements for each program. Applicants for the English Second Language Program must have high school or Form Five completion and be at least eighteen years of age.

ENGLISH REQUIREMENTS

Students with a TOEFL score of 570 or higher (230 or higher on the Computer-Based TOEFL), or an **IELTS*** score of 6.5 or higher, may apply to academic programs. Although students may be conditionally accepted into academic or career programs based on their transcripts and TOEFL or IELTS score, they may be required to meet math, science, or other requirements as well, depending on the program. Those who have a TOEFL score of 500 (173 on the Computer-Based TOEFL), or an IELTS score of 5.0 or higher may apply for conditional program acceptance and study a combination of ESL and academic courses. Students with a TOEFL score lower than 50, or an IELTS score lower than 5.0, or with no language proficiency score must first apply to the ESL program and will write the English language assessment on arrival.

***IELTS** is jointly managed by University of Cambridge ESOL Examinations (Cambridge ESOL), British Council and IDP Education Australia: IELTS Australia.

APPLICATION PROCEDURES

Students are advised to apply early as many programs have a limited number of seats. Late applications will be accepted for ESL programs if space is available. Applications are accepted for English Second Language Holiday Immersion and the English Second Language Private Tutor Program at any time.

HOW TO APPLY

1. Complete the International Student Application for **Admission form.** Please print neatly in block letters. Incomplete, illegible, or late application forms will not be processed.

2. Choose the program to which you are applying from the **Programs page**. Please choose only one program.

3. Then mail the following:
a) Completed application form
b) A non-refundable application fee of CDN$100.00
c) Official transcripts from high school, and college or university if attended. These must be in English and, if translated, must be certified
d) One passport-size photograph
e) Test (e.g. TOEFL, IELTS, LPI) scores (if available) if applying for direct entry into any program other than

ESL (UCFV's TOEFL code is 9736)

f) A 100 - 200 word letter explaining why you wish to study at the University College of the Fraser

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http://www.ucfv.bc.ca/intl_ed/english/admission/application_assessment.html

UCFV English Language Assessment

After arrival at UCFV, international students who have not provided their TOEFL, IELTS, or LPI (**http://www.ares.ubc.ca/LPI/index.html**) scores, or who have not written the **Composition Placement Test (CPT)** are required to attend the UCFV English language placement assessment which is generally held one week before the semester begins. The assessment takes approximately three hours and the results determine final placement and course selection. Students who have been accepted into academic or career programs based on their TOEFL, IELTS, LPI, or CPT score do not need to attend the UCFV English language placement test. There is no fee for thee English language assessment. (Note: There is a $100 fee for specially scheduled assessments for late arrivals or students unable to attend regularly scheduled assessment date.) After the assessment:

-students who applied to the ESL Program are placed in their appropriate level and can then choose their ESL electives.

- students who are placed at the Advanced 2 Level (ESL level 70) and/or Pre-university (Bridge) Level (ESL level 80) may begin their studies in a combined program of ESL and academic courses (depending on academic course availability).

- students who applied to an academic or career program but did not achieve the requisite level of English, are required to begin their studies in the ESL program.

- students whose assessment indicates they do not require additional language training may begin full-time study in their chosen discipline

Students cannot complete the English Language Assessment until after they have arrived in Canada. However, the CPT can be mailed overseas to a qualified invigilator who is willing to supervise the test. The cost of an overseas CPT is $50.00 (CDN).

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10. YORK UNIVERSITY
http://www.yorku.ca/web/

Contact Information:
Office of Admissions
Student Services Centre
York University
4700 Keele Street
Toronto, Ontario
CANADA M3J 1P3
Tel: 416-736-5000
Fax: 416-736-5536

Academic Credentials Evaluation Service
Student Services Centre
York University
4700 Keele Street
Toronto, Ontario
CANADA M3J 1P3
Tel: 416-736-5787

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http://www.yorku.ca/web/futurestudents/requirements/intl.html

Admission and Application Procedures for International Students
I'm a high-school student outside of Canada or the United States
- For most countries, we consider the same academic preparation as is required for university entrance in that country: successful graduation from an academic secondary school program or

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equivalent. Select the country name from the list below for country-specific minimum admission requirements*. (toggle button)
- You also need to make sure you meet our Faculty-specific requirements since some programs have higher averages or have supplementary procedures for admission.

I'm taking the International Baccalaureate (IB) Diploma

In order to be considered for admission to York University, you need to meet our minimum admission requirements as follows:
- IB diploma with passes in six subjects.
- Three passes at the Standard Level and three passes at the Higher Level; or
- Two passes at the Standard Level and four passes at the Higher Level.
- Diploma points are also considered.
- Minimum scores of 24 will be considered but scores of 28 or higher are recommended.
- You must also meet **Faculty-specific requirements** since some programs have higher averages or have supplementary procedures for admission.

I'm studying in the Indian system (table of comparisons available)

I'm taking the Baccalauréat Français

In order to be considered for admission to York University, you need to meet our minimum admission requirements* as follows: Baccalauréat général with a minimum overall score of 10 (mention passable) from a lycée accredited by the French Ministry of Education or an accrediting agency in France.

I'm taking GCEs/CAPE

1. Make sure you meet our minimum admission requirements* as follows:

GCE:
   Minimum of two Advanced Level passes and three GCSE or IGCSE (Ordinary Level) passes.
   Two Advanced Supplementary Level courses may be substituted for one Advanced Level course.
   A minimum average of "C" is required on Advanced Level and Ordinary Level passes.

CAPE:
   Diploma with a total of at least six units, including prerequisites, and grades of 1, 2 or 3 in each unit.
   A minimum overall average of 3 out of 7 is required.

I'm transferring from another university

Make sure you meet our general minimum admission requirements* as follows:
- Completion of at least 4 full courses or 1 year of full-time degree studies at an accredited university.
- Minimum overall average of 2.0 on a 4-point scale (C/60% or equivalent).
- Honours-level programs: Minimum overall average of 2.3 on a 4-point scale (C+/65% or equivalent).
- All attempted university courses will be included in the calculation of your cumulative grade point average.

11. LAURENTIAN UNIVERSITY
http://www.laurentian.ca/

Contact Information:
For general information, please contact us at:

Tel:(705)675-1151 ext.3823
Fax (705)671-3833
✉ **luinternational@laurentian.ca**

Angela Simpson, **ASimpson@laurentian.ca**, **(705)675-1151 ext.1557**
Manager, International Student Recruitment and Admissions

http://international.laurentian.ca/faq/english.php

What are the English Language requirements for international students?
In order for foreign students to be exempt from the EAP (English for Academic
Preparation) program at Laurentian University, a certain level of English Language
Proficiency is required. The following will exempt the student from EAP:
▪Test of English as a Foreign Language (TOEFL)—minimum score of 213 (computer based) or 550 (paper based).
▪A minimum of two years of full-time senior level studies in an English language secondary school or post-secondary institution. (Official documents are required).
▪International English Language Testing System (IELTS)—minimum score of 6.5.
▪Michigan English Language Assessment Battery (MELAB)—minimum score of 85.
▪Canadian Academic English Language (CAEL) Assessment—minimum score of 60, with 60 in Writing Proficiency.
▪Cambridge English Proficiency—minimum result of C.
▪Equivalent evidence of English language proficiency.

http://international.laurentian.ca/prospective%20student/undergraduate/Undergraduate.php

International Student Admission Requirements - For most systems: Certificate of Secondary Education or equivalent which would admit a student to an accredited university in his/her home country are acceptable.

12. UNIVERSITY OF MANITOBA http://www.umanitoba.ca/
Contact Information: ADMISSIONS Inquires about your program studies and U of M entrance requirements Mon-Fri 8:30a.m-4:30 p.m. (Tue 8:30a.m. 7:00p.m.) 424 University Centre Tel: (204) 474-8808 1-800-224-7713 ext.8808 (Canada only) Fax: (204) 474 -7554 e-mail: admissions@umanitoba.ca web: **www.umanitoba.ca/admissions**
http://www.umanitoba.ca/student/admissions/apply/international/
Entrance requirements for Direct-entry programs You must meet the **General Entrance Requirements** of the University as specified for your country (Countries listed on web site with respective information), PLUS the **Specific Faculty Requirements** of the Faculty or School for which application is being made, including any specified minimum level of performance and/or evidence of professional suitability. Demonstration of proficiency in the use of the English language may also be required. Please note that although you must fulfill these requirements to be considered for admission, meeting the requirements does not guarantee admission.
http://www.umanitoba.ca/student/admissions/apply/english.shtml
English Language Requirements English is the language of instruction and communication at the University of Manitoba. Accordingly, an applicant whose **primary language** is not English, or whose previous education has been conducted in another language, must demonstrate a command of English sufficient to meet the demands of classroom instruction, written assignments and participation in tutorials and discussions. Links to: **Applicant Categories** **Criteria for English Proficiency Waiver** **Countries Exempt from English Language Proficiency Requirement** **English Language Test Score Requirement** **English Language Test Contact Information**

Appendix B:
Policies And Practices For
Foreign / International Credential Assessment / Recognition
Campus Canada Member Programs
Winter 2005

Institutions
(all information at http://www.campuscanada.ca/programs/default.asp?LANG=e)

Athabasca University - http://www.athabascau.ca/
Degree:
Bachelor of Science in Computing and Information Systems (Post Diploma)
Bachelor of Science in Computing and Information Systems
Bachelor of Professional Arts in Criminal Justice
Bachelor of Management
Bachelor of Commerce
Certificate:
University Certificate in Computing and Information Systems

Humber College Institute of Technology and Advanced Learning - http://www.humber.ca/
Certificate:
Accounting Certificate
Technical Writing Certificate
Human Resource Management Certificate

Red River College - http://www.rrc.mb.ca/
Certificate:
Office Productivity Certificate
Information Systems Program Analyst Certificate
Web Site Development Certificate
Software Development Certificate

University College of Cape Breton -
http://www.uccb.ca/uccb_main/asp/home_default.asp?id=home
Degree:
Bachelor of Arts Community Studies

University of New Brunswick - http://www.unb.ca/
Diploma:
Diploma in Technology Management & Entrepreneurship
Certificate:
Certificate in Health, Safety, and Environmental Processes

▪ **ATHABASCA UNIVERSITY** **http://www.athabascau.ca/**

All programs state:

How to Receive Credit for What You Already Know

Campus Canada programs offer various opportunities for you to receive credit for what you already know or can do. This may reduce the time it takes for you to complete this program. Read this section to see if you are eligible for credit toward this program through one or more of the following four methods. Then complete the Credit Calculator to get an idea of the courses you still need to complete this program.

Bachelor of Science in Computing and Information Systems (Post Diploma)

1. Transfer Credit
    If you already have a two- or three-year diploma in computing systems and information systems from an accredited institution, you may receive up to 60 credits toward this degree.
2. Credit for Workplace Training
    You may be able to use credits assessed by Campus Canada's Workplace Assessment Service http://142.12.44.10/start/priorLearning_workplace.asp?LANG=e toward completion of this program, provided the course content is relevant and that it meets the normal transfer credit policies for this program.
3. Credit for Other Learning
    You may receive a maximum of 30 credits for other eligible prior learninghttp://142.12.44.10/start/priorLearning_other.asp?LANG=e. To complete a Portfolio of your prior learning for consideration of credit toward this program, please go to http://prior-learning.athabascau.ca
4. Recognition of International Credentials
    International credentials that have been assessed by an approved Campus Canada assessment provider http://142.12.44.10/start/priorLearning_international.asp?Lang=e&ID=3 will be accepted for credit in this program, provided the course content is relevant and meets the transfer credit policies for this program. Assessment reports must be sent by the assessment agency directly to Registrar, Athabasca University, 1 University Drive, Athabasca, AB T9S 3A3.

Bachelor of Science in Computing and Information Systems

1. Transfer Credit
    You may transfer up to a total maximum of 90 credits from other Canadian or foreign institutions, from prior learning assessments, or from workplace training assessments, as long as these credits meet program requirements. For more information, contact Athabasca University. http://ccis.athabascau.ca
2. Credit for Workplace Training
    You may be able to use credits assessed by Campus Canada's Workplace Assessment Service http://142.12.44.10/start/priorLearning_workplace.asp?LANG=e toward completion of this program, provided the course content is relevant and that it meets the normal transfer credit policies for this program.
3. Credit for Other Learning
    You may receive a maximum of 30 credits for other eligible prior learninghttp://142.12.44.10/start/priorLearning_other.asp?LANG=e. To complete a Portfolio of your prior learning to be considered for credit toward this program, please go to http://prior-learning.athabascau.ca
4. Recognition of International Credentials
    International credentials that have been assessed by an approved Campus Canada assessment agency will be accepted for credit in this program, if the course content is relevant and it meets the transfer credit policies for this program.

Bachelor of Professional Arts in Criminal Justice
1. Transfer Credit Of the 60 credits required to complete this degree, you may transfer up to 30 credits from other Canadian institutions as long as the credits meet program requirements. Contact crjs@athabascau.ca. 2. Credit for Workplace Training If you work for a Canadian public or military police service, you may receive up to 60 credits for your workplace training and experience. See workplace training.http://142.12.44.10/start/priorLearning_workplace.asp?LANG=e 3. Credit for Other Learning You may be able to receive up to 30 credits for prior learning http://142.12.44.10/start/priorLearning_other.asp?LANG=e. toward completion of this program. To complete a Portfolio of your prior learning for consideration of credit toward this program, please go to http://prior-learning.athabascau.ca 4. Recognition of International Credentials Foreign credentials may be accepted for admission into this program. International credentials must first be assessed by an approved Campus Canada assessment provider http://142.12.44.10/start/priorLearning_international.asp?Lang=e&ID=3 and be sent by the assessment agency directly to Registrar, Athabasca University, 1 University Drive, Athabasca, AB T9S 3A3.
Bachelor of Management
1. Transfer Credit If you hold an approved two- or three-year diploma in business you may receive up to 60 credits toward completion of the 90-credit degree. If you hold an approved two- or three-year diploma in business you may receive up to 75 credits toward completion of the 120-credit degree. If you hold an approved non-business diploma you could receive between 30 and 60 credits toward the 90- or 120-credit degree. 2. Credit for Workplace Training You may be able to use credits assessed by Campus Canada's Workplace Assessment Service http://142.12.44.10/start/priorLearning_workplace.asp?LANG=e toward completion of this program, provided the course content is relevant and that it meets the normal transfer credit policies for this program. 3. Credit for Other Learning In addition to transfer credits, you may receive a maximum of 15 credits for other eligible prior learning in the 90-credit program, and 21 credits in the 120-credit program for prior, non-formal learning. To complete a Portfolio of your prior learning for consideration of credit toward this program, please go to http://prior-learning.athabascau.ca 4. Recognition of International Credentials International credentials that have been assessed by an approved Campus Canada assessment provider http://142.12.44.10/start/priorLearning_international.asp?Lang=e&ID=3 will be accepted for credit in this program, provided the course content is relevant and meets the transfer credit policies for this program. Assessment reports must be sent by the assessment agency directly to Registrar, Athabasca University, 1 University Drive, Athabasca, AB T9S 3A3.
Bachelor of Commerce
1. Transfer Credit If you hold an approved two- or three-year diploma in business you may receive up to 75 credits toward completion of this degree. 2. Credit for Workplace Training You may be able to use credits assessed by Campus Canada's Workplace Assessment Service http://142.12.44.10/start/priorLearning_workplace.asp?LANG=e toward completion of this program, provided the course content is relevant and that it meets the normal transfer credit policies for this program. 3. Credit for Other Learning In addition to transfer credits, you may receive a maximum of 21 credits for prior, non-formal learning. To complete a Portfolio of your prior learning for consideration of credit toward this program, please go to http://prior-learning.athabascau.ca 4. Recognition of International Credentials

International credentials that have been assessed by an approved Campus Canada assessment provider http://142.12.44.10/start/priorLearning_international.asp?Lang=e&ID=3 will be accepted for credit in this program, provided the course content is relevant and meets the transfer credit policies for this program. Assessment reports must be sent by the assessment agency directly to Registrar, Athabasca University, 1 University Drive, Athabasca, AB T9S 3A3.
University Certificate in Computing and Information Systems
1. Transfer Credit You may transfer up to a maximum of 15 credits from other Canadian or foreign institutions, from prior learning assessment, or from workplace training assessments, as long as these credits meet program requirements. For more information, contact Athabasca University. http://ccis.athabascau.ca 2. Credit for Workplace Training You may be able to use credits assessed by Campus Canada's Workplace Assessment Service http://142.12.44.10/start/priorLearning_workplace.asp?LANG=e toward completion of this program, provided the course content is relevant and it meets the normal transfer credit policies for this program. 3. Credit for Other Learning Individual prior learning assessment is being developed for this program. Currently, prior learning assessment is available through challenge exams. If you believe you have the knowledge and competencies described in any course in this program, you may write a challenge exam. If successful, you will receive credits for this course. 4. Recognition of International Credentials International credentials that have been assessed by an approved Campus Canada assessment agency http://142.12.44.10/start/priorLearning_international.asp?Lang=e&ID=3 may be accepted for credit in this program, if the credits meet the program requirements.

- **HUMBER COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING**
  http://www.humber.ca/

All 3 programs have the same information:
How to Receive Credit for What You Already Know
Campus Canada programs offer various opportunities for you to receive credit for what you already know or can do. This may reduce the time it takes for you to complete this program. Read this section to see if you are eligible for credit toward this program through one or more of the following four methods. Then complete the Credit Calculator to get an idea of the courses you still need to complete this program.

1. Transfer Credit
   Humber College will consider any prior college and/or university education you have completed for transfer credit. To find out if you are eligible to transfer credit, or for course exemptions, complete the Course Exemption application form and pay the associated fees at:
   http://humber.ca/myfuture/courseexemptions.htm
   The application and associated fee are due one month before classes begin. For more information about transfer credit, contact:
   Marg Riley
   margaret.riley@humber.ca
   Tel (416) 675-6622 ext 4024

2. Credit for Workplace Training
   Credit awarded through the Campus Canada's Workplace Assessment Service for corporate or private training programs may be used toward completion of this program, provided that the course content is relevant and that it meets the normal transfer credit policies for this program.

3. Credit for Other Learning
   Prior Learning Assessment and Recognition (PLAR) is a process of identifying, assessing, and recognizing what a person knows and can do for the purpose of awarding academic credit. This process is designed for people who have acquired significant knowledge and skills outside formal college classrooms. For more information on how to have prior college, university, or other education; work experience; and/or skills assessed for credit towards this program, go to:
   http://plar.humber.ca/
   For more information about credit for other learning, contact:
   Marg Riley
   margaret.riley@humber.ca
   Tel (416) 675-6622 ext 4024

4. Recognition of International Credentials
   International credentials that have been assessed by an approved Campus Canada assessment provider will be accepted for credit in this program, provided the course content is relevant and that it meets the transfer credit policies for this program.

   Assessment reports must be sent to:

   Humber College, Registration Centre
   205 Humber College Blvd.
   Toronto, ON M9W 5L7
   Tel 416-675-6622 ext 5005
   1-800-268-4867

   Students with foreign credentials who feel they have already learned some of the material in this program may apply for credit or course exemptions by completing the Course Exemption application form and paying the associated fee at: http://registrar.humber.ca/pla.html. Application and fees are due one month before classes begin.

| **3. RED RIVER COLLEGE** |
| **http://www.rrc.mb.ca/** |

| Has 'N/A' under this section |

| **4. UNIVERSITY OF CAPE BRETON** |
| **http://www.uccb.ca/uccb_main/asp/home_default.asp?id=home** |

| **Bachelor of Arts Community Studies** |

How to Receive Credit for What You Already Know

Campus Canada programs offer various opportunities for you to receive credit for what you already know or can do. This may reduce the time it takes for you to complete this program. Read this section to see if you are eligible for credit toward this program through one or more of the following four methods. Then complete the Credit Calculator to get an idea of the courses you still need to complete this program.

1. Transfer Credit
   UCCB will consider any prior college and/or university education you have completed for transfer credit. To find out if you are eligible to transfer credit or for course exemptions, please contact Joanne Pyke at 953-1857 or email joanne_pyke@uccb.ca
2. Credit for Workplace Training
   Credit awarded through the Campus Canada's Workplace Training Assessment Service for corporate or private training programs may be used toward completion of this program, provided that the course content is relevant and that it meets the normal transfer credit policies for this program.
3. Credit for Other Learning
   Prior Learning Assessment and Recognition (PLAR) is a process of identifying, assessing, and recognizing what a person knows and can do for the purpose of awarding academic credit. This process is designed for people who have acquired significant knowledge and skills outside formal college classrooms. For more information please contact Joanne Pyke at (902)563-1857 or email joanne_pyke@uccb.ca
4. Recognition of International Credentials
   International credentials that have been assessed by an approved Campus Canada assessment provider will be accepted for credit in this program, provided the course content is relevant and that it meets the transfer credit policies for this program. For more information contact Joanne Pyke at (902) 563-1857 or email: joanne_pyke@uccb.ca

| **5. UNIVERSITY OF NEW BRUNSWICK** |
| **http://www.unb.ca/** |

| **Diploma in Technology Management & Entrepreneurship** |
| ('N/A' listed in this section) |
| **Certificate in Health, Safety, and Environmental Processes** |

Only information listed:
Credit for Other Learning
Prior Learning Assessment is available to all registrants upon request. For details regarding PLA for this program, please contact Barry Hughes at UNB
bhughes@unb.ca

Phone: (506) 453-4802

Appendix C:
Examples of Individual Country References for FCR
From Different Institutions

A. MEMORIAL UNIVERSITY OF NEWFOUNDLAND
http://www.mun.ca/intl_students/apply.php

1. **United Kingdom**: required to have the **General Certificate of Education** or the **Scottish Leaving Certificate of Education** with a minimum of "Ordinary" or "Lower-Level" passes in five subjects acceptable to the University Committee on Admissions. Applicants completing the "Higher Level" subjects of the Scottish Leaving Certificate and applicants completing the "Advanced Level" subjects of the General Certificate of Education may be eligible to <u>transfer credits</u> to Memorial.

2. **Hong Kong and Malaysia:** required to have the **General Certificate of Education** with passes in five academic subjects at the "Ordinary Level" acceptable to the University Committee on Admissions. Applicants completing the "Advanced Level" subjects of the General Certificate of Education may be eligible to <u>transfer credits</u> to Memorial.

3. **Bangladesh**

Please review the following information regarding admission to Memorial University. (Note: additional requirements may apply for certain programs):

I. Academic Criteria:

a.) **Secondary School (High School) Applicant:**

EITHER
Award of the **Higher Secondary Certificate (HSC) / Intermediate Certificate** in the First or Second Division with acceptable grades in five appropriate academic subjects;

OR
Award of the **GCSE Certificate** including either successful completion of five appropriate "Ordinary" Level subjects with minimum grades of A, B, or C; or a combination of five appropriate "Ordinary" and "Advanced" Level subjects.

Note: The "Advanced" Level subjects of the GCSE Certificate will generally be accepted for credit to a maximum of 12 credit hours in each subject claimed for credit provided that an acceptable grade has been attained.

b.) **Transfer Applicant from recognized University/College:**

Satisfactory Academic Standing at post secondary institution(s) attended, as well as acceptable secondary school standards.

Note: Following confirmation of admission eligibility, and receipt of an official course outline/syllabus for each course completed at post secondary institutions recognized by Memorial University for the purpose of transfer of credit, the Admissions Office will commence a transfer credit evaluation of the students' post secondary record.

Chapter 2

Chapter 3 4. Norway

Please review the following information regarding admission to Memorial University. (Note: additional requirements may apply for certain programs):

Academic Criteria:

Secondary School (High School) Applicant:

EITHER
Award of the Avgangseksamen with acceptable grades in five appropriate academic subjects;

OR
Award of the Vitnemal fra den Videregaende Skole with acceptable grades in five appropriate academic subjects.

Note: Official translation of documents is required.

Transfer Applicant from recognized University/College:

Satisfactory Academic Standing at post secondary institution(s) attended, as well as acceptable secondary school standards.

Note: Following confirmation of admission eligibility, and receipt of an official course outline/syllabus for each course completed at post secondary institutions recognized by Memorial University for the purpose of transfer of credit, the Admissions Office will commence a transfer credit evaluation of the students' post secondary record.

B. UNIVERSITY OF NEW BRUNSWICK
http://www.unb.ca/prospective/international/intladm.html

1. **United Kingdom** - Students studying under the British system should provide six appropriate 'O' Levels, including English, with a minimum grade of B in all six. GCE 'A' Levels are satisfactory substitutes for admission and those with a minimum grade of C may be considered for advanced credit. Students studying in an accredited American-based high school curriculum must offer a rigorous program of required university preparatory courses and receive favorable recommendations from the high school principal or guidance office. Criteria such as academic standing, rank in class, and SAT scores will also be used to determine a candidate's admissibility. Normally, students will be required to have an overall average of B-, with a grade of B in each course used for admission purposes and rank in the upper half of the graduating class. Information on other educational systems requirements can be provided upon request.

2. HONG KONG
Students wishing to gain entrance to UNB holding HKALE are admissible if they meet the course requirements outlined below. Admission is granted based on both their performance on this Certificate and on the HKCEE (candidates with this certificate will definitely be considered for admission). Transfer credits are available to students who have achieved grades of C or higher on the 'A' Levels. Grades of B or higher are required for 'O' Levels.

3. MALAYSIA
Admission to UNB is based on the MCE, SPM, or the Cambridge General Certificate of Education. SPM grades of 1,2,3 or 4 will be accepted. Six 'O' Level credits with a grade of B, including English, are required. STPM, Unified Examination results and GCE 'A' Level subjects with a C or better are satisfactory substitutes for admission. Advanced courses with a grade of C or above may be considered for transfer credit.

4. BANGLADESH

Students wishing to gain entrance to UNB require 12 years of formal education with minimum grades of 60%. Students who graduated from high school under the new grading system must present minimum grades of A-. Students must present one of the following: Indian School Certificate Examination, Intermediate Certificate, Higher Secondary School Certificate, or All India Senior School Certificate. A complete educational history will be required to allow for a comprehensive assessment by the Admissions Office.

5. NORWAY

Students wishing to gain entrance to UNB must present the Admissions Office with grades of 4, 5 or 6 in the 3rd year of upper secondary education. Students from Norway who have a grade of 4 or above in their senior year of English will not be required to submit a test score in English proficiency.

C. YORK U.
http://www.yorku.ca/web/futurestudents/requirements/intl.html
Minimum Required Background

1. UNITED KINGDOM (ENGLAND, WALES, NORTHERN IRELAND)

- General Certificate of Education

2. HONG KONG

- General Certificate of Education or
- Hong Kong Higher Level Examination Certificate in combination with Advanced Level Examination Certificate or
- Hong Kong Advanced Level Examinations

3. MALAYSIA

- Sijil Pelejaran Malaysia and Sijil Tinggi Persekolahan Malaysia or
- General Certificate of Education

4. BANGLADESH

- Higher Secondary or Intermediate education in the academic stream (12 years of education; 10+2 system) is required for admission. Students who have studied in a Bachelor's program may also be eligible for admission and will be evaluated to determine if advanced standing may be granted.

5. NORWAY

- Vitnemåli den Videregående Skole

Appendix D:
General Guiding Principles for Good Practice
in the Assessment of Foreign Credentials
Prepared by: Provincial Assessment Committee - Canada
Updated: April 1998

Preamble

The "General Guiding Principles for Good Practice in the Assessment of Foreign Credentials" is the result of the collaborative work of representatives from the Canadian Information Centre for International Credentials, the International Credential Evaluation Service (British Columbia), the International Qualifications Assessment Service (Alberta), and the *Service des Équivalences* (Quebec). In addition, a representative from the Ontario Ministry of Citizenship, Culture, and Recreation participated in the discussions as an observer. Representatives from these organizations formed the Provincial Assessment Committee (PAC) for the purpose of sharing information on assessment methodologies used in each province, as well as to establish codes of good practice and identify common assessment principles. More recently, a representative from the Manitoba Ministry of Culture, Heritage and Citizenship joined the group as an observer.

In Canada, education is the exclusive jurisdiction of the provinces and territories, and educational systems vary from one jurisdiction to another. Given the inherent diversity of educational systems in Canada, the Provincial Assessment Committee recognizes:
- the need to promote fair, credible, and standardized methods in the assessment of foreign credentials
- the need to promote consistency among the jurisdictions in the assessment of foreign credentials
- the importance of the portability of educational evaluations from one jurisdiction to another
- the importance of articulating a conceptual framework for the assessment of foreign credentials to promote consistency
- the advantages of working collaboratively to address issues related to the assessment of foreign credentials

These basic tenets provided the impetus and rationale for the formation of the committee and the development of general assessment principles. Given the growing global economy, PAC members also recognize the importance of linking principles developed in Canada to models of good practice currently under development in other parts of the world. Most notably, the authors gratefully acknowledge their use of the "Draft Recommendations on the General Procedures and Criteria for the Evaluation of Foreign Qualifications" produced by the Council of Europe and UNESCO. These draft recommendations were reviewed in detail and, where possible, were incorporated into this document.

It must be emphasized that this document represents a work in progress and will be revised periodically.

A. *Overarching Principles*

1. Assessment should be performed without any form of racial, religious, political, or sexual discrimination.
2. Holders of foreign qualifications should have adequate access, upon request, to an assessment of their foreign qualifications.
3. The procedures and criteria used in the assessment of foreign credentials should be clear, rational, and reliable. The methodology recommended aims to make assessment procedures consistent and clear and to ensure all applicants receive a fair consideration of their application.

4. Procedures for the evaluation of foreign credentials should be periodically reviewed with a view to increasing clarity and eliminating, when possible, requirements leading to undue complications in the procedure.
5. The general approach to foreign credentials and how they are compared to a particular system should take into account the diversity of educational traditions in the world.
6. The same basic methodology should apply whether the statement is for:
   a. general employment purposes
   b. entry into secondary and postsecondary institutions
   c. entry into a regulated occupation
7. Assessment criteria for the evaluation of foreign credentials have been elaborated with a view to increasing consistency and with the objective of treating similar cases in a reasonably similar manner across Canada. It is recognized nevertheless that a margin of flexibility in making decisions is essential and that decisions may vary according to the provincial/territorial system of education.

B. Guidelines for Assessment Procedures and Criteria

General procedure

8. The evaluation of a foreign credential should:
   a. situate the credential within the framework of the education system to which it belongs, taking into account its relative place and function compared to other credentials in the same system;
   b. identify the level and type of credential in the system of the country in which recognition is sought that is most comparable to the foreign credential, taking into account the purpose for which recognition is sought;
   c. determine whether similarities between foreign and domestic credentials are sufficient for recognition.
9. The evaluation should take into account past practices in similar cases in order to ensure consistency in recognition practice. Past practice should be recorded in an inventory and used as a guideline for making consistent decisions. Substantial changes of practice should be justified and recorded.
10. Assessment decisions are based on the information available to the assessment service at the time the assessment is performed. Further information may result in the modification of the assessment decision.

Processing time and delay

11. The time normally required to process evaluations should be specified. The time is counted once all relevant information has been provided by applicants and/or educational institutions. In cases of substantial delay, the assessment service should inform applicants of the reasons for the delay and, if possible, the time required to review the credential.

Information requirements

12. The assessment process should provide standardized information on the procedures and criteria for the evaluation of foreign credentials. This information should automatically be given to all applicants as well as to persons making preliminary inquiries about the evaluation of credentials, including the following:
    a. the documentation required and requirements related to the authentication and translation of documents
    b. the role of professional associations and educational institutions in the recognition process

  c. the status of the assessment statement
  d. the approximate time needed to process an application
  e. the fees charged
  f. the process for appealing decisions

13. The responsibility for providing information is shared by the assessment service, the applicant, and the educational institutions where the qualifications in question were earned.
  a. The assessment service is responsible for providing the applicant with complete information regarding its requirements for credential assessment.
  b. The assessment service is responsible for maintaining a system of information on educational systems.
  c. The applicant is responsible for providing documents and information required for the assessment.
  d. Educational institutions are responsible for providing information about credentials earned at the institutions and other relevant information, such as course content, program structure, etc.

Fees

14. The fee for the evaluation of foreign credentials should be kept as low as possible.
15. When possible, special measures aimed at persons with limited income and other disadvantaged groups should be considered in order to ensure that no applicant is prevented from seeking assessment or recognition of his or her foreign credentials because of the cost involved.

Translation

16. Translation should be limited to key documents.
17. Original documents, including the titles of foreign qualifications, should be provided in the original language.

Document Requirements

18. Original/official documents or certified copies of documents are normally required for evaluation. If photocopies are accepted, this should be clearly indicated on the assessment certificate.
19. Documents that clearly indicate successful completion of an academic year are required for evaluation. Educational documents that indicate failed or unsuccessful completion of an academic year or program should not be considered.
20. In some exceptional cases, such as for refugees and others who are unable to document their qualifications for good reasons, sworn statements before a legal authority may be accepted in lieu of full documentation.
21. All submitted documents should be examined for evidence of tampering or misrepresentation. Original documents and certified proofs of academic achievements should be examined by evaluation officers to verify their authenticity.
22. The presence of fraudulent or altered documents should lead to refusal to issue an evaluation report. A verification by the issuing institution or authority in the country of origin should be conducted if it is suspected that documents have been altered or falsified. Further evaluation should not be carried out if it is found that documents have been falsified in any way.

Status of institutions and programs

23. In view of the wide diversity of educational institutions, the status of a credential should not be established without taking into account the status of the program and institution at which the credential was earned.
24. Credit should only be considered for education attained through recognized institutions. A recognized institution is one that has been formally recognized by competent authorities in a country and/or that is widely accepted by other institutions and agencies inside or outside the country.
25. A credential should be recognized only if the related program is also recognized by a competent authority. Recognition of an educational institution does not guarantee the recognition of all credentials issued by that institution.

Purpose/outcome of assessment

26. Every credential issued at a specific date from a specific educational institution should have a consistent evaluation outcome. Since the same data and criteria are used to establish the level of each credential, the evaluation outcome for a specific credential should be consistent.
27. Credential evaluation should take into account the purpose for which recognition is sought, and the evaluation statement should clearly indicate the purpose for which the statement is valid.
28. Depending on practice, the outcome of the evaluation of a foreign credential may take the form of a statement to the applicant that will provide:
    a. advice for general employment purposes
    b. advice to an educational institution for admission into its programs
    c. advice to a regulatory body for entry into a trade or a profession

Level of study

29. The assessment of a given credential should be based entirely on the normal entry and completion requirements for that credential. The evaluation outcome should not vary because of any previous studies taken by the individual for whom the credential is being evaluated.
30. The assessment of a given credential should be based on the entry and completion requirements in place when that credential was completed.
31. Each credential presented by an individual should be assessed separately.
32. Credentials at the same level in different programs should not be added together to equate a credential at a higher level of study.
33. The evaluation should be based on the credentials presented for evaluation and should not cite the completion of prerequisite credentials if those prerequisite credentials are not presented for the evaluation.

Assessment criteria

34. A variety of criteria should be applied to determine the level and type of educational programs, including:
    a. entrance requirements (e.g. What are the normal admission requirements for entrance to the program? What is the level of studies in the home country?)
    b. full-time duration of study program (e.g. What is the normal full-time duration of the program?)
    c. structure of program (e.g. How is the program structured? What type of program is it, such as vocational, academic, etc.?)
    d. contents of the program (e.g. In what discipline of studies? What courses? How many hours of studies?)

e. purpose of degree (e.g. For what purpose was the program completed? Was it for a professional qualification or prerequisites to further studies?)
f. bridges to traditional degree (e.g. What access does the program give to other programs in the home country?)

Duration of study program

35. Each academic year of study, as recognized by the official designated authority in the country of origin, should in general be granted no more than one academic year of recognition. However, this year-to-year comparison may be overruled by other factors, such as education outcomes, or the structure and content of the educational program.

Appeal

36. Upon request, the assessment service should inform the applicant of the basis for the decision reached, the possibilities for him or her to appeal the decision, and the time limits that should be observed.

Recommendation On Procedures And Criteria For
The Assessment Of Foreign Qualifications And Periods Of Study
UNESCO and the Council of Europe (1998)

I. General considerations

1. The present Recommendation is adopted within the framework of the Lisbon Recognition Convention and applies to the Parties of this Convention. The principles and practices described in this Recommendation can, however, also equally well be applied to the recognition of qualifications issued in other countries under transnational education arrangements or to the recognition of qualifications in countries other than those party to the Lisbon Recognition Convention.

2. The Recommendation codifies established best practice among credential evaluators and builds on this practice in suggesting further improvements. The provisions of the Recommendation are in particular directed at recognition cases where a complex assessment is required. It is realized that cases involving well-known qualifications may be treated in a simpler way.

II. Definitions

3. Terms defined in the Lisbon Recognition Convention are used in the same sense in the present Recommendation, and reference is made to the definition of these terms in Section I of the Convention. Terms that specifically refer to the provision of transnational education are defined in the UNESCO/Council of Europe Code of Good Practice in the provision of Transnational Education.

III. General principles

4. Holders of foreign qualifications shall have adequate access, upon request, to an assessment of their qualifications.

5. The provisions referring to the assessment of foreign qualifications shall apply, *mutatis mutandis*, to the assessment of periods of study.

6. Procedures and criteria for the assessment of foreign qualifications should be transparent, coherent and reliable, and they should periodically be reviewed with a view to increasing transparency, taking account of developments in the education field and eliminating requirements leading to undue complications in the procedure.

7. In the assessment of foreign qualifications concerning higher education, the international and national legal frameworks should be applied in a flexible way with a view to making recognition possible. In cases where existing national laws conflict with the present Recommendation, States are encouraged carefully to consider whether national laws may be amended.

8. Where, after thorough consideration of the case, the competent recognition authority reaches the conclusion that recognition cannot be granted in accordance with the applicant's request, alternative or partial recognition should be considered.

9. In all cases where the decision is different from the recognition requested by the applicant, including in cases where no form of recognition is possible, the competent recognition authority should inform the applicant of the reasons for the decision reached and his or her possibilities for appealing against it.

10. The assessment criteria contained in this Recommendation have been drawn up with a view to increasing the consistency of the procedures and use of criteria for the assessment of foreign qualifications, thus assuring that similar recognition cases will be considered in reasonably similar ways throughout the European region. It is nevertheless realized that a margin of flexibility in making

recognition decisions is essential, and that decisions will to some extent vary according to national systems of education.

11. The procedural recommendations contained in the present document aim at making assessment procedures more consistent and transparent and at assuring all applicants a fair consideration of their application. The recommendations on procedures and criteria to be followed are equally valid regardless of whether the outcome of the assessment procedure is:
    (i) a recognition decision;
    (ii) advice to the competent recognition authority making the decision;
    (iii) a statement addressed to individual(s), institution(s), potential employer(s) or others.
    It is recommended that applicants have access to an assessment relevant to the case.

12. While the aim of assessments should be to assess applicants' foreign qualifications in qualitative terms, it is realized that quantitative criteria will have to be used to a certain extent. Their use should, however, be limited to cases where quantitative criteria are relevant to quality and may supplement qualitative criteria.

IV. Assessment procedures
Information to applicants

13. The competent recognition authority should give all applicants an acknowledgement of the receipt of their application.

14. National information centres, competent recognition authorities and other assessment agencies should publish standardized information on the procedures and criteria for the assessment of foreign qualifications concerning higher education. This information should automatically be given to all applicants as well as to persons making preliminary inquiries about the assessment of their foreign qualifications.

15. The time normally required to process recognition applications, counted from such time as all relevant information has been provided by applicants and/or higher education institutions, should be specified to applicants. Applications should be processed as promptly as possible, and the time of processing should not exceed four months.

16. National information centres, competent recognition authorities and other assessment agencies should provide advice to individuals enquiring about the possibilities and procedures for submitting formal applications for the recognition or assessment of their foreign qualifications. As appropriate, in the best interests of the individual, informal advice should also be provided in the course of, as well as after, the formal assessment of the applicants' qualifications, if required.

17. National information centres and competent recognition authorities should draw up an inventory of typical recognition cases and/or a comparative overview of other education systems or qualifications in relation to that of their own country as an aid in making recognition decisions consistent. They should consider whether this information could be made available to applicants with the proviso that this information serve only as an indicative guide, and that each application will be assessed on an individual basis.

Information on the qualification for which recognition is sought

18. The responsibility for providing information on the qualification for which recognition is sought is shared by applicants, higher education institutions at which the qualifications in question were awarded and the competent recognition authority undertaking the assessment as specified in the Lisbon Recognition Convention, in particular in its Articles III.3 and III.4. Higher education institutions are strongly encouraged to issue a Diploma Supplement in order to facilitate the evaluation of the qualifications concerned, in particular by credential evaluators and potential employers.

19. In cases where refugees, persons in a refugee-like situation or others for good reason cannot document the qualifications they claim, credential evaluators are encouraged to create and use a Background Paper giving an overview of the qualifications or periods of study claimed with all available documents and supporting evidence.

Fees

20. The competent recognition authorities and other assessment agencies should consider whether it is possible to provide for assessment of foreign qualifications as a public service free of charge. Where this is not feasible, fees should be kept as low as possible and should not be so high as to constitute a barrier to the assessment of foreign qualifications.

21. In deciding the size of any fees charged, due account should be taken of the cost of living and the level of salaries and student support in the country concerned. Special measures aimed at low income groups, refugees and displaced persons and other disadvantaged groups should be considered in order to ensure that no applicant is prevented from seeking recognition of his or her foreign qualifications because of the costs involved.

22. Any fees charged for the assessment of foreign qualifications should, without exception, be payable in the currency of the country in which the assessment is undertaken.

Translation

23. Requirements for the translation of documents should be carefully weighed and clearly specified, especially as concerns the need for authorised translations by sworn translators. It should be considered whether requirements for translation could be limited to key documents, and whether documents in certain foreign languages, to be specified by the competent recognition authority, could be accepted without translation. The countries concerned are encouraged to revise any current laws preventing the acceptance of documents in non-national languages without translation. Attention is drawn to the fact that the use of the Diploma Supplement may help reduce the need for translation of other key documents.

24. As a rule, titles of foreign qualifications should be provided in the original language, without translation.

Verification of the authenticity of documents

25. In view of the increasing occurrence of falsified diplomas and other documents, verification of the authenticity of documents is becoming increasingly important. Such verification seeks to establish:
(i) whether the documents in question are genuine, i.e. whether they have been issued by the institution indicated in the document and whether they have not subsequently been unlawfully altered by the applicant or others; and
(ii) whether the documents in question have in fact been rightfully issued to the applicant.

26. While the need to establish the authenticity of documents as a part of the assessment procedure is therefore very real, this need should nonetheless be balanced against the burdens placed upon applicants. The basic rules of procedure should assume that most applicants are honest, but they should give the competent recognition authorities the opportunity to require stronger evidence of authenticity whenever they suspect that documents may be forged. While certified photocopies of documents will be sufficient in most cases, the competent recognition authorities should be in a position to require original documents where this is considered necessary for the purpose of detecting or preventing the use of forged documents.

27. States are encouraged to review any national laws requiring overly complicated and costly authentification procedures, such as full legalization of all documents. Modern communications make it easier to verify the authenticity of documents in less cumbersome ways, and competent recognition

authorities and higher education institutions of home countries are encouraged to react swiftly and positively to requests for direct information on documents claimed to have been issued by them.

28. In the case of refugees, displaced persons and others who for good reasons, and in spite of their best persistent efforts, are unable to document their claimed qualifications, it should be considered whether alternative ways of recognizing these qualifications may be found. Such measures should be adapted to the circumstances of their recognition application and could include ordinary or specially arranged examinations, interviews with staff of higher education institutions and/or the competent recognition authority and sworn statements before a legally competent authority.

V. Assessment criteria

Status of the institution

29. In view of the wide diversity of higher education institutions and of the developments in transnational education, the status of a qualification cannot be established without taking into account the status of the institution and/or programme through which the qualification was awarded.

30. The credential evaluator should seek to establish whether the higher education institution belongs to the higher education system of a State party to the Lisbon Recognition Convention and/or belonging to the European Region. In the case of qualifications awarded by higher education institutions established through transnational arrangements, the credential evaluator should analyze these arrangements on the basis of the principles stipulated in the UNESCO/Council of Europe Code of Good Practice in the provision of transnational education.

31. Some countries have established a system of formal assessment of their higher education institutions and programmes. When evaluating qualifications from such systems, credential evaluators should take due account of the results of the formal assessment process.

Assessment of individual qualifications

32. Recognition of foreign qualifications may be sought for a variety of purposes. The assessment should take due account of the purpose(s) for which recognition is sought, and the recognition statement should make clear the purpose(s) for which the statement is valid.

33. Before undertaking the assessment, the competent recognition authority should establish which national and international legal texts are relevant to the case, and whether these require any specific decision to be reached or procedure to be followed.

34. The assessment should also take into account past practice in similar recognition cases, in order to ensure consistency in recognition practice. Past practice should be a guide, and any substantial change of practice should be justified.

35. The assessment of a foreign qualification should identify the qualification in the system of the country in which recognition is sought which is most comparable to the foreign qualification, taking into account the purpose for which recognition is sought. In the case of a qualification belonging to a foreign system of education, the assessment should take into account its relative place and function compared to other qualifications in the same system.

36. Qualifications of approximately equal level may show considerable differences in terms of content, profile and learning outcomes. In the assessment of foreign qualifications, these differences should be considered in a flexible way, and only substantial differences in view of the purpose for which recognition is sought (e.g. academic or *de facto* professional recognition) should lead to partial recognition or non-recognition of the foreign qualifications.

37. Recognition of foreign qualifications should be granted unless a substantial difference can be demonstrated between the qualification for which recognition is requested and the relevant qualification of the State in which recognition is sought. In applying this principle, the assessment should seek to establish whether:

(a) the differences in learning outcomes between the foreign qualification and the relevant qualification of the country in which recognition is sought are too substantial to allow the recognition of the foreign qualification as requested by the applicant. If so, the assessment should seek to establish whether alternative, partial and/or conditional recognition may be granted;

(b) the differences in access to further activities (such as further study, research activities, the exercise of gainful employment) between the foreign qualification and the relevant qualification of the country in which recognition is sought are too substantial to allow the recognition of the foreign qualification as requested by the applicant. If so, the assessment should seek to establish whether alternative, partial and/or conditional recognition may be granted;

(c) the differences in key elements of the programme(s) leading to the qualification in comparison to the programme(s) leading to the relevant qualification of the country in which recognition is sought are too substantial to allow the recognition of the foreign qualification as requested by the applicant. If so, the assessment should seek to establish whether alternative, partial and/or conditional recognition may be granted. The comparability of programme elements should, however, be analyzed only with a view to the comparability of outcomes and access to further activities, and not as a necessary condition for recognition in their own right;

(d) a credential evaluator can document that the differences in the quality of the programme and/or institution at which the qualification was awarded in relation to the quality of the programmes and/or institutions granting the similar qualification in terms of which recognition is sought are too substantial to allow the recognition of the foreign qualification as requested by the applicant. If so, the assessment should seek to establish whether alternative, partial and/or conditional recognition may be granted.

38. Where formal rights attach to a certain foreign qualification in the home country, the qualification should be evaluated with a view to giving the holder comparable formal rights in the host country, in so far as these exist and they arise from the knowledge and skills certified by the qualification.

39. The recognition of qualifications issued several years ago may be more problematic than the recognition of recent qualifications. To what extent a qualification is outdated will depend on the field concerned as well as the activities undertaken by the applicant since the qualification was issued. In general terms, older qualifications should be recognised along the same lines as similar qualifications issued in the country in which recognition is sought. It may be considered whether relevant work experience may compensate for updated qualifications.

40. Competent recognition authorities and other assessment agencies should be encouraged to focus on the learning outcomes and competencies, as well as the quality of the delivery of an educational programme and to consider its duration as merely one indication of the level of achievement reached at the end of the programme. The assessment process should acknowledge that recognition of prior learning, credit transfer, different forms of access to higher education, double degrees and life-long learning will all shorten the duration of some academic qualifications without diminishing the learning outcomes and a decision not to grant recognition should not be motivated by duration alone.

41. The assessment of a foreign qualification should focus on the qualification for which recognition is sought. Previous levels of education should be considered only where these levels have a serious bearing on the outcome of the assessment and should, as far as possible, be limited to qualifications of a level immediately preceding the qualification for which recognition is sought.

42. In undertaking the assessment, the competent recognition authorities and other assessment agencies should apply their know-how and best professional skills and take note of all relevant published information. Where adequate information on the learning outcomes embodied in the qualification is available, this should take precedence in the assessment over consideration of the education programme which has led to the qualification.

VI. The outcome of the assessment

43. Depending on national law and practice, the outcome of the assessment of a foreign qualification may take the form of:
(a) a recognition decision;
(b) advice to another institution, which will then make the recognition decision;
(c) a statement to the applicant or to whom it may concern (e.g. current or prospective employers, higher education institutions etc.) providing a comparison of the foreign qualification with similar qualifications in the country in which recognition is sought, without being a formal recognition decision.

44. The ENIC Network as well as competent authorities should elaborate models for standardized assessment statements at European and/or national level. To facilitate international recognition, assessment agencies should use these standardized statements as far as possible.

45. Where recognition cannot be granted according to an applicant's request, the competent recognition authority or assessment agency should, as far and as precisely as possible, assist the applicant in identifying remedial measures the applicants may undertake in order to obtain recognition at a later stage.

Appendix F:
Quality Assurance Framework
Alliance of Canadian Credential Evaluation Services (1999)

Quality Criteria

A. Principles of good practice
Members of the Alliance must comply with standards outlined in the "General Guiding Principles for Good Practice in the Assessment of Foreign Credentials" (see Appendix II).

B. Additional Principles

In addition to complying with the standards outlined in the "General Guiding Principles for Good Practice in the Assessment of Foreign Credentials," members of the Alliance must meet the following requirements.

Translation
Key educational documents issued in foreign languages must be translated by recognized organizations or certified translators.

Assessment Outcomes
An assessment report or certificate must be provided to applicants. The assessment outcome should be an official document outlining measures taken to prevent falsification. It must include a general statement of comparability for each credential evaluated. The assessment outcome must clearly indicate the purpose for which the evaluation was performed (e.g., general employment, or advice for admission). A client should have access to the rationale and basis for the assessed outcome on demand.

C. Operational Criteria

Documentation and reference centre
A documentation centre must give access to a broad range of information resources (published and unpublished) such as historical and up-to-date information on educational systems from a variety of countries.

Continuous research activities must be conducted in order to obtain all the information required to assess specific credentials, and/or to understand foreign educational systems. The service should have the research capacity to obtain information on educational documents through a number of different channels including mail, electronic mail, fax, electronic databases, or other electronic sources.

File management
The file management system must permit easy access to information while ensuring the protection of confidential information. Services should have an articulated policy protecting the confidentiality and privacy of client files. Release of confidential client information to outside organizations must require the explicit consent of the client. File management procedures must ensure the safety and security of client files, including all original documentation contained in those files.

Record keeping of assessment decisions should be structured in such a way that it allows for organized and systematic research on precedent decisions. The service must retain information on the client application for at least five (5) years.

Human resources requirements

Sufficiently trained personnel must provide fair and consistent credential assessments. Assessors or evaluators must have a bachelor degree or the equivalent, and must have completed a documented training program in educational credential assessment.

At least one assessor or evaluator must have a minimum of one year of full time substantive supervised experience in foreign credential assessment covering all levels of education. This experience must be recent and relevant to the services offered.

Evaluators must maintain currency by being involved in training activities, consulting with peers, and/or carrying out research. The service should provide professional development opportunities for its evaluators, such as attending conferences and/or workshops.

Appendix G:
Code of Good Practice
in the Provision of Transnational Education
(adopted by the Lisbon Recognition Convention Committee, 2001)

1. **Transnational arrangements** should be so elaborated, enforced and monitored as to widen the access to higher education studies, fully respond to the learners' educational demands, contribute to their cognitive, cultural, social, personal and professional development, and comply with the national legislation regarding higher education in both receiving and sending countries. In the case of collaborative arrangements there should be written and legally binding agreements or contracts setting out the rights and obligations of all partners.

2. **Academic quality and standards** of transnational education programmes should be at least comparable to those of the awarding institution as well as to those of the receiving country. Awarding institutions as well as the providing institutions are accountable and fully responsible for quality assurance and control. Procedures and decisions concerning the quality of educational services provided by transnational arrangements should be based on specific criteria, which are transparent, systematic and open to scrutiny.

3. **The policy and the mission statement** of institutions established through transnational arrangements, their management structures and educational facilities, as well as **the goals, objectives and contents** of specific programmes, sets of courses of study, and other educational services, should be published, and made available upon request to the authorities and beneficiaries from both the sending and receiving countries.

4. **Information** given by the awarding institution, providing organization, or agent to prospective students and to those registered on a study programme established through transnational arrangements should be appropriate, accurate, consistent and reliable. The information should include directions to students about the appropriate channels for particular concerns, complains and appeals. Where a programme is delivered through a collaborative arrangement, the nature of that arrangement and the responsibilities of the parties should be clearly outlined. The awarding institution is responsible for and should control and monitor information made public by agents operating on its behalf, including claims about the recognition of the qualifications in the sending country, and elsewhere.

5. **Staff members** of the institutions or those teaching on the programmes established through transnational arrangements should be proficient in terms of qualifications, teaching, research and other professional experience. The awarding institution should ensure that it has in place effective measures to review the proficiency of staff delivering programmes that lead to its qualifications.

6. **Transnational education arrangements** should encourage the awareness and knowledge of the **culture and customs** of both the awarding institutions and receiving country among the students and staff.

7. **The awarding institution** should be responsible for the **agents** it, or its partner institutions, appoint to act on its behalf. Institutions using agents should conclude written and legally binding agreements or contracts with these, clearly stipulating their roles, responsibilities, delegated powers of action as well as monitoring, arbitration and termination provisions. These agreements or contracts should further be established with a view to avoiding conflicts of interests as well as the rights of students with regard to their studies.

8. **Awarding institutions** should be responsible for issuing the qualifications resulting from their transnational study programmes. They should provide clear and transparent information on the qualifications, in particular through the use of the Diploma Supplement, facilitating the assessment of the qualifications by competent recognition bodies, the higher education institutions, employers and others. This information should include the nature, duration, workload, location and language(s) of the study programme leading to the qualifications.

9. **The admission** of students for a course of study, **the teaching/learning activities, the examination and assessment requirements** for educational services provided under transnational arrangements should be equivalent to those of the same or comparable programmes delivered by the awarding institution.

10. **The academic work load** in transnational study programmes, expressed in credits, units, duration of studies or otherwise, should be that of comparable programmes in the awarding institution, any difference in this respect requiring a clear statement on its rationale and its consequences for the recognition of qualifications.

11. **Qualification**s issued through transnational educational programmes, complying with the provisions of the present Code, should be assessed in accordance with the stipulations of the Lisbon Recognition Convention.

Appendix H:
Comparing Credential Evaluation Services in Canada

Credential Evaluation Service	Equivalencies or Competencies	Costs	Transferability between provinces
Academic Credentials Assessment Service - Manitoba (ACAS) http://www.gov.mb.ca/labour/immigrate/newcomerservices/7a.html	Evaluates the education of individuals who obtained their education abroad and issues a report of comparison to educational standards in Manitoba. This Academic Credentials Report is advisory in nature. Assessments are of formalized instruction only and do not encompass evaluations of competence, work experience or prior learning. ACAS completes the following steps for each assessment: Authenticity Review, Translation Review, Recognition Status of Institution, Description of Educational Program	There is no charge for this service	The Academic Credentials Report is provided only to people residing in Manitoba. Canadian citizens educated abroad, and Landed Immigrants with foreign credentials qualify for this service.
International Credential Evaluation Service (ICES) http://www.bcit.ca/ices/	Using well-established evaluation methodologies, ICES evaluates the credentials of people who have studied in other provinces or countries and determines comparable levels in British Columbia and Canadian terms. The results of an ICES assessment are provided in evaluation reports that are objective, consistent, and reliable	Fee schedule between $115 and $200 for one credential with additional charges per credential.	ICES reports are widely accepted by private and public sector employers in Canada.
International Qualifications Assessment Service (IQAS)	IQAS issues educational certificates which indicate how an educational credential received in another country compares to an educational program in Canada. IQAS only conducts assessments of education obtained at an accredited or recognized institution in the home country. A recognized institution is one which has been formally approved by the proper educational authorities with the country and which is widely accepted by other institutions and agencies inside and outside the country.	Fee schedule between $100 and $200	Services used by professional, educational, and employer organizations across Canada.
Service des évaluations comparatives (SEC)	*Évaluation comparative des études effectuées hors du Québec* (Comparative evaluation for studies done outside Québec) is a document that indicates a correspondence to the Québec educational system and its main diplomas (or benchmarks) for studies completed outside Québec. The *Évaluation comparative* is therefore a general comparison between two official educational systems. The *Évaluation comparative* is not based on the content of each and every course completed within a program, the teaching methods or their quality, or the reputation of the educational institution attended. Nor does it provide the assessment and recognition of a person's "prior learning."	$115	The document also provides a general description of educational documents (diplomas and transcripts) and studies completed in an educational system officially recognized by educational authorities abroad or in a province outside Québec.
World Education Services - Canada (WES-Canada)	The WES evaluation converts educational credentials from any country in the world into their Canadian equivalents. It describes each certificate, diploma or degree that you have earned and states its academic equivalency in Canada.	$115 per document\n\n$200 per course	WES evaluations are widely accepted and often specifically requested by academic institutions, regulatory bodies, employers and government agencies throughout Canada.

Appendix I
RIC and the Canadian Labour Market: a review of recent literature

1. From the Conference Board of Canada:

a) "Recognizing Learning: The Economic Costs Of Not Recognizing Learning And Learning Credentials In Canada" Phase One Report 2001

http://www.conferenceboard.ca/education/reports/pdfs/RecogLearn.pdf

Excerpts:

"Employers, too, are becoming more aware of the opportunity cost of being unable to fully recognize their employees' learning and get that learning recognized by educational and credentialing institutions. Technological and demographic changes in Canada are causing employers to place greater value on knowledge and skills when hiring, transferring, and promoting people to take on and perform jobs today."

"According to a Price Waterhouse report commissioned by the Ontario government, failure to recognize foreign academic credentials, let alone foreign work experience, results in losses to the economy due to:
• increased costs to the welfare system and social services;
• losses to employers who are unable to find employees with the skills required;
• costs associated with unnecessary retraining of foreign-trained individuals;
• the loss of potential revenue from foreign-trained individuals who are unable to work and contribute to the tax base and other parts of the economy."

Conclusion *(edited excerpt)*
"Most analysts agree that Canada, like other highly developed nations, faces a range of learning recognition issues that have important economic and social consequences for our country. The widely-held view of experts and stakeholders is that current barriers to holistic recognition of learning and learning credentials in Canada are impairing the ability of the country to put its human resources to best use. These barriers are also restricting the capacity of our businesses to be more productive and profitable, and our people to achieve their personal economic goals.

At the same time, Canada, like its competitors, also faces rising challenges in maintaining an adequate supply of highly skilled and knowledgeable people, with the right kinds of learning and learning credentials, in its labour market. This has profound economic implications for our country. Without an adequate supply of the people that Canada needs to attract, nurture and support in order to ensure the nation's continued economic growth through the creation of high value goods and services, it will not be able to compete successfully in global markets.

The review of literature from Canada and internationally summarized *in the report*, suggest strongly that recognition is indeed a significant strategy for developing and employing people fully and that there is a learning recognition gap in Canada today, with significant economic costs and consequences."

b) "Brain Gain: The Economic Benefits of Recognizing Learning and Learning Credentials in Canada. (2001)".

http://www.conferenceboard.ca/press/documents/323-01mb.pdf

Excerpts from Summary:

"Eliminating the current learning recognition gap in Canada would enable Canadians to earn an additional $4.1 billion to $5.9 billion in income annually (Table 1). More than 540,000 individuals stand to gain an average of $8,000 to $12,000 each year from improved learning recognition. The income they forgo today is due to the gap between the amount of their learning that *is* recognized, credentialed, accepted and rewarded through work and the amount that *could be* recognized and rewarded."

"Actions that could help *improve the functioning* of existing institutions:
 • Creating a common framework for valuing learning
 • Establishing national standards
 • Improving transfer mechanisms
 • Improving institutional linkages in Canada
 • Increasing recognition of foreign credentials and experiential learning
 • Improving institutional linkages internationally"

"Learning recognition improves employment fit, which enhances business performance and yields personal rewards, in turn creating additional demand for accreditation. More accreditation encourages more people to undertake higher education, which stimulates further development of the education and training systems that build workplace capacity for innovation and productivity. Ultimately, by helping its people reach their full personal potential and receive full recognition for their learning, Canada enhances the economic base that supports a high quality of life, the hallmark of Canadian society today.

The potential gains are high, and they are likely to be higher in the future. Canada, like its competitors, faces rising challenges in maintaining an adequate supply of people with the right kinds of learning and credentials to compete successfully in global markets. Canada needs to attract skilled people, nurture them, recognize their abilities and reward them in the labour market. The unacceptable alternative is direct losses in the productivity and innovation that generate wealth to support our high standard of living."

2. From the Maytree Foundation

"Fulfilling the Promise: Integrating Immigrant Skills into the Canadian Economy, by Naomi Alboim and The Maytree Foundation (Ottawa: Caledon Institute of Social Policy, April 2002.)"

http://www.maytree.com/PDF_Files/FulfillingPromise.pdf

Excerpts from Summary:

"To achieve its vision, Maytree proposes that solutions be designed as part of an overall system instead of the current ad hoc approach. Incentives should be put into place so that all players collaborate in the design, delivery and evaluation of effective programs and services. Rather than making skilled immigrants 'start from scratch,' the system would value and recognize their qualifications, focusing on ways to fill quickly any identified gaps.

The system would be supported by sustainable, practical programs and services that respect jurisdictional responsibilities and allow for local or occupational variations. To increase the likelihood and speed of labour market entry in one's specialized field, opportunities would be available to begin assessing qualifications and filling gaps while overseas. Programs and services should be transparent and accessible, expediting labour market entry without compromising public interest or safety. They should build on best practices and existing infrastructure, and incorporate new technology.

System Components

The paper proposes a 'systems approach' to facilitate the labour market entry of skilled immigrants in their field of expertise. The system would be composed of the following fundamental components:
      a. Incentives for all stakeholders to collaborate in designing, delivering and evaluating programs and services, and for skilled immigrants to access them.
      b. Access by skilled immigrants to:
            • Information
            • Assessment services
            • Expert advice
            • Bridging programs to fill identified gaps.
      c. A leadership council to foster collaboration, identify priorities and linkages, and communicate results.

The system components are interdependent. The right mix and quality of programs and services will not exist without collaboration from relevant stakeholders. Full collaboration is unlikely to be achieved without incentives. A leadership council can both foster collaboration and provide oversight to the system as a whole. Access by skilled immigrants to accurate, up-to-date information is essential to make immigration decisions and pursue employment in their specialized field. Assessment services will ascertain how their qualifications compare to their Canadian counterparts, and the specific gaps skilled immigrants need to fill. Expert advice and access to relevant bridging programs can expedite the filling of those gaps, whether academic, language, technical skills or knowledge of Canadian workplace practices."

3. From the Public Policy Forum – "Bringing Employers Into the Immigration Debate Survey and Conference" (2004)

Excerpt from EXECUTIVE SUMMARY

"Project Background
Immigration makes an important contribution to the Canadian economy. It is estimated that by 2011, immigration will account for all of Canada's labour force growth. However, employers are still underrepresented in the development of strategies to help immigrants integrate into the workforce.

To better understand how to engage employers in the immigration debate, the Public Policy Forum undertook a multi-phased research project. The research sought to:
- determine the extent to which employers think foreign-trained or educated individuals can fill their current or future labour market needs;
- identify any issues or concerns employers may have when hiring and/or assessing the skills of foreign-trained or educated individuals;
- identify any barriers to integrating foreign-trained or educated individuals into the labour force; and
- better understand the importance of foreign-trained or educated employees according to a number of factors, including city, province and company size.

The first phase of this project consisted of a survey of 2,091 employers across Canada. The survey asked employers about their experiences with "recent immigrants," who were defined as immigrants who had arrived in Canada within the last 10 years. To confirm and validate the findings, an additional 10 focus groups were conducted in Toronto, Montreal, Vancouver and Moncton.

The survey revealed that employers have a positive attitude toward immigrants and immigration. Employers see many positives and few negatives in hiring recent immigrants and welcome the opportunity to participate in strategies that seek to better integrate immigrants into the workforce. However, the survey and focus groups also found that employers:
- overlook immigrants in their human resource planning;
- do not hire immigrants at the level at which they were trained; and
- face challenges integrating recent immigrants into their workforce.

To address these continuing challenges, the Public Policy Forum developed several recommendations.
1. Employers in regions with a high concentration of immigrants should be informed and engaged in discussions about selection and levels.
2. Employers should be engaged in regionalization strategies.
3. Employers should be encouraged to develop strategies to hire immigrants more effectively.
4. Hiring practices that may discriminate against immigrants should be addressed.
5. Promote existing credential recognition services and develop new services or procedures where appropriate.
6. Improve language training, especially occupation-specific language training.
7. Promote and create tools to encourage cultural understanding.
8. Provide Canadian work experience for immigrants, especially in small and medium sized companies"