Colleges Integrating Immigrants to Employment Project (CIITE)
Phase 2 Final Report

Competency Assessment Project Report
December 31, 2007

Revised January 25, 2008

Glossary

Term	Usage
Academic Recognition	Academic recognition refers to the granting of an academic credit by an Ontario college on the basis of a credential or experience (previous learning) acquired outside the relevant college. Advanced Standing and Transfer Credit are both forms of academic recognition.
Advanced Standing	Advanced Standing is credit granted by a college for previous learning that qualifies an individual for entry to a program in a semester other than the first. This type of recognition may reduce the time it takes an individual to complete a program.
Credential Evaluation	Credential evaluation can involve two levels of evaluation: the validation of the authenticity of an educational qualification and, in some cases, the provision of equivalent level and type of credential in the Canadian system. Equivalency provides grade/credit equivalence, as well as course details when available. There are three evaluation service providers in Ontario: the Comparative Education Services (CES) of the University of Toronto, International Credential Assessment Services (ICAS), and World Education Services (WES).
Competencies	Competencies refer to the skills, knowledge, and professional behaviour an individual may be required to demonstrate in order to be recognized as capable to practice in a profession or obtain a college qualification. Some organizations may also refer to competencies as skills, benchmarks, outcomes, or standards.
Competency Assessment	Competency assessment at Ontario colleges refers to the evaluation of skills or competencies acquired through formal or informal learning. The purpose of competency assessment is to allow an individual to practically demonstrate their knowledge and skills in a timely manner, against the learning outcomes of a program and/or profession.
Equivalency	Equivalency is a term commonly used by credential assessment services to indicate that credentials are comparable in hours, outcomes, etc.
Internationally Trained Immigrant (ITI)	For the purposes of CIITE, an internationally trained immigrant is defined as an immigrant who has received post-secondary level

	credentials and/or training in a country outside of Canada.
List of Competencies	The *List of Competencies* refers to a checklist of competencies that relate to the required outcomes of a particular program/profession.
Prior Learning Assessment and Recognition (PLAR)	Prior Learning Assessment and Recognition (PLAR) refers to particular practices and policies in Ontario colleges to identify, assess, and recognize skills that cannot be reflected in formal credentials. Through PLAR, individuals are able to specify and challenge individual courses within a college program where they believe they have already achieved and surpassed the course outcomes. The purpose of PLAR is to grant credit for a particular course in a college program.
Professional Behaviour	Professional behaviour refers to an individual's understanding of ethical, legal, and social norms related to their professional field.
Professional Recognition	Professional recognition refers to granting a credential that indicates an individual has demonstrated their ability to practice in a particular profession. In Ontario colleges, professional recognition could be granted through competency assessment.
Transfer Credit /Course Exemption/External Credit	Transfer Credit /Course Exemption/External Credit is granted when a college considers previous work to be equivalent in content or objective to a corresponding course of study. This type of credit is considered on a per-course basis and is assessed on a semester by semester basis. The result is that this type of recognition may lessen the workload in a semester but not reduce the time it takes to complete a program.

Table of Contents

1. Preface

1.1 Reading this Report

This report outlines the Colleges Integrating Immigrants to Employment (CIITE) Competency Assessment Project. The Project focused on developing a model for competency assessment in Ontario colleges. Competency assessment is a process whereby the competencies of an individual are evaluated in relation to a particular occupation, task, or process (i.e., "what does a person know and can they apply their knowledge and skills to a particular standard?"). Competency assessment differs from credential assessment in that credential assessment focuses on the credentials conferred by different institutions, whereas competency assessment focuses on the individual being assessed and his/her synthesis of knowledge and practice demonstrated through theoretical and practical tests.

1.2 Competency Assessment versus PLAR

Competency Assessment models differ a great deal from current Prior Learning Assessment and Recognition (PLAR) processes at Ontario colleges. PLAR allows a student to determine whether or not their learning to date is sufficient to receive credit for a particular course. Competency assessment, on the other hand, focuses on outcomes that are to be achieved across a program that may be achieved through learning that takes place in multiple courses.

1.3 An Overview of Competency Assessment

Competency assessment, as defined by CIITE Project Teams, is a process for the evaluation of competencies acquired through formal or informal learning. The purpose of competency assessment in the case of Ontario colleges is to provide an individual with the opportunity to demonstrate their knowledge and skills against the learning outcomes of a college program or profession. Thus, a completed competency assessment would allow a person with a professional or technical credential and workplace experience to demonstrate their competencies in a holistic manner and satisfy knowledge criteria that could not be effectively completed through the exclusive examination of credentials.

Competency assessment may be used for two purposes. The first of these is assessment of prior learning to determine which components of a particular college program are lacking for graduation. The second potential application of competency

assessment is the provision of a credential to accompany formal degrees, diplomas and certificates which attests to practical abilities.

1.4 Methodology - CIITE Competency Assessment Project

Colleges offer programs for many professions and trades and each of these are comprised of myriad competencies. It was decided that designing assessments for all programs would be an enormous and unnecessary task, but that it would be useful to eventually design competency assessments for programs in high demand by ITIs. As a first step, it was recognized that assessment processes would require two distinct templates: one for programs in regulated professions and another for those in unregulated job areas. This is due to the very distinct endpoints for programs in these clusters. Programs in regulated professions prepare students for professional (external) examinations, whereas those in non-regulated professions do not have a designated "entry to practice" target.

In order to design these templates it was decided that colleges choose an unregulated and regulated profession to develop models for competency assessment. Respiratory Therapy was chosen as the representative regulated program. Mechanical Engineering Technology was chosen as the representative unregulated program. Two Core Teams were formed, as well as an Advisory Team. The Core Teams provided the subject matter expertise needed to develop competency assessment models, whereas the Advisory Group provided high-level guidance and was comprised of representatives from all twelve colleges participating in the project.

It is important to note that this project did not aim to create a rigid process for competency assessment; rather the goal was to develop models which will act as generic templates for the design of competency assessment processes for both regulated and unregulated professions.

2. Introduction

2.1 Background

Over 80,000 internationally trained immigrants (ITIs) come to Ontario annually with post-secondary education or other forms of training.[1] These ITIs may need to fill specific gaps in their knowledge, skills, and/or credentials in order to obtain employment in Canada commensurate with their qualifications and expertise. Ontario colleges are well situated to provide programs and services to prepare ITIs for employment in the Canadian workforce. Colleges Integrating Immigrants to Employment (CIITE) was launched in 2003 to support Ontario colleges as a bridge for ITIs into the labour force.

Following extensive consultation in 2003-2004, CIITE Phase 1 identified significant barriers faced by ITIs in the college system. In 2005, five projects were funded by the Ministry of Citizenship and Immigration to explore ways to improve programs and services at critical junctures within the college system. These projects focused on processes, tools, and services in the following areas: Admissions, Advising, Credential Assessment and Advanced Standing, Employment Preparation, and Language Proficiency (Assessment). Further funding was granted in 2007 for two additional projects: Data Collection in Continuing Education and Part-time Studies and Competency Assessment.

2.2 CIITE Competency Assessment Project

ITIs acquire professional knowledge and skills in several ways other than through formal education. Indeed the Canadian immigration category for skilled workers and professionals awards "points" for skills and experience as well as formal credentials[2]. However, these skills and experience are not assessed in any formal way in Canada, and immigrants often find upon arrival that their skills and experience are not recognized in Ontario by educational institutions and employers. Other immigrant seeking countries such as Australia and the United Kingdom have developed systems for assessing the skills and experience of ITIs. In order to respond to the valuable labour pool of skilled immigrants to Canada, some sector councils, employers and provinces are developing

[1] MTCU 2002: 133,641 immigrants came to Ontario; 61% with postsecondary and other training.
[2] See Citizenship and Immigration Canada's website for further information: http://www.cic.gc.ca/english/immigrate/skilled/index.asp

competency assessments for professions. CIITE also identified this assessment "gap" as a critical barrier to immigrant employment, and as an area of opportunity for Ontario colleges to become a leader in competency assessment.

The CIITE Competency Assessment Project design was based on two key assumptions of what is required to conduct viable, sustainable assessments of skills and experience in Ontario colleges. First, college competency assessments should be replicable across the Ontario college system so that ITIs can access assessments accordingly, and colleges can affordably offer appropriate assessment. Second, competency assessments should be based on program and professional requirements.

College programs are designed to achieve learning outcomes which are described as competencies. Thus, the Competency Assessment Project determined that a model which assesses an ITI's competencies against program outcomes would help assess competencies not captured through the evaluation of formal credentials.

The primary deliverable for the project was to "develop outlines of models that will assess the knowledge and skills of ITIs by program rather than on a course-by-course basis." Three key activities were identified for the Competency Assessment Project:

1. Develop guiding principles that colleges can use in order to recognize an applicant's skills and knowledge.
2. Compile an inventory of assessment processes, other than PLAR, that can be used to recognize knowledge and skills that exceed, complement, or are not reflected in formal credentials.
3. Develop outlines of models in two professions that will assess the knowledge and skills of ITIs by program rather than on a course-by-course basis.

In order to address these deliverables, twelve colleges formed an Advisory Team to oversee the project design and goals. Two Core Teams were formed, based on college expertise, to design a competency assessment process in both a regulated and unregulated profession.

2.3 Competency Assessment versus PLAR

PLAR is a distinct process already in place in the Ontario college system and differs from institution to institution. PLAR recognizes informal or formal learning not captured in formal credentials. However, PLAR assesses prior learning against course outcomes, rather than program outcomes. This means that an ITI who has significant experience outside Canada must go through the exercise of "challenging" each individual course in a program – a process that can be time consuming and expensive, depending on a college's fees for PLAR. Furthermore, PLAR usually involves the development of a portfolio, along with any written or practical testing deemed necessary by the college faculty assessing the candidate. This process means that it could take months, or even years, for a candidate to achieve their portfolio and complete the PLAR.

Competency assessment, as it is defined by CIITE, refers to the evaluation of skills or competencies acquired through formal or informal learning. The purpose of competency assessment is to provide an individual with the opportunity to practically demonstrate their knowledge and skills in a timely manner, against the learning outcome of a college program or profession.

	PLAR	Competency Assessment
Purpose	▪ Identify, assess, and recognize skills, knowledge, and professional behaviour that cannot be assessed in formal credentials based on the learning outcomes of college courses.	▪ Identify, assess, and recognize skills, knowledge, and professional behaviour based on the learning outcomes of college programs and professional requirements. ▪ Demonstrate a candidate's capability for professional employment in Canada.
Process	▪ Depending on whether a course is eligible for PLAR, applicants challenge individual courses within a college program where they believe they have already acquired the course outcomes. ▪ Candidate meet with assigned college faculty who examine the candidate's experience and design a portfolio in order to document achievement against course outcomes. ▪ Based on the portfolio and the requirements of the course, candidates may also demonstrate their skills, knowledge, and/or professional	▪ See Section 5 of this report.

	behaviour through written challenge exams and/or a practical assessment prepared by faculty.	
End Result	▪ Receive a grade for a college course. Grades for PLAR courses are included on college transcripts towards the achievement of a college diploma/degree.	▪ Receive credit for a college program or, if all competencies are demonstrated, be given an appropriate credential. ▪ Identify any skills, knowledge, and/or professional behaviour that are useful for employment. ▪ Identify any skills, knowledge, and/or professional behaviour that require further development.

Following CIITE Phase 1, a project to examine college PLAR was proposed but was not funded as part of CIITE Phase 2. Innovative solutions for the assessment of competencies not captured in formal credentials were examined in the CIITE Competency Assessment Project. However, as the current tool for assessing informal learning, the effectiveness and sustainability of college PLAR should be examined in CIITE Phase 3.

3. Recommendations

The following recommendations emanate from the findings of the Competency Assessment Project and reflect the interdependency of assessment and the provision of training.

1. **Pilot the design of two competency assessment models in a regulated and unregulated profession.**

   Competency assessment models have been designed for both a regulated (Respiratory Therapy) and unregulated (Mechanical Engineering Technologist) profession. In order to prepare to pilot these models, colleges need to validate a *List of Competencies* for two pilots and develop a project plan for implementation of the pilots in selected colleges. See Section 5.4 for a list of issues to consider when implementing competency assessment in CIITE Phase 3. Preliminary work has also been done to establish the *List of Competencies* to be tested in a pilot (see Section 5.3).

2. **Increase the ability of colleges to deliver flexible programs.**

   Competency assessment allows an ITI to demonstrate their skills and knowledge in a holistic way, in order to recognize these skills and knowledge and to make informed decisions about areas that require gap training. If competency assessment is to be successful in Ontario colleges, colleges must be able to deliver their programs in a flexible manner that allows an ITI to take only the courses s/he needs to meet program and/or professional standards.

4. **Develop college capacity to provide methods of recognition that correspond to flexible programming.**

   Colleges currently have residency requirements that require a certain percentage of credits be taken at a college in order for that institution to grant a credential. These requirements are a barrier to ITIs who only require specific areas of development and may not wish to enrol in a college program. Colleges should re-examine residency requirements in order to provide a credential to ITIs who successfully complete a competency assessment.

5. **Examine the opportunity to develop regional centres of assessment.**

   Competency assessment is an expensive process and needs to be sustainable. Rather than preparing all colleges to complete competency assessments in each profession, regional centres of assessment should be designated. These could be coordinated through a central competency assessment office that would provide both colleges and candidates with a central point of administration. Assessment should be available in both official languages.

6. **Colleges undergo discussions at all levels (faculty, management, etc.) with regard to the issues, implications, and opportunities for competency assessment in Ontario colleges.**

   The implementation of competency assessment in the Ontario college system provides several opportunities for development and has the potential to become a good business practice. See Section 6, "Cost Analysis and Sustainability Plan," for a discussion of some of these opportunities. Colleges need to engage in discussion in order to make informed decisions on the adoption of competency assessment.

4. Project Goals and Design

There are two distinct target employment categories with respect to assessing credentials and competencies within a college context: regulated and unregulated. Regulated professions have external bodies that regulate professional standards, e.g. the College of Nurses of Ontario, while unregulated professions are those in which the job sector does not have a mandatory, standardized credential required in order to practice, e.g. Automotive Technician. Thus, college programs for regulated professions prepare students for exams which are required for entry to practice. In the case of unregulated professions, programs are designed with input from the industry to ensure that program outcomes not only meet MTCU Standards but are also aligned with current employment requirements and practices. Entry-to-practice requirements are determined by individual employers, and although college credentials are generally accepted by employers, there are no professional regulations.

In order to design effective competency assessment models it was also necessary to design two distinct models: one for the regulated professions and one for unregulated. The unregulated profession chosen was Mechanical Engineering Technologist and Respiratory Therapist was chosen for the regulated profession. Two Core Teams and one Advisory Team were created. The Core Teams are comprised of Program Coordinators and faculty who have expertise in the two chosen professions. The Core Team for Respiratory Therapy was comprised of representatives from Algonquin, Fanshawe, and La Cité. The Core Team for Mechanical Engineering Technologist was comprised of representatives from Fanshawe, George Brown, Humber, Mohawk, Sheridan, and St. Clair. The Advisory Team is comprised of all twelve colleges participating in the Competency Assessment Project: Algonquin, Boréal, Centennial, Conestoga, Fanshawe, George Brown, Humber, La Cité, Mohawk, Niagara, Sheridan, and St. Clair. A Working Group was also established, see Section 4.1 for details.

The primary purpose of the Advisory Team was to review and provide feedback on the work of the two Core Teams. Since the expertise of the Core Teams lies in their extensive knowledge of the subject matter for each profession, the Core Teams provided

the knowledge to build a competency assessment model in their profession, while the Advisory Team examined the overall process.

The purpose of the Competency Assessment Project was to establish guidelines and methodologies for the development of competency assessment in both regulated and unregulated professions. Based on initial meetings of all college participants, project goals and design principles were established. Please see Appendix 1 for a list of these goals and principles. Based on these principles, the teams chose to focus on Respiratory Therapy and Mechanical Engineering Technology. It is important to note that the purpose of this project was not to create detailed assessment processes for these two particular professions, but rather to develop models which will act as generic templates for the design of competency assessment processes for regulated and unregulated professions.

5. Research and Related Projects

5.1 Guiding Principles

A Working Group was established to develop *Ontario Colleges' Guiding Principles for the Recognition of Previous Learning* (see Appendix 2). This group included representatives from both the Competency Assessment and the Credential Assessment & Advanced Standing Project Teams, and represented Fanshawe College, Mohawk College, and World Education Services. Representatives conducted research and engaged in discussion in order to develop guiding principles and guidelines for practice in accordance with best practices in Canada and abroad.

5.2 Inventory of Assessment Processes

There are four tools generally used in assessment (other than formal credential assessment). They are:

- self-assessment
- interview
- written test (theory based)
- skills or performance assessment (practical).

Together, these processes create a comprehensive assessment process that may be used by Ontario colleges to assess competencies. Further detail and best practices regarding these tools are summarized in Appendix 3. A college competency assessment process for any given program can be designed using a combination of these tools.

5.3 Process Maps of Key PLAR Processes

One of the activities set out for this project was to develop process maps of key PLAR processes and other types of assessments currently used in colleges. Each college participating in the Competency Assessment Project created a process map for the PLAR processes within their college (see Appendix 3).

6. Developing Prototypes

6.1 Establishing a Process for College Competency Assessments

Based on research into best practices in competency assessment, as well as consultations with colleges and the relevant regulatory bodies and professional associations, a process for developing the competency assessment models was developed. Research indicated that the process for competency assessment should include pre-assessment tasks such as advising, credential evaluation, and planning. Thus, the models for college competency assessment can either be integrated into college processes for recognizing previous education and experience at their institution, or can stand alone as a tool to facilitate employment.

Appendix 4 provides a process map which outlines a model for competency assessment in both regulated and unregulated professions. Below is a detailed description of each step indicated in the process map. This model was designed based on the knowledge gleaned from the Respiratory Therapy and Mechanical Engineering professions. As the model is replicated, it will necessarily be revised based on the procedures of other regulatory bodies and employer practices in unregulated professions. In order for this model to be ready for pilot testing, further preparation is required. Please see Section 5.4 of this report for a list of considerations for the next steps in developing college competency assessment.

Stage 1: Information/Advising

Potential candidates can acquire information on applying for credit for previous learning and/or college competency assessment through websites, information packages, or advising services. This information includes the evidence requirements (e.g., transcripts evaluated by a credential evaluation service, language benchmarks, etc.), the competencies and criteria for the relevant profession/program, and any necessary requirements made by either regulatory bodies or employers in order to be qualified to practice in the occupation. In addition, a list of applicable fees and timelines should be made available to the candidate.

This stage will help the candidate determine her/his goal. Possible goals include:

- Receive academic recognition for previous learning at an Ontario college (i.e. Transfer Credit, Advanced Standing). This goal could direct the candidate either to credential assessment and/or competency assessment, depending on the type of demonstration required, and based on her/his education and experience.
- Receive professional recognition of their suitability to practice in Canada. This goal would direct the candidate to complete a competency assessment.

Based on the goal, the candidate is provided with information on the level of credential evaluation required, e.g. for validity only or a detailed equivalency report.

Stage 2: Preparation of Required Documents

The candidate prepares all relevant requirements. If credentials are relevant, then the candidate obtains a credential evaluation report from a recognized Canadian credential evaluation service provider.

Stage 3: Submission of Required Documents

The candidate submits all necessary documents, including the request form, resumé, and supporting documents (e.g., transcripts, certificates, licenses, language assessment scores, etc.). The information is placed into the *Record of Education and Experience* (*REE*). Once the candidate submits all required documents the timeline begins (the candidate would have been informed of the timeline in the Information/Advising Stage).

Stage 4: Analysis of the Record of Education and Experience

Based on the information provided in the *REE*, the regional centre/college will appoint a knowledgeable Assessor. The Assessor examines the information in the *REE* for course and/or program outcomes. If a *List of Competencies* has been established for a particular program, then the Assessor should analyze credentials and experience based on this list. The Assessor then determines whether the request should proceed to Stage 5 or 7. If the candidate's credentials are too old, or her/his work experience is most relevant, s/he should

proceed directly to Stage 5 to prepare for competency assessment. If the candidate has relevant credentials that can be used to determine academic recognition, but no relevant work experience or informal training then s/he should proceed to Stage 7. If it is determined that the candidate may benefit from providing further evidence, then s/he should proceed to Stage 5.

Stage 5: Develop a Plan

There are two steps involved in this stage.

1. Using the *List of Competencies* for the profession/program, and the information provided in the *REE*, the Assessor identifies gaps where the candidate has no previous education/experience, or where it is apparent that the candidate's competencies are out of date or vastly different from Canadian standards. The Assessor then identifies all the competencies that need assessment and the method by which they will be evaluated (written, practical, or both).
2. The Assessor meets with the candidate to clarify the candidate's competencies based on the *List of Competencies*. This occurs in order for the Assessor to determine the competencies that the candidate should have assessed. Prior to the meeting, the candidate receives a copy of the *List of Competencies* for the relevant profession. The candidate arrives at the meeting having had the opportunity to complete an initial self-assessment. The Assessor goes through the plan with the candidate, providing a general timeline and the applicable fees. In order to encourage objectivity, this meeting is based on a rubric and a *List of Competencies.* The candidate can decide whether to proceed to Stage 6 based on this plan; however, s/he may also provide further information of her/his previous learning that could modify the plan.

The candidate can leave the process at this stage if they find the plan to be too expensive or time-consuming.

Stage 6: Competency Assessment (based on the Plan)

The assessment of skills, knowledge, and professional behaviour can occur in a number of formats; some can be tested through a written exam, while others will need to be assessed in a practical setting. In some professions, the medical professions in particular, critical skills (e.g. those in which a patient could be harmed) will need to be tested in a simulated setting, and then possibly again in a clinical setting. As a guideline, this stage should take no more than one or two weeks to complete.

Stage 7: Results

The candidate receives the results of their assessment. The assessment could result in any of the following:

1. Referral to further training in areas that require further development. Referrals for training may not be limited to a particular institution but should aim to create the most efficient and convenient plan for the candidate. In order to provide advice on college training, the *List of Competencies* must be correlated to a college's courses and program delivery using program mapping.
2. If the candidate is working towards a college diploma or degree, s/he would receive determination of college credit for her/his demonstrated skills and knowledge. When this is the goal, successful competencies must be correlated to college courses using program mapping, in order to provide credit.
3. If no training is required, the candidate would be granted a credential that recognizes that the individual has demonstrated all the competencies for a program.

6.2 Outcomes of Competency Assessment

The models outlined by the Competency Assessment Project should have the potential to be used for both education and employment. Thus, there are two possible outcomes for ITIs who undertake a competency assessment.

6.2.1 Competency Assessment for Academic Recognition

ITIs may require gap training from Ontario colleges. Colleges will need to relate the competencies to course outcomes in order to identify ways that an ITI can either receive training in a required competency, or receive credit for a successfully demonstrated competency. This is required for both regulated and unregulated professions.

6.2.2 Competency Assessment for Employment

The competency assessment models are designed to assess an ITI's skills and knowledge for practice in a particular profession. The outcomes relate to college programs; however, the demonstration of skills may or may not identify the need for further training towards the fulfillment of a college diploma or degree. Depending on the level of competence of the ITI, the competency assessment could stand alone as a demonstration of skills that have been assessed by a recognized institution. Colleges will need to work with the Ministry of Training, Colleges and Universities (MTCU) in order to determine a qualification that can be provided to an individual who does not meet the residency requirements for a college diploma or degree, but who has demonstrated the skills required for that program.

6.3 Establishing a *List of Competencies*

The competencies to be assessed are chosen based on the requirements of the profession, and will differ by occupation and reflect whether the profession is regulated or unregulated. In order to practice in a regulated profession, an individual must meet the standards of the regulatory body and be formally recognized by that body. In order to be employed in an unregulated profession, an individual may demonstrate their skills to a recognized organization, such as a college, university, or professional association, but this is not a requirement.

In order to ensure that effective tools are developed, competencies must be measurable. Clarity is critical in order for Assessors and candidates to know what is being measured. Establishing standard competencies for testing is a lengthy and complex process, and will be unique to each occupation. Outlined below are the recommended sources for establishing competencies in each type of profession. All professions should include cultural competencies in their benchmarks.

1. In regulated professions the benchmark for assessment is comprised of international standards, as well as the standards set by the national or provincial regulatory bodies. Professional standards should then be cross referenced to college program outcomes.
2. Since each college program in an unregulated profession may vary, the program standards outlined by the Ministry of Training Colleges and Universities (MTCU), must be taken to be the de facto standard. The MTCU program standards should be supplemented by examining any current international standards, standards from a relevant professional association, and employer feedback. Finally, the competencies should be linked to a representative sample of tasks from the college program in order to determine how the *List of Competencies* will be practically assessed.

In order to account for the variance in specialization that both a candidate and a college program may have within an unregulated profession, the *List of Competencie*s should be created so that a candidate can custom-design a list of competencies which reflect the unique aspects of the candidate's skills and the particular college program.

A current process that could be used as a model for this are the National Technology Benchmarks currently being developed for the accreditation of institutions by the Canadian Council of Technicians & Technologists (CCTT). In this process, institutions select a set percentage of benchmarks from a list of up to 14 for the particular program/profession. The institution can then demonstrate compliance with these selected benchmarks in order to become accredited by CCTT. This process takes into account the particular expertise of the institution. A concept similar to CCTT's could be applied to competency assessment in unregulated professions whereby a candidate and the college completing the assessment, could select competencies to be demonstrated that best capture their own expertise.

6.4 Considerations for CIITE Phase 3

6.4.1 General Considerations for the Next Steps in Developing College Competency Assessments

Below are considerations for the next phase of development for competency assessment for both regulated and unregulated professions:

- The development of competency assessments needs to be an open, collaborative process, inclusive of all stakeholders.
- Instruments, necessary tools, resources, and methods for assessing the *List of Competencies* need to be considered. It needs to be ensured that all tools, instruments, and methods meet the criteria defined by the American Psychological Association (APA).
- Timelines for each stage in the process must be determined. The *List of Competencies* and methods of assessment will impact the length of time in Stage 6; however, the goal is to conduct the assessment in a timely manner and generally speaking, this stage should take no longer than one or two weeks for the individual to complete all assessments.
- Written testing could be developed for online delivery. Best practices in internet-based testing should be consulted when developing the online competency assessment.
- Testing should be modular.
- The role of the Assessor should be clearly defined, e.g. qualifications, specialized training requirements, etc.
- The *List of Competencies* should include guidelines on the threshold appropriate for a candidate to be allowed to attempt practical assessments that involve liability to the college or safety concerns.
- The *List of Competencies* should include international standards. This will ensure that the assessment considers standards with which an ITI may be familiar.
- The pilot activity could be scheduled over different semesters at participating colleges. This would allow for flexibility and continuous improvement as colleges build on pilot results.
- Colleges need to build a business case including cost/benefit analysis for the candidate, college, and employers.
- The type of credential granted to individuals who demonstrate all competencies in the assessment will need to be determined by colleges and MTCU.
- Cost-efficiency and sustainability should be key elements of each competency assessment.
- Regional centres could be developed in consultation with regulatory bodies and other stakeholders.
- Support needs to be developed that prepares ITIs for Canadian style testing.

6.4.2 Considerations for Regulated Professions

The Project Team should ensure ongoing feedback from other regulatory bodies with regard to competency assessment in their profession. The model was designed based on Respiratory Therapy, however further research should be undertaken to determine whether other regulatory bodies would accept a similar process.

6.4.3 Considerations for Unregulated Professions

Employers should be engaged in developing the *List of Competencies* to be assessed. Local industry may have feedback on the competencies that are relevant to current standards of practice. All competencies may not carry the same weight, therefore colleges should work together to determine how to weigh or prioritize the competencies.

7. Cost Analysis and Sustainability Plan

The majority of the cost to develop a competency assessment will be defining the *List of Competencies*, determining how to assess the related competencies, and creating the assessment tools.

The cost of delivering competency assessment will primarily involve hourly rates for qualified Assessors, costs of disposable equipment, and any financial contribution to a workplace in order to complete workplace assessments that cannot be evaluated in a simulated environment. These costs will be established once the *List of Competencies* and forms of evaluation are established for the profession/program.

In order to cover the significant cost of competency assessment, innovative solutions must be found. International best practices in competency assessment have shown that competency assessment can be a viable business practice since it provides ITIs with a quick assessment that expedites their pathway into employment. For example, Australia's VETASSESS process provides competency assessments for immigrants who live in Australia, have recent Australian work experience, and do not hold a formal qualification. This allows individuals who have no formal qualification to be awarded Australian Qualification Framework (AQF) certification for their skills. The assessment takes approximately 2.5 hours, during which the applicant will complete practical tasks and answer questions that demonstrate his or her skills. Within two weeks of the assessment, the applicant will either be awarded the full certificate or receive a Statement of Attainment, which describes the competencies achieved, but does not equal a certification. For further information on VETASSESS, please visit www.vetassess.com.au.

Competency assessments that result in a credential that is accepted by employers and regulatory bodies could be rolled into college business practices as a new service. The majority of the cost for competency assessment could be borne by the applicant if it will result in a quicker pathway to employment. ITIs who are looking at taking a college program in order to gain employment in Ontario would see the benefit in paying for an assessment that may cost a significant amount, but would allow them to enter the workforce more quickly into a job commensurate with their skills and experience.

8. Integration with Other CIITE Projects

Although the seven CIITE projects are being conducted separately, each project focuses on a point in the ITI's journey through the college system to employment. As such, each project will impact the others. This section summarizes the integration issues and opportunities identified to date.

8.1 Admissions and Competency Assessment

Requesting information on previous learning in the OCAS application will help college Admissions departments make informed decisions about an ITI's readiness for a program, and will also act as the first step in determining whether an ITI may be eligible to receive academic recognition for previous learning. When applicants are applying to Ontario colleges, they should also be provided with information about any available competency assessments. This is important since an ITI who has significant skills and experience may wish to go through the competency assessment before enrolling in a college program.

8.2 Advisement and Competency Assessment

Advising is the first step to any successful competency assessment. ITIs need to receive adequate advice on suitability for competency assessment, costs, time commitment, and anticipated results. Individuals need to understand all the necessary steps required in order to be ready to practice in a profession in Ontario.

8.3 Credential Assessment & Advanced Standing and Competency Assessment

Both the CIITE Competency Assessment Project and the CA & AS Project deal with college processes and practices for recognizing previous learning. The CA & AS Project noted that academic recognition based on credentials alone did not allow for the many instances in which an applicant may not be able to provide detailed course outlines, may have credentials that are over five years old, and/or may have valuable work experience. The Competency Assessment Project thus grew out of the CA & AS Project. Please see Appendix 4 for a process map of *Ontario Colleges' Process for the Recognition of Previous Learning.* As outlined in this process map, credential assessment precedes competency assessment to provide a holistic process for the academic recognition of previous learning.

The CA & AS Project Team and the Competency Assessment Project Team also formed a joint Working Group to develop the *Ontario Colleges' Guiding Principles for the Recognition for Previous Learning* (see page 12 and Appendix 2 for further information).

8.4 Data Collection in Continuing Education (CE) and Part-Time Studies (PT) and Competency Assessment

As a result of competency assessment, individuals should be provided with information on specific gaps that they need to fill in order to be ready to work in Ontario. CE and PT studies will play an integral part in Ontario colleges responding to the needs of ITIs. Tracking this growing student population will be important in order to deliver appropriate course offerings in an efficient and effective way.

8.5 Employment Preparation and Competency Assessment

Competency assessment is designed to expedite an ITIs path to employment by providing recognition for demonstrated skills and knowledge. The recommendations from the Competency Assessment Project will impact the advice, referrals, and staff training that are part of college employment preparation services.

8.6 Language Proficiency (Assessment) and Competency Assessment

The tasks involved in competency assessment will require an individual to communicate their skills and knowledge in particular ways. An individual's performance on these tasks will depend to a certain extent on their language proficiency. Assessors who conduct competency assessment need to be aware of when they may be assessing language along with content knowledge. College staff who design and deliver competency assessments should work with language experts in order to determine if and how language will be assessed in a competency assessment.

9. Acknowledgements

The activities described in this report were made possible thanks to the enthusiasm and commitment of various people and institutions. CIITE would like to extend sincere gratitude to the Competency Assessment Advisory Team: Fiona Allan (Niagara), Sylvie Beauvais (La Cité), Dianne Bloor (Algonquin), Rebecca Carnevale (CIITE), Dan Cornish (George Brown), Adel Esayed (St Clair), Janet Gambrell (Sheridan), Leslie James (CIITE), Stephanie Lynn (CIITE), Andrea Leis (Conestoga), Denise Piovesan (Boréal), Prafulla Prabhu (Centennial), William Radford (CIITE), Ted Smith (Fanshawe), Dave Sora (CIITE), Gene Stodolak (Mohawk), Joe Tomona (Humber).

CIITE would like to also extend gratitude to the Respiratory Therapy team for their dedication and contribution: Mary Bayliss (College of Respiratory Therapists of Ontario), Sylvie Beauvais (La Cité), Jackie Bernard (La Cité), Anita Gallant (Algonquin), Pam Skinner (Fanshawe), Jason Trick (Algonquin), Marlene Tosh (Algonquin), and Paul Williams (Fanshawe).

Furthermore, CIITE would like to thank the Mechanical Engineering Technologist team for their commitment: Ali Cheaib (Mohawk), Beth Demarsh (Sheridan), Sam DiGiandomenico (Ontario Association of Certified Engineering Technicians and Technologists), Adel Esayed (St Clair), Ed Espin (Humber), Ted Smith (Fanshawe), Gene Stodolak (Mohawk), Craig Trineer (Humber), and Taesu Yim (George Brown).

Goals for the Project

The following goals for the project were identified in competency assessment meetings and have been derived from related Meeting Notes:

1. Create two competency assessment models that have the potential to be piloted in Phase 3.

2. The models will focus on building processes that can be replicated across all programs and be applicable to all students with skills acquired domestically and/or internationally.

3. The models will enable ITIs to obtain a *portfolio*[3] that will detail the results of their competency assessment and credential assessment in a commonly recognized format.

4. For regulated programs the ITI's *portfolio* will correlate their academic credentials and competencies with those defined/required by the standards for practice in the field.

5. The format will be built upon *core principles* recognized by both colleges and employers. However, it is understood, that employers will still make their own hiring decisions and that colleges will still maintain their own admission and registration practices.

6. The end product of the models will be a "portfolio" which will advise ITIs of:
    - education gaps
    - subject readiness for employment
    - referral to a regulatory body to complete their certification process.

Design Principles for the Project

The following design principles for the project were established:

1. **Clearly define the project's systemic goals:** This project must focus on systemic work that can not be accomplished by an individual college.

2. **Leverage the network of colleges:** This project must use the strength of the college network. Examples of this include strengthening consistency of practice across institutions or broadening the range and geographical reach of services to ITIs.

3. **Select supportive industries for the project:** It is important that sector employers, associations, Sector Councils, etc., are engaged and/or interested in this type of work and are supportive of the project.

[3] The term *portfolio* is sometimes used in colleges to refer to a particular process used in college PLAR. The use of the term here is made more generally to refer to a collection of information that represents an individual's skills, work and credentials.

4. **Confirm government support and jurisdictional expediency:** The project should undertake work in industries that do not have challenges with respect to national or provincial jurisdictions, regulatory, or bureaucratic barriers, etc.

5. **Apply established best practices:** Ensure the existing assessments and standards used by employers and by applicable regulatory bodies are acknowledged and incorporated into the project. This will assist in confirming the pilot models' validity and credibility.

6. **Provide clarity regarding the purpose/use of the competency assessments**: The pilot models should clearly identify if they lead to placement into:

   - Jobs/employment – This requires validation that the person can meet industry standards and requirements.
   - An educational program – This requires identifying skill or knowledge gaps to be filled by an educational program.

   Ideally, the competency assessments chosen for the project will have the dual purpose and also be accepted as "stand alone" certificates of performance/ability with respect to hands-on skills.

7. **Ensure the development of a business case (or costing model) is included in the pilot design:** Elements of the business case include:
   - The cost of administering and sustaining the assessment
   - Alternative tools for performance assessment (e.g. online assessments)
   - The cost burden of not doing it, e.g. the societal cost to government and industry.

8. **Ensure that the project provides a full model of the pathway to employment:** The competency assessment must be modeled and understood in the context of the sector. This includes understanding what ITIs are told prior to coming to Ontario, defining the language skills needed to do the assessment, employer expectations, etc.

9. **Identify replicability opportunities for the model:** The competency assessment models need to provide systemic solutions, and this requires replicability in some way. For example, the model may be testing a centralized or decentralized approach to assessment.

10. **Align pilot models with existing entry routes:** Each sector usually has established entry routes into an occupation. While the pilot models may identify other routes for ITIs, ensure the pilots also work with the existing ways people enter the occupation.

Appendix 2. Ontario Colleges' Guiding Principles and Guidelines for Practice for Academic Recognition

A. Background

Ontario is receiving an exponentially increasing number of the immigrants to Canada, many of whom arrive with post-secondary credentials and workplace experience. Ontario colleges are increasingly becoming points of access for internationally trained immigrants (ITIs) in providing a bridge to the Canadian workplace. However, providing academic recognition for international credentials and workplace experience in ways that accurately reflect an individual's knowledge and skills is a highly complex process.

In order to develop systems in Ontario colleges that are fair, equitable, transparent, transferable, and consistent it was determined that guiding principles be established in order to underpin processes and services in international credential recognition and prior learning. The *Ontario Colleges' Guiding Principles and Guidelines for Practice for Academic Recognition* (hereafter referred to as *Ontario Colleges' Guiding Principles*) was created in concord with existing guiding principles.[4] Furthermore, in 1997 all the provinces and territories approved Canada's signature to the Lisbon Convention. As of November 2007, Canada's ratification of the Convention was in its final stages. The *Ontario Colleges' Guiding Principles* was therefore developed in accordance with the Lisbon Convention.

It should be noted that these guiding principles are flexible guidelines to guide individual colleges towards common goals; they are not rigid standards.

B. Purpose

The purpose of developing these guiding principles and guidelines for practice is to create more equitable and expedient practices to recognize international credentials and experience for Advanced Standing and/or Transfer Credit in Ontario colleges. It is recognized that while this document refers specifically to the recognition of international qualifications and experience, the principles and guidelines may equally apply to the

[4] The following documents were consulted: Council of Europe and UNESCO. *Recommendations on Criteria and Procedures for the Assessment of Foreign Qualifications*. 2001; Ministry of Training, Colleges and Universities. *Prior Learning Assessment and Recognition: Resource Document for Discretionary Use*. 2003; Ontario Regulators for Access. *Access Solutions Project Final Report to the Ministry of Training, Colleges & Universities*. 2004; Provincial Assessment Committee – Canada. *General Guiding Principles for Good Practice in the Assessment of Foreign Credentials.* 1998.

recognition of domestic credentials and experience. Similarly, employers may wish to access this document in order to understand the guidelines and principles Ontario colleges employ when recognizing international credentials and/or previous learning.

C. Definitions

Academic Recognition refers to the granting of an academic credit by an Ontario college on the basis of a credential or experience (previous learning) acquired outside the relevant college. Advanced Standing and Transfer Credit are both forms of academic recognition.

Advanced Standing is credit granted by a college for previous learning that would qualify an individual for entry to a program in a semester other than the first. This type of academic recognition can reduce the time it takes an individual to complete a program.

Credential Evaluation can involve two levels of evaluation: the validation of the authenticity of an educational qualification and, in some cases, the provision of equivalent level and type of credential in the Canadian system. Equivalency provides grade/credit equivalence, as well as course details when available. There are three evaluation service providers in Ontario: World Education Services (WES), International Credential Assessment Services (ICAS), and the University of Toronto Comparative Education Service.

Competency Assessment at Ontario colleges refers to the evaluation of skills or competencies acquired through formal or informal learning. The purpose of competency assessment is to allow an individual to demonstrate their knowledge, skills, and professional behaviour against the outcomes of a program and/or profession.

Equivalency – Equivalency is a term commonly used by credential assessment services to indicate that credentials are comparable in hours, outcomes, etc.

International Credential is used in this document to refer to a credential earned outside of Canada. This is referred to as a foreign credential in other instances (e.g. Human Resources and Social Development Canada's Foreign Credential Recognition Program). The two terms are generally used synonymously.

Prior Learning Assessment and Recognition (PLAR) refers to particular practices and policies in Ontario colleges to identify, assess, and recognize skills that cannot be reflected in formal credentials. Through PLAR, individuals are able to specify and challenge individual courses within a college program where they believe they have already achieved the course outcomes. The purpose of PLAR is to grant credit for a particular course in a college program.

Professional Behaviour refers to an individual's understanding of ethical, legal, and social norms related to their professional field.

Transfer Credit/Course Exemptions/External Credit is granted when a college considers previous work to be equivalent in content or outcomes to a corresponding course of study. This type of credit is considered on a per-course basis and is assessed on a semester-by-semester basis. The result is that this type of recognition may lessen the workload in a semester, but not reduce the time it takes to complete a program.

D. Guiding Principles

1. **Accessibility** Ontario colleges should ensure all applicants and students have reasonable access to assessment and academic recognition services.

2. **Fairness** Academic recognition procedures and practices should be clear, consistent, objective, timely, and equitable for all applicants.

3. **Consistency** Standards in methodology, results, and recognition are essential to maintaining consistency. Procedures, practices, and fees for similar cases should be consistent within and across Ontario colleges.

4. **Transparency** Academic recognition procedures and practices in Ontario colleges should be readily available, comprehensive, and clear.

5. **Accountability** Ontario colleges should be responsible for maintaining high quality academic recognition practices. An appeals process should be available to review academic recognition decisions.

E. Guidelines for Service

1. Substantial Difference

1.1 Following the precedent set by the Lisbon Convention,[5] recognition of international qualifications should be granted unless a substantial difference (as defined by the college or program) can be demonstrated between the qualifications for which recognition is requested and the current college program.

1.2 All colleges should be flexible in recognizing learning outcomes that are reached in a manner different than their own; that is, course content may be different, but learning outcomes may be the same and should be recognized as such.

2. Timeliness

2.1 The academic recognition review timeframe should be published and readily available. The timeframe to recognize credentials should start once all required documentation has been received.

2.2 If an assessment is significantly delayed, the applicant should be informed of the reasons for the delay and provided with a new timeframe for academic recognition review.

3. Fees

3.1 All fees related to the academic recognition process should be clearly described.

4. Collaboration

4.1 Collaboration among colleges should be used in order to ensure accessibility and timeliness of academic recognition review.

5. Pre-requisites

5.1 Colleges should examine their pre-requisites and co-requisites to ensure they do not impede an applicant's timely path through a college program.

[5] Lisbon Convention. *Convention on the Recognition of Qualifications Concerning Higher Education in the European Region*. 2001. http://unesdoc.unesco.org/images/0011/001112/111238mb.pdf#page=2

6. Training and Professional Development

6.1 College staff involved in academic recognition should be trained in these guiding principles and guidelines and how to apply them at their institution.

7. Review

7.1 In order to keep current, colleges should set a timeframe to revise academic recognition policies and procedures.

7.2 Colleges are encouraged to share learning and best practices concerning their academic recognition policies and procedures.

8. Information on Academic Recognition

8.1 In order to support learning and consistency, colleges are encouraged to share case studies with each other in regard to academic recognition decisions.

8.2 In order to be clear about practices, colleges should post examples of previous decisions on their website in an easily accessible format. These examples would be indicative, not binding, allowing potential applicants to gain a general understanding of the academic recognition process.

9. Appeals Process

9.1 The instructions on how to appeal a decision should be published and clearly communicated, as well as the timeframe in which appeals are permitted.

9.2 Applicants should be informed of the reasons they have not received recognition in order for the appeals process to be as clear as possible.

10. Portability

10.1 All international credentials which have been evaluated by a recognized credential evaluation body[6] should be portable throughout the college system.

11. Evaluation of Documents

11.1 In order to support consistency, accountability, and portability, colleges should require applicants to use a recognized credential evaluation body to authenticate and provide equivalency for international credentials.

11.2 Copies of original documentation that have been evaluated by a credential evaluation body should be provided to colleges upon request.

[6] Please see the Canadian Information Center for International Credential's (CICIC) list of provincially mandated services and other services abiding by CICIC's *General Guiding Principles for Good Practice*: http://www.cicic.ca/en/page.aspx?sortcode=2.20.23.25

11.3 All credentials from the same institution, year, and program should generally be awarded the same outcomes.

11.4 In order to keep fees low and provide timely assessments only essential documents should be translated.

11.5 There should not be unnecessary duplicate evaluations of documents; that is, an applicant should not be required to have credentials re-evaluated if they have already been evaluated by another recognized credential evaluation organization in Canada.

12. Evaluation of Experience

12.1 Colleges should refer to the best practices outlined in the Ministry of Training, Colleges, and Universities' *Prior Learning Assessment and Recognition: Resource Document for Discretionary Use*.

Appendix 3. Assessment Processes and Process Maps

This appendix presents the results of the research performed by the CIITE Project Office for the following key activities:

- Compiling an inventory of assessment processes, other than PLAR, that can be used to recognize knowledge and skills that exceed, complement, or are not reflected in formal education.
- Developing process maps of key PLAR processes and other types of assessments currently used in colleges.

The first section of this appendix is an inventory of processes, other than PLAR, that can be used to assess education and experience. The second section provides samples of process maps illustrating current assessment practices in the colleges.

1. Inventory of Processes

There are four common tools for assessing knowledge and skills that are not captured in formal credentials: self-assessment, interview, written test (theory based), and skills assessment (practical).

Self -assessment

Self-assessment occurs before a candidate takes a written (theory-based) or practical test. The assessment usually asks the individual to examine their skills against language proficiency requirements, as well as the competencies of the profession. The results of the assessment should give both the candidate and the Assessor a good idea of the candidate's next steps (e.g. enrol in a college program, enrol in a bridging program, or proceed to written or practical testing).

An example of this method is the self-assessment tool provided by the Council for Access to the Profession of Engineering (CAPE) for its potential members. This tool is the first step in CAPE's employment support system, which consists of the following: Step 1: Self-Assessment Tool and Information; Step 2: Portfolio Builder (helps foreign trained engineers to communicate skills to Canadian employers and provides a resume template); and Step 3: Locating Engineering Employers in Ontario.

Interview

An interview can be used to determine if the applicant is ready for further assessment. Even if the candidate took a self-assessment, an interview may help indicate next steps,

and/or determine if the applicant is ready for theory-based or practical assessments. It may also provide an opportunity to determine an applicant's ability to communicate in the profession, specifically in terms of career-specific vocabulary. ***It must be noted that assessing language proficiency is a separate and distinct process that requires expertise. If language competency is to be assessed as part of the process, a tool specifically designed for this purpose must be used and administered professionally***. Furthermore, the interview provides the opportunity for the applicant to clarify any part of the process.

In order to encourage consistency and objectivity, interviews should be standardized as much as possible. A customized interview form would need to be created for each profession. However, a basic template which standardizes questions on professionalism, communication skills, research skills, analytical skills, administrative skills, etc. should be developed for system-wide use.

A sample interview form has been developed by La Cité Collegiale. This Standardized Interview Form for Advanced Standing in the Respiratory Therapy program took one week to develop. The candidate is given two hours to complete the interview form. The interviewer then reviews the completed form and spends between 1-2 hours speaking with the candidate about the questionnaire. Depending on the results of the interview a recommendation is given on how the candidate should proceed. The cost of the interview is based on compensation to the interviewer, and is estimated at around $45-50 per hour. Therefore, each interview costs approximately $100-150(2-3hrs) per applicant.

Theory-based Exam

The theory-based exam is usually a written test, which often precedes practical skills testing. For some regulatory bodies, the theoretical exam tests the knowledge necessary to succeed on a practical exam. In fact, succeeding on the written test is often a requirement to proceed to the practical testing.

An example of a written test is the registration exam for the College of Dental Technicians (CDT) of British Columbia. CDT requires that candidates pass two theoretical exams before taking the practical exam. The first theoretical exam is a jurisprudence exam, which tests the candidate's knowledge of the Health Professions

Act, the Dental Technicians Regulation, and the Bylaws. The second theoretical test is referred to as the 'competency exam', which tests the knowledge a candidate should have for entry to the dental technician profession. The exams test the knowledge of ten different job-specific categories.

Skills Assessment - Practical

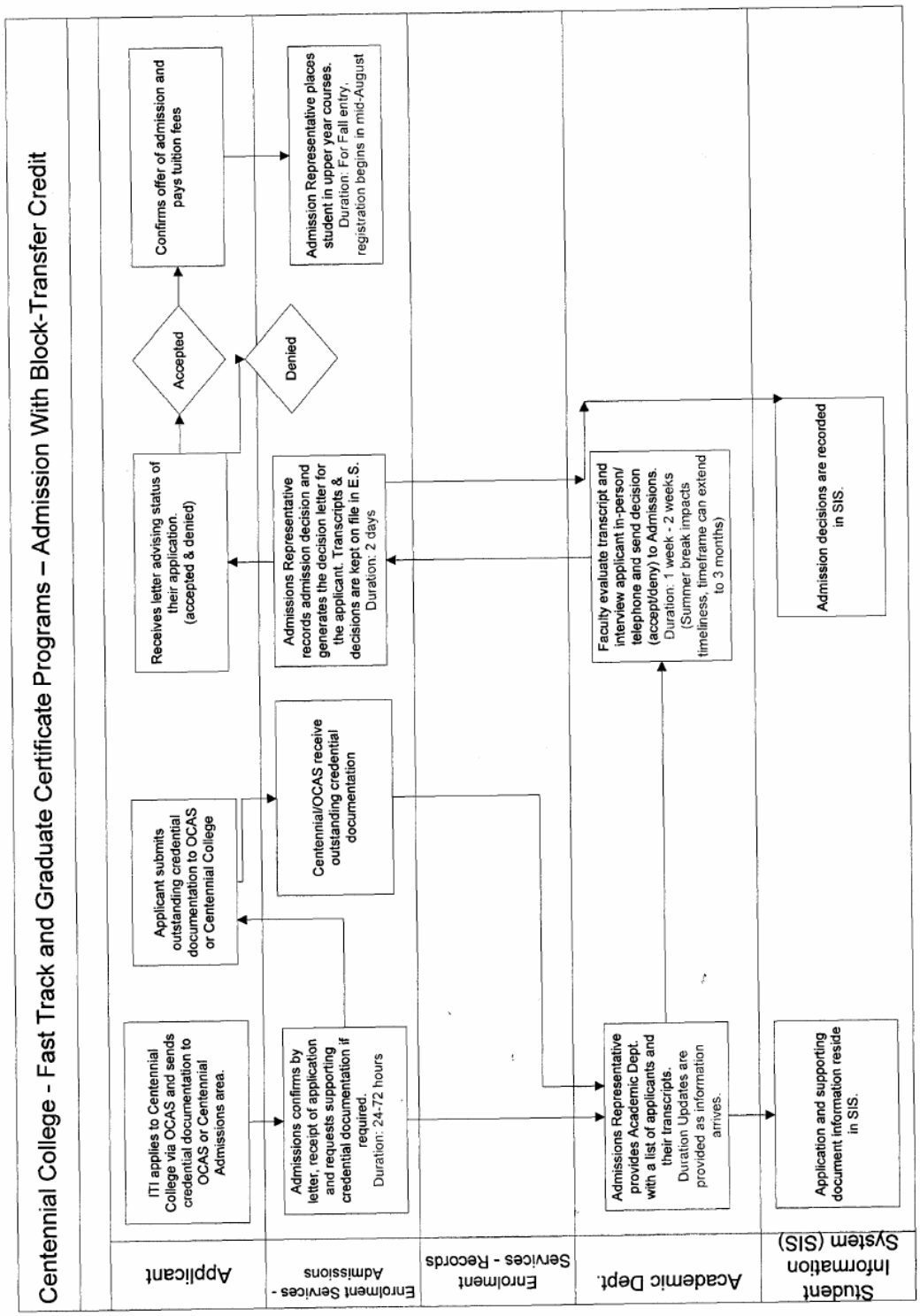
Skills-testing often consists of a series of test-stations in which the applicant is tested on the skills they would have acquired in a college program and may need in the workforce. Another form of this is clinical/on-the-job assessment. A clinical assessment is often seen in the healthcare professions to observe how testees perform procedures, and therefore testees often perform skills testing on human subjects or real-life models (i.e. mannequins).

An example of a clinical assessment that employs both forms of practical assessment is the practical exam for the College of Massage Therapists of Ontario (in partnership with Centennial's International Massage Therapy Bridging Program). The first part of the practical exam is the Objective Structured Clinical Examination for which applicants participate in 2 two-hour objectively structured clinical examinations consisting of 12 ten-minute stations, including health history taking, obtaining informed consent, assessment, application of techniques, palpation, prescription of remedial exercise, and application of hydrotherapy. The second part is the Comprehensive Clinical Evaluation for which applicants participate in 2 three-hour clinical placements under the supervision of a registered massage therapist. The ability to administer a comprehensive massage therapy treatment to a new client is evaluated.

2. Process Maps

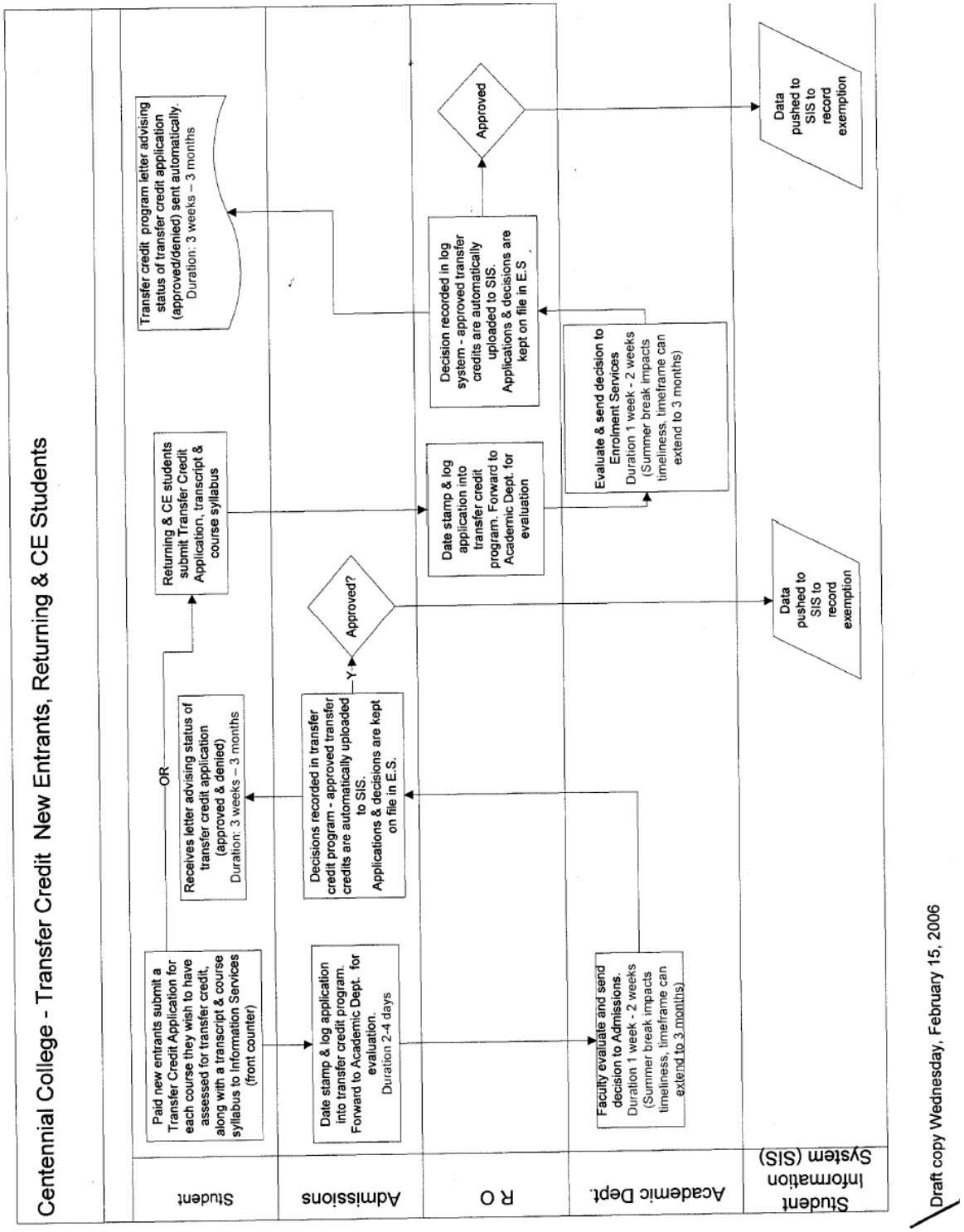
The process maps below demonstrate the different approaches to academic recognition at Ontario colleges. All the colleges involved in the Competency Assessment Project provided a process map for academic recognition at their colleges. These maps are housed at the CIITE Project Office. The examples provided are Centennial's process maps for Fast Track and Graduate Certificate Programs; Transfer Credit, New Entrants, Returning, and CE Student; and Conestoga's map for Advanced Standing Request.

Centennial College Fast Track and Graduate Certificate Programs

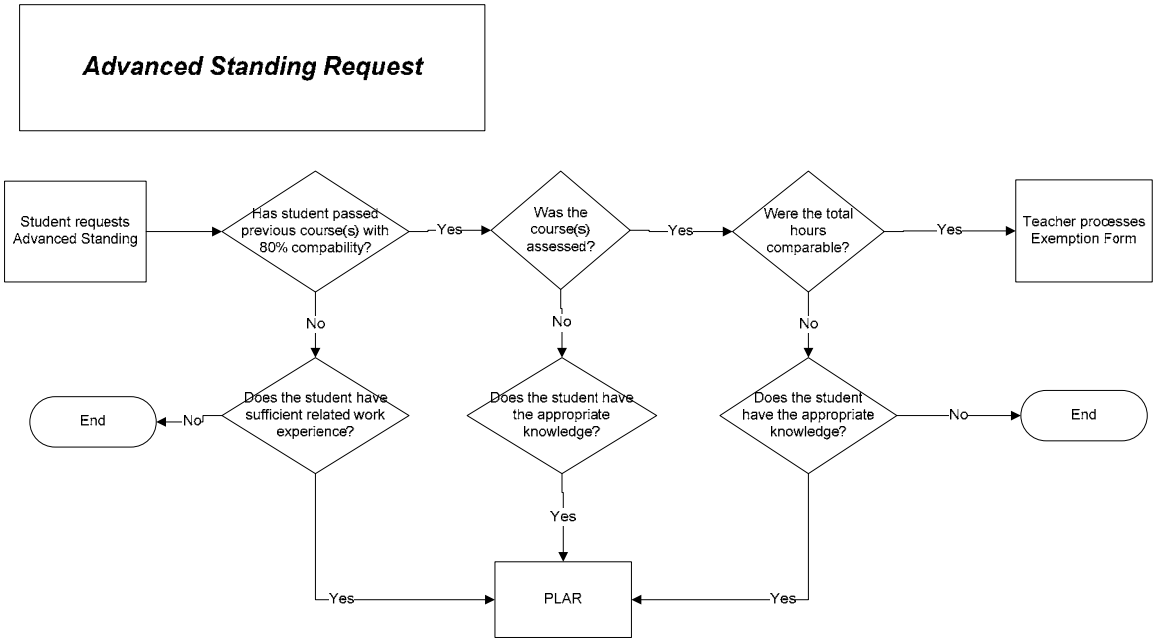


ᵃ copy Wednesday, February 15, 2006

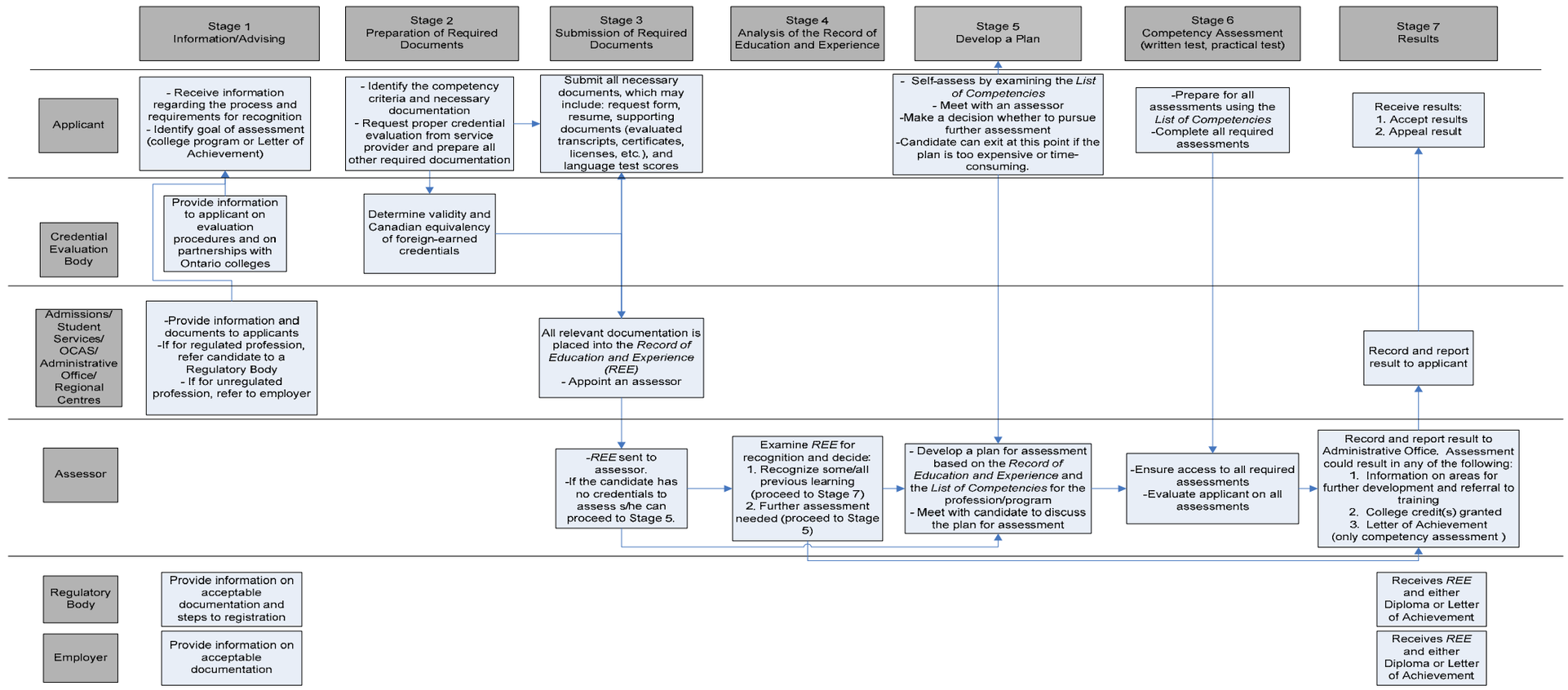
Centennial Transfer Credit, New Entrants, Returning, and CE Students



Conestoga – Advanced Standing Request



Appendix 4. Ontario College Process for the Recognition of Previous Learning



Ontario College Process for the Recognition of Previous Learning – FINAL 19DEC07