Recognizing the Prior Learning (RPL) of Immigrants to Canada: Moving Towards Consistency and Excellence

Joint

Prior Learning Assessment

Qualification Recognition

Practices

June 2006

Principal Researcher: Margaret Riffell, Red River College

Recognizing the Prior Learning (RPL) of Immigrants to Canada: Moving Towards Consistency and Excellence

Principal Researcher:
Margaret Riffell, Red River College

Canadian Association for Prior Learning Assessment

Author Acknowledgements

Table of Contents

List of Figures

List of Tables

Glossary of Terms and Acronyms

Operational Definition of Terms

Fair
   Equitable or without biases

Foreign Credential Recognition (FCR)
   Foreign credential recognition is a process of evaluating formal educational credentials from other countries and comparing them to educational standards established for Canadian professionals. Foreign credential assessment may be conducted to facilitate general employment, professional licensing, educational admission, and transfer credit.

Formal Learning
   Formal learning refers to learning that follows organized, systematic curricula leading to graduation with specific credentials.

Human Capital Theory
   The concept of human capital implies an investment in people whose acquisition of knowledge and skills brings rewards in productivity and earnings. Long-term investment in human capital will increase human productivity and workers' earnings, strengthen the economy and raise the standard of living.

Informal Learning
   In this study, informal learning combines the Adult Education's (AE) philosophy and the European Commission's (EC, 2001) non-formal learning (systemized, self-directed) and informal learning (unsystemized, self-directed) definitions into one category. Dr. David Livingstone speaks of formal learning (all systemized and intentional learning which blends AE's and EC's formal and non-formal learning) and informal learning (unsystemized, self-directed learning). This study links this way: Formal Learning and (NFL + InFL)=Informal learning — Livingstone links the other way:(FL + NFL)= Formal Learning and Informal learning.

Non-Regulated Occupations
   Non-regulated occupations are those that do not require special certification from professional or trade associations. Usually employers conduct their own assessment of the relevant skills and experience of foreign-trained individuals.

Prior Learning Assessment and Recognition (PLAR)
   Prior Learning Assessment and Recognition is a process that involves the recognition and assessment of informal learning acquired through employment, volunteer work, military training, hobbies, reading and other significant life experiences. Credit review of workplace training and articulation agreements amongst institutions are two other PLAR applications. In Canada, some jurisdictions consider PLAR as a combination of formal and informal learning.

Qualification Recognition (QR)
    Qualifications recognition, sometimes referred to as international or foreign credential
    recognition, is a process usually associated with internationally-trained individuals who
    require concrete recognition for their formal credentials from academic institutions or
    licensing bodies. Recognition of formal credentials may also refer to acceptance amongst
    institutions and other bodies of each other's credits, licenses, degrees and diplomas. In
    Canada, some jurisdictions consider 'qualifications' as a combination of formal and informal
    learning.

Regulated and Licensed Occupations
    Regulated and licensed occupations are those in professions and trades that have a direct
    impact on the health and safety of the public. These occupations are considered government
    regulated professions and designated trades. Foreign-trained individuals who wish to practice
    such occupations in Canada must have their credentials and experience evaluated to
    determine how their knowledge and experience compares to what is required of Canadian-
    trained individuals. This licensing process is done by provincial regulatory or trade bodies.

Recognition of Prior Learning (RPL) System for Foreign-trained Individuals
    A RPL System for foreign-trained individuals assesses their formal and informal learning and
    recognizes the learning that meets established outcomes/standards of the designation sought.
    The system includes one or combinations of PLAR processes, FCR processes, and QR
    processes.

Sustainable Development
    In 1987, the World Commission on Environment and Development (Brundtland
    Commission) published the following definition: "Sustainable development is development
    that meets the needs of the present without compromising the ability of future generations to
    meet their own needs."

Transparent RPL System
    Through well-articulated information regarding the purpose, process, and outcomes of the
    RPL system, foreign-trained individuals will clearly understand how the system works and
    how efficiently it will integrate them into the labour market.

Acronyms

ACAS   Academic Credential Assessment Service

ACCC   Association of Community Colleges of Canada

ACES   Academic Credentials Evaluation Service

ALPN   Association of Licensed Practical Nurses (Code MB 3)

ANC   Association for New Canadians (Code NL 1)

AOTMB   Association of Occupational Therapists of Manitoba (Code MB 4)

APEGBC   Association of Professional Engineers and Geoscientists of BC (Code BC 1)

APEGNB   Association of Professional Engineers and Geoscientists of New Brunswick (Code NB 1)

APENS   Association of Professional Engineers of Nova Scotia (Code NS 1)

CAMC   Canadian Aviation Maintenance Council (Code ON 1)

CAPLA   Canadian Association for Prior Learning Assessment

CES   Comparative Education Service

CCIS   Calgary Catholic Immigration Society (Code AB 1)

CCPE   Canadian Council of Professional Engineers (Code ON 2)

CGABC   Canadian General Accountants of BC (Code BC 3)

CIC   Citizenship and Immigration Canada

CICIC   Canadian Information Centre for International Credentials

CLBC   Canadian Labour and Business Centre

CMEC   Council of Ministers of Education

CoMBC   College of Midwives of BC (Code BC 2)

CoRPNBC   College of Registered Psychiatric Nurses of BC (Code BC 5

CSMLS   Canadian Society for Medical Laboratory Science (Code ON 3)

CTHRC   Canadian Tourism Human Resource Council

ECE   Early Childhood Education: Internationally Educated Qualifications (Code MB 2)

EMCN   Edmonton Mennonite Centre for Newcomers (Code AB 5)

ELT   Enhanced Language Training Program (SK Immigration Branch Project-Code SK 2)

FCR   Foreign Credential Recognition

HRSDC   Human Resources and Skills Development Canada

ICAS   International Credential Assessment Service of Canada

ICES	International Credential Evaluation Service
IEEQ	The Internationally Educated Engineer Qualification Program (Code MB 5)
IIP	Immigrant Internship Program (SK Immigration Branch Project-Code SK 2)
IMPP	International Midwifery Pre-Registration Program (Code ON 6)
IPG	International Pharmacy Graduate Program (Code ON 4)
IQAS	International Qualifications Assessment Service
MBPA	The Manitoba Pharmaceutical Association (Code MB 6)
NBNA	New Brunswick Nursing Association (Code NB 2)
NBWP	New Beginnings Work Placement Program (Code NS 3)
OCQ	Ordre des Chimistes du Québec (Code QC 1)
PLAR	Prior Learning Assessment and Recognition
PNP	Provincial Nominee Program
QR	Qualifications Recognition
RPL	Recognition of Prior Learning
SDS	Sustainable Development Strategy
SECE	Service des Évaluations Comparatives d'Etudes
SIAST	Saskatchewan Institute of Applied Science and Technology (Code SK 5)
TFWP	Temporary Foreign Worker Program
WES	World Education Services

Foreword

The Government of Canada has recognized that Canada's future competitiveness depends on a highly skilled work force and on high performance workplaces. However, Canada's low population growth and high retirement rate has created labour market shortages in terms of supply and skills in certain skilled trades and professional fields. Canada must therefore depend on immigration and on the efficient integration of foreign-trained individuals into its labour market to ease labour market pressures. With over 200,000 immigrants arriving in Canada each year, the need for effective strategies for workplace integration is high. There is also growing awareness of the need to look at both formal credentials *and* informal knowledge and skills to determine the competencies of immigrants to Canada.

Prior learning assessment and recognition(PLAR) practices originated in Canada in the academic community. They were associated with experienced adults getting academic credit for their prior learning, thereby reducing the time and cost associated with earning a credential. There was also a very strong connection between PLAR and adult learning principles, self-reflection, portfolio development and aboriginal learning, the latter being attributed to the pivotal role played by the First Nations Technical Institute in bringing adult educators and practitioners together to discuss recognition and assessment activities. The emergence of more flexible assessment methods and the creation of PLAR standards from the Canadian Labour Force Development Board (CLFDB) broadened the practice to include sector councils and the regulatory community. Other related issues such as accessibility, diversity, credit for workplace training, articulation, transferability and literacy naturally followed.

A parallel yet distinct movement was also developing amongst those involved with evaluating formal credentials (also called qualification recognition or QR) from other countries. Provincially-mandated assessment centres emerged and a body of knowledge around the authenticity and equivalency of offshore degrees, diplomas and licenses began to grow. *General Guiding Principles for Good Practice in the Assessment of Foreign Credentials* (CICIC, 1996) were developed and an Alliance (see www.cicic.ca) was formed. Other groups involved with evaluating formal credentials such as universities and licensing bodies became interested in participating in and contributing to the field of practice. For some credential assessors, expansion into the area of informal learning recognition and the assessment of competencies presented an interesting opportunity.

The divergence of formal and informal learning assessment activities could be seen clearly in 1999, when two national learning recognition events took place within weeks of each other—one focused on qualification recognition and one on PLAR. A number of research projects identifying problems and proposing recommendations and solutions have taken place. The 1999 Canadian Labour Force Development Board report entitled, *Reaching our full potential: prior learning assessment and recognition for foreign-trained Canadians,* recommended the expansion of credential assessment activities to include prior leaning assessment and recognition. The idea that all learning was important and worthy of recognition, whether acquired formally or informally, in Canada or abroad, started to take root and ways of assessing competencies, skills and abilities became a focus.

PLAR and QR practitioners, presenters, funders and event planners could see the benefits of consolidating efforts and, in 2001, a joint conference combining both PLAR and QR was proposed and subsequently funded by Adult Learning, Literacy and Essential Skills at Human

Resources and Skills Development Canada. The same coordinated approach to practitioners' national professional development activities continues today. The next joint event, entitled *Recognizing Learning: Recognizing Skills – the Sixth International Forum on Prior Learning Assessment and Qualification Recognition*, will be hosted by the Canadian Association for Prior Learning Assessment (CAPLA) and will take place in Fredericton, New Brunswick, October 15-18, 2006.

A legacy outcome report from the 2001 joint Recognizing Learning event hosted by the PLA Centre in Halifax, entitled the *Halifax Declaration for the Recognition of Prior Learning (RPL),* reflected the views of the qualification recognition and PLAR participants and the conference's National Advisory Committee. The beliefs stated in the *Declaration* included the right of immigrants to Canada to have their credentials and prior learning assessed and recognized. The *Declaration's* three RPL principles affirmed that educational, professional and work organizations should collaborate to develop barrier-free, holistic RPL systems which measure competence of all formally and informally acquired knowledge and skills (including work experience) against established occupational standards through a variety of reliable, valid, and rigorous assessment methods—not just the comparison and equivalency recognition of foreign credentials/qualifications (degrees, diplomas, certificates) when compared with Canadian counterparts.

To turn principles into practices, the *Declaration's* recommendations included dedicated funding from key players such as federal, provincial and territorial governments to educational, professional, and work organizations, to develop and sustain RPL systems for foreign-trained individuals. Other research (Bloom, 2001; Reitz, 2002, 2004; Picot and Hou, 2003) has confirmed the urgent need for an effective mechanism to assess the prior learning of experienced Canadians and newcomers.

New efforts to assist immigrants with their learning assessment and recognition needs continue to be made by many organizations including Human Resources and Social Development (HRSD) through the Foreign Credential Recognition (FCR) program. A number of sector councils and other external stakeholders are encouraging a broader framework for skills identification than the assessment of credentials alone, by looking at a competency-based approach in which immigrants' learning can be evaluated against standards. Within the academic community, evaluating existing knowledge and skills against broad program learning outcomes represents a similar approach, in which all learning is taken into account by the assessment process.

This phenomenon has led to the need to investigate more fully joint PLAR and QR exemplary practices. Such an examination involves activities and programs used to assess formal diplomas, degrees and licenses as well as tools to assess knowledge, skills and abilities acquired through work and life experiences. The term *recognition of prior learning* (RPL) has therefore been used as a practical measure as well as a symbolic one, to approach the assessment of learning for immigrants in a multi-faceted, holistic and comprehensive way.

In March 2005, Campus Canada hosted a workshop entitled *Moving Towards the Development of a Common Framework for Foreign Credential Assessment.* One of the recommendations articulated the need for a framework for national standards and guidelines for credentials, competencies and language assessment. Over a year later, in its May 2006 Budget, the Government of Canada announced its intention to take steps toward the establishment of a Canadian agency for the assessment and recognition of foreign credentials. Background

materials to the 2006 Budget speak to the barriers facing immigrants in obtaining recognition of their qualifications, training and experience, which may facilitate a national framework for the recognition of prior learning assessment and recognition by a central agency.

The Canadian Association for Prior Learning Assessment (CAPLA) has been funded by Human Resources and Social Development's (HRSD) Foreign Credential Recognition program to carry out this important research. The journey led to the need to first articulate the principles upon which those practices are based, and then to identify particular programs and organizations that stand out. The naming of certain organizations and activities is not without risk. There are undoubtedly many others in Canada that meet or exceed the exemplary practices described within and we want to include them in our ongoing research. We are therefore putting out a challenge to the broader learning assessment and recognition community to communicate with us and to share their activities so we can include them on CAPLA's national RPL repository and database at www.recognitionforlearning.ca. This is just the beginning!

Bonnie Kennedy
Executive Director
Canadian Association for Prior Learning Assessment

Executive Summary

To succeed in the global, knowledge-based economy, Canada must be capable of producing, attracting, and retaining a critical mass of well-educated, highly qualified people. The Government of Canada claims that such people are indispensable to our innovative economy and society (Government of Canada, 2001). Accordingly, effective and efficient Recognition of Prior Learning (RPL) systems, which include Prior Learning Assessment and Recognition (PLAR), Qualification Recognition (QR), and Foreign Credential Recognition (FCR) processes, become critically important in integrating skilled Canadian immigrants into the workforce at appropriate levels. This study acted on the need to clarify and articulate the process of RPL and to identify exemplary practices in which it is used.

The purpose of this study was to, a) examine promising joint models of PLAR and QR systems, which became known as RPL systems, for foreign trained individuals developed by Canadian organizations, and b) determine the organizations that offered exemplary and successful RPL systems for foreign trained individuals.

To measure the performance of an RPL system against the needs of foreign-trained individuals, one requires an instrument that is specific to foreign-trained individuals. Research revealed that no such instrument existed. The study sought to develop such an instrument and to use it to determine which organizations across Canada had exemplary RPL systems for foreign trained individuals.

The project began with the striking of a project steering committee whose members were knowledgeable about or actively involved in RPL activities in Canada. Committee members made six recommendations for the project including: a) that the term joint PLAR/QR system be replaced with the term RPL system; b) that the RPL system for this study house not only PLAR and QR processes and practices but also FCR processes and practices; c) that the focus of the study be restricted to RPL systems developed within Canada, d) that the primary focus be RPL for foreign-trained individuals; e) that the researcher build an advisory team of RPL experts consisting of multi-stakeholders from across Canada in sectors involved with foreign-trained individuals; f) that the researcher use this team as a focus group to develop a RPL instrument that would elicit useful information enabling RPL to become a major lever in efficiently integrating foreign-trained individuals into jobs commensurate with their training.

The development of the survey instrument began at a focus group session where 13 experts in the field of RPL discussed what model of instrument would best serve RPL stakeholders. It was brought forward that the CAEL (Council on Adult Experiential Learning) model would serve as a suitable instrument. CAEL created a framework to assist colleges and universities in meeting the unique needs of their adult students. This framework, *The Adult Learning Focused Institution (ALFI)* Initiative, described eight principles institutions of higher education can adopt to make educational opportunities more accessible and remove obstacles from the path to degree completion.

The RPL expert team proceeded to identify seven RPL principles that an exemplary RPL system for foreign-trained individuals should be built on. These principles reflect a new profile to RPL for foreign-trained individuals. This profile expands the focus of RPL from only holistic assessments of learning to holistic needs (including holistic assessment of learning) of foreign-

trained individuals who are trying to integrate into Canadian society and the labour market concurrently. As such, the RPL principles proposed are: 1) Transparency, 2) Values, 3) Pre-Advising / Counselling, 4) Client Responsive, 5) Quality Assurance, 6) Evaluation/ Measurement, and 8) Transferability. Later, teams of focus group members developed between three to eight performance indicators for each principle. These performance indicators are exemplary practices that organizations could demonstrate in support of the principles. Performance indicators would uncover organizational strengths and areas for improvement for each principle.

The target population for the study consisted of Canadian organizations that have in place promising RPL systems for foreign-trained individuals. ***The final sample size of 41 is by no means exhaustive but includes only those organizations that the researcher was able to contact and that committed to participate.*** A survey and consent forms were e-mailed to each of the 41 organizations. By the beginning of March 2006, 28 surveys were received and by mid-March three more were sent. Responses from 31 organizations were tabulated and comments transcribed exactly as recorded on the survey.

Criteria used to select responding organizations with exemplary RPL assessment practice for foreign trained individuals were based primarily on: a) organizations having a credential assessment comparison component, and b) organizations having 7-9 assessment methods/ processes for assessing occupational knowledge, skills and experience. In addition, responding organizations that demonstrated exemplary practices in each RPL principle were identified using the frequency of 'in-place' performance indicators for each principle.

SUMMARY OF KEY FINDINGS

Responding organizations have demonstrated progress in establishing RPL as a major lever for quick integration of foreign-trained individuals into the Canadian labour market. The majority of organizations reflected good practice in many performance indicators in Values, Pre-Advising, Client Responsive, Quality Assurance, and Assessment principles, but there is room for improvement. Transparency needs to be developed further by most organizations; however, transferability was not well demonstrated.

Transparency

Easy access to clear, well-articulated, up-to-date information at key sources is critical for all foreign-trained individuals, but especially so for those still in the home country trying to make informed decisions on major life and career changes. Yet, only three participating organizations had information on the one-stop, online information site – *Going to Canada Portal* – and only seven responding organizations were developing this option.

For potential and landed foreign-trained individuals, more common sources of RPL information were through staff members, brochures and provincial websites, and national websites. At these key sources, available RPL information included an overview of the RPL process; a well-articulated explanation of the purpose, benefits, and uses of most RPL components (application, advising, assessment, assessment report, registration, and support); an overview of the occupation /program; clear instructions on the application and assessment processes, and links to other services and resources. Employment opportunities and FAQ information were least cited.

Values

Approximately two-thirds of responding organizations openly declared their values to improve continually the accessibility, credibility, and effectiveness of their RPL systems to meet the needs of foreign-trained clients in their strategic plans and in their organizational goals. However, only about one-half reflected this RPL mandate in their mission statement; some other organizations were mandated by law to protect the public.

Client- centred services was a priority for almost all organizations. They demonstrated such services by responding to clients' needs, concerns, inquiries, and/or complaints in a respectful, bias-free, and timely manner. Moreover, they designed their RPL systems to give foreign-trained clients multiple points of access to RPL information and support services and to enable them to decide if they were ready for employment in their field of practice or if they needed additional studies. These organizations further demonstrated their commitment to client-centred services by employing staff who were skilled at communicating and working with foreign-trained clients to clarify and establish their outcomes; and by training staff on available resources for these clients.

Only 10 responding organizations had RPL information in Canada's official languages. Noteworthy were organizations that had RPL information in a variety of languages that matched the provincial cultural demographics. An additional advantage to having RPL information in a variety of languages is the capability of offering RPL components overseas. Commonly offered overseas were the application, advising, and assessment RPL components.

RPL for foreign-trained individuals can be an expensive venture. Sometimes mere translation of documents could cost $1000 to $2000; then, add to that the assessment processes and, if required, the cost of gap training and registration. Yet, only nine participating organizations had fully funded RPL systems (foreign-trained clients access RPL services free of charge), and eight had subsidized systems.

Pre-Advising/ Counselling

Most organizations used trained advisors/ counsellors to provide advising/ counselling services to foreign-trained clients. One-half of these advisors made referrals to more appropriate services if the clients' needs did not fit with the organization's mandate.

The majority of responding organizations provided multiple points of access (telephone, e-mail, in-person) to their advising services. As well, they ensured up-to-date information on RPL resources was available on websites. To obtain and exchange up-to-date information on RPL resources, between one-half and two-thirds of responding organizations developed relationships with external groups such as immigrant serving providers, provincial government representatives, regulatory/ certifying bodies, and educational institutions.

After clients completed assessment processes, the majority of organizations offered post assessment counselling which included describing, a) how foreign qualifications compared with that of their Canadian counterpart, b) specific gaps to be filled to attain equivalency, and c) advice on programs/support services available to fill gaps. Interestingly, self-assessment tools, print-based or on-line versions, were not well developed.

Client Responsive

Collaboration with multi-stakeholders to design a RPL system which promoted quick integration of foreign-trained individuals into the labour market was not common. Only about one-half of responding organizations collaborated with content area experts, staff members and foreign-trained individuals. Collaboration with immigrant serving agencies, labour market representatives, and government representatives was not as common. To ensure sustainability of the designed system, the majority of organizations partnered with provincial governments and educational institutions. Others partnered with regulatory/ certifying bodies in other provinces and with employers.

The majority of responding organizations demonstrated client responsiveness not only by integrating RPL procedures into the general operating procedures, but also by assigning RPL activities to trained RPL personnel. This allowed for efficient, seamless transitions during the RPL process. To reduce clients' potential frustration even more, some organizations provided multiple points of access (in-person, mail, on-line) to the RPL system. Ensuring the RPL system met the changing needs of foreign-trained individuals was a challenge, but the majority of organizations allocated resources within their annual budget and worked in partnership with similar organizations across Canada.

Quality Assurance

The majority of responding organizations demonstrated quality assurance in their RPL systems. These organizations established standard procedures for more commonly used RPL components such as application, advising, assessment, recording/report, and registration. Standardized procedures for the appeal process were least developed.

Following standardized procedures in a timely, equitable, consistent, and reliable manner by RPL personnel was ensured by most responding organizations. These organizations, a) developed clear guidelines for all RPL procedures, b) trained RPL personnel on accessing, interpreting, and following guidelines, and c) reviewed guidelines/RPL system periodically using feedback from advisors, assessors, faculty/staff members, foreign-trained clients, regulatory/ certifying bodies, and labour market representatives, to determine if the organization/ RPL personnel were meeting organization's goals and the needs of foreign-trained clients.

To ensure quality assurance in assessment processes and client file management, at least 25 responding organizations accurately documented all evidence to substantiate all RPL decisions and implemented judicious file management policy and practices.

Evaluation/ Measurement

This principle within the RPL system looks at learning achievements holistically. It measures competence in the knowledge and skills sets presented (acquired formally and informally) against established occupational standards through a variety of barrier-free, non-discriminatory, credible, reliable and consistent assessment processes including PLAR processes, QR processes and FCR processes.

The majority of responding organizations were moving towards the development and implementation of holistic RPL assessments which included PLAR processes, QR processes and FCR processes. Exceptions included participating settlement agencies that did not offer RPL

services, Workplace Education PEI that was developing its RPL system, and CAMC and the International Pharmacy Graduate Program, whose RPL systems are competency-based with little emphasis on credential recognition and greater emphasis on competency in occupational tasks.

The most commonly used combinations of assessment methods/ processes were foreign credential comparison, portfolio/ evidence collection, interviews (oral assessment), written exams and course work. Less commonly used assessment methods/ processes were demonstrations/ observations, practical/ clinical/ simulation-based assessments, oral examinations, and least commonly used was thesis/ report assessment. At least 18 responding organizations used over five types of assessment processes in their RPL systems.

Results showed that some of these responding organizations with RPL systems did not conduct some (language, foreign credential) or all (language, foreign credential and occupational) assessments internally, but partnered with other organizations to perform these assessments.

In addition to offering holistic prior learning assessments, all responding organizations with RPL systems (including CAMC) demonstrated commitment to integrating foreign-trained individuals into the labour market by offering fair, reliable, valid, assessments which were free of bias and discriminatory elements. Moreover, prior to assessment processes, two-thirds of organizations, a) clarified with clients the intended outcomes of assessment, b) described the assessment methods available, c) oriented the client to the types and amount of acceptable evidence of learning required for the intended outcome, and d) advised the client on the timing of assessments.

The majority of responding organizations with RPL systems for foreign-trained individuals, ensured authenticity of documentation by having the foreign issuing source send documentation directly to the Canadian assessing source. Others used external organizations such as credential assessment service providers, regulatory bodies, professional accrediting bodies, or government services to authenticate documentation.

During assessments, about two-thirds of responding organizations, a) used trained advisors, assessors and faculty/staff members to determine the currency of learning presented and b) employed assessors who were specialist in the field sought and knowledgeable in the organization's mandate, mission, goals and standards, to deliver quality RPL assessment services to foreign-trained clients.

After assessments, about one-half of responding organizations, a) provided a detailed assessment report in which areas for further development and available gap options were identified, and b) provided a formal avenue for appealing an unfavourable outcome.

Transferability

Less than one-half of responding organizations were willing to consider accepting credentials from another institution at par. Furthermore, only about one-third accepted evaluation reports from the credential assessment authority within the province in which the assessment was sought. Even fewer accepted evaluation reports from any Canadian credential assessment service provider.

Although translation of documents is very costly for foreign-trained individuals, responding organizations that offered assessment services internally required a minimum of two documents (degrees, diplomas, certificates and program/ course documents or reference letters) and a

maximum of four documents translated (all of the above plus professional organization's documents).

CONCLUSION

Canadian Organizations that Demonstrate Exemplary RPL (Joint PLAR/QR) Assessment Practice

Organizations that demonstrated exemplary practice in RPL assessment practice performed not only assessment of paper credentials, but also measurement of competency in occupational knowledge, skills, and experience against established Canadian standards through a variety of assessment methods (7-9 methods). Organizations that did this included the Association of Professional Engineers and Geoscientists of BC, the College of Midwives of BC, the College of Pharmacists of BC, Mount Royal College Undergraduate Nursing Program, Saskatchewan Institute of Applied Science and Technology, International Pharmacy Graduate Program, the International Midwifery Pre-Registration Program, and the Association of Professional Engineers of Nova Scotia.

Canadian Organizations that Demonstrate Exemplary RPL Practice for Each RPL Principle

Transparency
The RPL transparency principle was clearly demonstrated by Calgary Catholic Immigration Society and the International Midwifery Pre-Registration program. Both these organizations had links to *Canada Portal* and established key sources of information through their national and provincial websites, brochures, and staff. In addition, these organizations provided at key sources reliable, accurate, up-to-date information including clear statements of purpose, steps and uses for components of their RPL system. The assessment reports provided by these organizations enabled foreign-trained individuals to make informed career decisions.

Values
Organizations that demonstrated through their RPL system exemplary commitment to promote barrier-free and bias-free accessibility services to foreign-trained individuals were New Beginnings Workplacement Program and Ordre des chimistes du Québec (OCQ). Both organizations publicly declared their commitment to serving foreign-trained individuals in their mission statement, their strategic plans, and their goals. They not only provided excellent client-centered service, but also provided RPL information in at least the official languages (New Beginnings Workplacement Program provided information in 32 languages). In addition, all RPL components could be completed prior to immigration with the advantage of having all information at hand to make informed decisions. Best of all, these organizations' RPL cost was fully absorbed (except for validation of self assessment by OCQ which is not free but affordable).

Pre-Advising/ Counselling
The International Midwifery Pre-Registration Program demonstrated exemplary practice in support of the RPL Pre-Advising/ Counselling principle. It incorporated in its RPL system, advisor training, advising, maintaining up-to-date links and resources for foreign-trained

individuals, print and on-line self-assessment tools, referrals to more appropriate links, post-assessment counselling, and collaboration with external groups.

Client Responsive

Research results indicated that Mount Royal College Undergraduate Nursing Program showed exemplary practice in supporting the Client Responsive principle. Its RPL system demonstrated a comprehensive immigrant-centred system from its design to its sustainability with the capability of changing to meet the needs foreign-trained individuals.

Quality Assurance

Organizations that demonstrated excellence in the quality assurance principle included the Association of Professional Engineers and Geoscientists of BC, College of Midwives of BC, the Edmonton Mennonite Centre for Newcomers, Early Childhood Education: Internationally Educated Qualifications Pilot, the Canadian Council of Professional Engineers, International Pharmacy Graduate Program, the International Midwifery Pre-Registration Program, Ordre des chimistes du Québec, and Association of Professional Engineers and Geoscientists of New Brunswick. These exemplary organizations established standard procedures for all processes in their RPL system and ensured that these procedures were executed by all RPL personnel as described in their RPL policies. Furthermore, all RPL decisions were documented and clients' files judiciously managed. Finally, RPL policies and procedures were reviewed by at least five different stakeholders.

Evaluation/ Measurement

Organizations that demonstrated exemplary practice in the RPL evaluation/ measurement principle performed not only assessment of paper credentials, but also measurement of competency in occupational knowledge, skills and experience against established Canadian standards through a variety of assessment methods (9 methods). In addition, a mechanism for appealing an unfavourable RPL assessment outcome was in place. Exemplary organizations in this category used trained assessors to conduct RPL assessments in a consistent, valid and reliable manner. Assessors ensured the delivery of quality assessment services—ensuring authenticity of documentation, currency of learning, sufficiency of evidence, delivery of a detailed assessment report, and a process devoid of any form of discrimination. Organizations that demonstrated exemplary practice in this principle included the Association of Professional Engineers and Geoscientists of BC, the International Midwifery Pre-Registration Program, and the Association of Professional Engineers of Nova Scotia.

Transferability

Saskatchewan Institute of Applied Science and Technology had exemplary practices that supported the RPL transferability principle. This organization was chosen primarily because it was willing to accept evaluation reports from any recognized credential assessment providers-national and international and required the least number of translated documents.

RECOMMENDATIONS

Federal/Provincial Governments

1. Collaborate with provincial PLAR/QR/FCR associations, with Canadian professional/trades organizations that have developed RPL (PLAR/QR/FCR) systems, with settlement agencies, with credential service providers, and with educational institutions to

promote and expand existing RPL databases: 1) CAPLA's national, online PLAR repository/community of practice database (www.recognitionforlearning.ca) ; 2) CICIC; 3) Federal/Provincial government initiatives.

2. Promote awareness of the *Going to Canada Portal* and provide sustained funding and technical support for organizations that wish to develop a site under the *Canada Portal.*

3. Assist organizations with RPL systems for foreign-trained clients to improve the effectiveness of the system in meeting the clients' needs by providing long term funding to, i) develop RPL information in languages that reflect provincial cultural mix; ii) develop diverse assessment processes that could be used in Canada and overseas for assessing foreign knowledge, skills competency, and work experience; iii) design and develop RPL components for overseas use; iv) develop of print-based and on-line self-assessment tools; and v) allow foreign-trained individuals to access RPL assessment services at no cost.

4. Facilitate partnerships among organizations for the sustainability of RPL systems and provide long term funding to ensure the sustainability of these systems.

5. Facilitate discussions among multi-stakeholders regarding the establishment of a national database for credential assessment. As well, facilitate discussions with multi-stakeholders about the services that credential assessment service providers can offer employers, regulatory bodies, educational institutions, sector councils, etc.

Organizations with RPL Systems

1. Link provincial websites with national websites if applicable; then, link national (provincial if there is no national) websites with *Canada Portal.* Ensure the establishment of a maintenance process.

2. Publicly declare your organization's commitment to improve continually the accessibility, credibility, and effectiveness of your RPL system to meet the needs of foreign-trained clients in your mission statement, strategic plans, and in your organizational goals.

3. Reflect your organization's values regarding RPL services to foreign-trained individuals by developing your RPL information in languages that reflect your province's major ethnic groups; and by developing RPL components that can be completed prior to immigration.

3. Collaborate with multi-stakeholders and develop a print-based and on-line self assessment tool.

4. Collaborate with multi-stakeholders including employers, a) to enhance communication, information exchange, and trust; b) to determine sustainable best practice RPL models that promote quick integration of foreign-trained individuals into the labour market; c) to continuously investigate new and refined assessment methods that would fit a variety of learning styles and a variety of learners' cultural background and characteristics. Design and develop assessment processes so that they could be used in Canada and overseas.

5. Establish a periodic process for collaborating with multi-stakeholders to review your RPL policies and procedures. This process will promote the sharing of best practices and the establishment of trust.

6. Provide a mechanism whereby foreign-trained individuals can appeal an assessment. Ensure that the process is fully disclosed and prominently available. Provincial professional organizations with national bodies should collaborate and craft national appeal processes.

1.   Introduction

Canada has made dramatic advances since its agrarian beginning. Canadian businesses have continually adapted to changes in the world market using innovation and technology to design, manufacture and market new products and services. Still, the World Economic Forum ranks Canada's innovation performance as "weak" and current competitiveness as eleventh in the world (Government of Canada, 2001, p.17).

The Government of Canada has recognized that the rapid growth of the knowledge economy has increased the importance of human capital credentials in the Canadian labour force (Reitz, 2001). To position Canada strongly in the global competitive market, one of the Canadian Government's goals is to increase "the number of highly qualified people to drive the innovation process and apply innovations" (Government of Canada, 2001, p.19).

The Government of Canada's goal of building and sustaining a highly educated and skilled workforce—capable of increasing innovative performance and global competitiveness—is driven to a large extent by growing labour shortages in various sectors across the country. These labour difficulties are due primarily to an aging workforce and to low and declining birth rates.

The federal government is working with the provinces and territories to address the challenge of producing, attracting and retaining sufficient numbers of well-educated, highly skilled people to meet Canada's economic needs in various ways. For example, federal, provincial, and territorial governments are contributing to educational scholarships, grants, and loans to help Canadians finance their post secondary education.

Furthermore, all levels of government recognize that international students are another source of highly qualified people for Canadian employers (Government of Canada, 2001). In fact, with government approval, aggressive marketing strategies are being honed by Canadian secondary and post-secondary institutions to attract top international students, with a view to facilitating permanent residency if they wish to enter the Canadian labour market. Immigration policies have evolved to "ensure that the flow of immigrants meets the needs of the Canadian economy" (Reitz, 2002, p.7).

Historically, immigration was the process used to build the Canadian nation; however, today, in addition to addressing the population growth, specifics of the immigration policy have been reformed to correspond to the changing requirements of the Canadian economy. Bill C-11, the proposed Immigration and Refugee Protection Act, has four main parts, one of which is "Immigration to Canada." The Bill articulates selection criteria for immigrants and rules for the admission of temporary workers in such a way that both can be readily adapted to a rapidly changing global environment in which needed skills are constantly redefined (Citizenship and Immigration Canada, 2001, p.3).

The Bill's new selection system for skilled workers shifts the emphasis from specific occupations to transferable skill sets, allowing faster integration into a changing, knowledge-based economy. The new point system asks immigrants to bring "not only their willingness to work, but also a set of skills, increasingly education-based, transferable and applicable to the economy of the receiving society" (Reitz, 2002, p. 4).

This selection system was based on human capital theory, which assumes "that workers' earnings reflect the productive value of their skills—particularly skills based on formal education and work experience. However, recent immigrants' labour market outcomes contradict that assumption" (Reitz, 2005, p. 5). In fact, although immigration is supposedly facilitating the immigration and integration of the required mix of university/college educated professionals, technologist/technicians, and tradespersons to meet Canadian labour market demands, today we find that most professional and skilled immigrants are unable to find work in their professions or fields of study; consequently, their earnings have fallen. Recent studies suggest that this weakness in human capital theory may be partially contributing to the continually rising native-born educational skill sets (Reitz, 2001, Frenette and Morissette, 2003, Picot and Hou, 2003 NVMCLFD, 2004).

Table 1 below indicates that, over the last three years, the domestic supply of highly educated workers has been rising at a rapid pace. This suggests there may not be a general shortage of highly educated individuals, but rather, shortages in specific occupations (Picot and Hou, 2003; Gingras and Roy, 2000).

TABLE 1
Comparative Analysis of Supply and Demand for Managerial
and Professional Employees from 2001 to 2004

	2001	2002	2003	2004
Managerial and Professional Employment **Requires university degree (Yearly job demand)	4,831,100	4,980,300 (+149,200)	5,137,600 (+157,300)	5,243,100 (+105,500)
Total native-born graduates available with first and post graduate degrees	157,800	164,000	176,000	NA
Total immigrants available with first and post graduate degrees	85,000	80,000	75,000	83,000

Data Source:

1. Statistics Canada, CANSIM, table 282-0008 and Catalogue no. 71F0004XCB.

2. Statistics Canada, CANSIM, table 477-0014

3. Citizenship and Immigration Canada, 2005-Statistics 1t

Recent research studies have confirmed that the outcome of highly educated, foreign-trained individuals trying to enter a labour market that is being supplied by equally trained native born individual is discounting of immigrants' labour market skills and a relative decline in the value of foreign education (Reitz, 2001, 2003, 2004).

Paul Bouchard in his article entitled, *Training and Work: Myths about Human Capital,* argues there are no skill shortages, rather there is a skill mismatch (Bouchard, P, 1998). Denied work in knowledge occupations (education, natural sciences and engineering, social sciences, health, management) for which they were trained, foreign-trained professionals and skilled individuals often experience greater educational competition in occupations outside the knowledge sector and wind up accepting work in low-skilled occupations such as taxi, limousine, and truck drivers, food services occupations, security guards, and maintenance personnel (Reitz 2005, Bambrah, 2005, McIssac, 2003, Brouwer, 1999).

The indication of under-employment implies, among other things, a problem with recognition of foreign qualifications and experiential learning, and a lack of effective access to labour market occupations commensurate with education and training (McIssac, 2003).

There are very few studies that have researched Canadian employers' perspective on the discounting of immigrant credentials and work experience. One study done from business, labour, and public sector leaders' perspectives revealed that, "for the majority of business and public sector leaders, the hiring of foreign-trained workers is simply not viewed as an essential strategic solution to skill requirements" (CLBC, 2003, p.17).

The reasons for having such perceptions are poorly understood. Perhaps employers are not familiar with the standards of education or professional practice in other parts of the world. They may be unaware of provincial credential assessment services which can provide a comparison of foreign academic credentials to Canadian (or provincially defined) academic credentials or unfamiliar with authentic and reliable assessment tools to measure non-academic skills and knowledge.

Recent research literature have proposed that discounting immigrant credentials and work experience, and the existing wage gap between immigrants and the native-born, may partly stem from a judgment that foreign qualifications and work experience have little relevance to Canadian work required and/or from cultural/racial biases (Walters, Phythian and Anisef, 2006). Paul Bouchard believes that the labour market is not a market like any other. There are social forces (e.g., ethnicity, socio-economic status, gender, language, accent) present that keep people from having equal access to employment regardless of their skill and experience (Bouchard, 1998). According to Jeffery Reitz, any employment decisions based on criteria such as birthplace or origins, rather than credentials and qualifications directly related to the potential productivity of the individual, constitutes employment discrimination (Reitz, 2001).

The National Visible Minority Council on Labour Force Development reports that different ethnic groups experience discrimination and have poorer labour market outcomes in varying degrees. For example, professional visible minorities are often not promoted to levels of management, creating the "glass ceiling" effect. In addition, visible minorities in highly skilled, high-paying jobs have not been compensated for their higher levels of education and skills relative to non-visible minorities (NVMCLFD, 2004). Labour market discrimination is controversial and is difficult to establish in research because of the absence of more objective measures.

According to some business, labour and public sector leaders, major perceived obstacles that their organizations would face in hiring foreign-trained workers are: 1) language difficulties; 2) difficulties in assessing foreign credentials; and 3) lack of Canadian experience. Another study done from the immigrants' perspective cites the top four barriers to integration of internationally trained workers into the labour market as: 1) lack of information about labour market integration provided to applicants overseas before they arrive in Canada; 2) the requirement that immigrants have Canadian work experience; 3) lack of effective tools to assess qualifications; and 4) lack of labour market language training and bridging programs to address specific gaps in qualifications.

The common barriers, from employers' and immigrants' perspectives, to Citizenship and Immigration-Canada's intent for rapid integration into the workforce are: 1) difficulties in gaining recognition of foreign credentials perhaps due to unfamiliarity of regulatory bodies, employers, and academic institutions with international educational and professional standards; 2) difficulties in gaining recognition for foreign work experience by occupational regulatory bodies and employers; and 3) lack of access to adequate, occupational-specific educational/ training upgrading and language training (Canadian Labour and Business Centre, 2004).

How are employers, regulatory bodies, certifying bodies, and academic institutions addressing these barriers? The means by which foreign qualifications and workplace learning are recognized vary, depending on whether the occupation is regulated or not or if the occupation is a trade (Metropolis Project, 2003). Canadian employers recruiting foreign-trained candidates to fill knowledge occupations or designated trades which require certification or licensing simply direct these individuals to the appropriate provincial licensing or certifying bodies. Each body in each Canadian province/ territory has developed procedures for the assessment of foreign credentials and experience. Depending on what is being assessed (credentials, experience or both), procedures may be classified under such titles as Foreign Credential Recognition (FCR), Prior Learning Assessment and Recognition (PLAR), Qualifications Recognition (QR) or Recognition of Prior Learning (RPL). Research has found that quite often assessment processes/ procedures are elaborate, costly and highly bureaucratized, placing little or no value on work experience gained outside Canada (Reitz, 2001).

Employers in non-regulated occupations assess the credentials and experience of foreign-trained candidates at their discretion. According to research done in 2001 by the Canadian Labour and Business Centre, some employers use FCR/ PLAR processes at universities and colleges to assess foreign credentials. Others may use FCR services offered in British Columbia (International Credential Evaluation Services-ICES), Alberta (International Qualifications Assessment Service-IQAS), Manitoba (Academic Credentials Assessment Service-ACAS), Ontario (International Credential Assessment Service of Canada-ICAS; Comparative Education Service-CES; World Education Services-WES; Academic Credentials Evaluation Service-ACES) and Quebec (Service des Évaluations Comparatives d'Etudes-SECE). A few employers take foreign credentials at face value with the hope that hired foreign workers will be productive while others, to avoid making costly mistakes, discount formal credentials entirely in favour of relevant experience and ability to demonstrate competence on the job immediately.

In spite of the above-mentioned assessment processes and agencies, many immigrants still find it difficult to have their foreign credentials and experience understood and recognized when they are seeking work or enrolling for further training or studies (Canadian Alliance of Education and Training Organizations [CAETO], 2004). According to CAETO, the problem is the lack of collaboration and coordination of assessment processes and procedures by employers, regulatory bodies, certifying bodies and academic institutions. "The result is a haphazard collection of procedures that have few common reference points, and that leave internationally-trained individuals baffled and often frustrated, underemployed or unemployed" (CAETO, 2004, p.1).

Problem Statement

The ten-year outlook for the Canadian labour market published in 2004 by Human Resources and Skills Development Canada (HRSDC) states that 2.74 million new jobs will be created through economic growth and through retirement over the next five years. According to HRSDC, new domestic labour market entrants will not be sufficient to fill all the positions created by economic growth and retirements. Canada therefore must depend on immigration and on the efficient integration of foreign-trained professionals and skilled individuals into its work force to reduce labour market pressures.

The availability of funding from Federal and Provincial governments to promote the development of RPL systems which will ensure that foreign-trained individuals achieve their full

potential in the Canadian labour market and society, has resulted in many innovative and successful RPL initiatives across the country. These initiatives however, remain isolated. It is critically important to exchange information about promising RPL systems on a continual basis. In doing so, RPL systems could evolve into best practices, resulting in more effective integration of foreign-trained individuals into jobs commensurate with their training. This research attempts to address the information gap on successful Canadian RPL initiatives. The following research questions guided the design, data collection, and analysis of the study:

1) Who has promising practice models of RPL systems for foreign-trained individuals across Canada?

2) How does the organization make its RPL system transparent to foreign-trained individuals?

3) How does the RPL system reflect the organization's values toward foreign-trained individuals?

4) What elements of pre-advising/counselling are built into the RPL system?

5) What makes the organization's RPL system client responsive?

6) What quality assurance elements are built into the RPL system?

7) In the RPL system, what are the practices and procedures involved in the evaluation of formal and informal learning acquired by foreign-trained individuals?

8) How does the RPL system promote transferability of recognized credentials?

Research Design

A descriptive research design was used to answer the eight research questions. Given the importance of obtaining perspectives from different organizations in each province/ territory that had promising practices in RPL systems for foreign-trained individuals, it was determined that a mail/ e-mail survey questionnaire was the most reliable method for data collection. The mail-out survey was carefully crafted and reviewed for content validity by a multi-stakeholder group involved in RPL. The survey comprised seven principles of excellence in RPL systems, each with a statement of explanation. Each principle had three to eight performance indicators associated with it, which organizations with exemplary practices could exhibit. Response choices for each performance indicator were close-ended with an open-ended invitation for comments, evidence of performance, and contact persons (see Appendix A for survey form).

The survey was pilot-tested and finalized by 11 members of the research steering committee, all of whom are involved in RPL. In February 2006, a survey along with two consent forms was e-mailed to a total of 41 organizations across Canada that originally agreed to participate (see Appendix B for a list of the 32 organizations that took part).

Significance of the Study

The Maytree Foundation's *Environmental Scan: Existing Practices and Future Directions in Access to Professions and Trades* catalogues many excellent RPL initiatives that are occurring across Canada. Some notably successful ones in British Columbia, Manitoba, Ontario and Quebec could be used as RPL models but little is known about elements of their systems such as

transparency, values, pre-advising/ counselling, client responsiveness, quality assurance, evaluation/measurement, and transferability.

This study sought to identify exemplary RPL systems in each province/ territory by highlighting characteristics of the above elements that move organizations from promising to best practices in RPL for foreign-trained individuals. Policy makers, licensing and certifying bodies, professional associations, employers, and educational institutions can use this information to promote, develop, and improve national coordination and information on Canadian RPL systems for foreign-trained individuals.

Limitations of the Study

The scope of the study is limited by time allotted for the research: five and a half months. As a result, the study will focus only on RPL systems for foreign-trained individuals and only in Canadian provinces and territories. As well, the study will not include all promising systems in each province and territory; but rather, it will examine only four-to-six promising practices in each participating province/ territory in Canada.

2.   Literature Review

National Sustainable Development Strategy

Global Interdependence
Trade has always been the life-blood of the Canadian economy. In order to increase Canada's economic prosperity in the 21st century's knowledge-based economy, Canada is aggressively promoting itself as the destination of choice for highly qualified people. The human capital theory on which Canada's immigration policy is based suggests that Canada needs the skills of highly educated people to become more innovative in design and production of goods and services and more trade competitive in the global marketplace.

For humanitarian, economic and nation-building reasons, over the last decade Canada has received approximately 220,000 immigrants annually from all regions of the world. The top five source countries were China, India, Philippines, Pakistan and United States/ Korea (CIC Canada, 2003, 2005). This is in contrast to the top source countries in the 1970s and earlier—United Kingdom, Italy, Germany, Netherlands and United States (Statistics Canada, 2003). The fabric of Canadian society has been transformed into a multi-cultural mosaic. Canada's multicultural population enjoys longer, healthy life-spans, safe communities, better education and, according to the Federal Government, higher income levels (Government of Canada, 2002). By world standards, Canada's standard of living and quality of life is ranked seventh among Organization for Economic Development (OECD) countries in terms of Gross Domestic Product per capita.

Although Canada has made significant progress socially, economically and environmentally in the last decade, the country is experiencing setbacks. One that is becoming increasingly important to Canada's immigration policy is documented in many recent research studies (Reitz, 2001, 2003; McIssac, 2003; NVMCLFD, 2004; Picot and Hou, 2003; Frenette and Morisette, 2003). These studies clearly show that the highly skilled, foreign-trained individuals who were selected through the new point system to meet the demands of Canada's knowledge economy are not accessing employment commensurate with their education and training. In fact, their employment rate was lower and they earned less than the Canadian average (McIssac, 2003; Anisef, Sweet and Frempong, 2003; Walters, Phythian and Anisef, 2006)). Foreign professional qualifications and experience do not protect these immigrants from a rising probability of being in the low-income bracket, having difficulty making ends meet or being more financially vulnerable to shocks such as job loss or unexpected expenditure (Picot and Hou, 2003; Frenette and Morissette, 2003).

These issues of 1) building a skilled work force using domestic and foreign-trained individuals to increase successful trade of goods and services in the global marketplace; 2) building a comprehensive and effective Recognition of Prior Learning (RPL) system for foreign-trained individuals to improve their quick integration into the workforce; and 3) eradicating poverty, are not unique to Canada. According to the Canadian International Development Agency (CIDA), issues of trade, health, the environment, and security are ones that all countries must deal with. However, the ongoing world tragedies of persistent poverty, disease, conflicts and environmental damages have become shared problems as they spill over borders and affect countries around the world (CIDA, 2004).

Sustainable Development and Human Resources and Skills Development Canada
Human Resources and Skills Development Canada (HRSDC) plays an important role in the lives of all Canadians—immigrant, aboriginal, and native-born people. Its mandate is to develop sustainable strategies to attain its vision of improving the standard of living and quality of life for all Canadians. HRSDC's mission is to develop sustainable strategies to assist all Canadians in their efforts to lead rewarding lives, promote equitable and safe workplaces, ensure competitive and equitable access to the Canadian labour market, and encourage a strong life-long learning culture (HRDC 2001).

Ongoing accountability in instilling a sustainable development culture within HRSDC resulted when the Auditor General Act was amended (1995) to require each federal department to prepare a sustainable development strategy (SDS) report detailing how the department intends to incorporate sustainable development principles and practices into their policies, programs and operations. To ensure quality assurance in Canadian sustainable development strategies and to ensure progress in meeting Canada's sustainable development commitment, once a year departments are to table progress reports in Parliament and every three years departments are required to update their SDS (Government of Canada, 2003).

HRSDC's *2004-2005 Report on Plans and Priorities* indicated that it has worked with provinces and territories (sector councils, employers, regulatory/ certifying bodies, educational institutions, settlement agencies, etc.) to promote workplace learning and skills development, to support greater labour mobility, to facilitate the entry of skilled and temporary foreign workers and to address challenges related to immigrant labour market integration.

Impressive milestones have been established by HRSDC in terms of sustainable development strategies in RPL for foreign-trained individuals. In 1994, HRSDC began supporting PLAR research activities on occupational skills/ standards. In 1999 and 2003, it funded the *Cross-Canada Study of PLAR*. Furthermore, it financially supports annual national PLAR forums.

One of the most significant among the forums was the 2001 4th International PLAR/ QR Forum. HRSDC's intent to bring traditional ideas of PLAR (assessing informal learning) and QR (assessing qualifications/ credentials) under the umbrella of "Recognizing Learning," all learning, and linking that with foreign-trained individuals was reflected in the title of the forum, *Recognizing Learning–Building Canada's Future Prosperity.* That *Call to Action* conference produced the *Halifax Declaration for the Recognition of Prior Learning 2001.* Subsequent conferences have retained the title *International PLAR/ QR Forum, Recognizing Learning* reflecting HRSDC's commitment to facilitate sustainable development of consistent, national approaches to the recognition of international qualifications in order to fulfill aspects of its mission.

Sustainable Development and Immigration
HRSDC has been making significant progress toward meeting Canada's sustainable development commitment. Between 1994 and 2000, Canada ranked first in the world for social sustainability. However, in 2001, Canada ranked third for social sustainability. The drop to third place in 2001 may be partially due to poverty experienced by First Nations people, persons with disabilities, working families with children headed by young parents (particularly those with limited skills) and recent immigrants (Government of Canada, 2003).

The concern of this report is the increasing low income prospect of recent professional and highly skilled foreign-trained immigrants due to a lack of foreign credential and experience recognition. Two federal departments are mainly responsible for the labour market aspects of immigration. The first is HRSDC, discussed above, and the second is Citizenship and Immigration Canada (CIC). CIC recognizes the interconnectedness of a well-managed immigration program to the social and economic development of the nation. "Immigration is about people…who fuel an economy driven by innovation, ideas, skills, and talent. Immigration is a visible expression of the values that underpin our collective identity as Canadians, the building of strong and energetic communities based on cultural diversity and mutual respect" (CIC, 2002). CIC's role in sustainable development is to ensure that immigration continues to be of net economic and social benefit to Canada.

Immigration to Enhance Canadian Economic Growth

The Labour Market and Skills Forecasting and Analysis Unit of HRSDC reviews main trends in the Canadian labour market over the last ten years, assesses current labour market conditions by occupations, identifies occupations currently facing labour market pressures, and predicts a ten-year outlook for the labour market (HRSDC, 2004). CIC, in consultation with the provinces, the territories and key stakeholders, establishes an annual range of immigrants to be admitted to Canada.

Policy decisions regarding economic integration of immigrants involves initiatives driven by human capital theory. For example, to enhance Canada's advantage in the global competition for professional and skilled workers, a new Immigration and Refugee Protection Act (Bill C-11) became law on June 28, 2002. This law specifies maximum points for each of five categories: education (25), language proficiency (24), employment experience (21), age (10) and adaptability (10). Foreign-trained immigrants who wish to enter Canada under the economic class must score a total of 75 points.

Overall, the new federal selection system is intended not only to provide a transparent, fair and efficient process that opens the door to skilled immigrants, but also to encourage professional and skilled workers to choose Canada as their home as a result of the quality of life and the opportunities that Canada provides. This is particularly true for refugees since they often leave their countries without documentation. CIC and HRSDC are demonstrating their commitment to sustainable development of immigration not only federally, but also through their provincial/ territorial programs. Together, they are addressing provincial labour market pressures employers are experiencing in various occupations and the integration problems recent immigrants are facing.

Collaborative Immigration Services
The federal government shares the responsibilities of economic immigration with provinces and territories in order to respond to the needs of Canadian employers. HRSDC and CIC have collaborated to design and develop the employer-driven Temporary Foreign Worker Program (TFWP) and Provincial Nominee Program to facilitate quick integration of professionals and skilled workers into certain occupations and industry sectors. Through TFWP, employers in targeted occupations (seasonal, domestic, skilled trades, high-technology, etc.) can access the global skilled temporary labour force and recruit workers using an HRSDC accelerated approval process. If the temporary foreign workers can fill a permanent need, a new in-Canada landing class allows these workers the opportunity to become permanent residents. To improve Canada's competitive edge in attracting and retaining skilled workers, the Government of Canada has made provisions for spouses of temporary foreign workers to apply for work authorizations.

In 2004, 45 percent of foreign workers were in skill level C (High school/ occupation-specific training); 20 percent in skills level B (college education/apprenticeship training), and 31 percent in skill level A (university education). Since most jobs in skill level B and C (65 percent) do not require licensing, employers themselves can quickly assess whether foreign-trained individuals have the education and skills to do the job. Jobs in the designated trades would require foreign workers to have the appropriate number of hours in the field and to pass the qualifying exams. Professional occupations requiring skill level A were mainly ones in the fields of education (university professors and teaching assistants), performing arts, and information technology. In these fields, foreign credential assessment and experience are required prior to accessing the jobs. There is little information on how this is done and by whom.

The Provincial Nominee Program (PNP)-Skilled Worker agreement allows each province/ territory to assess foreign-trained skilled/professional individuals using its own point system, and to nominate applicants who will satisfy the labour and economic needs and skill shortages of that province for permanent resident status. CIC makes the final decision on admissibility since the applicant must satisfy security, criminal and medical requirements as well. PNP unlike TFWP, enables employers to recruit permanent workers from other countries in areas of labour demand without having to finance their travel or to provide accommodations (CTHRC, 2005). PNP also benefits employers by allowing them to retain temporary skilled workers—a temporary foreign worker may apply for permanent residence through the Employer Direct Stream of the PNP if the worker has worked for an employer for at least six months and has received a full-time job offer.

Skilled immigrants who are PNP nominees benefit not only from guaranteed employment but also from the agreement that allows nominees to immigrate through an accelerated PNP immigration point system (not the Federal immigration point system) and allows spouses/ partners to work. There is very little national information, including statistics, on PNPs. We do not know the total number of nominees who entered Canada; we do not have information regarding their skill levels, the assessment practices that exist, or whether the nominees are employed in the field for which they were trained.

One recent research study shows that "in 2004, the majority of nominees were recruited into jobs that did not require occupational licensing or certification (CTHRC, 2004, p. 32). This hiring strategy would allow employers to integrate PNP nominees directly into the labour market with little delay and minimal cost thus benefiting nominees, their employers, and the provinces' economy immediately. Such rapid workforce integration is in contrast to that experienced by a)

skilled immigrants whose occupations do not require licensing or certification but who do not have offers of employment upon arrival in Canada and b) skilled and professional immigrants whose occupations do require licensing or certification.

Predicted Labour Market Growth and Demands
According to Statistics Canada, the Canadian labour market outlook for 2004-2008 estimates that 1.06 million jobs will be created. It indicates an annual average employment growth rate of 1.7 percent in the managerial and professional (knowledge) fields. In addition, above-average growth is predicted in health occupations (3.5 percent annually), natural and applied sciences occupations (2.3 percent annually), and social science, education and government service occupations (2.0 percent annually). Incidentally, these fast growing knowledge occupations will also experience high annual retirement rates—health (2.6 percent annually), natural and applied sciences occupations (1.6 percent annually), social science, education and government service occupations (3.2 percent annually).

Overall, retirement pressures are expected to be highest in knowledge occupations, creating approximately half a million job openings over the next five years (HRSDC, 2004). Although growth rate in the skilled trades is expected to be below average over the next five years, the retirement rate will create over 500,000 job openings. The Government of Canada expects new entrants to the labour force over the next five years to be a combination of native-born graduates and foreign-trained individuals.

Government of Canada Opening Access to Professions and Trades

The Maytree Foundation reports that many recent immigrants make a downward shift into careers other than the one for which they were trained (McIsaac, 2003). As Canada admits more immigrants, the country becomes responsible for ensuring that appropriate mechanisms are in place to facilitate their integration into the labour market at levels appropriate to their competence and training (Canadian Heritage, 2004).

So, how is the Government of Canada opening access to knowledge-based occupations for its recent internationally-trained professional and skilled immigrants and for those to come? In 1990, the Canadian Information Centre for International Credentials (CICIC) was established to provide information about Canadian education systems (including Canadian credential assessment agencies, fact sheets on Canadian RPL systems, etc.) and to work toward global academic and professional mobility with European countries. In 1997, the Government signed the Lisbon Convention, openly demonstrating its commitment to collaborating with international partners on matters connected to the enhancement of academic and professional mobility and the promotion of fair practice in assessment and recognition of qualifications (Government of Canada, 2003).

To fulfill this commitment today, in light of the difficulties recent immigrants are experiencing regarding labour market access, the Canadian Government recognized that it must take a leadership role in promoting Recognition of Prior Learning (RPL) in workplaces, educational institutions, licensing and certifying organizations, and professional associations. Accordingly, CIC recently reported that it is collaborating with 13 other federal departments on a comprehensive approach to address assessment and recognition of foreign credentials, enhance language training, provide labour market information through *The Going to Canada Immigration Portal,* and conduct targeted research (CIC, 2004).

The RPL System for Foreign-Trained Individuals
In Canada today, there are three assessment processes associated with assessment and recognition of foreign credentials—Prior Learning Assessment and Recognition (PLAR which assesses informal learning), Foreign Credential Recognition (FCR which assesses foreign credentials to determine its equivalency to established Canadian standards), and Qualification Recognition (QR which assesses foreign credentials and competence in the field usually through competency-based assessments, bridge-to-work experience, mentorship, etc).

Confusion is building in the education and industrial sectors about the lack of consistency in definition and applications of these assessment processes. For example, many Canadian colleges, occupational bodies and settlement agencies use the PLAR process. However, colleges may use the PLAR process to evaluate holistic learning through a variety of assessment tools (written or practical tests, demonstrations, interviews, etc), while settlement agencies may use the process to showcase informal learning of clients through portfolios. Many Canadian regulatory bodies in Ontario are using the term FCR for comprehensive joint processes while in Manitoba the term QR is used for similar processes; however, all are assessing formal and informal learning. Lately, HRSDC is working to integrate PLAR/QR with FCR, which reflects their understanding of the confusion taking place. This research project is promoting the use of RPL System as one which assesses formal learning and informal learning including work/ clinical experience. As such, the RPL system incorporates assessment processes such as PLAR (includes PLAR assessment tools, portfolios, and workplace credit reviews), FCR and QR (See Figure 1 below).

FIGURE 1: The RPL System
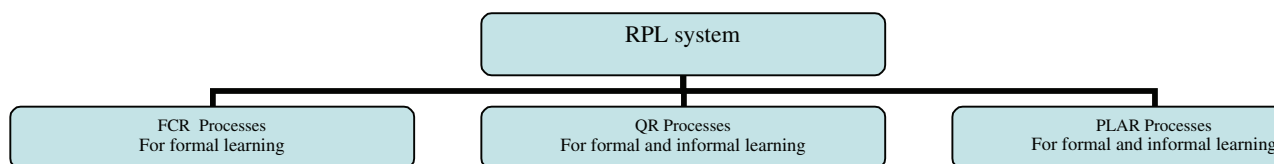
PLAR has been a key innovation and component in Canada's lifelong learning agenda; PLAR emphasizes the notion that creditable learning is both measurable and independent of its source. It calls for flexible assessment by which individuals can demonstrate their prior learning. Regardless of the assessment method(s), the PLAR assessment must be rigorous enough to guarantee to employers, regulatory bodies, certifying bodies and academic institutions that credentials and experience offered by foreign-trained individuals meet standards sought (Riffell, 2004).

In addition, PLAR can help foreign-trained individuals, employers, regulatory bodies, certifying bodies and academic institutions determine if additional training or education is required. A

number of postsecondary educational institutions (e.g., SIAST, Athabasca University, University of Saskatchewan, and University of Winnipeg), sector councils (e.g., the Canadian Trucking Human Resource Council and the Canadian Tourism Human Resource Council) and licensing/ certification bodies (e.g., CAMC, CSMLS, Professional Engineers of Ontario, and the Professional Fish Harvesters Certification Board) are using PLAR to evaluate knowledge and skills of foreign-trained individuals wishing to practice their profession.

The Government of Canada is funding PLAR/FCR activities across Canada under its Adult Learning and Literacy Directorate and through Workplace Skills Strategy administered by Human Resources and Skills Development Canada (HRSDC). These recognition and assessment initiatives are designed to ensure that foreign-trained individuals contribute their full potential to the economy thereby strengthening the nation's capacity to build an innovative workforce that will carry us forward in the 21st century (Government of Canada, 2004).

To facilitate FCR, five provincially-mandated credential assessment services are available across Canada: SECE in Quebec (1970); IQAS in Alberta (1994); ICES in BC (1995); ACAS in Manitoba (1998); and WES in Ontario (2000). These credential assessment services assist foreign-trained individuals, licensing/ regulatory bodies, employers and educational institutions to determine if academic credentials meet requirements for admission, licensure or employment. Because of the high immigrant settlement pattern in Ontario, three additional organizations are authorized to provide credential evaluation services for employment purposes: ACES at York University; CES at University of Toronto; and ICAS.

In addition, the federal government is collaborating with provinces and territories and other stakeholders to reduce barriers to the labour market integration of immigrants through the Canada's Innovation Strategy (Metropolis Project, 2004). For example, the Government of Canada has set up a FCR program which can make financial contributions of $2 million per year for a maximum of five years to projects whose goal is to develop and implement a consistent pan-Canadian approach to FCR. A component of the goal is the development and implementation of fair, accessible, coherent, transparent and rigorous foreign credential assessment and recognition processes to enhance the labour market outcomes of foreign-trained individuals in targeted occupations and sectors. Eligible recipients include sector councils, cross-sector councils, not-for-profit organizations, professional associations, industry groups, unions, regulatory bodies, municipal governments, provincial and territorial governments, public health institutions, school boards, universities, colleges, CEGEPs and ad hoc associations (Government of Canada, 2005).

To enhance FCR information exchange among governments, in 1995 the federal, provincial and territorial governments created a working group on Access to Professions and Trades (APT). Its mission is to ensure immigrants have access to portable, reliable and recognized assessments of their qualifications for use in Canada's labour market. It is not known how active it continues to be since research has not produced any recent information from this working group. However, its mission has been carried on by many provinces, which initiated similar provincial working groups. For example, the APT unit in Ontario is actively supporting career bridge training projects in strategic skills sectors such as biotechnology, construction and manufacturing trades, health care technologies, information technology, midwifery, nursing, pharmacy and teaching. These projects include more than assessment of foreign credentials. The projects use a QR approach; they include assessment of language proficiency and of international academic

credentials and experience, workplace communications training, paid internships and an e-mail resource to provide support to interns during their placement (CAETO, 2004).

Interestingly, the goals of the Workplace Skills PLAR program, the FCR program and the QR projects seem similar—to develop a comprehensive system which will use fair, consistent, accessible, transparent and rigorous assessment processes to evaluate the formal and informal knowledge and skills of foreign-trained individuals to determine how they compare to Canadian standards. In addition, the system would include bridging and support programs to fill any identified gaps in learning. This type of system would facilitate quick and smooth entry of skilled and professional foreign-trained individuals into knowledge occupations for which they were trained. To move toward consistency and excellence, it may be wise to place the current assessment processes under one comprehensive RPL System.

Assessment of Foreign Professional and Trades Qualifications

Immigrants who enter Canada bring knowledge and skills, hopes and aspirations. Professional and highly skilled immigrants want to have their qualifications and previous experience assessed fairly and accurately, to speed up the process of recognition and employment in their field of practice (CAETO, 2004). In Canada, occupations in professions and trades that have a direct impact on the safety of the public are considered government regulated professions and designated trades. Anyone who intends to practice in a regulated profession or a designated trade in Canada must be licensed by the provincial professional body or certified by the provincial apprenticeship commission.

Research studies have clearly shown that the labour market outcome for recent foreign-trained, skilled and professional individuals is not the anticipated outcome according to the human capital theory on which the Immigration Plan was built. Key among barriers that limit access to professions and trades is non-recognition of credentials and experience by Canadian employers, educational institutions, and professional regulatory/ certification bodies (McIsaac, 2003).

Access to Designated Skilled Trades
The Canadian Constitution permits each Apprenticeship jurisdiction to designate its own choice of occupations for apprenticeship. If a foreign-trained, skilled individual wishes to be employed, the first step is to determine if the trade is designated. If it is not, then access to the trade lies solely with the employer, who may not be familiar with foreign education and training but who may place more emphasis on work experience. Canadian employers, according to research, prefer Canadian work experience. In some cases, the employer may simply give the foreign-trained applicant a practical test. If it is done to the employer's satisfaction, the hiring process follows.

If the trade is designated, then access to that trade lies with the apprenticeship commission in the 'home' province. Most apprenticeship jurisdictions have either formal PLAR policies and practices or informal PLAR practices. The move to develop and implement PLAR in Apprenticeship training was driven by skill shortages in the trades, the increasingly high average age of new apprentices and the low completion rates. The current profile of new apprentices indicates that they are increasingly likely to embody more knowledge and skills relevant to their training (Alberta Apprenticeship and Industry Training Board, 1996). Giving previously skilled individuals the opportunity to demonstrate learning that meets Apprenticeship standards not only

shortens training time and reduces cost but also increases retention, improves completion rates and reduces skill shortages.

A recent survey of PLAR in 10 Canadian apprenticeship jurisdictions (BC was in the process of redesigning its Apprenticeship, and two territorial jurisdictions did not participate) revealed that 60 percent always assess foreign credentials for recognition purposes while 40 percent rarely do so (Riffell, 2004). This research gives information on the PLAR system in each participating jurisdiction in terms of transparency, values, pre-advising, client-responsiveness, quality assurance, assessment procedures and transferability.

A foreign-trained skilled individual wishing to enter a particular designated trade in his/her "home" province/ territory will usually speak to the apprenticeship counsellor in charge of the trade or the PLAR advisor. The counsellor/ advisor, after reviewing the individual's credentials and work experience hours, and ensuring that admission requirements are met, may suggest that the individual challenge Apprenticeship level 1 or 2 or 3, or the trade qualification exam. In some trades, a practical test is required as well. Depending on the jurisdiction, each test may have a cost attached to it. The range for Level 1 to 3 challenge exams is $0-$300; practical tests $0-cost of materials; trade qualifications challenge exams $0-$500.

Cost is always a barrier for newcomers to Canada but if exams have to be repeated then cost becomes burdensome. It is noteworthy that although the trade qualifications certificate does not allow inter-provincial mobility, it does give the foreign-trained, skilled individual the opportunity to write the Inter-provincial (Red Seal) exam (if the trade has one) which allows inter-provincial mobility or eligibility to work in the trade anywhere in Canada. The Association of Canadian Community Colleges (ACCC) suggests that the Red Seal Program, with its pan-Canadian standards, could be used to assess international credentials and experience (ACCC, 2005).

Foreign-trained, skilled tradespeople nominated through the Alberta TFWP have their trade knowledge and skills assessed by Alberta Advanced Education while still in their source countries. There is little or no literature on post-exam feedback and availability of bridging modules to fill gaps in learning. Is this option extended to individuals selected through PNP and the federal immigration plan as well?

Access to Non-Regulated Professions
Non-regulated professions (occupations in the construction sector, the manufacturing sector, the tourism sector, etc.) like non-designated trades, have no legal requirement or restrictions for licensing. However, according to the Canadian Tourism Human Resource Council (CTHRC), some non-regulated occupations often have elements of the job that are regulated; for example, food prep personnel must have safe food handling certification (CTHRC, 2004). Certificates such as safe food handling, confined space entry, transport of dangerous goods, etc. are governed by provinces/ territories. This means that persons who are trained in the occupation (e.g., truck driving) but who do not possess the special certificate required (e.g., TDG), are not allowed to work in those occupations.

CTHRC has worked with other non-regulated sectors to discuss strategies that will address skill shortages in non-regulated professions. Creating a system that will allow foreign-trained skilled individuals to demonstrate what they know and are able to do was the response to labour market pressures. CTHRC noted that non-regulated professions have had little profile in the foreign credential recognition arena…but there is a need to create consistent, coherent assessment and recognition processes, and to improve the information and support requirements that both immigrants and employers need (CTHRC, 2004). Along those lines, CTHRC has developed a Certification Program which has national occupational standards and pan-Canadian recognition of individuals whose learning has been assessed and recognized against these standards, but the program has not been used for assessing foreign credentials (CTHRC, 2004).

To date, foreign-trained, skilled individuals who wish to access non-regulated professions must rely on employers, credential assessment services, settlement agencies, etc. to determine if their foreign qualifications and experience are equivalent to the Canadian standards of the occupation including the special certificate if one is required. Similar to employers in non-designated trades, these employers may not be familiar with foreign education and training, and may place more emphasis on work experience and practical testing to determine suitability for the job. What happens if the foreign-trained individual is found to be competent at the skills required for the job, but does not have the required certificate? There is little public information on the bridging arrangements that non-regulated professional organizations make for qualified foreign-trained individuals to acquire required special certificate(s) or support programs that assist with cost, mentorship, etc.

Access to Regulated Professions
In Canada, there is no national legislation or framework for the assessment of foreign qualifications in regulated professions. Provincial/ territorial legislation provides statutory authority for regulated professions to 1) set entry requirements and standards of practice, 2) establish criteria and evaluation processes, 3) assess applicants' qualifications and credentials, 4) certify, register, and/or license qualified applicants, and 5) discipline members (OECD, 2003). The purpose of professional licensing is to protect the public from forms of malpractice and to ensure that health and safety criteria are met.

There are over 40 regulated professions and occupations in Canada. There is no single document with information regarding which professions have established RPL systems (including information on transparency, values, pre-advising, client-responsiveness, quality assurance, assessment procedures and transferability), which ones have pilot RPL programs in place (including information on transparency, values, pre-advising, client-responsiveness, quality

assurance, assessment procedures, and transferability), or what was the driving force that led to the move toward RPL.

Reasons for the establishment of RPL systems may include 1) skill demand side imperatives including shortages because of extensive retirement, as is the case in regulated professions such as engineering, medical physician, nursing, teaching and pharmacy, 2) recognition by the federal/ provincial/ territorial governments with funding to establish RPL systems for foreign-trained individuals, and 3) timely federal/ provincial/ territorial funding available to any regulated profession for PLAR or FCR initiatives for foreign-trained individuals.

A few regulated professions have high profiles across Canada because of their aggressive approach to establishing RPL systems for foreign-trained individuals. These regulated professions include Professional Engineers (and Geoscientists), Pharmacists, Physiotherapists, Medical Laboratory Science occupations and Midwifery. A few of these professions have established or are establishing a national framework for the assessment and recognition of foreign-trained individuals, while some have established specific pilot programs to promote efficient and effective integration of foreign-trained individuals into the field of practice.

In most cases, requirements to enter into a regulated profession vary from one province/ territory to another. In general, the foreign-trained professional individual who wishes to enter a regulated profession must 1) provide documentation of qualification [translation and assessment costs may be a barrier], 2) write qualifying, confirmatory or proficiency, and professional practice exams [cost, location, and timing may be barriers], 3) in certain health professions, perform a clinical exam [cost, location, and timing may be barriers], 4) provide verifiable documentation of work experience [usually difficult to get and to verify, involves translation costs], and 4) demonstrate language competency of Canadian Language Benchmark 7-9 [may be a barrier in terms of cost and timing].

It is difficult to make generalizations since each regulated professional organization in each province/ territory may have a different set of standards and various avenues that foreign-trained individuals can take to gain licensure to practice. However, according to Metropolis Conversation 2003 report, to improve labour market integration of foreign-trained individuals in regulated professions it is critical for each profession to engage various stakeholders including federal and provincial/ territorial government, regulatory associations from each province/ territory, employers in the field, credential services and education institutions in designing, developing and implementing a national RPL framework for foreign-trained individuals (Metropolis Conversation Series, 2003).

Employers' Perspective on Workplace Integration of Foreign-Trained Individuals

Employers who are experiencing growing skill shortages—whether through economic expansion or retirement or both—see the economic class as a critical part of the immigration plan. However, Canada cannot take for granted the large numbers of skilled and professional immigrants who seek to come to Canada because other countries such as the United States and Australia are also looking to immigration to address their human resource needs. Canada will increasingly be competing for a limited pool of highly skilled and professional immigrants. Employers facing skill shortages cannot afford to waste the knowledge and skills that the economic class immigrants bring with them. Yet, Statistics Canada released a disturbing report on increasing poverty rates for recent highly qualified immigrants (Statistics Canada /The Daily,

2003) indicating that recent foreign-trained, skilled and professional individuals are not accessing jobs commensurate with their qualification. Instead, they are being under-employed.

There are very few studies done from the employers' perspective on assessing and recognizing foreign credentials. CLBC's 2001 study funded by CIC and HRSDC reported that employers' practices in assessing paper credentials varied enormously:

> "Some took foreign credentials at face value, some used the credentials assessment services of universities or provincially mandated agencies, while others consulted with informal networks of individuals from specific countries, who were familiar with the granting institutions in those countries. A number of interviewed employers stressed relevant experience over paper credentials" (CLBC, 2001, p. 2).

According to CLBC, employers were concerned about 1) the lack of awareness of provincial assessment agencies among employers, 2) duplication of credential assessment services by provincial assessment agencies and employers, 3) inaccurate information given to immigrants about certification/ licensing practices required by various occupations, 4) allowing immigrants to self-assess their credentials prior to immigration, and 5) the selection point system weighting education more than experience. Interestingly, CLBC reported that employers in the regulated occupations perceived the regulatory bodies' licensing process to be very restrictive—they grant far too little credit for foreign training or have residency, internship or other requirements which greatly restrict immigrant candidates' access to certification (CLBC, 2001).

A more recent project was undertaken by Public Policy Forum. The study surveyed 2, 091 employers across Canada and the report revealed that employers 1) overlook immigrants in their human resource planning, 2) do not hire immigrants at the level at which they were trained, and 3) face challenges integrating recent immigrants into their workforce (Public Policy Forum, 2004). On a positive note, the employers did think that Canada was doing a good job of recruiting individuals with the necessary skills and were generally happy with the skills of the foreign-trained individuals they did hire.

The survey and focus group revealed more information for point #2 above (employers do not hire immigrants at the level at which they were trained), including that: a) in some cases, foreign credentials were really not equivalent, b) it is easy for employers to select resumés where qualifications and experience are familiar to them, c) standardized testing required for all employees usually eliminates foreign-trained individuals, d) employing foreign-trained individuals in jobs that require less than their foreign credentials is a "win-win" situation because it provides the individual with Canadian work experience and provides the employer with a qualified and loyal employee, f) even when foreign-trained individuals have excellent resumes and qualifications, employers cannot hire them because they often are unable to describe their skills and experience in an interview.

The survey also detailed reasons for point #3 (face challenges integrating recent immigrants into their workforce); they include: a) unacceptable language skills both oral (usually accent-related) and written, b) unacceptable requests for extended leave to attend to family matters abroad, c) cultural values conflicted with Canadian values, d) poor socializing skills and concerns about inter-ethnic conflicts between rival immigrant groups.

Some policy implications and solutions to employers' concerns cited by Public Policy Forum include policy makers: 1) informing employers about the human resource needs of the labour market and engaging employers in discussions on immigrations selection and skill levels, b) engaging employers in the development of regionalization strategies that will include making available jobs requiring the knowledge and skills that immigrants bring, c) encouraging employers to hire immigrants for jobs commensurate with their education and training to lessen the financial and social impact on the Canadian economy, d) working with employers to develop familiarity with foreign credentials and credential recognition services; to use skills testing to identify gaps in skills not to eliminate applicants; and to develop with employers gap training that will have minimal impact on their daily business, e) using CIC-committed funds to develop work-specific language training—employers should be consulted to ensure that they meet employers' needs, f) offering employers a minimal subsidy to provide foreign-trained individuals with Canadian work experience (building bridge-to-work opportunities).

Employers need to assume a leadership role in ensuring that foreign-trained individuals are effectively recruited, retained and promoted. It is not enough to be open to the idea of hiring foreign-trained individuals or just to have a positive attitude toward immigration; rather, it is time to put solutions into action. In a time of economic expansion and increasing retirement, employers are increasingly called upon to assess and recognize foreign credentials and experience. Shouldn't employers establish formal RPL systems that have principles of transparency, values, pre-advising, client-responsiveness, quality assurance, assessment procedures, and transferability? Such a system would ensure that the standards they are setting are not discriminatory, and that their practices do properly recognize the skills and qualifications that foreign-trained individuals bring.

Immigrants' Perspective on Workplace Integration in Canada

From the perspective of recent immigrants, integration into knowledge occupations is a test of personal endurance. Not only are one's academic credentials brought to question but also one's work experience accumulated in the home country is often ignored (Canadian Heritage, 2004). Perhaps this humiliation and frustration could be avoided if the integration process could be started prior to emigration. Foreign-trained individuals say that they often lack accurate information on the licensing/ certification process, on the associated costs, and on the range of time that could elapse between qualifications assessment and actual integration into similar occupations in Canada. Additionally, immigrants indicated that they do not get clear, accurate and timely information on actual Canadian labour market demands. Information of this nature would help highly skilled and professional immigrants, who still wish to immigrate to Canada, make more realistic career planning. Canada has attempted to fill this information gap by designing its *Going to Canada Portal* website.

Foreign-trained immigrants perceived the licensing/ certification journey to be a long, costly and complex one. For example, acting upon informal advice, the foreign-trained individual may first take his/her translated credentials to a university or qualification assessment service for equivalency assessment. If the organization awards the credential equivalency status that does not guarantee acceptance by the licensing (regulatory) body. Most often, the foreign-trained individual must pay another fee and have the credentials reassessed by the regulatory body. At the same time the individual must pay for and take a language assessment test in the hope that he/she will attain a CLB between 7 and 9. After assessing the foreign credentials, the regulatory body may ask the individual to pay for and write one or more qualifying exams to determine

equivalency and weak areas of learning. If weak areas are identified, the individual must pay to take required education and training, and then pay to write a national exam. Sometimes, work experience/ internships/ articling is required before licensing. At any stage in this process, the foreign-trained individual could be stuck—lack of money, costly document translation required, language training required to improve benchmark level, required education not offered, etc.

To make the transition between the settlement and integration processes shorter and more cost effective, and to increase the prospect of a positive labour market outcome, foreign-trained individuals suggest starting recognition and assessment activities through self-assessment tools prior to leaving their home country. If gaps in learning are identified, they could possibly be addressed through on-line education while still in the source country. Australia has found this to be an effective strategy in selecting and integrating immigrants into its labour market (Metropolis Conversation Series, 2003). Some immigrants said that points should be awarded on the basis of the assessed equivalency of their qualifications and not on the basis of their nominal degree (Metropolis Conversation, 2005). In this way, foreign-trained individuals would get a more realistic picture of the worth of their credentials in the Canadian labour market.

Zong Li's 2000 research project and the Metropolis Conversation held in 2005 confirmed foreign-trained individuals' perception that employment discrimination went beyond only race. They perceived that language facility, accent and cultural differences were important factors in employment discrimination. The psycho-social impact of employment discrimination and non-recognition of foreign credentials and experience have been grossly underestimated. In 1998, the report from the Canadian Task Force on Mental Health Issues singled out barriers to trades and professions as major factors leading to an erosion of skills and diminishing confidence in one's capabilities (Mata, 1999). According to ACCC, credentials, communication/ language skills, Canadian work experience and employment discrimination are immense barriers for foreign-trained individuals (ACCC, 2005).

In addition, there is growing poverty. Could you imagine the frustration, anxiety, and despair that are generated by abandonment of professional aspirations and broken dreams of prosperity? It is absolutely essential that significant investments be made to accelerate addressing each barrier and ensuring that all initiatives are focused on foreign-trained individuals who are already here as well as those to come.

ACCC is taking action by leading a multi-stakeholder project called Models of Accelerated Labour Market Integration of Immigrants, which will look at implementing a model for beginning credential and language assessments overseas, linking to bridging programs and complementary services if required, upon arrival, or integrating the Canadian equivalent foreign-trained individuals directly into occupations in their field of practice and commensurate with their education and experience (ACCC, 2005). The question is, do we know if the Models of Accelerated Labour Market Integration of Immigrants are being built on the principles of transparency, values, pre-advising/ counselling, client-responsiveness, quality assurance, evaluation/ measurements, and transferability? The next chapter details the research design and methodology of this study.

3.   Research Design and Methodology

The Government of Canada recognizes the importance of its immigration plan to address looming professional and skills shortages predicted by the Labour Market and Skills Forecasting and Analysis Unit of HRSDC in its ten-year outlook for the Canadian Labour Market, 2004-2013. However, to persuade highly skilled and professional foreign-trained individuals to continue to choose Canada as their home, the government realizes that it must address and remove barriers faced by these individuals when transitioning into the labour market.

CIC, HRSDC and provincial governments have offered funding to encourage immigrant settlement services, sector councils, regulatory bodies, professional associations, and educational institutions to address a key barrier—non-recognition of foreign credentials and experience. Depending on the source of the funding, organizations could develop and implement either provincial or national (pan-Canadian) RPL systems for skilled and professional foreign-trained individuals. Many of the organizations mentioned above have accessed funding for the development of RPL systems and some have developed successful RPL systems. However, very little is known about them.

The purpose of the study was to identify exemplary RPL systems across Canada. In order to do so, however, one has to measure collected data against some established standard. The Halifax Declaration had proposed three general principles and four action statements for RPL; PLAR had national standards and CAPLA's benchmarks for PLAR practitioners, and FCR had *General Guiding Principles for Good Practice in the Assessment of Foreign Credentials* developed by provincially mandated credential assessment service providers and CICIC.

In preparation for this study, discussions were held with experts in the field, who felt that key elements relating to the needs of foreign-trained individuals were either missing or under-emphasized in the above material. Therefore, a focus group of RPL experts created, for this study, the first model of established RPL standards comprising seven principles, each with three to eight performance indicators. The survey was then designed to collect information concerning these seven RPL principles: transparency, values, pre-advising/ counselling, client responsiveness, quality assurance, evaluation/ measurement, and transferability from various Canadian organizations that have a system in place for assessing and recognizing foreign credentials and experience. Eight research questions were posed in response to the purpose of the study:

1) Who has promising practice models of RPL systems for foreign-trained individuals across Canada?

2) How does the organization make its RPL system transparent to foreign-trained individuals?

3) How does the RPL system reflect the organization's values toward foreign-trained individuals?

4) What elements of pre-advising/counselling are built into the RPL system?

5) What makes the organization's RPL system client responsive?

6) What quality assurance elements are built into the RPL system?

7) In the RPL system, what are the practices and procedures involved in the evaluation of formal and informal learning acquired by foreign-trained individuals?

8) How does the RPL system promote transferability of recognized credentials?

Population

The target population for the study consisted of Canadian organizations that have in place promising RPL systems for foreign-trained individuals. Since the steering committee members were not aware of all provincial organizations that had RPL systems for foreign-trained individuals, they suggested using a research sample that consisted of 4-6 organizations in every province and 2-4 in every territory: a range of 50-80 organizations. The committee members suggested possible organizations and contact names. The researcher was to contact each organization and person suggested by the committee members to find out if a formal RPL System for foreign-trained individuals existed in the organization, and if it did exist, if the organization was willing to participate in the survey. Additionally, the researcher was to phone other organizations randomly (immigrant settlement agencies, professional organizations, regulatory bodies, educational institutions) and elicit the same information, until the researcher had a sample size within the range.

The researcher made over 150 calls during December 2005 and January 2006 inviting qualified organizations across Canada to participate in the research project. Two territories (Nunavut and Northwest) did not participate. According to Bruce Rigby of Nunavut (e-mail to the researcher), the territory currently does not have any specific body dedicated to evaluating foreign credentials but is currently developing a territory-wide approach to PLAR which will eventually take this area into account. The researcher spoke to representatives of several regulatory bodies in the Northwest Territories, who indicated that none performed assessments for foreign-trained individuals and they did not know of any RPL activities being done in the Northwest Territories.

The final sample size of organizations committed to participation was 41 and consisted of: British Columbia (5); Alberta (6); Saskatchewan (6); Manitoba (6); Ontario (6); Quebec (3); Nova Scotia (3); New Brunswick (3); Prince Edward Island (1); Newfoundland (1); Yukon (1).

Survey Instrument

The research project is a descriptive study. A mail survey questionnaire was developed to collect data for the study. The initial design of the survey was influenced by the First Nation Technical Institute's Adult Learning Focused Institution (ALFI) survey. The development of the survey began at a focus group session where the group (experts in the field of RPL) identified seven principles that an exemplary RPL system for foreign-trained individuals should be built on. Later, teams of focus group members, developed performance indicators for each principle. These performance indicators are exemplary practices that organizations could demonstrate in support of the principles.

The survey instrument was validated by the focus group members and pilot-tested by the steering committee members. The committee members were requested to note the following:
- Is each question measuring what it is intended to measure?
- Are there any ambiguities?
- Does any aspect of the questionnaire suggest bias on the part of the researcher?

After pilot-testing the survey individually, committee members met through teleconferencing to discuss the above questions. The process used to review each question was as follows: a question was read by the researcher and members discussed if the question was similarly interpreted by all, if the question measured what it was intended to measure, and if the question suggested any bias on the part of the researcher. If there was ambiguity, non-validity, or bias in any of the questions, corrective suggestions were made and noted by the researcher. Based on this review the format of the survey changed. Steering committee members felt that the survey was not time efficient because it required participants to explain how their organizations were demonstrating every performance indicator. It was suggested that response choices (performance details) including an "other" choice and a comment box be developed for each performance indicator. Committee members then discussed appropriate response choices for each performance indicator. The final draft of the survey was reviewed by the focus group members, the steering committee members and the research advisor, and final changes were made using their feedback.

The survey comprised a general information section and seven 'principle' sections (listed below as 1 through 8) that corresponded to the research questions of the study.
1. General Information
2. Transparency
3. Values
4. Pre-advising/ Counselling
5. Client Responsive
6. Quality Assurance
7. Evaluation/Measurement
8. Transferability

Section 1: General information had four questions: 1) name of the organization; 2) location of the organization; 3) type of community in which it is located; and 4) name and number of a contact person.

Sections 2 to Section 8 asked participants to show how their organizations reflected each performance indicator by selecting one or more appropriate performance details response choices.

Section 2: Transparency began with an explanation of the principle of transparency in a RPL System. Four performance indicators were listed as exemplary practices supporting the transparency principle. Each performance indicator had a comment box and a minimum of three response choices (performance details) and a maximum of nine response choices. The response choices range from close-ended to partially closed-ended to open-ended.
Section 3: Values began with an explanation of the principle of values in a RPL System. There were six values performance indicators listed as exemplary practices supporting this principle. Each performance indicator had a comment box and response choices ranging from three to eight. Response choices were close-ended with the exception of one partially close-ended.

Section 4: Pre-advising/ Counselling described what Pre-advising/ Counselling meant in a RPL System and went on to list eight performance indicators that demonstrated exemplary practice in the principle. Besides the comment box for each performance indicator, there was a minimum of

one response and a maximum of nine response choices. There were three partially close-ended response choices the rest were close-ended.

Section 5: Client-responsive described a client-responsive RPL System and then listed seven performance indicators that represented exemplary practices supporting this principle. Response choices for each performance indicator ranged from one to seven with four choices being close-ended and three partially open-ended. A comment box was available for each performance indicator.

Section 6: Quality Assurance explained how quality assurance could be reflected in a RPL System. Five performance indicators representing exemplary practices that supported this principle were listed. A comment box for each performance indicator gave participants the opportunity to include explanations. There were a minimum of two response choices and a maximum of seven; all were close-ended.

Section 7: Evaluation/ Measurement described the principle of evaluation/measurement in a RPL System. Eight performance indicators were listed as exemplary practices supporting this principle. Participants were given the opportunity to make comments on each performance indicator through the comment box. Each performance indicator varied in response choices—from one to ten. All were close-ended with one exception.

Section 8: Transferability explained transferability in a RPL System. Three performance indicators were listed as exemplary practices. Each performance indicator had five response choices that were all close-ended. However, a comment box was available for participants' use.

Data Collection

By February 3, 2006, the researcher had e-mailed 41 surveys with the corresponding cover letter and consent forms to organizations that had committed to participating in the survey. Each participant was requested to:

1. Read the consent form and preview the survey questionnaire

2. Sign one consent form

3. Fill out questionnaire completely (sections of the questionnaire may be completed by another person with more expertise in those sections)

4. E-mail the completed questionnaire, one signed consent form, and any relevant RPL material the responder wishes to send **OR**

   Mail the pre-paid, return-addressed envelope (which the researcher will send out if requested) containing the completed questionnaire, one signed consent form, and any relevant RPL material the responder wishes to send.

Two weeks later, thank you cards were sent to the five respondents who had returned the survey and reminder e-mails were sent to those who had not. Three weeks after the initial survey dissemination, 14 surveys were received. Thank you cards were sent to these respondents and a mixture of e-mails and informal telephone calls were made to non-respondents reminding them about the survey and asking if they needed clarification. During the fourth week after original survey e-mailing, nine more surveys were received and during the cut-off fifth and sixth week, the researcher received three more surveys. Four organizations chose to withdraw from the

survey with explanations such as "we do not do any of those things-just credential assessments," "time constraints due to other commitments" and "for reasons we cannot discuss, we decline participation." However, one of these organizations attempted to complete the survey but found it difficult as much of the RPL principles were not developed as yet. Instead, the respondent prepared a summary of what the organization did and attached a draft copy of an Occupational Fact Sheet. This information has been taken into account in the report. The other six non-respondents offered no explanation.

Final survey respondents totalled 32, distributed as follows: British Columbia (5); Alberta (3); Saskatchewan (2); Manitoba (6); Ontario (6); Quebec (3); Nova Scotia ((3); New Brunswick (2); Prince Edward Island (1); Newfoundland (1). (See Appendix B for a list of participating organizations).

Data Analysis

Organizations were grouped according to geographical locations and the received surveys were coded (to enhance researcher's objectivity) according to location and organization placement on the participants' list (See Appendix B). Personal names were not used in the report, only the names of the organizations. Upon completion of the study, all research material will be destroyed.

Data from the completed questionnaires were entered into tables. Blank entries were clarified through a telephone call to the contact person listed in the general information section of the survey. For each performance indicator, entries under the "other" response choice and under the comment box were entered below each table. The frequency and percentage distribution were calculated for responses that were either In Place (IP), Under Development (UD), Not Developed (ND), Yes (Y), or No (N). For descriptive data, descriptions/ explanations were transcribed exactly. (See Appendix C for a table for each question.)

To track key findings, implications and recommendations, the researcher used the headings from Section 2 to Section 8 as themes. Recurring topics, similar practices and unique practices were coded, sorted and then placed under appropriate headings in a logical order. These headings and coded data were then placed under each appropriate theme. Criteria used to select responding organizations with exemplary RPL assessment practices for foreign trained individuals were based primarily on:

*   Organizations having a credential assessment comparison component
*   Organizations having 7-9 assessment methods/ processes for assessing occupational knowledge, skills, and experience

In addition, responding organizations that demonstrated exemplary practices in each RPL principle were identified using the frequency of "In Place" performance indicators for each principle.

In this chapter, details of the design, population, survey instrument, data collection and data analysis were discussed. In the next chapter, the results of the study are revealed.

4.   Results

Thirty-two of the 41 organizations that originally committed to participating in the RPL survey ultimately responded, representing a response rate of 78 percent. *(NOTE: this is by no means an exhaustive list of organizations across Canada that have developed promising RPL [Joint PLAR/ QR] assessment practices within a supporting RPL system.)* The presentation of results will reflect the RPL principles in the research questions. Data will be ordered as follows:

1. Participating organizations with promising models of RPL systems for foreign-trained individuals, location, provincial or national representation, and community type
2. Transparency
3. Values
4. Pre-Advising/ Counselling
5. Client Responsiveness
6. Quality Assurance
7. Evaluation/Measurement
8. Transferability

**Participating Organizations with Promising Models of RPL systems
for Foreign-Trained Individuals**

Representatives of responding organizations that developed promising models of RPL systems for foreign-trained individuals were asked to identify: a) the organization, b) whether it was a provincial or national organization, and c) whether it was located in a large, small, or rural community. Responding organizations with promising models of RPL systems for foreign-trained individuals were as follows:

British Columbia
- Association of Professional Engineers and Geoscientists of BC (BC 1)
- College of Midwives of BC (BC 2)
- Certified General Accountants of BC (BC 3)
- College of Pharmacists (BC 4)
- College of Registered Psychiatric Nurses of BC (BC 5)

Alberta
- Calgary Catholic Immigration Society (AB 1)
- Mount Royal College Undergraduate Nursing Program (AB 2)
- Edmonton Mennonite Centre for Newcomers (AB 5)

Saskatchewan
- Saskatchewan Immigration Projects-Enhanced Language Training
  and Immigrant Internship Programs (SK 2)
- Saskatchewan Institute of Applied Science and Technology (SK 5)

Manitoba
- Cambrian Credit Union (MB 1)
- Early Childhood Education: Internationally Educated Qualifications Pilot (MB 2)

- Association of Licensed Practical Nursing (MB 3)
- Association of Occupational Therapists of Manitoba (MB 4)
- Internationally-Educated Engineer Qualification Program (MB 5)
- Manitoba Pharmaceutical Association (MB 6)

Ontario
- Canadian Aviation Maintenance Council (ON 1)
- Canadian Council of Professional Engineers (ON 2)
- Canadian Society for Medical Laboratory Science (ON 3)
- International Pharmacy Graduate Program–U of Toronto (ON 4)
- College of Physiotherapists (ON 5)
- International Midwifery Pre-Registration Program–Ryerson U (ON 6)

Quebec
- Conseil Interprofessionnel du Québec-Ordre des Chimistes du Québec (QC 1)
- École Polythenhique de Montreal (QC 2)
- Ministère de l'Éducation, du Loisir et du Sport (QC 3)

Nova Scotia
- Association of Professional Engineers of Nova Scotia (NS 1)
- Halifax Regional School Board-Canadian Connections Program (NS 2)
- New Beginnings Work Placement Program (NS 3)

New Brunswick
- Association of Professional Engineers and Geoscientists of New Brunswick (NB 1)
- New Brunswick Nursing Association (NB 2)

Prince Edward Island
- Workplace Education PEI (PE 1)

Newfoundland
- Association for New Canadians-MISA (NL 1)

Of the 32 respondents, 28 (88 percent) represented provincial organizations while four (12 percent) represented national organizations. Interestingly, all the national organizations were located in Ontario. Seventy-two percent of respondents considered the community in which they were located to be a large city centre and 28 percent (mostly Atlantic Provinces) said small city centre. One provincial organization's representative indicated that its organization served the large city centre, smaller cities and rural areas in that province.

Respondents for the next seven sections totalled 31. Although BC 3 did not complete the survey, the respondent sent information on the organization's role and a draft copy of its occupational fact sheet for foreign-trained professional accountants. Relevant information would be recorded in the Comment section of each Data Table (see Appendix C) and would be included as required in the rest of this report.

RPL Principle 1: Transparency

Providing Key Sources of Information

Respondents were asked to identify their organizations' key sources of information for foreign-trained individuals (See Table 2 below for overview of responses).

TABLE 2
Organizations' Key Sources of Information

Legend:
P = Province   I= In Place   U= Under Development   N= Not Developed

a=Canada Portal   c=Provincial Website   e=Organization's staff

b=National Website   d=Brochures

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	0	1	2	1	0	2	0	1	1	1	0	5	1	2	3	0	0	0	0	1	0	0	1	0	0	0	1	0	1	0
b	1	2	0	1	1	0	1	0	0	1	0	4	6	0	0	0	0	0	1	0	0	2	0	0	1	0	0	0	0	0
c	4	0	0	2	1	0	1	1	0	3	1	2	3	0	1	3	0	0	2	1	0	2	0	0	1	0	0	1	0	0
d	4	0	0	2	1	0	1	1	0	3	0	3	4	0	2	2	1	0	3	0	0	1	0	1	1	0	0	1	0	0
e	4	0	0	3	0	0	2	0	0	6	0	0	6	0	0	2	0	0	3	0	0	2	0	0	1	0	0	1	0	0

NAs are not recorded

Only three organizations (9.7 percent) of 31 (AB 1, MB 6, and ON 6) used *Going to Canada Portal* as a key source of information. Seven organizations or 22.6 percent of respondents (BC 1, SK 2, ON 2 and 4, NS 1, NB 3, and NL 1) were developing this option. The majority of respondents (45.2 percent) were not developing this option and 22.6 percent indicated that this option was not applicable.

Fourteen organizations, including the six responding ones in Ontario, used their national website as a key source of information. These organizations included BC 4, AB 1, SK 5, MB 6, ON 1, 2, 3, 4, 5, and 6, NS 1, NB 1 and 3, and PE 1. Provincial websites, brochures, and organizations' staff members were by far the more popular key sources of information. Seventy-one percent of respondents cited provincial websites and brochures as key sources of information and almost all respondents (96.8 percent) said that their staff members were key to the dissemination of information.

Other key sources of information identified were occupational fact sheets, information sessions, and self-assessment tools. One interesting source developed by NL 1 is a press kit for employers. The kit contains all NL 1's programs and services.

Providing Complete, Accurate and Up-to-date Information at Key Sources

Secondly, respondents were asked to identify the types of complete, accurate and up-to-date information that their organizations provided at the key sources (See Table 3 for an overview of responses).

TABLE 3
Types of Complete, Accurate and Up-to-date Information
that Organizations Provide

Legend:

P = Province   I= In Place   U= Under Development   N= Not Developed

a=Overview of occupation/program

b=Employment opportunities

c=Overview of RPL program including purpose, benefits, uses

d=FAQ section

e=Clear instructions for application and assessment

f=Links to other services and sources of information

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	4	0	0	3	0	0	2	0	0	6	0	0	5	0	1	2	0	0	2	1	0	0	0	1	1	0	0	0	1	0
b	2	0	0	3	0	0	1	1	0	3	0	0	2	1	3	2	0	0	1	0	1	0	0	1	0	0	1	1	0	0
c	2	0	2	3	0	0	1	1	0	3	1	1	5	0	1	3	0	0	2	0	1	2	0	0	1	0	0	0	0	0
d	2	1	1	2	1	0	1	1	0	1	0	5	4	1	1	1	0	1	1	0	1	0	0	2	0	1	0	1	0	0
e	4	0	0	3	0	0	1	1	0	6	0	0	4	2	0	3	0	0	2	0	1	2	0	0	0	1	0	0	0	0
f	4	0	0	2	1	0	2	0	0	5	0	1	4	1	1	3	0	0	2	1	0	0	0	2	1	0	0	0	1	0

NAs are not recorded

At the key sources, 25 (80.6 percent) of responding organizations provided a complete, accurate, and up-to-date overview of the occupation/ program and clear instructions for application and assessment processes, while two (6.5 percent) were developing such information. Twenty-three responding organizations (74.2 percent) provided links to other services and sources of information at their key sources and four responding organizations were developing this. An overview of the RPL process including its purpose, uses and benefits was provided at key sources by 21 responding organizations (67.7 percent) and only two responding organizations were developing this information for their key sources. The least-provided information at key sources was on employment opportunities (48.4 percent of responding organizations) and the FAQ sheets (42.0 percent of responding organizations).

Noteworthy were four surveyed organizations that provided all response choice items a-f at their key sources of information. These organizations were AB 1, SK 5, ON 6, and QC 2. Additionally, another four organizations indicated that five response items were in place at their key sources of information and one was not applicable (3-b, 1-d). These organizations were BC 2, MB 5, NS 1, NS 3. Noteworthy also were four responding organizations that had five response items in place at their key sources of information and one under development (2-d, 1-e, 1-f). These responding organizations were BC 1, AB 2, AB 5 and ON 1.

Providing Statements in Plain Language Outlining the Purpose, Steps and Uses of Each RPL Component

Thirdly, respondents were asked to identify components of their RPL System that had clear statements (plain language) describing the purpose, steps, and uses (where applicable) of the component identified (See Table 4 for an overview of responses).

TABLE 4
Organizations' RPL Components that Have Clear Statements
Describing the Purpose, Steps and Uses

Legend:

P = Province   I= In Place   U= Under Development   N= Not Developed

a=Website Component   e=Assessment Process Component

b=Advising Component   f=Support Programs Component

c=Application Component   g=Assessment Report Component

d=Registration Component   h=Gap/Bridging Component

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	4	0	0	3	0	0	1	1	0	2	2	2	4	1	1	2	0	0	2	1	0	2	0	0	0	0	1	0	0	0
b	4	0	0	3	0	0	2	0	0	4	0	2	4	2	0	3	0	0	2	0	1	2	0	0	0	1	0	1	0	0
c	4	0	0	3	0	0	1	0	0	5	0	1	4	2	0	3	0	0	2	0	1	2	0	0	0	1	0	0	0	0
d	4	0	0	3	0	0	1	0	0	5	0	1	5	1	0	2	0	0	2	0	1	2	0	0	0	0	1	1	0	0
e	4	0	0	3	0	0	2	0	0	4	1	1	4	2	0	3	0	0	2	0	1	2	0	0	0	1	0	0	0	0
f	3	0	1	2	1	0	2	0	0	4	0	2	3	2	1	2	0	0	2	1	0	1	0	1	1	0	0	1	0	0
g	4	0	0	3	0	0	2	0	0	3	1	2	4	2	0	3	0	0	2	0	1	2	0	0	0	0	1	0	0	0
h	2	0	0	2	1	0	1	1	0	3	1	2	3	2	0	3	0	0	1	1	0	1	0	1	1	0	0	0	0	0

NAs are not recorded

Between 20 (64.5 percent) and 25 (80.7 percent) responding organizations had clear statements of purpose, steps, and uses for RPL components a through g, while between one (3.2 percent) and five (16.1 percent) responding organizations were developing clear statements for the same components. Just over one-half of responding organizations (54.8 percent) had clearly stated the purpose, steps, and uses of the gap/ bridging component of their RPL System. Six (19.4 percent) were developing clear statements for this component. Noteworthy were nine responding organizations that clearly stated the purpose, steps, and uses for all components a through h. These organizations included BC 1, AB 1, AB 5, SK 5, MB 5, ON 6, QC 1, NS 1, and NB 3.

As well, recognition was noted for nine organizations that clearly stated the purpose, steps, and uses for seven of the eight RPL components. These organizations included BC 2 and 5, MB 2 and 3, ON 2, 3, and 5, QC 2, and NS 3. Other RPL components that were clearly explained included an examination component, a Law and Ethics component, and an appeal component. Interestingly, a few organizations have not reviewed information content through a plain language filter. Saskatchewan's Immigration Branch plans to implement a plain language policy which will guide work on website development and development of printed and electronic information resources.

Providing Assessment Reports Relevant to Foreign-Trained Clients' Needs

Finally, respondents were asked to identify whether their RPL assessment reports were relevant to the foreign-trained individuals' needs (See Table 5 for overview of results).

TABLE 5
Organizations that Provide Assessment Reports Relevant
to Foreign-Trained Clients' Needs

Legend:

P=Provincial   N=Not applicable   y=Yes   n=No

a=Reports are useful to the attainment of client's goal

b=Reports are written in plain language

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	y	n	N	y	n	N	y	n	N	y	n	N	y	n	N	y	n	N	y	n	N	y	n	N	y	n	N	y	n	N
a	3	0	1	3	0	0	2	0	0	4	2	0	6	0	0	2	0	1	2	0	1	2	0	0	0	1	0	0	0	1
b	3	0	1	3	0	0	2	0	0	4	2	0	5	1	0	2	0	1	2	0	1	2	0	0	0	1	0	0	0	1

NAs are not recorded

Twenty-four responding organizations (77.4 percent) issued assessment reports that were relevant to the attainment of the clients' goal and 23 of those organizations (74.2 percent) produced assessment reports that were written in plain language. The respondents who indicated "not applicable" were representing either regulated bodies whose assessments were done nationally or by different organizations, or settlement agencies that facilitate the assessment process by referrals to appropriate assessment bodies.

RPL Principle 2: Values

Documenting the RPL Mandate

In this section, respondents were asked to identify where their organizations documented their mandate to improve continually the accessibility, credibility and effectiveness of their RPL systems to meet the needs of foreign-trained clients. Fifteen responding organizations (48.3 percent) indicated that they had this mandate documented in the organization's mission statement, while 3.2 percent were developing this option. Responding organizations that indicated "not applicable" or "not developed" for this option were either regulatory bodies that are mandated by law to protect the public or the Ministry of Immigration/ Ministry of Education or settlement agencies.

The mandate to improve continually the accessibility, credibility and effectiveness of the RPL System to meet the needs of foreign-trained clients was more commonly found in responding organizations' strategic plans (20 organizations or 64.5 percent) and in responding organizations' goals (19 organizations or 61.3 percent). Three other responding organizations (9.7 percent) were developing both these options.

Providing Client-Centred Services

Next, respondents were to identify how their organizations demonstrated established values when providing client-centred services (See Table 6 for overview of results).

TABLE 6
Organizations that Provide Client-Centred Services

Legend:

P = Province   I= In Place   U= Under Development   N= Not Developed

a=Employs staff who are skilled at communicating with foreign-trained clients

b=Employs staff who can work with foreign-trained clients to clarify and establish the clients' desired RPL outcomes

c=Trains staff on accessing resource information and links available to clients

d=Responds to clients' needs, concerns, inquiries, and/or complaints in a respectful and bias-free manner

e= Responds to clients' needs, concerns, inquiries, and/or complaints in a timely manner

f=Provides a variety of ways for clients to access information and support services easily

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	4	0	0	3	0	0	1	1	0	4	0	2	5	1	0	3	0	0	2	1	0	2	0	0	0	1	0	1	0	0

b	4	0	0	3	0	0	2	0	0	4	0	2	5	1	0	3	0	0	2	1	0	2	0	0	0	1	0	1	0	0
c	4	0	0	2	1	0	2	0	0	5	0	1	4	1	1	2	0	0	2	1	0	2	0	0	0	0	1	1	0	0
d	4	0	0	3	0	0	2	0	0	6	0	0	6	0	0	2	0	0	3	0	0	2	0	0	1	0	0	1	0	0
e	4	0	0	3	0	0	2	0	0	6	0	0	6	0	0	3	0	0	3	0	0	2	0	0	0	1	0	1	0	0
f	4	0	0	3	0	0	2	0	0	4	1	1	5	0	1	2	0	0	2	1	0	2	0	0	0	1	0	1	0	0

NAs are not recorded

Thirty responding organizations (96.8 percent) indicated that they demonstrated their established client-centred values by responding to clients' needs, concerns, inquiries and/or complaints in not only a respectful and bias-free manner, but also in a timely manner. One responding organization (PE 1) was developing a time efficient process for responding to clients' needs, concerns, inquiries and/or complaints and QC 3 was not responsible for serving clients as the network of schools and professional orders did this.

Data analysis revealed four other less common ways that responding organizations demonstrated client-centered values. Employing staff who can work with foreign-trained clients to clarify and establish the clients' desired RPL outcome was selected by respondents from 26 organizations or 83.9 percent; three responding organizations were developing this way. Twenty-five organizations (80.2 percent) provided client-centred services by employing staff who are skilled at communication with foreign-trained clients and by providing a variety of ways for clients to access information and support services easily; four responding organizations were developing the former while three were developing the latter. Training staff on accessing resource information and links available to clients was another way in which 24 responding organizations (77.4 percent) were demonstrating client-centred services; three responding organizations were developing this training.

Analysis of comments revealed other RPL client-centred services provided for foreign-trained individuals including BC 1's customized outreach via seminars for foreign-trained engineers. The outreach is done according to background and geographic location. BC 1 also has formalized cooperation/ advisory agreements with groups of foreign-trained engineers and inter-professional groups who assist in developing improved access and training tools.

Mentorship was another client-centred service that some responding organizations (BC 1, MB 2, AB 5, NS 3) offered. In fact, AB 5 was developing an e-mentoring service. Many responding organizations offered foreign-trained clients various types of support services such as occupational sessions including employment counselling, referrals for low cost loans, language training, translation services, and immigration/settlement services. Finally, some organizations, in order to serve foreign-trained clients better, trained their staff in diversity, conflict resolution, and power dynamics.

Providing Information in Foreign-Trained Clients' First Language

The third *Values* performance indicator that participants were asked to respond to dealt with providing information in the foreign-trained client's first language. Data analysis of results shows that 10 of 31 responding organizations (32.3 percent) disseminated all RPL information in both English and French languages (AB 1, ON 1, 2, 3, and 5, QC 1 and 3, NS 3, NB 1 and 3). Four other organizations had all RPL information in English and some information available in French (BC 1 and 2, MB 5 and 6). Examples of information that was available in French included occupational fact sheets and the reference section of the RPL application form. Two

responding organizations (BC 2, AB 2) were developing all their RPL information in both official languages.

Over one-half of the responding organizations (54.8 percent) had RPL information available in English only while 6.5 percent (two responding organizations) have their RPL information available in French only. Noteworthy were the organizations that developed their RPL information in languages other than Canada's official English and French languages. For example, AB 2 have their RPL information available in 47 different languages; NS 3 are capable of offering information to foreign-trained clients in 32 different languages, ON 2's summary fact sheet is available in 10 languages; BC 2's occupational fact sheets are available in three languages, while the reference section of its RPL application form is available in five languages.

Delivering RPL Components to Foreign-Trained Individuals Prior to Immigration

Respondents were asked if their organizations supported the RPL Values Principle through the delivery of RPL components to foreign-trained individuals prior to immigration (See Table 7 below for an overview).

TABLE 7
Organizations that Deliver Components of Their RPL System to Foreign-Trained Individuals Prior to Immigration

Legend:

P = Province   I= In Place   U= Under Development   N= Not Developed

a=Delivers the application process

b=Delivers the registration component

c=Delivers the advising component

d=Delivers the assessment component

e= Delivers the assessment report component

f=Delivers the support programs component

g=Delivers the gap/bridging component

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	4	0	0	1	1	0	1	0	0	3	1	1	4	1	1	1	0	0	1	1	1	2	0	0	0	0	1	0	0	0
b	2	0	2	0	2	0	0	0	0	1	1	2	3	1	2	1	0	0	1	1	1	0	0	1	0	0	1	0	0	0
c	4	0	0	2	1	0	1	0	0	3	1	2	3	1	1	1	0	0	1	0	1	2	0	0	0	0	1	0	0	0
d	4	0	0	1	1	0	1	0	0	2	1	2	4	1	1	1	0	0	1	1	1	1	0	1	0	0	1	0	0	0
e	4	0	0	1	1	0	0	0	0	2	1	2	3	1	2	1	0	0	1	1	1	1	0	1	0	0	1	0	0	0
f	1	0	2	0	2	0	1	0	0	1	1	2	4	0	1	1	0	0	0	2	1	0	0	1	0	0	1	0	0	0
g	2	1	1	0	2	0	1	0	0	0	2	3	2	1	1	1	0	0	1	1	1	0	0	1	0	0	1	0	0	0

NAs are not recorded

Delivery of the application and advising components prior to immigration were the most common among responding organizations. Seventeen responding organizations (BC 1, 2, 4, and 5; AB 2; SK 5; MB 3, 4, and 5; ON 2, 3, 5, and 6, QC 1, NS 3, NB 1 and 3) allowed foreign-trained individuals to complete the application component while still overseas and four other organizations (AB 5, MB 2, ON 1, NS 1) were developing this option. Sixteen responding organizations (all of the above except MB 5) made the advising component accessible to foreign-trained individuals while they were still overseas. Three other participating organizations (AB 5, MB 2, ON 1) were developing this option.

Slightly less than one-half of respondents indicated that their organizations provided the assessment component (45.2 percent- BC 1, 2, 4, and 5, SK 5, MB 3 and 4, ON 2, 3, 5, and 6, QC 1, NS 3, NB 3) and assessment report component (38.7 percent- BC 1, 2, 4, and 5, MB 3 and 4, ON 2, 3, and 5, QC 1, NS 3, NB 3) to foreign-trained individuals while still in their home country. The same four participating organizations developing the application option were also developing the assessment and the assessment report components.

Approximately one-quarter of participating organizations had support programs (25.8 percent- BC 5, SK 5, MB 3, ON 1, 2, 3 and 5, QC 1), gap/ bridging programs (22.6 percent-BC 1 and 5, SK 5, ON 3 and 5, QC 1, NS 3), and the registration component (25.8 percent- BC 1 and 5, MB 3, ON 2, 3, and 5, QC 1, NS 3) available to foreign-trained individuals prior to immigration. The same four organizations that were developing the previous options (AB 5, MB 2, ON 1, NS 1) were also developing support programs (add AB 2), gap/ bridging programs (add NS 3) and registration component (add BC 2, AB 2, MB 4) for delivery to foreign-trained individuals prior to immigration.

Analysis of the comments revealed some innovative practices delivered to foreign-trained individuals prior to immigration. For example, BC 2 allowed foreign-trained individuals to submit "portfolio applications" which are assessed in BC. If successful, individuals must come to Vancouver to take the competency exams and complete a supervised practice. If unsuccessful, candidates may take gap training while still overseas. BC 2 is seeking funding to develop courses that could be taken overseas. Another innovative practice is offered by BC 3. CGA Canada offered the CGA program in several Caribbean countries and China (including Hong Kong). This allowed foreign-trained individuals in these countries to be assessed and, if required, to complete gap training, the required Bachelor's degree and two years of professional experience prior to coming to Canada.

Offering RPL Processes that Are Affordable for Foreign-Trained Individuals

Participants were asked if their organizations offered affordable RPL processes to foreign-trained individuals (See Table 8 below).

TABLE 8
Organizations' Cost Structure for Foreign-Trained Individuals

Legend:
P = Province   I= In Place   U= Under Development   N= Not Developed

a=Cost is subsidized

b=Cost is absorbed

c=Other financial options offered

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	2	0	2	0	0	0	0	0	1	2	0	2	2	1	3	1	0	2	1	1	1	0	0	1	0	0	1	0	0	0
b	1	0	3	3	0	0	0	0	1	1	0	3	1	0	5	2	0	1	1	0	2	0	0	1	0	0	1	0	0	0
c	1	0	2	1	0	0	1	0	0	2	0	2	2	1	2	2	0	0	0	0	1	0	0	1	0	0	1	0	0	0

NAs are not recorded

Eight responding organizations (BC 2 and 5, MB 2 and 5, ON 4 and 6, QC 2, NS 3) subsidized the cost of RPL processes, and two (ON 1, NS 2) were developing this option. BC 2 indicated that subsidization was accomplished using its registration fees. MB 2 commented that although the cost of the program was free, if participants were unemployed in the ECE field, an ECE work placement and a salary was provided. It is the salary that was subsidized—60 percent from project funds and 40 percent from the work placement employer. MB 5 indicated that 75-100 percent of university tuition/ book costs were subsidized by the Province of Manitoba; in addition, foreign-trained individuals can be subsidized for RPL costs through the Provincial Credential Recognition Program. Interestingly, ON 4 offered subsidized RPL costs by partnering with employers; ON 6 and QC 2 offered the same, but the former partnered with the Ontario Government while the latter partnered with Emploi Québec. Like ON 4, NS 3 had partnered with employers to offer foreign-trained individuals work placements free of charge.

Results showed that nine responding organizations (BC 5, AB 1, 2, and 5, MB 2, ON 3, QC 1and 3, NS 3) had all costs absorbed through a variety of arrangements. For example, BC 5's RPL costs were covered by the Nursing Directorate, BC Ministry of Health. Alberta organizations were fully funded (all RPL costs absorbed) by different groups—AB 1 by Provincial and Federal Governments, AB 2 by Mount Royal College Undergraduate Nursing Department, and AB 5 by Alberta Human Resources and Employment. MB 2 was fully funded by Immigration Settlement Services and Manitoba Child Care Program. ON 3's RPL costs were covered by membership dues. QC 1 had only their self-assessment free of charge, while QC 3's RPL costs for vocational and technical training was covered by the Ministry of Education. NS 3 and host employers absorbed all RPL costs. Thirteen responding organizations, mostly regulatory bodies (10) and educational institutions (3), performed RPL activities on a fee-for-service basis.

Financial information that responding organizations disseminated to their foreign-trained clients included special loans (VanCity loans available for immigrants involved in RPL, federal and provincial student loans, Ryerson University financial aid, and low interest bank loans) and bursaries and scholarships from industry, educational institutions and special interest groups such as The Maytree Foundation and Calgary Mennonite Society. NS 2 made an interesting but important observation: Financial institutions are not willing to assist the foreign-trained professional in their early stages of settlement unless financial credit is established prior to coming to Canada, or financial savings and an established credit rating in Canada can be verified. Unfortunately, it could take between 8-12 months to establish credit ratings, depending on how soon employment could be gained.

Designing the RPL System to Enable Foreign-Trained Individuals to Make Informed Career Decisions

Respondents were asked if their organizations' RPL systems were designed to enable foreign-trained individuals to make informed career decisions. Data analysis showed that 23 responding organizations' RPL systems allowed foreign-trained individuals to decide if they were ready for employment in their field of practice; some of these organizations provided self-assessments to assist potential applicants in deciding if they were likely to be successful in the RPL process (See Table 9 below).

TABLE 9
Organizations' RPL systems that Allow Foreign-Trained Individuals to Make Informed Career Decisions

Legend:

P = Province   y = Yes   n = No   N= Not Applicable

The System allows foreign-trained individuals to decide:

a=If they are ready for employment in their field of practice

b=If they need additional studies

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	y	n	N	y	n	N	y	n	N	y	n	N	y	n	N	y	n	N	y	n	N	y	n	N	y	n	N	y	n	N
a	3	1	0	3	0	0	2	0	0	4	2	0	5	0	1	2	0	1	2	1	0	1	1	0	0	1	0	1	0	0
b	4	0	0	3	0	0	2	0	0	4	2	0	5	1	0	3	0	0	2	1	0	1	1	0	0	1	0	1	0	0

NAs are not recorded

Six respondents (BC 1, MB 1and 6, NS 2, NB 1, PE 1), four of which represented regulatory/ certifying bodies, reported that their organizations did not allow foreign-trained individuals to make decisions regarding readiness for employment.
Twenty-five responding organizations' RPL system allowed foreign-trained individuals to decide if they needed additional studies while six respondents (ON 2, MB 1and 6, NS 2, NB 1, PE 1) indicated that their organizations' RPL systems did not. ON 6 made an interesting comment regarding Canadian experience—foreign-trained individuals still have to have a three-month clinical placement; otherwise, they would have no Canadian experience, and it would be nearly impossible for them to be hired.

RPL Principle 3: Pre-advising/ Counselling

Training RPL Advisors/ Counsellors

In this section, respondents were asked if their organizations trained their RPL advisors/ counsellors in their role and functions when serving foreign-trained individuals. The majority (71 percent) confirmed that training for RPL advisors/ counsellors was in place, while 22.6 percent indicated that their organizations did not train their RPL advisors/ counsellors in their role and functions when serving foreign-trained individuals (See Figure 2 below).

FIGURE 2: Percentage Distribution of Organizations with or without RPL Training
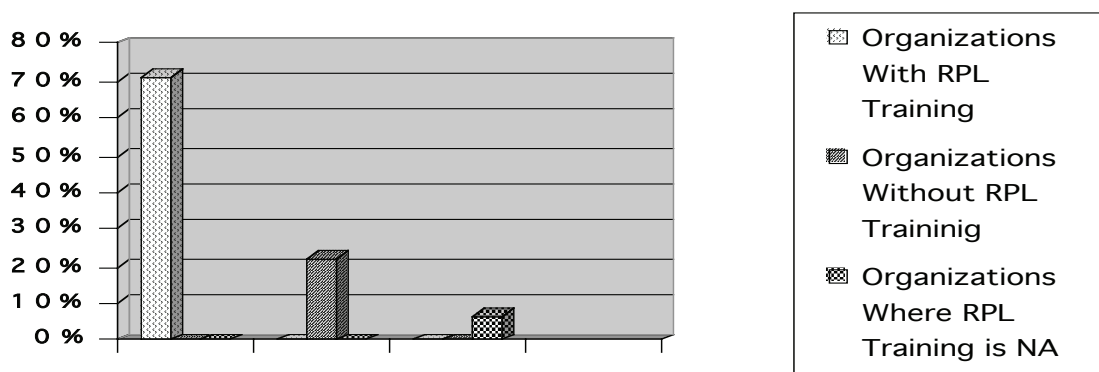
Some common topics in RPL training workshops included procedures and protocols of the RPL process including qualifications recognition and prior learning assessments, orientation to the advising/counselling process including employment counselling, diversity training, and mentorship.

Maintaining Websites with Up-to-date Information on Resources

Respondents were asked if their organizations maintained their websites with up-to date information on resources for foreign-trained individuals. Their responses (See Table 13 in Appendix C) indicate that 74.2 percent or twenty-three responding organizations (See Figure 3 below) maintained information for foreign-trained individuals on their websites.

**FIGURE 3: Percent Distribution of Organizations that Maintain
or Do Not Maintain Website Information**
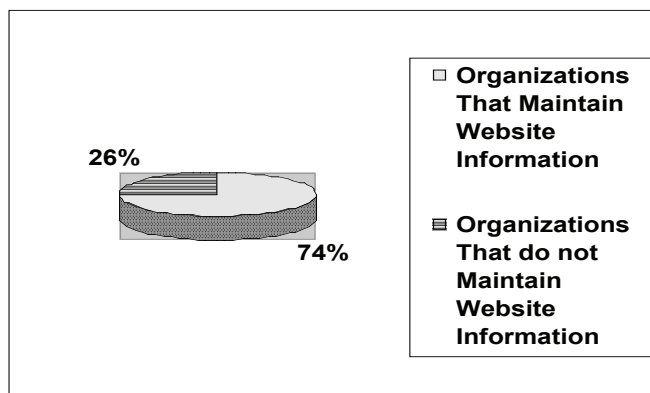
Analysis of comments indicated the types of website information that would be updated, deleted, or added. These include links to RPL processes including the application and registration process, partners, employers, support services, training options, contact information, policy changes, and advising/counselling. Interestingly, Saskatchewan Immigration Branch indicated that they were mainly responsible for maintaining the SK Portal, but other departments such as Health and external agencies such as regulatory bodies were responsible for maintaining their relevant sites. Additionally, ON 5 indicated that they did not put much information about RPL on their website since RPL is only available after the credentialing process. The ON 5 respondent indicated that the organization once tried putting RPL information on the website and many individuals started by applying for RPL instead of the credentialing process.

Providing Multiple Points of Access for Pre-Advising/ Counselling Services

Survey participants were asked if their organizations provided foreign-trained individuals with multiple points of access for RPL pre-advising/ counselling services. Responses indicated that 15 of 31 organizations (48.4 percent-BC 1and 2, AB 1 and 2, SK 5, MB 2 and 3, ON 2 and 6, QC 1and 2, NS 3, NB 1and 3, PE 1) had multiple points of access such as online, e-mail, telephone, and in-person, for RPL pre-advising/ counselling services. Five responding organizations (MB 4, 5, and 6, ON 4 and 5) had all but online access for their RPL pre-advising/ counselling services. AB 5 had telephone and in-person access to RPL pre-advising/ counselling services and was developing on-line and e-mail access. Settlement agencies such as SK 2 and NL 1 had only in-person access. Three respondents of regulated professions (BC 4 and 5, NS 1) did not have points of access for pre-advising/ counselling services.

Comment analysis revealed other points of access for RPL pre-advising/ counselling services. BC 1used seminars while AB 5 and MB 5 used information sessions. MB 3 mails out copies of documents to applicants requesting additional information.

Providing Advising Services

Survey respondents were asked if their organizations provided advising services to foreign-trained individuals. The majority of respondents (See Table 15 in Appendix C) affirmed that their organizations did so, while five responding organizations (BC 5, QC 3, NS 1, NB 1, PE 1) did not (See Figure 4). Interestingly, three of these five organizations represented regulated professions and two represented vocational/technical training.

FIGURE 4: Percentage Distribution of Organizations that Have Advising Services for Foreign-Trained Individuals
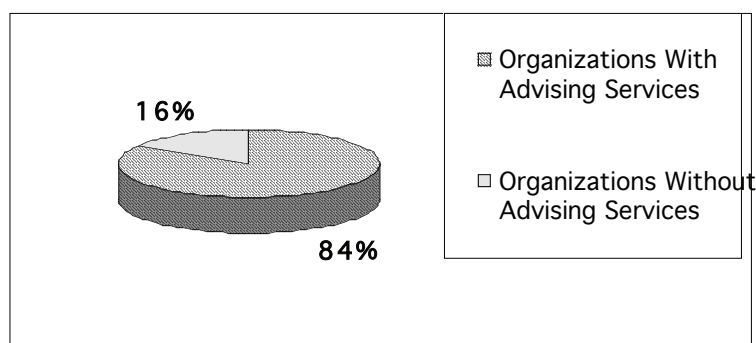
Comment analysis revealed that responding organizations advised foreign-trained individuals on a variety of matters. For example, five responding organizations (BC 4, MB 6, ON 2, NS 1, NB 3) that involved regulated professions provided counselling regarding licensure/ registration. Although BC 1 is also a regulatory body, it has one point of contact (help desk) for all first-time emails or visits. BC 4 and ON 5 are similar bodies, but they provide advising services a) to guide foreign-trained individuals in making decisions about their readiness for RPL assessments, b) to ensure foreign-trained individuals submit complete applications, and c) to disseminate logistical information about all parts of the RPL process. Additionally, ON 5 works with foreign-trained clients to design agreed-upon career plans that would bring foreign training to Canadian standards.

Interestingly, all responding organizations in Quebec (QC 1, 2, and 3) provided advising services through associated partners such as Emploi- Québec, community organizations, and school networks. In industry such as MB 1, supervisors and managers are selected to work with and advise foreign-trained individuals. Other organizations counselled foreign-trained individuals on language needs, careers, gap/ bridging programs, regulatory bodies, professional associations, and personal issues and often referred clients to these organizations as required.

Providing Foreign-Trained Individuals with a Pre-screening Self-assessment Tool

Respondents were asked if their organizations had developed a pre-screening, self-assessment tool. Analysis of data (See Table 16 in Appendix C) showed that less than one-half (32.3 percent) of responding organizations had developed a print-based pre-screening, self-assessment tool. These included BC 2, AB 5, SK 5, MB 2 and5, ON 3, 4, and 6, NS 3, and NL 1. Only two responding organizations (BC 4, ON 1) were developing this option. An on-line pre-screening, self-assessment tool was available from BC 1, AB 2, SK 5, MB 5, ON 3, 4, and 6, QC 1, and NB

3, while BC 2 and 4, AB 5, MB 2, and ON 1 were developing this on-line option. Noteworthy were five organizations (SK 5, MB 5, ON 3 and 4, ON 6) that had both print-based and on-line pre-screening, self-assessment tools available to foreign-trained individuals.

According to comments made by respondents, BC 2 is developing an innovative interactive self-assessment tool on its national website, while SK 2 already has candidate guides which list learning outcomes and skills required with a self-audit to determine RPL eligibility prior to assessments. ON 3's pre-screening, self-assessment tool is known as a Personal Competency Rating Booklet. Interestingly, QC 1 noted that their self-assessment tool could be used as a pre-screening tool, but that was not the purpose. Its purpose is to allow individuals to decide whether or not to go through the RPL process. If individuals decided to pursue RPL, "results" will show gaps, if any, with the required standards. Individuals at this point can still decide to go through the next step or stop. Finally, PE 1 has indicated that its organization will develop pre-screening, self-assessment tools in print and on-line for 14 most common apprenticeable trades on PEI.

Offering Post-assessment Counselling to Foreign-Trained Individuals

Survey participants were asked if their organization offered post-assessment counselling to foreign-trained individuals (See results in Table 10).

TABLE 10
Organizations that Offered Post-assessment Counselling
to Foreign-Trained Individuals

Legend:

P = Province   I = In Place   Y = Under Development   N= Not Developed

a=Describes to clients in plain language how their qualifications compare with their Canadian
    counterparts

b=If required, explains to clients in plain language the specific gaps they need to fill to attain
    equivalency

c=Offers expert advice on programs and support services available to fill gaps

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	3	0	0	3	0	0	1	0	0	3	1	2	4	1	0	2	0	0	1	0	1	2	0	0	0	0	1	1	0	0
b	3	0	0	3	0	0	1	0	0	4	1	1	4	1	0	2	0	0	1	0	1	2	0	0	0	0	1	1	0	0
c	3	0	0	3	0	0	1	0	0	3	2	1	4	1	0	2	0	0	1	0	1	2	0	0	1	0	0	1	0	0

NAs are not recorded

The table above shows 20 responding organizations (BC 1, 2, 5; AB 1, 2, 5; SK 5; MB 2, 3, 6; ON 1, 4, 5, 6; QC 1, 2; NS 3; NB 1, 3; NL 1) had option 'a' (describing to clients how their qualifications compared with their Canadian counterpart) in place, while two (MB 4, ON 1) had it under development. Respondents from 21 organizations (all of the above 20 organizations plus MB 5) confirmed that foreign-trained clients were given, if required, explanations in plain language about specific gaps they needed to fill to attain equivalency and offered expert advice on programs/ support services that were available to fill gaps. The same two organizations that were developing option 'a' were also developing these options.

Noteworthy were the 19 organizations that had all options in place; these included BC 1, 2, and 5; AB 1, 2, and 5; SK 5; MB 2 and 3; ON 2, 4, 5, and 6; QC 1 and 2; NS 3; NB 1 and 3; and NL 1. As mentioned before, two organizations were developing all options—MB 4 and ON 1. Three organizations involved in regulated professions and two settlement agencies indicated that this performance indicator was not applicable to them. The former indicated that other organizations performed the assessment, and gap identification and post-assessment counselling.

Interesting to note was the comment from BC2—there are unfortunately very few bridging programs or supports available to those who are not successful, so ability to refer is limited. The organization is in the process of developing its own bridging program to have more success and fill gaps in education and clinical experience. Another item of interest is SK 2's ELT/IIP programs which assisted foreign-trained individuals in identifying transferable competencies for the SK labour market; identification of transferable competencies gives clients a wider career scope to consider. SK 5 is involved in expanding its credentialing capabilities in-house via a pilot project which involves landed immigrants and Canadians with international credentials. Only one organization, ON 6, mentioned that their material was not put through a "plain language" filter.

Making Referrals to More Appropriate Services

Respondents were asked if their organizations made referrals to more appropriate services if foreign-trained clients' needs did not fit with the organization's mandate (See results in Table 18 in Appendix C). Data analysis indicated that 20 responding organizations (BC 1 and 2; AB 1, 2, and 5; SK 2 and 5; MB 2, 3, and 5; ON 1, 4, 5, and 6; QC 1, 2, and 3; NS 3; NB 1 and 3) clearly identified the client's purpose for using its RPL System and then determined if the client's purpose could be accomplished using the system. Three responding organizations (ON 1, NS 2, and PE1) were developing the first performance detail, while only ON 1 and NS 2 were developing the latter. (See Table 11).

TABLE 11
Organizations that Made Referrals to More Appropriate Services

Legend:

P = Province   I = In Place   U = Under Development   N= Not Developed

a=Identifies clearly the client's purpose for using the organization's RPL System

b=Determines if the purpose can be accomplished using the organization's RPL System

c=If required, gives client the more appropriate line, phones the more appropriate service, and makes appointment for the client

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	2	0	1	3	0	0	2	0	0	3	0	2	4	1	0	3	0	0	1	1	0	2	0	0	0	1	0	0	0	0
b	2	0	1	3	0	0	2	0	0	3	0	1	4	1	0	3	0	0	1	1	0	2	0	0	0	0	1	0	0	0
c	1	0	2	2	0	1	2	0	0	3	0	1	4	1	0	1	0	1	3	0	0	2	0	0	1	0	0	1	0	0

NAs are not recorded

Twenty responding organizations (BC 1; AB 1and 5; SK 2 and 5; MB 2, 3, and 5; ON 1, 4, 5, and 6; QC 1; NS 1, 2, and 3; NB 1 and 3; PE 1; NL 1) indicated that, if required, they gave the client the more appropriate link, phoned the more appropriate service and made the appointment for the client. One respondent clarified what the organization did—we give the client the name of the contact organization, but we do not feel it is our role to call for them.

According to the comment analysis, referrals to more appropriate services could include referrals to credentialing agencies, regulatory bodies, post-secondary institutions (for credential assessments and gap/bridging upgrading), counselling services, and settlement agencies.

Developing Relationships to Enhance Communication and Information Exchange

Respondents were asked to identify the external groups with whom their organizations had developed relationships in order to enhance communication and information exchange (See Table 19 in Appendix C). Analysis of responses revealed that over two-thirds of responding organizations developed relationships with at least four external groups (See Table 12).

TABLE 12
Organizations that Developed Relationships with External Service Groups to Enhance Communication and Information Exchange

Legend:

P = Province   I= In Place   U= Under Development   N= Not Developed

a=Immigrant serving agencies

b=Citizenship and Immigration representative

c=Provincial Government representative

d=HRSDC representative

e= Regulating/certifying bodies

f=Non-regulated professional associations

g=Educational institutions

h=Business and industry

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	2	0	2	3	0	0	1	0	1	5	0	1	3	2	1	2	0	0	3	0	0	1	0	1	1	0	0	0	0	0
b	1	1	2	2	1	0	2	0	0	3	0	3	3	2	1	2	0	0	2	0	0	1	0	1	1	0	0	1	0	0
c	2	0	2	3	0	0	2	0	0	5	0	1	3	1	2	3	0	0	1	1	0	1	0	1	1	0	0	1	0	0
d	2	0	2	3	0	0	1	0	0	1	3	2	6	0	0	0	0	2	1	0	1	1	0	1	1	0	0	1	0	0
e	3	0	1	3	0	0	0	1	1	4	0	1	6	0	0	2	0	0	1	1	0	2	0	0	1	0	0	1	0	0
f	2	0	2	2	0	1	0	1	1	4	0	1	4	0	2	0	0	2	1	0	1	1	0	1	1	0	0	1	0	0
g	4	0	0	3	0	0	1	1	0	3	1	2	5	0	1	2	0	1	1	0	1	2	0	0	1	0	0	1	0	0
h	1	0	1	2	1	0	1	1	0	3	2	1	4	0	2	1	0	1	1	0	1	1	0	1	1	0	0	0	0	0

NAs are not recorded

For example, 23 responding organizations (74 2 percent) developed relationships with regulating/ certifying bodies; these organizations were BC 1, 2, and 5; AB 1, 2, and 5; MB 2, 3, 5, and 6; ON 1, 2, 3, 4, 5, and 6; QC 1 and 2; NS 3; NB 1 and 3; PE 1 and NL 1. Twenty-three responding organizations also developed relationships with educational institutions. These organizations included all responding organizations from BC and AB; SK 5, MB 3, 5, and 6; all from ON except ON 3; QC 1 and 3; NS 3; NB 1 and 3; PE 1 and NL 1. SK 2 was in the process of developing relationships with both external groups. Seventy-one percent of responding organizations had developed relationships with their provincial government representatives while 67.7 percent developed relationships with immigrant serving agencies in their respective provinces. Responding organizations that had developed both these relationships were BC 1 and 2; all in AB, SK 2; MB 1, 4, 5, and 6; ON 4 and 6; all in QC; NS 3; NB 1; and PE 1.

Approximately one-half of responding organizations (15-18 organizations) had developed relationships with Citizenship and Immigration representatives (58.1 percent), with HRSDC representatives (54.8 percent), with non-regulated professional associations (51.6 percent), and with business and industry (48.8 percent). Four responding organizations (BC 2, AB 2, ON 1 and 5) were developing a relationship with Citizen and Immigration representatives; three (MB 2, 4, and 5) were developing a relationship with HRSDC representatives, one (SK 2) was developing a relationship with non-regulated professional associations, and four (AB 2, SK 2, MB 2 and 4) were developing a relationship with business and industry. Noteworthy were the nine responding organizations that had relationships built up with all external services groups; the organizations were BC 1; AB 1 and 5; MB 6; ON 4 and 6; NS 3; NB 1; PE 1 and NL 1.

Comment analysis revealed that many responding organizations had developed other relationships worth mentioning. For example, BC 1 had developed relationships with credentials evaluation services and societies offering networking and social opportunities within the occupation. BC 2 had developed relationships with multi-stakeholder initiatives such as the Employment Access for Skilled Immigrants and BC Regulators for Access. This organization was also the host agency for the Canadian Midwifery Regulators Consortium's project entitled *National Midwifery Assessment Strategy.* Common relationships that responding organizations mentioned were with provincial governments, community agencies, employers, settlement agencies, and other provincial/ territorial regulators.

RPL Principle 4: Client-Responsive

Designing a RPL System for Quick Integration of Foreign-Trained Individuals Into the Labour Market

Participants were asked to identify external groups with whom their organizations collaborated when designing their RPL System to be used for quick integration of foreign-trained individuals into the labour market (See Table 20 in Appendix C for detailed results).

FIGURE 5: Percentage Distribution of Organizations that Collaborated/ Did Not Collaborate with External Agencies When Designing Their RPL System
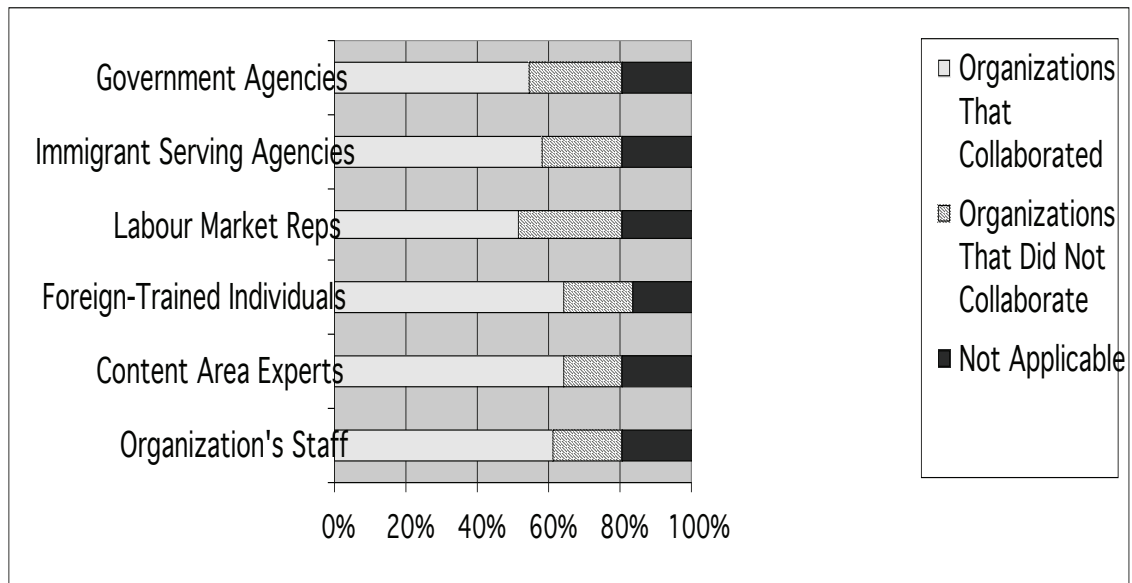
Figure 5 shows collaboration with content area experts and foreign-trained individuals were most common among 20 organizations (64.5 percent). These organizations included BC 2 and 4; AB 1, 2, and 5; SK 2; MB 1, 2, 4, and 5; ON 1, 2, 3, 4, 5, and 6; NB 3; and NL 1. MB 3 and QC 1 indicated collaboration with content area experts but not with foreign-trained individuals, while NS 3 did the opposite; QC 3 collaborated only with foreign-trained individuals.

Slightly less responding organizations (61.3 percent) collaborated with staff members and 58.1 percent collaborated with immigrant serving agencies. These organizations were BC 2; AB 1, 2, and 5; SK 2; MB 1, 2, 3, and 5; ON 1, 2, 3, and 6; NS 3; and NL1. BC 4, MB 4, ON 5, and NB 3 all indicated that they collaborated with their staff members but not with immigrant serving agencies, while ON 4, QC 1and NB 1 indicated the opposite.

Slightly over one-half of responding organizations collaborated with government agencies (54.8 percent) and with labour market representatives (51.6 percent). These organizations include BC 2; AB 1, 2, and 5; SK 2; MB 2 and 5; ON 1, 2, 3, 4, and 6; QC 1; NS 3; NB 1 and NL 1. MB 1 indicated that it collaborated with government agencies but not with labour market representatives.

Noteworthy were the responding organizations that collaborated with multi-stakeholders; these organizations were BC 2; AB 1, 2, and 5; SK 2; MB 2 and 5; ON 1, 2, 3, and 6; and NL 1. The organizations that indicated all "no" or all "NA" were with ones involved with regulated/ certified professions or education.

Some organizations attribute the efficiency of their program and the alleviation of labour pressure to collaboration. For example, MB 2 had a relatively time-effective program—there is opportunity to provide a shorter or longer timeframe depending on the needs of the participants. Similarly, ON 6 indicated that it offered a fast track for qualified professionals in the bridging program. An important aspect of NS 3's program was giving host employers the opportunity to review and assess foreign-trained individuals' prior learning and skills sets. PE 1 reported that it was undergoing extensive collaboration with external groups to ensure that the RPL System they set up is efficient in moving foreign-trained individuals into the labour market. Finally, ON 3's focus for collaboration was the alleviation of health human resource shortages. ON 3 discussed this issue with other bridging programs, provincial and federal governments. In addition, this organization was addressing feedback from key stakeholders such as professional regulators, associations, process clients, employers, bridging programs etc.

Integrating the RPL System's Procedures into the General Operating Principles of the Organization

Respondents were asked if the procedures of their organizations' RPL System were integrated into the general operating procedures of the organizations in order to assist in seamless transitions. Analysis of responses (See Table 21 in Appendix C) indicates that over two-thirds of responding organizations had this type of integration for seamless transitions (See Figure 6).

FIGURE 6: Percentage Distribution of Organizations with or without Integrated Procedures
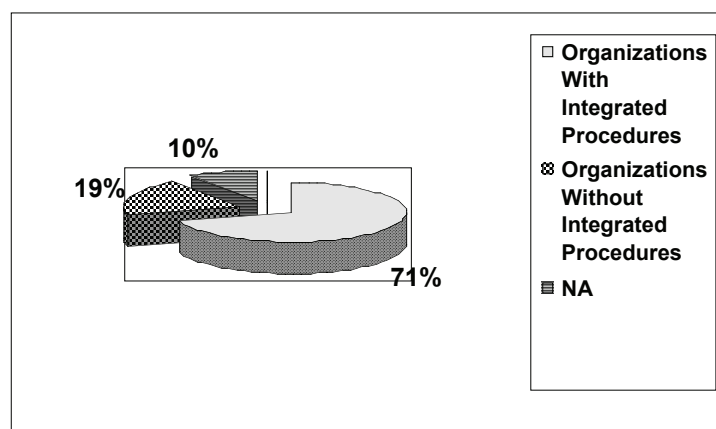
According to Figure 6, 71 percent of responding organizations integrated procedures of the RPL System with their organizations' general operating procedures; these organizations included BC 1, 2, and 4; AB 1, 2, and 5; SK 5; MB 1, 2, 3, 4, and 6; ON 1, 2, 3, 5, and 6; QC 1 and 2; NS 1 and 3; and NB 1. Nineteen percent of respondents indicated that their organizations did not have integrated procedures and 10 percent indicated "not applicable." These last two groups of organizations were either involved with regulated/ certified professions or settlement agencies.

Analysis of the comments revealed some interesting ones that linked procedural integration with strong commitment to RPL. For example, BC 1 commented that integration is one of the primary

mandates of the organization, while BC 2 indicated that RPL was a critical part of the operation. AB 1 had under one roof all its services and programs: Resettlement, Employment, Training, Community Development, and Integration Services, while AB 2 had the assessment centre as part of the program. AB 5 reported that their counsellors smoothly transitioned clients to appropriate programs or to employment/ settlement services. SK 5's 10-step PLAR process was fully integrated with the organization's access, counselling and registration departments. MB1 had its Immigration Integration Program fully integrated into the business' operating procedures. MB 2 integrated its RPL program procedures with operational procedures of the regulatory body and the workplace to allow for seamless transition. MB 3 reported that staff working with credential assessment was also responsible for the registration process. ON 6's PLA process was the admission process for the program and QC 1's on-line enrolment was fully integrated with its new membership request module.

Two organizations (MB 5 and NS 2) mentioned that funding was a barrier to implementing a fully integrated RPL System. Finally, ON 1 and PE 1 were in the process of developing a fully integrated RPL System.

Using Innovative Strategies to Ensure Sustainability of the RPL System

The most common partners that responding organizations worked with to maintain sustainability of their RPL systems were educational institutions (67.7 percent) and provincial governments (61.3 percent). Organizations that worked with both groups included BC 1, 2, and 5; AB 1, 2, and 5; SK 5; MB 1, 5, and 6; ON 4 and 6; QC 1, 2, and 3; and NS 1 and 3. BC 4, ON 2, and ON 5 worked with educational institutions but not with provincial governments, while SK 2 and MB 2 did the opposite. MB 3 already had partnership with educational institutions but was developing partnership with the provincial government. ON1 was developing partnerships with both groups.

Sixteen responding organizations (51.6 percent) worked with both regulatory/ certifying bodies in other provinces and business and industry. Organizations that partnered with both these groups included BC 1and 5; AB 1, 2, and 5; MB 2 and 5; ON 2 and 4; and NS 1and 3. BC 2, MB 3, ON 5, and QC 2 partnered with regulatory/ certifying bodies in other provinces but not with business and industry, while MB 1, ON 6, and QC 1 did the opposite. SK 5 and QC 3 already partnered with business and industry and were developing partnership with regulatory/ certifying bodies in other provinces, while MB 6 did the opposite. ON 1 was developing partnerships with both groups, while NB 1 was developing partnerships with only regulatory/ certifying bodies in other provinces.

Only 12 responding organizations (38.7 percent) developed partnerships with assessment agencies. These organizations were BC 1 and 5; AB 1, 2, and 5; MB 3; ON 2, 4, 5, and 6; and NS 1 and 3. SK 5, MB 6, ON 1, and QC 3 were developing this partnership. Interestingly, organizations that responded with four or five "no" or "NA" were involved with either regulated/ certified professions/trades or were settlement agencies. Noteworthy were responding organizations that were actively partnering with multi-stakeholders to sustain their RPL systems; these organizations included BC1 and 5; AB 1, 2, and5; ON 4, and NS 1 and 3.

Analysis of comments revealed that BC 1 partnered with other groups for pilot projects, advisory committees, internships, etc. BC2 indicated that it partnered with the provincial government to develop its RPL (PLEA) program and hoped to renew the partnership to develop a bridging

program. The organization worked with its inter-provincial members to develop The National Midwifery Assessment Strategy to maintain sustainability. SK 2 reported that it worked with both levels of government to ensure sustainability, while MB 4 explained that its sustainability was dependent on annual registration fees. ON 1 indicated that it consulted with its steering and validation committees and with public and industry stakeholders to develop innovative strategies for sustainability. Interesting to note are the comments by both ON 2 and 5 that national bodies do not partner with provincial organizations, only the constituent members. Finally, ON 6 partnered with a four-year degree program in Midwifery (OMEP).

Allocating Adequate Resources to Ensure the RPL System Meets the Changing Needs of Diverse Foreign-Trained Individuals

Participants were asked if their organizations allocated adequate resources to ensure that their RPL systems meet the changing needs of diverse foreign-trained individuals. As shown in Figure 7 below, the majority of responding organizations (61 percent) did allocate adequate resources to ensure that their RPL System can meet the changing needs of foreign-trained individuals. These organizations included BC 1, 2, and 5; AB 1, 2, and5; SK 2 and 5; MB 1, 2 and 6; ON 1, 2, 3, 5, and 6; QC 1 and 2; and NS 1. The 29 percent that did not were mostly organizations that were involved with regulated/ certified professions/trades, and two of the three organizations that reported NA were settlement agencies (See Table 23 in Appendix C).

FIGURE 7: Percentage Distribution of Organizations that Allocated or did not Allocate Resources
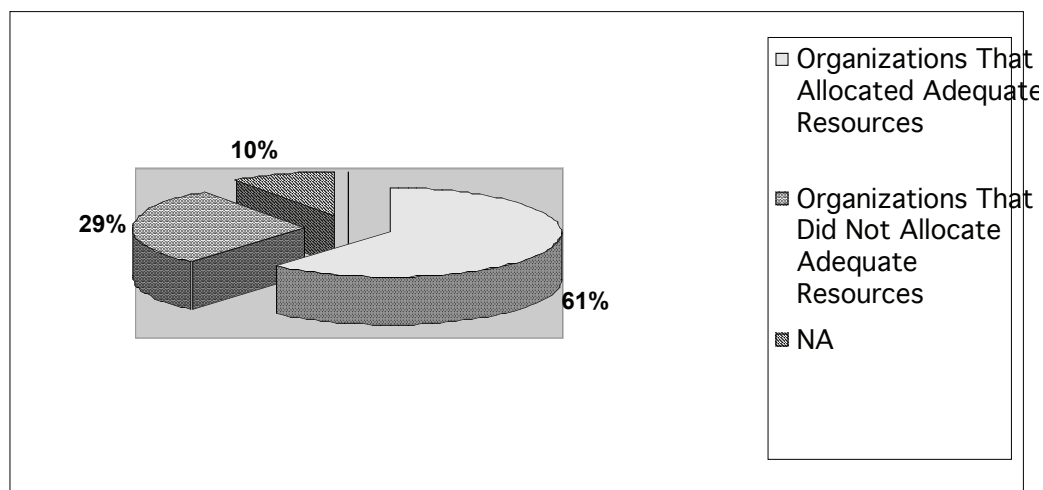
Many responding organizations reported in their comments that finding finances to ensure that their RPL System can meet the changing needs of foreign-trained individuals was always an issue. For example, BC 1 indicated that this issue is always under study at the provincial and national level—currently through the FC2I project. BC 2, MB 5, MB 6, ON 3, and PE 1 indicated that although their organizations are very committed to RPL, it is costly and finances are always a challenge.

Some responding organizations were reasonably secure with funding to effect changes required from year to year. Examples of such organizations were AB 1, 2, and 5; SK 2, SK 5; MB 1; ON 6; and QC 1 and 2. In fact AB 5 was adding an accountant RPL process to the other four RPL processes they have for engineering; ON 5 was well-positioned in terms of the allocation of resources for RPL changes—the Alliance has on-going program evaluation in place and allocates financial and human resources to conduct projects to ensure changing needs. To ensure that internationally educated physiotherapists seeking licensure/ registration are treated fairly while trying to uphold the public's right to receive safe, ethical and effective physiotherapy services, studies are carried out. Funding for these studies was shared by the provincial government, the College of Physiotherapists of Ontario, and the Alliance.

Assigning RPL Activities for Foreign-Trained Individuals to Specific Personnel

Survey participants were asked if their organizations assigned RPL activities to dedicated, trained RPL employees and/or to a RPL facilitation/manager. According to Table 12, twenty-five responding organizations (80.7 percent) did assign the responsibility of providing RPL activities to foreign-trained individuals to dedicated (to RPL activities only), trained RPL employees. Only ON 1 was training dedicated RPL employees (See Table 13).

TABLE 13
Organizations that Assigned RPL Activities to Specific Personnel

Legend:

P = Province   I = In Place   U = Under Development   N= Not Developed

a=Dedicated, trained RPL employees

b=A RPL Facilitator/Manager

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	4	0	0	3	0	0	1	0	1	5	0	1	4	1	1	2	0	1	3	0	0	2	0	0	0	0	1	1	0	0
b	2	0	2	2	0	0	0	1	1	4	0	2	3	0	3	2	0	1	2	0	1	1	0	1	0	0	1	0	0	1

NAs are not recorded

Sixteen responding organizations had a RPL facilitator/coordinator/manager on staff, while only SK 2 (in particular the Immigration Branch) was in the process of hiring a Coordinator, Recognition of International Knowledge and Experience. Most of the responding organizations that did not have a RPL facilitator/coordinator/manager were either organizations involved with regulated/ certified professions/trades or settlement agencies.

Analysis of comments revealed that BC 2 assigned RPL assessment activities to specially trained RPL assessors and examiners. MB 2 used advisor assessors and peer assessors for mentorship activities in their RPL process. NS 3 partnered with host employers who gave feedback (written and verbal) on skills of clients both half-way during the work placement and in the final stages. Three responding organizations (AB 2, MB 6 and NS 3) had a different name for the person who was responsible for RPL activities. For example, AB 2 used RPL Coordinator while NS 3 used program Coordinator.

Providing Multiple Points of Access to the RPL System

Respondents were asked to identify the points of access to their RPL systems. Having points of access at regional locations was the least common option. Only three respondents (SK 5, MB 2, and QC 3) chose it, and only two (AB 2, ON 1) were developing this option. Slightly more than one-half of responding organizations had all three other options—on-line, mail, and in-person. These organizations included BC 2, 4, and 5; AB 2; SK 5; MB 3, 4, 5, and 6; ON 2; QC 2, NS 1 and 3; and NB 1 and 3.

Approximately two-thirds of responding organizations provided access to their RPL system in-person (22 organizations) and via mail (20 organizations). The organizations that provided access to their RPL system via both options were those mentioned above with three options plus MB 2, ON 5, and QC 3. Although AB 1, AB 5, ON 6, and NL 1 had access to their RPL system in-person, they did not have access via mail. BC 1and ON 3 had the opposite. ON 1 was developing access to its RPL system via mail, but did not have access in person. Most responding organizations that did not have access to their RPL systems via either of these options were organizations involved in regulated/ certified professions/trades or settlement agencies.

Eighteen responding organizations provided access to their RPL system on-line. These organizations included those mentioned above with three options plus BC 1, ON 6, and QC 1. Four respondents indicated that their organizations (AB 5, ON 1, ON 5, and QC 3) were developing this on-line access to their RPL systems.

Noteworthy was SK 5 that provided multiple points of access to its RPL system not only at regional locations, online, by mail, and in-person, but also via telephone. BC1 also had telephone option for its ROPL system. Another point of access used by ON 3 was faxing applications to the national office.

Working in Partnership with Similar Organizations across Canada

Respondents were asked if their organizations worked in partnership with similar organizations across Canada. Figure 8 below shows that 71 percent of responding organizations did work with similar organizations across Canada.

FIGURE 8: Percentage Distribution of Organizations that Did or Did Not Partner with Similar Organizations across Canada
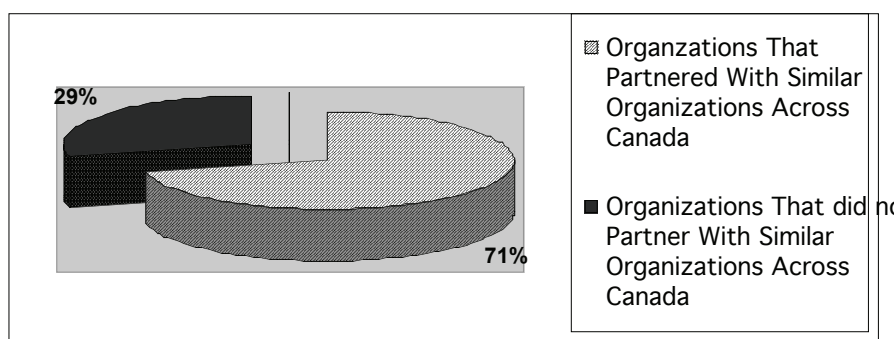
Responding organizations that collaborated with similar organizations across Canada included all in BC, AB and SK, MB 3, 4, 5, and 6; ON 1, 2, 3, and 6; NS 1 and 3; NB 1 and 3; and NL 1. Analysis of *Comments* indicated that many organizations collaborated with ones that were similar across Canada for projects or for creation of national assessment strategies, for conferences, or for mobility agreements. . These organizations included BC 1, BC2, AB 2, SK 2, MB 3, MB 5, ON 2, ON 6, NS 1, NB 3, NS 3 and NL 1.

Many organizations collaborated with non-similar organizations such as BC 1 (governmental and non-governmental organization), AB 1 (immigrant serving agencies, economic development, colleges and universities), AB 5 (PLA Centre, Halifax, and WPLAR in Manitoba), SK 5 (ACCC, ROL, CAPLA), MB 2 (Labour and Immigration), ON 1 (The Alliance of Sector Councils, CAPLA), ON 2 (HRSDC, engineering regulators, other regulators, sector councils), ON 3 (national groups—ACHDHR, HEAL, CNNAR, IEHP), and NS 3 (Skills for Transfer Toronto Sector Councils).

RPL Principle 5: Quality Assurance

Establishing Standard Procedures for Components of the RPL System

Respondents were asked to identify the RPL components for which their organizations had established standard procedures. Table 14 below gives an overview of responses.

TABLE 14
Organizations that Established Standard Procedures in RPL Components

Legend:

P = Province   I= In Place   U= Under Development   N= Not Developed

a=Processing applications

b=Registering clients

c=Advising clients

d=Assessing prior learning of foreign-trained individuals

e= Reporting and recording results

f=Appeal process

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	4	0	0	3	0	0	2	0	0	6	0	0	5	1	0	2	0	1	2	0	1	2	0	0	0	0	1	0	0	1
b	4	0	0	3	0	0	1	0	0	5	1	0	5	1	0	1	1	1	2	0	1	2	0	0	0	0	1	1	0	0
c	4	0	0	3	0	0	2	0	0	5	1	0	5	1	0	1	0	2	2	0	1	2	0	0	0	0	1	1	0	0
d	3	0	1	3	0	0	1	0	0	5	0	1	5	1	0	2	0	1	2	0	1	2	0	0	0	0	1	1	0	0
e	3	0	1	3	0	0	2	0	0	5	0	1	5	1	0	2	0	1	2	0	1	2	0	0	0	0	1	0	0	0
f	4	0	0	2	0	1	1	0	0	4	1	1	4	2	0	1	0	2	1	0	1	2	0	0	0	0	1	0	0	0

NAs are not recorded

According to Table 14, over two-thirds of responding organizations had established standard procedures for all RPL components except the appeal process. Twenty-six responding organizations (83.9 percent) had standard procedures for processing applications, while 25 (80.6 percent) had it for advising clients. Organizations that had standards procedures for both RPL components were all responding organizations in BC, AB and SK, MB 1, 2, 3, 5, and 6; ON 2, 3, 4, 5, and 6; QC 1; NS 1 and 3; and NB 1 and 3. ON 1 was developing standard procedures for both these components. MB 4 and QC 3 had standard procedures for processing applications, but not for advising clients although MB 4 was developing it. NL 1 had the opposite—standard procedures for advising clients but not for processing applications.

Twenty-four responding organizations (77.4 percent) had established standard procedures for registering clients, assessing prior learning, and reporting and recording results. Organizations that had standard procedures for all three components included BC 1, 2, and 5; AB 1, 2, and 5; SK 5; MB 2, 3, 4, and 6; ON 2, 3, 4, 5, and 6; QC 1; NS 1 and 3; and NB 1 and 3. ON 1 was developing standard procedures for all three components. Table 27 in Appendix C showed the details of variations in responses for these three RPL components.

Slightly more that one-half of responding organizations (61.3 percent) had standard procedures for the appeal process. These organizations included all in BC, AB 1 and 5; SK 5; MB 2, 3, 5. and 6; ON 2, 3, 5, and 6; QC 1; NS 1and NB 1 and 3. Three responding organizations were developing standard procedures for this option; these organizations included MB 4, ON 1, and ON 4.

Noteworthy were the seventeen organizations that had standard procedures for all RPL components; these organizations were BC1, 2, 5, AB 1 and 5; SK5; MB 2, 3, and 6; ON 2, 3, 5, and 6; QC 1, NS 1, and NB 1and 3. Analysis of comments revealed that SK 2 and MB 2 have developed program manuals to ensure standard procedures in program implementation.

Ensuring that Personnel Involved with RPL Activities Follow Procedures in a Timely, Equitable, Consistent and Reliable Manner

Survey participants were asked to identify how their organizations ensured that personnel involved in RPL activities were following procedures. Table 28 in Appendix C indicated that 25 organizations (80.6 percent) had developed clear guidelines for all RPL procedures and had trained their RPL advisors, assessors and/or faculty/ staff members on accessing, interpreting and following those guidelines. Organizations that had both these options in place included all in BC, AB and SK; MB 2, 3, 5, and 6; all in ON; QC 2 and 3; NS 1; and NB 1 and 3. MB 4 was developing both options while QC 1 was developing the first.

Table 28 in Appendix C also showed that 23 responding organizations reviewed their RPL guidelines periodically to determine if advisors, assessors, and/or faculty/staff members were meeting the organization's goals and clients' needs. The organizations involved in this option were those mentioned above (with both options) with the exception of BC1 who is developing this option, MB 6 and QC 2. Additionally, NS 3 and MB 1had this option in place and QC 1 was developing it.

Comment analysis revealed that BC1 had developed clear guidelines not only for their RPL procedures but also for their policies. It is currently developing a process for reviewing RPL guidelines and policies periodically. The SK Immigration Branch (SK 2 programs) had established a monitoring and evaluation position to ensure programs are being implemented according to established policies and procedures. SK 5 had all its quality assurance information posted on its PLAR webpage. Quebec's Ministry of Education developed a general and technical framework for the recognition of assets and competencies in technical and vocational training. The Ministry ensures that the framework is suitable for personnel administering it.

Carrying out Periodic Review of the RPL System's Policy and Procedures Using Feedback from All Stakeholders

Respondents were asked to identify the stakeholders from whom their organizations sought feedback on their RPL system's policy and procedures. Table 15 identified that 22 responding organizations sought feedback from their advisors, assessors and faculty/staff members and from foreign-trained clients.

TABLE 15
Organizations that Carried Out Periodic Review of Their RPL Policy and Procedures Using Feedback from Various Stakeholders

Legend:

P = Province   I= In Place   U= Under Development   N= Not Developed

a=Advisors, assessors, and faculty/staff members

b=Foreign-trained individuals

c=Immigration settlement agencies

d=Regulatory/certification bodies

e= Labour market representatives

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	4	0	0	3	0	0	1	0	0	4	0	2	5	0	1	1	0	1	2	0	1	2	0	0	0	0	1	0	0	1
b	4	0	0	3	0	0	0	0	1	3	0	3	6	0	0	1	1	1	2	0	1	2	0	0	0	0	1	1	0	0
c	2	0	2	1	0	2	0	0	1	2	0	4	4	0	2	1	0	2	2	0	1	2	0	0	0	0	1	1	0	0
d	3	0	1	2	0	1	1	0	0	3	0	2	6	0	0	2	0	1	2	0	1	2	0	0	0	0	1	1	0	0
e	3	0	1	2	0	1	1	0	0	2	0	4	5	0	1	2	0	1	2	0	1	2	0	0	0	0	1	0	0	0

NAs are not recorded

Responding organizations that sought feedback from advisors, assessors and faculty/ staff members and from foreign-trained clients included all those in BC, AB and NB; MB 1, 2, and 5; ON 1, 2, 4, 5, and 6; QC 1; and NS 1 and 3. SK 5 and MB 4 sought feedback from advisors, assessors and faculty/ staff members, but not from foreign-trained individuals. ON 3 and NL 1 did the opposite.

Twenty-one responding organizations (67.7 percent) sought feedback on their RPL policy and procedures from regulatory/certifying bodies, while 19 (61.3 percent) sought it from labour market representatives. Responding organizations that sought feedback form both these sources included BC 1, 2, and 5; AB 5; SK 5; MB 2 and 5; ON 1, 2, 3, 4, and 6; QC 1 and 3; NB 1 and 3; and NL 1. Four responding organizations, AB 2, MB 3, ON 5, and NS 1, all sought feedback from regulatory/ certifying bodies, but did not from labour market representatives. AB 1 and NS 3 did the opposite.

Slightly below one-half of responding organizations (45.2 percent) sought feedback from immigrant settlement agencies regarding their RPL policy and procedures. These organizations included BC 1 and 2; AB 5; MB 1 and 2; ON 1, 2, 4, and 6; QC 1 and 3; NS 1; NB 1; and NL 1. Noteworthy were nine responding organizations which used feedback from multi-stakeholders when reviewing their RPL policy and procedures; these organizations were BC 2, AB 5, MB 2, ON 1, 2, 4, and 6, QC 1 and NB 1.

Analysis of comments revealed that BC 1 was considering a formal process for obtaining feedback from labour market representatives, while MB 4 did it in an informal way. BC 2 and ON 3 both had a formal external program review done in 2001. As well, both did internal

assessments and addressed feedback from all stakeholders regularly. Additionally, ON 3 indicated that its program was under review constantly through the Council of National Certification, while ON 5 also received feedback from the Canadian Physiotherapy academic programs. AB 5 did not have a formal process for obtaining feedback from immigrant settlement agencies. SK 2 had monitoring activities carried out regularly. These activities were intended to ensure quality of service delivery and to identify possible service gaps and challenges in service delivery. MB 2 regularly obtained feedback from multi stakeholders including its steering committee, via meetings and questionnaires. Finally, the respondent from QC 3 indicated that the Ministry of Education believes in the importance of collaboration and consensus with partners in Immigration and Employment. Sessions are held where problems are presented and agreed upon solutions are integrated into policy and procedures which facilitate access to the RPL service.

Recording the Basis of All RPL Decisions for Future Reference

Respondents were asked if their organizations recorded the basis of all RPL decisions for future reference. Figure 9 below illustrated the percentage of responding organizations that did record the basis of all RPL decisions and those that did not.

**FIGURE 9: Percentage Distribution of Organizations
that Did or Did Not Record the Basis of all RPL Decisions**
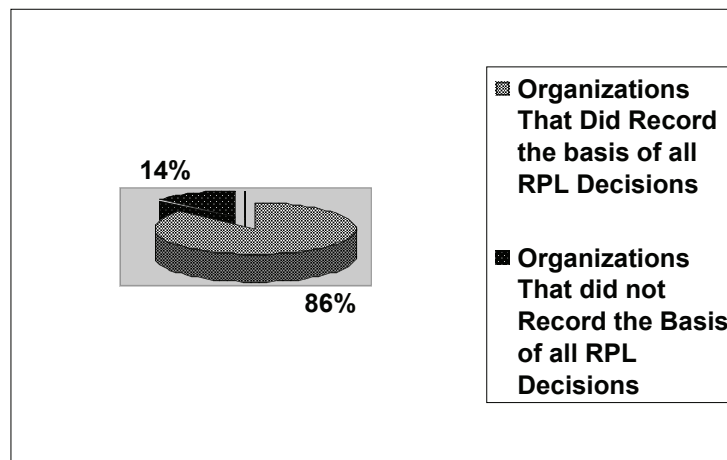
According to Figure 9, 86 percent of responding organizations did record the basis of all RPL decisions for future reference, while 12.9 percent did not. Respondents from both ON 1 and PE 1 indicated that when their RPL system is fully developed they will be recording the basis of all RPL decisions made. Interestingly, MB 3 indicated that clients' files are maintained for only two years.

Implementing RPL File Management Policy and Practices to Manage Clients' Files Judiciously

Respondents were asked to identify the practices their organizations' RPL system used to manage clients' files judiciously. Responses revealed that 26 organizations protected the confidentiality of clients, while 25 stored clients' files securely. Responding organizations that had both judicious practices in place included all in BC, AB, MB, and NB, all in ON except ON 1 that was developing both practices, QC 1 and 2 (QC 3 indicated NA), and NS 1 and 3 (NS 2 indicated NA).

The respondent for SK 2 commented that it was in the process of carrying out a privacy impact assessment and developing a privacy policy, while PE 1's respondent indicated that it will have these practices in place when the system is fully developed. Interestingly, ON 5 had an electronic security system and all internal databases related to foreign-trained clients are protected and accessible only by staff from the credentialing department.

RPL Principle 6: Evaluation/ Measurement

Providing a Variety of Authentic Credible Assessment Methods

Survey participants were asked to identify the variety of authentic, credible assessment methods that their organizations used. Figure 10 below illustrates an overview of responses.

FIGURE 10: Percentage Distribution of Organizations with a Variety of Authentic, Credible Assessment Methods
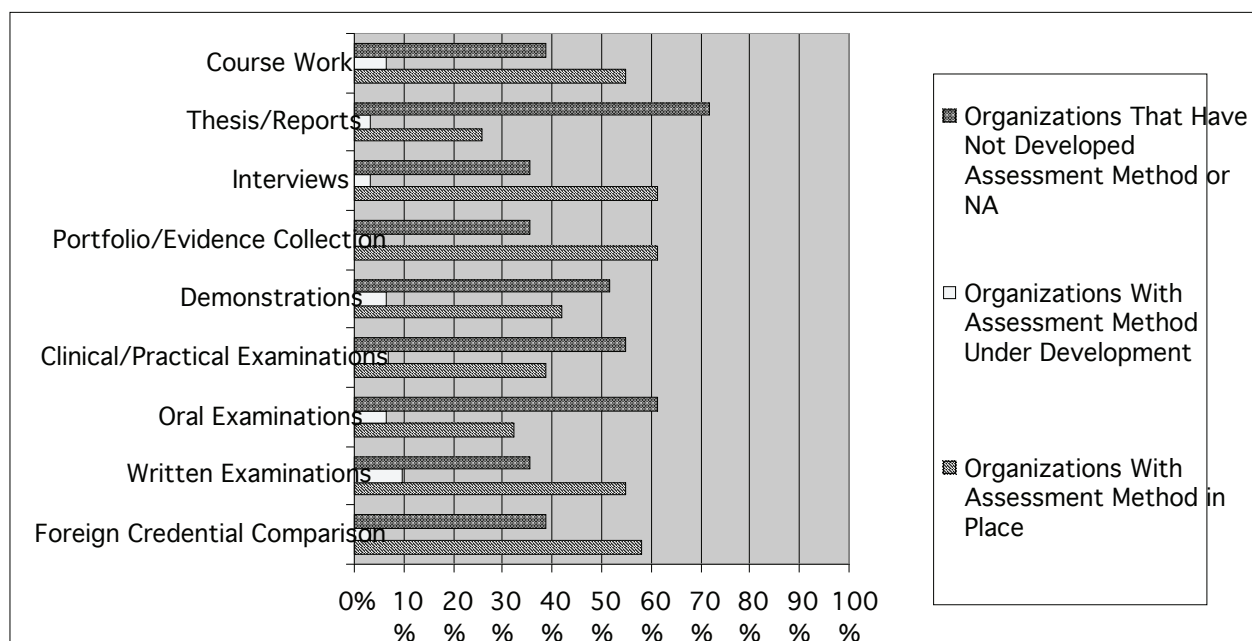
Figure 10 showed that 61.3 percent of responding organizations (19 organizations) commonly used portfolio/ evidence collection and interviews as assessment methods. Almost as common were foreign credential comparison assessment (58.1 percent), written examinations (54.8 percent), and course work (54.8 percent). Less common assessment methods included demonstrations (41.9 percent), clinical/ practical examinations (38.7 percent), oral examinations (32.3 percent), and thesis/reports (25.8 percent).

Noteworthy were the responding organizations that offered six to nine authentic, credible assessment methods. Table 32 in Appendix C indicated that BC 4, ON 6, and NS 1 offered all nine authentic, credible assessment methods (all BC 4's assessments are done by other organizations). BC 2 and SK 5 offered eight assessment methods (BC 2 is developing demonstration assessments and SK 5 used IQAS for foreign credential assessment). BC 1 and ON 4 offered seven authentic, credible assessment methods—BC 1 did not offer demonstration assessments and indicated clinical/ practical examinations as NA, while ON 4 did not offer foreign credential assessments or thesis/ report assessments. Finally, AB 2 and MB 1 offered six authentic, credible assessment methods. AB 2 offered all but foreign credential assessments (CARNA's responsibility) and thesis/ report assessments; however, they were developing course work assessment. MB 1 offered all but portfolio/evidence collection, thesis/report assessment and course work assessment.

Analysis of comments revealed that AB 5 also used employment/work history assessment for its IEG program and was in the process of developing an online PLAR instrument. MB 4 used resume assessment and was in the process of developing written examinations, clinical/practical examinations, and course work assessment. Finally, ON 6 had simulation-based assessments.

Employing Assessors Who Deliver Quality RPL Services to Foreign-Trained Individuals

Respondents were asked to identify the characteristics their organization's assessors possessed that enabled them to deliver quality RPL services to foreign-trained individuals. Table 16 summarizes the responses found in Table 33 of Appendix C.

TABLE 16
Organizations that Employed Assessors with Characteristics
that Enabled the Delivery of Quality RPL Services

Legend:

P = Province   I= In Place   U= Under Development   N= Not Developed

The organization uses assessors who are:

a=Knowledgeable about the organization's mandate, mission, goals, and standards as   they relate to foreign-trained individuals

b=Specialist in the field sought

c=Trained in and can conduct prior learning assessments that reflect consistency, validity, reliability, practicability, sufficiency, and currency

d=Trained in conducting assessments in a timely and efficient manner

e= Able to substantiate all decisions and outcomes in writing

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	3	0	0	3	0	0	1	0	0	5	0	0	6	0	0	3	0	0	1	0	1	2	0	0	0	0	1	1	0	0
b	3	0	0	3	0	0	1	0	0	5	0	0	6	0	0	3	0	0	1	0	1	2	0	0	0	0	1	0	0	0
c	3	0	0	3	0	0	1	0	0	2	0	1	6	0	0	3	0	0	1	0	1	2	0	0	0	0	1	1	0	0
d	3	0	0	3	0	0	1	0	0	3	0	0	6	0	0	3	0	0	1	0	1	2	0	0	0	0	1	0	0	0
e	3	0	0	3	0	0	1	0	0	3	0	0	6	0	0	2	0	1	1	0	1	2	0	0	0	0	1	0	0	0

NAs are not recorded

Responses indicated that two-thirds of responding organizations (20 organizations) hired assessors with all five of the above listed options; these responding organizations included all in AB, ON, and NB; BC 1, 2, and 5; SK 5, MB 2 and 4; QC 1 and 3; and NS 1. MB 5 and QC 2 had assessors with all of the above characteristics with the exception of 'c' (MB 5) and 'e' (QC 3).

Analysis of comments revealed that for AB 2 assessors were able to substantiate all RPL decisions, but CARNA had the final decision. AB 5's assessors validated self-assessments and the interview committee resolved apparent inconsistencies. Most respondents who indicated "NA" and "no" represented organizations that did not do RPL assessments internally.

Ensuring that Assessment Processes Are Performed Fairly without Any Form of Racial, Religious, Political or Sexual Discrimination

Respondents were asked to identify how their organizations ensured that their assessments were performed fairly, without any form of racial, religious, political or sexual discrimination. Table 39 in Appendix C showed that over two-thirds of responding organizations ensured that assessments were conducted in a culturally sensitive manner (80.6 percent), and offered fair, reliable and valid assessments to all clients (77.4 percent). The 20 responding organizations that ensured both these options included all in AB, ON, QC, and NB; BC 1, 2, and 5; SK 5; MB 2, 3, and 5; and NS 1 and 3. Only one responding organization, MB 4, was developing fair, reliable

and valid assessments to all clients. PE 1 was developing its RPL system and hoped that these options would be in place when it was fully developed. Most responding organizations with "NA" or "No" to the options either were involved in regulated professions and did not do assessments internally or were settlement agencies.

Analysis of comments revealed some interesting information. BC 1 performed quality assurance audit of locally-trained clients using methods for foreign-trained clients. SK 2 had equity principles and academic and administrative principles as part of its PLAR policy. MB 5 indicated that it could not guarantee that all assessments were done fairly, reliably and in a culturally sensitive manner since some (on-the-job performance) were done by co-op term employers. However, program staff did cross-cultural awareness workshops with employers. ON 3 offers assessments only based on content, not based on country of origin or on approval by governments. Finally, ON 6 prioritized hiring previous international PLA candidates who were successful in the workplace.

Evaluating Currency of Learning Competence in Assessments

Participants were asked to identify how their organizations ensured currency of learning competence in assessments. Recorded data in Table 35 in Appendix C revealed that two-thirds of responding organizations (64.5 percent) ensured that currency of learning was addressed in their assessments by training advisors, assessors, staff and faculty members in its currency of learning philosophy and by continuously reviewing assessments with practitioners in the field. Responding organizations that had both options in place included BC 1, 2, and 5; AB 1 and 5; SK5; MB 2, 3, and 4; ON 2, 3, 4, and 6; QC 1 and 3; NS 1 and 3; and NB 3.

Development of both options was being done by ON 1and PE 1, while AB 2, and ON 5 were developing the review process with practitioners since they already had in place the training of RPL personnel in the organizations' currency philosophy. As before, most respondents that selected "NA" or "No" were representing either settlement agencies or organizations that did not perform assessments internally.

Analysis of comments revealed that AB 5 did not have formal processes for training staff or reviewing assessments with practitioners, but they did them informally. SK 5 on the other hand, delivered training through its PLAR office. MB 3 and ON 3 based assessments on their national professional profile. Additionally, ON 3 validated the profile every five years with experts in the field. According to ON 5, an internal blinded audit process was introduced in December 2005. Upon its completion, the organization is planning annual reviews with assessors. Finally, QC 3 indicated that assessments are based on the program of study (technical/vocational training), so when the program is updated, the tools are updated to match the updated program.

Ensuring Authenticity of Documentation for the Learning Presented

Respondents were asked if their organizations ensured authenticity of the documentation of learning that they received. Figure 11 indicated an overview of responses.

**FIGURE 11: Percentage Distribution of Organizations
that Did or Did Not Authenticate Documentation of Learning**
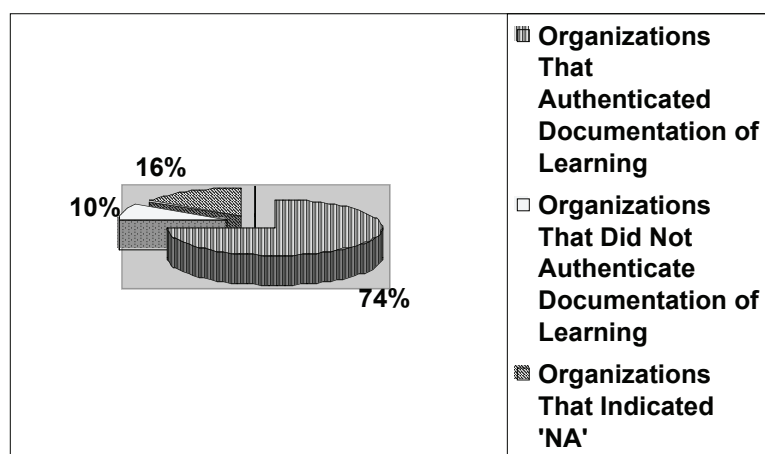
Figure 11 showed 74 percent of responding organizations (23 organizations) authenticating documentation of learning while 10 percent did not. Some organizations such as BC 1, BC 2, BC 5, SK 5, MB 4, ON 3, NB 1 and NB 3 specified that documents must come to them directly from the institution of learning. Others (AB 1, SK 5, ON 3) used credential assessment services such as IQAS and ICES to detect fraudulent documents. AB 1 and AB 2 used the regulated profession's national body to assist in authenticating documents of learning.

Other avenues were used for authenticating documentation of learning. For example, BC 1, BC 5, QC 1, NS 1, and NS 3 had foreign-trained candidates notarize/certify their documents. ON 5 had developed a sophisticated network of key individuals, national and international, in charge of verification and records. Through this network, verification of all applicants' documents is completed (99 percent of the time) before applicants' assessment is completed. If a delay is perceived, the organization attempts to obtain the information by forwarding the materials to the issuing institutions using two-way courier services. QC 1 required clients to produce a signed and dated photo, degree documents, program description, course transcripts and work certificates (original or certified copies). Additionally, QC 1 and QC 3 were able to access the expertise of the Ministry of Immigration.

Interestingly, ON 1's RPL system will be geared towards measuring competency with less emphasis placed on the recognition of credentials. ON 3 is similar to ON 1 in the sense that the candidate must pass the national certification competency-based exam before applying for licensure provincially.

Ensuring Foreign-Trained Individuals Have the Opportunity to Present Sufficient Acceptable Evidence of Leaning to Prove Competence in the Field Sought

Survey participants were asked to identify how their organizations ensured that foreign-trained individuals were given the opportunity to present sufficient acceptable evidence of learning to prove competence in the field sought. Analysis of data in Table 37 of Appendix C showed that 80.6 percent of responding organizations (25 organizations) clarified intended outcomes of assessment with clients, while 77.4 percent (24 organizations) oriented clients to the types and amount of acceptable evidence of learning required for the intended outcome. Organizations that offered both these options included BC and AB 1, 2, and 5; SK 5; MB and ON 2, 3, 4, 5, and 6; QC, NS, and NB 1 and 3; and NL 1. ON 1 clarified with clients the intended outcomes of assessment but did not orient clients to the types and amount of acceptable evidence of learning required for the intended outcome since it has geared its RPL system toward measuring competency with less emphasis on the recognition aspect.

Twenty-three responding organizations (71.6 percent) described the available assessment methods to clients and advised clients on the timing of assessments. Organizations that did both options included all of the above except those in ON and NL. ON's organizations included ON 1, 2, 4, 5 and 6, while NL 1indicated NA for both these options.

Respondents of 18 organizations (58.1 percent) indicated that their organizations discussed and agreed on the criteria against which learning will be evaluated, oriented clients to efficient evidence collection methods, and worked with clients to create an assessment plan which met the intended outcome in a timely and efficient manner. Responding organizations that did these three options included BC 5; AB 2 and 5; SK5; MB 2, and 3; ON 4, 5, and 6; QC 1; NS 1 and 3; and NB 3. Three organizations, BC 2, AB 1 and MB 5, did not negotiate criteria against which learning was to be evaluated since criteria were already established.

Noteworthy were the responding organizations that had in place all seven options to ensure that foreign-trained clients had the opportunity to present sufficient acceptable evidence of learning to prove competence in the field sought. These organizations were the same 18 responding organizations mentioned in the paragraph above.

Analysis of comments revealed that AB 5 is exploring portfolio and e-portfolio as viable options. BC 1 works with candidates to explain (not create) the assessment plan. Interestingly, BC 2 found that candidates did not read much of the handbook where assessment information is laid out, and they become frustrated when staff asked for things to be redone.

Providing a Detailed Assessment Report

Respondents were asked to identify the type of details found in their organizations' assessment reports. Nineteen organizations (61.3 percent) identified in their assessment reports the area(s) for further development. These organizations included BC and AB 1, 2, and 5; MB 2, 5, and 6; ON 3, 4, 5, and 6; QC 1; NS and NB 1 and 3, and NL 1. Developing this option were ON 1 and MB 4.

Slightly over one-half (51.6 percent) of responding organizations identified gap/bridging programs available for achieving equivalency. All the responding organizations mentioned in the paragraph above, also had this option with the exception of MB 6, NS 3, and NL 1. Even less

(41.9 percent) of responding organizations identified the time when and place where each gap/bridging programs was available (See Table 38 in Appendix C for details). Only 10 responding organizations (32.3 percent) provided a comparison between foreign qualifications and that of the Canadian counterpart and the cost of required gap/bridging programs that were available. Responding organizations that did both were BC 5, ON 3, ON 6, and NS 1; the other six organizations did one but not the other (See Table 43 in Appendix C for details).

Noteworthy were BC 5, ON 3, ON 6, and NS 1that provided the five option details in their assessment reports. ON 1was developing all options for its assessment report. Most of the respondents that indicated "NA" were organizations that did not offer assessments internally.

Analysis of comments revealed BC 1 was developing a process for providing a comparison of credentials while AB 1 used IQAS and AB 2 used their national body, CARNA for that purpose. AB 5 identified gaps to Engineering Technology programs and to P. Eng. at individual counselling sessions. SK2 looked at credentials for the purpose of admission placement, but then candidates can proceed to analysis for transfer credit which would be undertaken by the program head. MB 2 and ON 1 used standards of performance (ON 1 used industry developed national occupational standards) to evaluate clients' competence in the field. Additionally, MB 2 indicated that participants can provide feedback on gap training required if it created hardships for the individuals.

Providing a Mechanism for Appeal

Respondents were asked whether their organizations provided a mechanism whereby foreign-trained individuals can appeal an assessment. Table 17 gives an overview of responses.

TABLE 17
Organizations that Provided a Mechanism for Foreign-Trained Individuals to Appeal an Assessment

Legend:

P = Province   I= In Place   U= Under Development   N= Not Developed

a=Has written appeal policies

b=Provides clients with access to the appeal policies and process

c=Conducts appeals using a fair, credible process

P	BC N=4			AB N=3			SK N=2			MB N=6			ON N=6			QC N=3			NS N=3			NB N=2			PE N=1			NL N=1		
	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N	I	U	N
a	3	0	0	1	0	1	1	0	0	4	1	0	4	2	1	1	0	1	0	1	1	2	0	0	0	0	1	0	0	0
b	3	0	0	1	0	1	1	0	0	4	1	0	4	2	1	1	0	1	1	0	1	2	0	0	0	0	1	0	0	0
c	2	1	0	1	0	1	1	0	0	4	1	0	4	2	1	1	0	1	1	0	1	2	0	0	0	0	1	0	0	0

NAs are not recorded

Slightly over one-half of responding organizations had written appeal policies (51.6 percent), provided clients with access to the appeal policies and process (54.8 percent), and conducted appeals using a fair and credible process (51.6 percent). MB 4, ON 1, and ON 4 were developing all these options, while BC 1's appeal process was under review and NS 1 was developing written appeal policies. Noteworthy were BC 2 and 5; AB and SK 5; MB and ON 2, 3, 5, and 6; QC 1; and NB 1 and 3 that had in place all options of the appeal process.

Analysis of comments indicated that SK 5's, MB 5's, and ON 6's appeal process paralleled the student appeal process within the educational institution. The process of appeal for MB 2 and ON 5 is through a committee independent of the regulatory body. Additionally, ON 5 has an internal Administrative Reconsideration process. If the foreign-trained individual disagrees with the assessment result, he/she can request re-consideration or appeal (the complete process is described in the comment section of Table 44 in Appendix C). The appeal process for AB 2 was carried out by CARNA, while for QC 3 it was the school establishments that administered the assessments.

RPL Principle 7: Transferability

Accepting Credentials from Another Institution at Par

Respondents were asked whether or not their organizations accepted credentials from another institution at par unless there were significant differences. Table 40 in Appendix C showed that less than one-half of respondents indicated that this was done. Thirteen responding organizations accepted credentials from other institutions at par unless there were differences in key elements of the field of practice. Twelve responding organizations accepted credentials from other institutions at par unless there were differences in learning outcomes, in up-to-date knowledge and skills, and in the quality of the program.

Analysis of comments revealed that BC 1 recognized assessments done by measuring bodies in other provinces/territories, and NS 1 had signed a full mobility agreement through which they accepted any applicant already registered elsewhere in Canada. Furthermore, NS 1 already had some international agreements in place. On the other hand, BC 4 had a very streamlined mutual recognition agreement for those registered in other provinces, while BC 2's respondent indicated that each province's assessment was completely separate from one another. However, BC 2 was in the process of collaborating with others to harmonize assessment processes to enhance acceptance across Canada. Currently there is an inter-provincial reciprocity agreement for registered midwives.

Some responding organizations relied on their regulatory bodies (either national or provincial) or credential assessment service providers to assess foreign credentials and decide if they were at par or required further studies to attain equivalency. Examples of such responding organizations were AB 2 that relied on CARNA; MB 5 that relied on APEGM; MB 6 that relied on the National Pharmacy Examining Board of Canada; MB 2 that relied on a credential assessment officer to provide information including when the educational institution was founded, entrance requirements, degree, and educational equivalency; ON 5 that relied on three credential assessment service providers (experts in assessment of international education programs). ON 5 did not accept credentials from institutions other than the ones cleared by the credential assessment service providers. If a client disagreed with the decision, ON 5 will seek a second opinion (free of charge to the client) to ensure consistency of results. To expand the already

extensive collection of information on international physiotherapy programs, ON 5 occasionally conducts research on physiotherapy education and practice in different countries.

Other responding organizations did their own credential assessment and recognized learning if at par. For example, the respondent for SK 5 indicated that the organization matches content, currency if applicable, and passing grade—content of the foreign program must match the majority of SK 5's program content, but not specifically all; credit was given for education done within the last five years, although this varied depending on the extent to which SK 5's program content had changed; and the required grade for transfer credit is the passing grade of the foreign course.

QC 3 did a similar content analysis on foreign credentials that were from an educational institution which was not recognized by the Ministry of Education. However, according to the QC 3 respondent, this process is available only for immigrants who are Canadian citizens. MB 4 did an equivalency review on all candidates from outside Canada. ON 2 offered comparison assessment services in the professional engineering field of practice while ON 1 did not do comparison assessment of foreign credentials at all—the RPL system will be solely competency-based. Credentials will be collected and stored for future use in its LMIS data output.

Requesting Translations of Essential Documents Only
      Survey participants were asked to identify the types of documents that they ask foreign-trained-individuals to translate to determine if learning is comparable to that of Canadian counterparts.

**FIGURE 12: Percentage Distribution of Organizations
that Did or Did Not Request Translation of RPL Documentation**
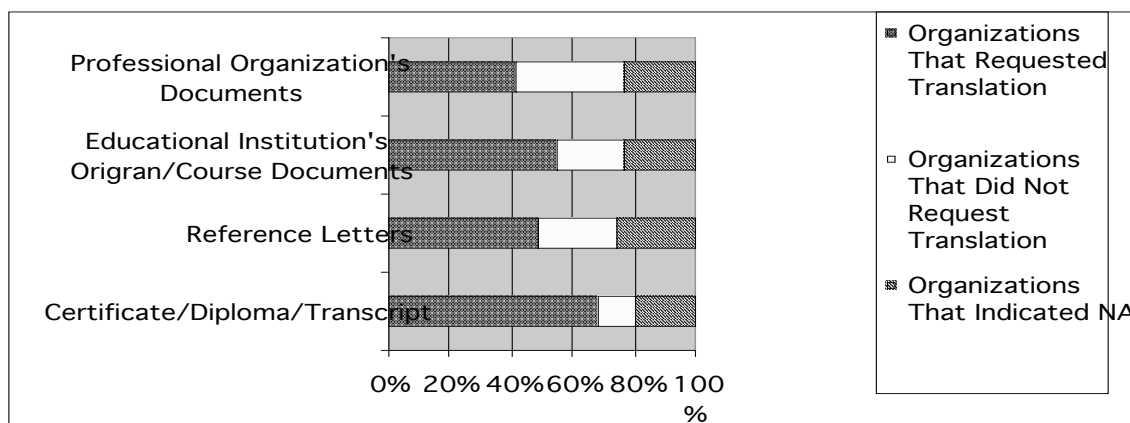
Figure 12 showed that the majority of responding organizations (67.7 percent) requested translation of formal educational documentation such as certificates, diplomas, degrees, and transcripts, while 54.8 percent asked for translation of foreign program/course documents. Fifteen responding organizations requested translation of reference letters while thirteen asked for translation of foreign professional organizations' documents. Most of the respondents who indicated all 'NA' or 'No' represented organizations that did not do assessments internally. PE 1 was developing its RPL system while ON 1's RPL system is competency-based and does not assess credentials.

Analysis of comments revealed that several responding organizations did not require translations because they did not conduct assessments internally. Examples of such organizations included AB 2, MB 5, MB 6, and QC 3 (candidates seeking recognition for technical/ vocational learning from school systems in Quebec must present documents in English or French). Regarding language to be used in translation, BC 1 used English-based reference letters, while QC 1 required all assessment documents to be translated in either English or French.

Interestingly, ON 3 stipulated that all assessment documents must be translated by a certified translator, and the translated material must be accompanied by the original. BC2 also required that all official documents be translated; translation of other material depends on the information on file about that program/country. On the other hand, AB 5 did not depend on translations because they had encountered too many poorly translated documents. Finally, other documents that may require translation are birth certificates, name change documents, and publications/ theses.

Accepting Evaluation Reports from Recognized Credential Assessment Authorities

Respondents were asked to identify the recognized credential assessment authority (ies) from which their organizations accepted evaluation reports. Figure 13 below showed that only 35.5 percent of responding organizations accepted evaluation reports from credential assessment authorities within the province in which the assessment was sought. Less (29.0 percent) accepted evaluation reports from any recognized Canadian credential assessment authority, and even less (19.4 percent) accepted reports from an organization performing RPL assessments

FIGURE 13: Percentage Distribution of Organizations that Accepted or Did Not Accept Evaluation Reports from Recognized Credential Assessment Authorities

.
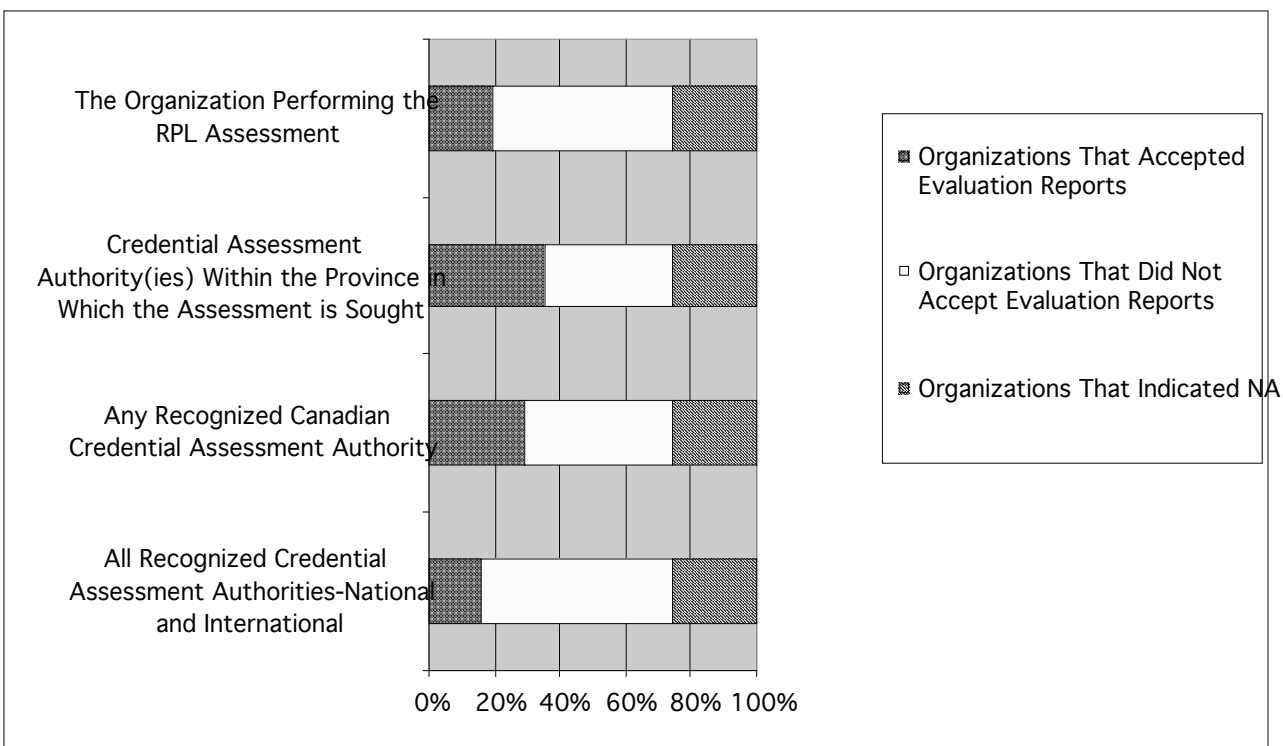
Only five responding organizations (16.1 percent) accepted evaluation reports from all recognized credential assessment authorities-national and international.

Analysis of comments revealed that some organizations used evaluation reports from other sources only as supplementary information. In other words, these organizations still performed their own assessment of foreign credentials either internally or through specific credential assessment service providers with whom they have agreements. Examples of such responding organizations included BC 1, BC 2 (internal review), ON 3 (ICES only), ON 5 (3 specific credential assessment service providers only), ON 6 (WES only), and QC 1(Ordre des chimistes only). The respondent for ON 3 explained that the organization used ICES because they required original documents, and they provided a comprehensive report including language of instruction.

Some organizations did not carry out RPL assessments internally; they relied on provincial or national regulatory bodies to determine equivalencies. For example, CARNA is responsible for determining equivalencies for AB 2, APEGM for MB 5 and NAPRA for MB 6. On the other hand, ON 1 did not carry out credential assessments since their RPL system is based on competency.

AB 5 accepted evaluation reports only from recognized authorities that were known to the organization. SK 5 had a formal agreement with IQAS but looked at other recognized authorities' reports. If the reports provided the information they required, they accepted and used the information for the purpose of admission placement. If the authority was not from Canada, the organization translated and examined the report in the context of that country's education system. Finally, NS 1 had signed a full mobility agreement accepting any applicant already registered anywhere in Canada. Furthermore, some international agreements are already in place.

5.   Conclusions and Recommendations

Overview of Study

The ten-year outlook for the Canadian labour market published by HRSDC states that 2.74 million new jobs will be created through economic growth and through retirement over the next five years. According to HRSDC, new domestic labour market entrants will not be sufficient to fill all the positions created by economic growth and retirements. Canada therefore must depend on immigration and on the efficient integration of foreign-trained professionals and skilled individuals into its work force to reduce labour market pressures.

The availability of funding from federal and provincial governments to promote the development of RPL systems which will ensure that foreign-trained individuals achieve their full potential in the Canadian labour market and society has resulted in many innovative and successful RPL initiatives across the country. These initiatives however, remain isolated. It is critically important to exchange information about promising RPL systems on a continual basis. In doing so, RPL systems could evolve into best practices resulting in more effective integration of foreign-trained individuals into jobs commensurate with their training. This research attempted to address the information gap on successful Canadian RPL initiatives.

Population
The target population for the study consisted of Canadian organizations that have in place promising RPL systems for foreign-trained individuals. The final sample size of organizations that originally committed to participate was 41 including: British Columbia (5); Alberta (6); Saskatchewan (6); Manitoba (6); Ontario (6); Quebec (3); Nova Scotia (3); New Brunswick (3); Prince Edward Island (1); Newfoundland (1); Yukon (1); (see Appendix B for a list of the 32 organizations that responded). *(NOTE: This is by no means an exhaustive list of organizations across Canada that have developed promising RPL [Joint PLAR/QR] assessment practices within a supporting RPL system.),*

Procedure
A survey questionnaire was developed to collect data on key elements of "RPL systems for foreign-trained individuals" developed by responding organizations. The survey's eight sections reflected the topics of the study's research questions: 1) Who has promising models of RPL systems for foreign-trained individuals across Canada? 2) How does the organization make its RPL system transparent to foreign-trained individuals? 3) How does the RPL system reflect the organization's values toward foreign-trained individuals? 4) What elements of pre-advising/counselling are built into the RPL system? 5) What makes the organization's RPL system client responsive? 6) What quality assurance elements are built into the RPL system? 7) In the RPL system, what are the practices and procedures involved in the evaluation of formal and informal learning acquired by foreign-trained individuals? 8) How does the RPL system promote transferability of recognized credentials?

The survey instrument was validated by the focus group of experts in the field of RPL and pilot-tested by the steering committee members, who are all involved in RPL. Following modification of the survey, it was e-mailed to each of the 41 organizations committed to participation in the study. By the beginning of March 2006, 28 surveys were received and by mid-March three more were sent. Four organizations chose to withdraw from the survey; however, one of these

organizations sent a summary of what the organization did and attached a draft copy of an occupational fact sheet for foreign-trained individuals. Responses from 31 organizations were tabulated using frequencies and percentages while qualitative responses were documented as written below each table. Results were analyzed and key findings, implications and recommendations were reported for each section of the questionnaire. Suggestions for future work were drawn from the analysis.

Key Findings

1.   Responding Organizations with Promising Models of RPL systems for Foreign-Trained Individuals

1.1   Representatives from participating Canadian organizations confirmed with the researcher that their organizations had developed promising models of a RPL system for foreign-trained individuals which included RPL (Joint PLAR/QR) assessments. Some of these organizations had been funded by HRSDC under the Workplace Skills Strategy program to develop and implement their RPL assessments for foreign-trained individuals. Participating organizations with promising models of a RPL system for foreign-trained individuals were:

BC: **BC 1-**Association of Professional Engineers and Geoscientists of BC
      BC 2-College of Midwives of BC
      BC 3-Certified General Accountants of BC (have a **draft** of a RPL system)
      BC 4-College of Pharmacists of BC
      BC 5-College of Registered Psychiatric Nurses of BC

AB: **AB 1-**Calgary Catholic Immigration Society
      AB 2-Mount Royal College Undergraduate Nursing Program
      AB 5-The Edmonton Mennonite Centre for Newcomers

SK: **SK 2-**Saskatchewan Immigration Projects (Enhanced Language Training and Immigrant Internship Programs)
      SK 5-Saskatchewan Institute of Applied Science and Technology

MB: **MB 1-**Cambrian Credit Union
      MB 2-Early Childhood Education: Internationally Educated Qualifications Pilot
      MB 3-Association of Licensed Practical Nurses
      MB 4-Association of Occupational Therapists of Manitoba
      MB 5-The Internationally Educated Engineer Qualification Program
      MB 6-Manitoba Pharmaceutical Society

ON: **ON 1-**Canadian Aviation Maintenance Council
      ON 2-Canadian Council of Professional Engineers
      ON 3-Canadian Society of Medical Laboratory Science
      ON 4-International Pharmacy Graduate Program
      ON 5-College of physiotherapists
      ON 6-International Midwifery Pre-Registration Program

QC: **QC 1-**Ordre des Chimistes du Québec

QC 2-École Polytechnique de Montreal
QC 3-Ministère de l'Education du Loisir et du Sport

NS: **NS 1-**Association of Professional Engineers of Nova Scotia
NS 2-Halifax Regional School Board-Canadian Connections Program
NS 3-New Beginnings Work Placement Program

NB: **NB 1-**Association of Professional Engineers and Geoscientists of New Brunswick
NB 3-New Brunswick Nursing Association

PE: **PE 1-**Workplace Education PEI

NL: **NL 1-**Association for New Canadians

1.2   The majority of responding organizations were provincial, located in large city centres; this strongly suggests that these organizations were serving high volumes of provincial foreign-trained clients and potential provincial clients. Four organizations were national bodies; all were involved with regulated professions and all located in Ontario.

1.3   SK 2, NB 1 and 3, PE 1, and NL 1 were all located in small city centres where the population of foreign-trained individuals was smaller (compared to city centres such as Vancouver, Calgary, Toronto, Ottawa, Montreal and Winnipeg).

2.   Transparency
A transparent RPL system is one that has clear, well-articulated RPL processes and applications of outcomes such that it does not hold out false promises to foreign-trained individuals.

2.1   CIC is developing a one-stop, on-line information site for potential immigrants and newcomers to Canada but very few responding organizations used this site as a key source of information for their RPL system. Data analysis revealed that only Calgary Catholic Immigration Society, Manitoba Pharmaceutical Association, and The International Midwifery Pre-Registration Program had information at this site. However, APEGBC, SK Immigration ELT and IIP Projects, CCPE, The International Pharmacy Graduate Program, APENS, New Brunswick Nursing Association, and The Association for New Canadians were in the process of developing information for it. The most commonly used sources of information were staff members, followed by the organization's provincial website and brochures. Slightly less that one-half of responding organizations used their national websites as a key source of information. Other strategies used for dissemination of information included occupational fact sheets, self-assessment tools, information sessions, RPL handbooks/manuals, immigrant service providers, credential assessment application package, and press kits.

2.2   The most common types of information provided at key sources were overview of the occupation/program, clear instructions on the application and assessment processes, links to other services and information, and overview of the RPL system which clearly states its purpose, uses and benefits. Slightly less than one-half of responding organizations had an employment opportunities section and a FAQ section. The following are highlights:

2.2.1   CCIS, SIAST, IMPP, and École Polytechnique de Montreal provided at their key information sources all the types of information listed above.

2.2.2   APEGBC, The Edmonton Mennonite Center for Newcomers (EMCN), ECE: Internationally Educated Qualifications pilot, Ordre des chimistes du Québec, and New Beginnings Work Placement (NBWP) program provided at their key information sources all the above information except the FAQ section; however, the first two organizations are developing it.

2.2.3   The College of Midwives of BC (CoMBC), The Internationally-Educated Engineer Qualification (IEEQ) program, CCPE, and APENS provided all but employment opportunities information at their information sites.

2.3   At least 18 responding organizations had clear explanations of the purpose, steps and uses of seven of eight listed RPL components. The most common RPL components with such clear statements were the advising component, the application component, the registration component, the assessment component, the assessment report component, the support programs component, and the website component. Approximately one-half of responding organizations provided statements in plain language outlining the purpose, steps and uses for the gap/bridging component. Noteworthy were the following:

2.3.1   APEGBC, CCIS, EMCN, SIAST, IEEQ, IMPP, Ordre des chimistes du Québec, APENS, and NBNA all clearly outlined in plain language the purpose, steps and uses for all eight response choices.

2.3.2   CoMBC, College of Registered Psychiatric Nurses of BC (CoRPNBC), CCPE, and NBWP all clearly outlined in plain language the purpose, steps and uses for seven response choices—all indicated the gap/bridging component as not applicable.

2.3.3   ECE: Internationally Educated Qualifications pilot, The Society for Medical Laboratory Science (CSLMS), École Polytechnique de Montreal, and The Association of Licensed Practical Nursing (ALPN), all clearly outlined in plain language the purpose, steps and uses for seven response choices—the first three indicated 'No/NA' to explanations for the RPL website component, while the last fourth organization was developing it.

2.3.4   CoMBC indicated that it did not have resources to have its RPL material reviewed by a plain language expert. CSLMS did not put its RPL material through a plain language filter either. The SK Immigration Branch whose ELT and IIP projects are represented in the study indicated that a plain language policy will guide work on website development as well as other printed and electronic information resources.

2.4   The majority of responding organizations provided their foreign-trained clients with assessment reports that were clear and relevant to their needs. Others did not provide assessment reports:

2.4.1   Four responding organizations, The College of Pharmacists of BC, Cambrian Credit Union, Manitoba Pharmacists Association, and École Polytechnique de Montreal, had other organizations perform RPL assessments. Assessment reports were given directly to the clients; however in the case of École Polytechnique de Montréal, the assessing body (Ordre des Ingénieurs du Québec-OCQ) sends the results to them to establish the personal re-training and qualifications courses.

2.4.2   Halifax Regional School Board's Canadian Connections Program (CCP) and ANC are settlement programs and as such facilitate the assessment process

through referrals to the appropriate assessment bodies. Workplace Education PEI's RPL system is now being fully developed so referrals are made to the appropriate assessment services.

3.   Values
Values in an RPL system reflect the organization's willingness and ability to promote barrier-free and bias-free accessibility and services to foreign-trained individuals.

3.1   Only about one-half of responding organizations documented the mandate to improve continually the accessibility, credibility, and effectiveness of their RPL systems to meet the needs of foreign-trained clients in their mission statement. Comment analysis indicated that at least two responding organizations (CoMBC and The Association of Occupational Therapists of Manitoba [AOTMB]) did not because they were mandated by law to protect the public. Approximately two-thirds of responding organizations did document the mandate to improve their RPL systems to meet the needs of foreign-trained clients in their organizational strategic plans and goals.

3.1.1   Interesting information was captured in the comments section. For example, EMCN indicated that their mission/ vision/ goals/ strategic plans were all global and they did not refer to specifics such as programs or RPL. Three Manitoban organizations, Cambrian Credit Union, ALPN, and IEEQ did not have formal statements to improve the RPL system, but did it informally. The SK Immigration Branch had produced policy frameworks and documents to emphasize the importance of RPL in facilitating the recognition and transfer of newcomer's knowledge and experience into the SK labour market, in all sponsored programs. Finally, the Halifax Regional School Board's CCP indicated its interest in developing RPL but was unsuccessful in obtaining funding.

3.2   All participating organizations responded to clients' needs, concerns, inquiries, and/or complaints in a respectful and bias-free manner—Ministére de l'Éducation, du Loisir et du Sport indicated that this was not applicable since the school networks delivered the RPL services. Similarly, all but Workplace Education PEI (this option was under development) responded to clients' needs, concerns, inquiries, and/or complaints in a timely manner. Between 24 and 26 participating organizations provided client-centred services by a) employing staff who could work with foreign-trained clients to clarify and establish the clients' desired outcomes; b) employing staff who were skilled at communicating with foreign-trained clients; c) training staff on accessing resource information and links available to clients; and d) providing a variety of ways for clients to access information and support services easily. Additional information concerning client-centred services was as follows:

3.2.1   APEGBC provided customized outreach via seminars to foreign-trained engineers—by background and geographic location. It has formalized cooperation/advisory agreements with groups of foreign-trained engineers and inter-professional groups to develop improved access and training tools. It also provides mentoring.

3.2.2   The SK Immigration Branch provides training to its immigration programs staff on diversity, power dynamics, conflict resolution, labour market information and resources among other topics. ECE: Internationally Educated Qualifications Pilot program also trained their project team, participants, and ECE centre staff on diversity, but in addition, they encouraged discussions on strategies and

techniques to create a welcoming, flexible and responsive environment. Furthermore they provided clients with occupational information such as employment standards, regulatory information, and human rights information.

3.2.3   Mount Royal College Undergraduate Nursing Program developed partnerships with Immigrant Support Network for low cost loans for language and career education. CSMLS provided online support services and EMCN is developing this service (including mentoring).

3.3   Ten responding organizations had RPL information in both English and French languages. These organizations were APEGBC, CCIS, IEEQ, CAMC, CCPE, CSMLS, The College of Physiotherapists, OCQ, Ministére de l'Éducation, du Loisir et du Sport, NBWP, APEGNB, and NBNA. CoMBC and Mount Royal College Undergraduate Nursing Program were in the process of providing all RPL information in both official languages. Some organizations provided RPL information in other languages as well:

3.3.1   APEGBC provided its occupational fact sheet in Chinese, while CCPE's summary fact sheet was available in Classical Chinese, Simplified Chinese, Farsi, Portuguese, Ukrainian, Russian, Arabic and Spanish.

3.3.2   CoMBC developed certain parts of its application form such as 'professional references' in Chinese, German, Farsi and Spanish.

3.3.3   Mount Royal College Undergraduate Nursing Program had all RPL information available in 47 languages, while NBWP offers RPL information in 32 languages (languages spoken by staff members). IEEQ also was able to offer RPL information in languages spoken by its program staff (German and some Spanish).

3.3.4   SK Immigration Branch is considering developing basic information resources for immigrants in key foreign languages such as Chinese, Arabic and Pashtu.

3.4   Three RPL components that were offered to foreign-trained individuals prior to immigration by approximately one-half of responding organizations were the application, advising, and assessment components. The RPL components that were not commonly offered overseas were the support component, the gap/bridging component, and the registration component. Comment analysis revealed the following:

3.4.1   APEGBC can offer the examination component overseas, but under special circumstances can offer the registration component. On the other hand, APEGNB indicated that it would require an Act change to allow registration and assessment to take place overseas.

3.4.2   CoMBC allows foreign-trained individuals to apply for RPL by submitting a portfolio application, while still in their home country. However, upon successful completion, the individuals must write the competency exams in Vancouver. If gaps are identified, these can be filled while still overseas. The organization is working on getting funding to continue development of courses that could be taken overseas.

3.4.3   EMCN is developing an on-line RPL self-assessment instrument to be used by clients upon entering the formal process of application into one of its engineering programs.

3.4.4   CGABC indicated that CGA Canada offers the CGA program in several Caribbean countries, Hong Kong, and China. This allows candidates in those countries to complete all the RPL components while still overseas.

3.5   Only nine responding organizations had a fully funded RPL system. These organizations were CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, ECE: Internationally Educated Qualifications Pilot program, CSMLS, OCQ, Ministére de l'Éducation, du Loisir et du Sport, and NBWP. Similarly, only eight responding organizations had subsidized RPL systems; these organizations were CoMBC, CoRPNBC, ECE: Internationally Educated Qualifications Pilot program, IEEQ, IPG, IMPP, École Polytechnique de Montreal, and NBWP. Two organizations were seeking possible sources of subsidized funding—CAMC and The Halifax Regional School Board Canadian Connections Program. All other organizations provided RPL services on a fee-for-service basis. Other financial options included:

3.5.1   Some organizations advised clients about other financial options such as low interest bank loans, time payment options, bursaries and financial aid organizations such as The Maytree Foundation and Calgary Mennonite Society.

3.5.2   An interesting observation was noted by the respondent from the Halifax Regional School Board Canadian Connections Program—Financial institutions are not willing to assist foreign-trained professionals in their early stages of settlement unless financial credit was established prior to coming to Canada or financial savings and a credit rating was established in Canada. Credit rating can be established once employed which may take 8-12 months. Because of this difficulty, this organization was seeking funding to assist newcomer with their training needs.

3.6   More than two-thirds of responding organizations designed their RPL systems to enable foreign-trained individuals to decide if they were ready for employment in their field of practice or if they needed additional studies.

4.   *Pre-Advising/ Counselling*
         The RPL system considers the life and career goals of foreign-trained individuals prior to
         the RPL assessment process and provides access to information and resources to prepare
         them for appropriate RPL and entry into practice, in a timely manner.

4.1   Twenty-two responding organizations trained their advisors/ counsellors in their role and
         functions when serving foreign-trained clients. These organizations were APEGBC,
         CoMBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SK
         Immigration projects, SIAST, Cambrian Credit Union, ECE: Internationally Educated
         Qualifications Pilot program, ALPN, IEEQ, CAMC, CCPE, CSMLS, IPG, College of
         Physiotherapists, IMPP, OCQ, École Polytechnique de Montreal, NBWP, NBNA, and
         ANC.
         4.1.1   A common comment made was that internal or in-house training was done on
                 topics such as diversity, qualifications recognition, PLAR procedures and
                 protocols, competency identification and articulation, employment counselling,
                 mentorship, and advising/counselling. As well, when the occasion arises, training
                 was done through workshops and conferences.

4.2   The majority of responding organizations maintained their websites with up-to-date
         information on RPL resources. These organizations were APEGBC, CoMBC, College of
         Pharmacists, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SK
         Immigration projects, SIAST, ECE: Internationally Educated Qualifications Pilot
         program, IEEQ, MBPA, CAMC, CCPE, CSMLS, College of Physiotherapists, IMPP,
         OCQ, École Polytechnique de Montreal, APENS, NBWP, APEGNB, NBNA, and ANC.
         4.2.1   Resource information that was updated included the RPL process, contact
                 information, RPL policy changes, list of partners, list of host employers with
                 direct links to their websites, RPL provincial application and registration
                 components only, and links useful to all immigrants.
         4.2.2   Interestingly, the College of Physiotherapists indicated that their website did not
                 have much RPL information since that process is only available after the
                 credentialing process. The organization tried to include RPL information at one
                 time, but discovered that clients were applying directly for RPL before going
                 through the credentialing process.

4.3   The majority of responding organizations provided access to their advising/ counselling
         services via telephone, e-mail, and in-person. These organizations included APEGBC,
         CoMBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SIAST,
         ECE: Internationally Educated Qualifications Pilot program, ALPN, AOTMB, IEEQ,
         MBPA, CAMC (development phase), CCPE, CSMLS, IPG, College of Physiotherapists,
         IMPP, OCQ, École Polytechnique de Montreal, NBWP, APEGNB, NBNA and
         Workplace Education PEI.
         4.3.1   Other points of access for the advising/ counselling service involved on-line
                 access provided by approximately one-half of respondents; seminars, information
                 sessions and through mail service.

4.4   All responding organizations less five provided advising services to foreign-trained
         individuals. These organizations were APEGBC, CoMBC, College of Pharmacists, CCIS,
         Mount Royal College Undergraduate Nursing Program, EMCN, SK Immigration
         Projects, SIAST, Cambrian Credit Union, ECE: Internationally Educated Qualifications

Pilot program, ALPN, AOTMB, IEEQ, MBPA, CAMC (development phase), CCPE, CSMLS, IPG, College of Physiotherapists, IMPP, OCQ, École Polytechnique de Montreal, The Halifax Regional School Board Canadian Connections Program, NBWP, BNA, and ANC.

4.4.1   The advising/ counselling services cover areas such as the RPL process including components such as self-assessments, application and registration; decision making regarding proceeding with RPL assessments; support services regarding language, career, employment, and personal/ settlement issues.

4.5   Very few responding organizations had a Pre-screening self-assessment tool in print or on-line. The organizations that had a print-based self-assessment tool were CoMBC, EMCN, SIAST, ECE: Internationally Educated Qualifications Pilot program, IEEQ, CSMLS, IPG, IMPP, NBWP, and ANC. The College of Pharmacists of BC and CAMC were developing this option. Only nine responding organizations had the self-assessment tool on-line—APEGBC, Mount Royal College Undergraduate Nursing Program, SIAST, IEEQ, CSMLS, IPG, IMPP, OCQ, and NBNA. Development of an on-line model was being done by CoMBC, the College of Pharmacists of BC, EMCN, ECE: Internationally Educated Qualifications Pilot program, and CAMC.

4.6   Approximately two-thirds of responding organizations offered post assessment counselling. This service included describing to clients in plain language, a) how their qualifications compared with that of their Canadian counterpart; b) specific gaps to be filled to attain equivalency; and c) advice on programs/ support services available to fill gaps. The organizations that offered post-assessment counselling included APEGBC, CoMBC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SIAST, ECE: Internationally Educated Qualifications Pilot program, ALPN, MBPA, CCPE, IPG, College of Physiotherapists, IMPP, OCQ, École Polytechnique de Montreal, NBWP, APEGNB, NBNA, and ANC. Development of this service was being done by AOTMB and CAMC. Other comments made included:

4.6.1   At least two organizations indicated that they did not have gap/ bridging programs to refer clients to if they failed the competency exams. CoMBC was one now developing bridging courses/ program to increase the success rate of clients, while ALPN was considering the issue.

4.6.2   Some organizations such as the College of Pharmacists of BC, SIAST, Mount Royal College Undergraduate Nursing Program, ECE: Internationally Educated Qualifications Pilot program, IEEQ, Ministére de l'Éducation, du Loisir et du Sport, The Halifax Regional School Board-CCP, and Workplace Education PEI, have other organizations provide the assessment and the post-assessment services.

4.7   Approximately 60 percent of responding organizations made referrals to more appropriate services if the clients' needs did not fit with the organizations' mandate. These organizations a) identified clearly each client's purpose for using the RPL system, b) determined if the purpose could be met by the organization's RPL system, and c) if required, referred the client to a more appropriate link, phoned the organization and made an appointment for the client. Organizations that provided this service included APEGBC, CoMBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SK Immigration Projects, SIAST, ECE: Internationally Educated Qualifications Pilot program, IEEQ, IPG, College of Physiotherapists, IMPP, OCQ, École Polytechnique de Montreal, Ministére de l'Éducation, du Loisir et du Sport, NBWP,

APEGNB, and NBNA. Some of these organizations indicated that their responsibility to the client stopped at the referral stage—phoning the more appropriate link or making the appointment for the client was not done.

    4.7.1   Common referrals were to credential assessment service providers, regulatory bodies, language assessment and training organizations, counselling/settlement services, and host employers.

4.8   Between one-half and two-thirds of responding organizations developed relationships with external groups to enhance communication and information exchange. The external groups that organizations more commonly developed relationships with were immigrant serving agencies, provincial government representatives, regulating/certifying bodies, and educational institutions. Less common were relationships with CIC representatives, HRSDC representatives, non-regulated professional associations, and business and industry.

    4.8.1   Noteworthy were the following organizations that developed relationships with all mentioned multi-stakeholders: APEGBC, CCIS, EMCN, MBPA, IPG, IMPP, NBWP, APEGNB, Workplace Education PEI, and ANC.

    4.8.2   Another group that organizations developed relationships with was credential assessment service providers. CoMBC developed relationships by involving itself in multi-stakeholder initiatives such as Employment Access for Skilled Immigrant initiative, BC Regulators for access, and in the project entitled "National Midwifery Assessment Strategy."

5. *Client Responsive System*
The RPL system is client responsive when it is sustainable, cost-effective and efficient for both the client and the organization.

5.1   Between 16 and 20 responding organizations designed an RPL system which promoted quick integration of foreign-trained individuals into the labour market by collaborating with a variety of stakeholders. The most common stakeholders that responding organizations collaborated with were staff members, content area experts and foreign-trained clients. Collaboration with immigrant serving agencies, government representatives and labour market representatives were not as common.

    5.1.1   Comment analysis revealed that APEGBC was not mandated to collaborate with other groups regarding the effectiveness of their RPL system, but did this informally.

    5.1.2   Other groups that the ECE: Internationally Educated Qualifications Pilot program and CSMLS collaborated with were prior learning assessment organizations such as MPLAN and CAPLA.

5.2   Integration of RPL procedures into the organization's general operating procedures to allow for seamless transitions was done by APEGBC, CoMBC, College of Pharmacists of BC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SIAST, Cambrian Credit Union, ECE: Internationally Educated Qualifications Pilot program, ALPN, AOTMB, MBPA, CAMC, CCPE, CSMLS, College of Physiotherapists, IMPP, OCQ, École Polytechnique de Montreal, APENS, NBWP, and APEGNB.

5.3   To ensure sustainability of the RPL system about two-thirds of responding organizations partnered with Provincial governments and educational institutions. About one-half

partnered with regulatory/ certifying bodies in other provinces and business and industry. Only a few partnered with credential assessments agencies.

    5.3.1   Organizations that had multi-stakeholder (4-5) partnerships included APEGBC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, IEEQ, CCPE, IPG, IMPP, APENS, and NBWP.

    5.3.2   Comment analysis revealed that APEGBC ensured sustainability by partnering for pilot projects, internships, and advisory committees. Along the same lines, IMPP has partnered with the four-year degree program in Midwifery (OMEP). CoMBC ensured sustainability by partnering with other provinces to develop a national assessment strategy and exam.

    5.3.3   CSMLS ensured sustainability through its registration fees.

5.4   The majority of responding organizations allocated adequate resources to ensure that their RPL systems met the changing needs of foreign-trained individuals. Such organizations included APEGBC, CoMBC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SK Immigration Projects, SIAST, Cambrian Credit Union, ECE: Internationally Educated Qualifications Pilot program, MBPA, CAMC, CCPE, CSMLS, College of Physiotherapists, IMPP, OCQ, École Polytechnique de Montreal, and APENS.

    5.4.1   APEGBC, APENS, and the College of Physiotherapists allocated resources to research the challenges to labour market integration and the changing needs of foreign-trained individuals. APEGBC and APENS were involved with FC2I while the latter organization carried out three best practices studies that resulted in revisions to the RPL system.

    5.4.2   CAMC collaborated with essential skills providers to ensure meeting the changing needs of foreign-trained individuals.

5.5   Almost all responding organizations assigned the responsibility of RPL activities to trained RPL personnel. In other words, the RPL activities were not added responsibilities to the general staff workload. Organizations that had trained RPL personnel included APEGBC, CoMBC, College of Pharmacists of BC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SK Immigration Projects, ECE: Internationally Educated Qualifications Pilot program, ALPN, AOTMB, IEEQ, MBPA, CCPE, CSMLS, College of Physiotherapists, IMPP, OCQ, École Polytechnique de Montreal, APENS, Halifax Regional School Board-CCP, NBWP, APEGNB, NBNA, and ANC. Approximately one-half of responding organizations had a RPL facilitator/Manager.

    5.5.1   SK Immigration Branch was staffing a "Coordinator-Recognition of International Knowledge and Experience" position.

5.6   The three most common points of access to the RPL system were in-person, mail and on-line. Two other points of access mentioned were telephone and fax.

5.7   Approximately two-thirds of responding organizations worked in partnership with similar organizations across Canada. These organizations included APEGBC, CoMBC, College of Pharmacists of BC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SK Immigration Projects, SIAST, ALPN, AOTMB, IEEQ, MBPA, CAMC, CCPE, CSMLS, IMPP, APENS, NBWP, APEGNB, NBNA, and ANC.

5.7.1   Many organizations did not restrict themselves to working with only similar organizations across Canada. For example, APEGBC worked with governmental and non-governmental organizations across Canada, while CCIS worked with economic development, colleges, and universities. EMCN was trying to develop relationships with Halifax PLA Centre and WPLAR in Manitoba. SIAST, CAMC, and ANC were working with CAPLA, while CCPE worked closely with HRSDC and sector councils. CSMLS worked collaboratively with other national organizations such as ACHDHR, HEAL, CNNAR, and the IEHP project. NBWP worked with Skills for Transfer Toronto Sector Councils.

6.   Quality Assurance
Quality Assurance in an RPL system involves establishing policies and procedures for providing quality services and developing a systematic process of reviewing and changing these policies and procedures so that the system continuously meets the needs of foreign-trained individuals.

6.1   Establishing standard procedures for the RPL system was done by the majority of responding organizations. This involved establishing standard procedures for components such as application, registration, advising, assessment, recording/report and appeal. The appeal component was developed by the least number of organizations—APEGBC, CoMBC, College of Pharmacists of BC, CoRPNBC, CCIS, EMCN, SIAST, ECE: Internationally Educated Qualifications Pilot program, ALPN, IEEQ, MBPA, CCPE, CSMLS, The College of Physiotherapists, IMPP, OCQ, APENS, APEGNB, and NBNA.

6.2   Between 23 and 25 responding organizations ensured that all RPL personnel followed established procedures in a timely, equitable, consistent, and reliable manner. These organizations did so by a) developing clear guidelines for all RPL procedures, b) training RPL personnel on accessing, interpreting and following guidelines, and c) reviewing guidelines periodically to determine if RPL personnel were meeting the organization's goals and the needs of clients. Organizations that had or were developing a), b) and c) included APEGBC, CoMBC, College of Pharmacists of BC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SK Immigration Projects, SIAST, ECE: Internationally Educated Qualifications Pilot program, ALPN, IEEQ, MBPA, CAMC, CCPE, CSMLS, IPG, The College of Physiotherapists, IMPP, OCQ, Ministére de l'Éducation, du Loisir et du Sport, APENS, NBWP, APEGNB, and NBNA.

6.3   Approximately two-thirds of responding organizations used feedback from multi-stakeholders to carry out periodic review of the RPL system. These organizations used feedback most often from advisors, assessors and faculty/ staff members; from foreign-trained individuals; from regulatory/ certifying bodies and from labour market representatives. Only 14 organizations used feedback from immigrant settlement agencies. Responding organizations that elicited feedback from three or more stakeholders included APEGBC, CoMBC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SIAST, Cambrian Credit Union, ECE: Internationally Educated Qualifications Pilot program, IEEQ, CAMC, CCPE, CSMLS, IPG, the College of Physiotherapists, IMPP, OCQ, Ministére de l'Éducation, du Loisir et du Sport, APENS, NBWP, APEGNB, and NBNA.

6.4   Twenty-five responding organizations documented accurately and legibly all evidence to substantiate RPL decisions. These organizations included APEGBC, CoMBC, College of Pharmacists of BC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SK Immigration Projects, SIAST, ECE: Internationally Educated Qualifications Pilot program, AOTMB, IEEQ, CAMC, CCPE, CSMLS, IPG, The College of Physiotherapists, IMPP, OCQ, Ministére de l'Éducation, du Loisir et du Sport, APENS, NBWP, APEGNB, NBNA, and ANC.

6.5   Judicious management of clients' files was done by the majority of responding organizations. Twenty-five protected confidentiality of clients while 26 stored clients' files securely. The organizations that implemented judicious file management policy and practices included APEGBC, CoMBC, College of Pharmacists of BC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SIAST, Cambrian Credit Union, ECE: Internationally Educated Qualifications Pilot program, ALPN, AOTMB, IEEQ, MBPA, (CAMC was developing its file management policy and practices), CCPE, CSMLS, IPG, The College of Physiotherapists, IMPP, OCQ, École Polytechnique de Montreal, APENS, NBWP, APEGNB, and NBNA.

7.   Evaluation/ Measurement
The RPL system evaluated/measured formal and informal learning acquired by foreign-trained individuals as it related to their field of practice.

7.1   The most commonly used authentic assessment methods were portfolio/ evidence collection, interviews (oral assessment to APEGBC), foreign credential comparison, written examinations, and course work. On the other hand, less used methods of assessment included demonstrations, practical/clinical examinations, oral examinations, and theses/reports.

    7.1.1   All nine methods of assessments were done by IMPP (IMPP used an additional assessment method—simulation-based assessment), APENS, and College of Pharmacists of BC (all assessments for the College were done by an external organization).

    7.1.2   SIAST and CoMBC used eight assessment methods. SIAST used IQAS for foreign credential assessments while CoMBC expects to include demonstrations once its bridging program is in place. In addition, for certain experienced or university-educated applicants,CoMBC has an extended portfolio assessment process that can be done instead of the written and part of the clinical exam.

    7.1.3   IPG used seven of these assessment methods—they did not use foreign credential comparison or thesis/report assessments, while Mount Royal College Undergraduate Nursing Program and Cambrian Credit Union offered six assessment methods to foreign-trained individuals.

7.2   Over two-thirds of responding organizations employed assessors who delivered quality RPL services to foreign-trained individuals. More common characteristics that responding organizations' assessors reflected included being specialists in the field sought and being knowledgeable about the organizations' mandate, mission, goals and standards. Organizations that employed such assessors were APEGBC, CoMBC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SIAST, ECE: Internationally Educated Qualifications Pilot program, ALPN, AOTMB, IEEQ, MBPA, CAMC, CCPE, CSMLS, IPG, The College of Physiotherapists, IMPP,

OCQ, École Polytechnique de Montreal, Ministére de l'Éducation, du Loisir et du Sport, APENS, APEGNB, NBNA, and ANC. Less common characteristics reflected by assessors were:

7.2.1   Being trained in and can conduct prior learning assessments that reflected consistency, validity, reliability, practicability, sufficiency and currency—found in assessors from 22 responding organizations; being trained in conducting assessments in a timely and efficient manner—found in assessors from 22 responding organizations; and being able to substantiate all decisions and outcomes in writing—found in assessors from 21 responding organizations

7.2.2   Noteworthy were responding organizations whose assessors reflected all five above-mentioned characteristics. These organizations included APEGBC, CoMBC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SIAST, ECE: Internationally Educated Qualifications Pilot program, AOTMB, IEEQ, MBPA, CAMC, CCPE, CSMLS, IPG, The College of Physiotherapists, IMPP, OCQ, Ministére de l'Éducation, du Loisir et du Sport, APENS, APEGNB, and NBNA.

7.3   The majority of responding organizations offered fair, reliable and valid assessments to all clients; furthermore, these assessments were conducted without any form of racial, religious, political or sexual discrimination. Organizations that assured foreign-trained clients of such assessments were APEGBC, CoMBC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SIAST, ECE: Internationally Educated Qualifications Pilot program, AOTMB, IEEQ, CAMC, CCPE, CSMLS, IPG, the College of Physiotherapists, IMPP, OCQ, École Polytechnique de Montreal, Ministére de l'Éducation, du Loisir et du Sport, APENS, NBWP, APEGNB, and NBNA.

7.4   Twenty responding organizations trained advisors, assessors, and faculty/staff members in the organization's philosophy regarding currency of learning and continuously reviewed assessments with practitioners in the field to ensure that up-to-date knowledge and skills are included. These organizations were APEGBC, CoMBC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program (currently developing the review process with practitioners), EMCN, SIAST, ECE: Internationally Educated Qualifications Pilot program, ALPN, AOTMB, CCPE, CSMLS, IPG, the College of Physiotherapists (currently developing the review process with practitioners), IMPP, OCQ, Ministére de l'Éducation, du Loisir et du Sport, APENS, NBWP, and NBNA.

7.5   Ensuring authenticity of documentation was done by 23 organizations. Many of these organizations required that the documentation be sent directly from the issuing source to the assessing body in Canada. If this could not be the case, the documentation had to be certified/ notarized. Other organizations had authenticity of documentation done by either credential assessment service providers or by their respective regulatory body. Organizations that demonstrated this performance indicator included APEGBC, CoMBC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SIAST, ECE: Internationally Educated Qualifications Pilot program, ALPN, AOTMB, IEEQ, MBPA, CCPE, CSMLS, the College of Physiotherapists, IMPP, OCQ, École Polytechnique de Montreal, Ministére de l'Éducation, du Loisir et du Sport, APENS, NBWP, APEGNB, and NBNA. Interestingly, CAMC is currently developing an RPL system which focuses on measuring competency with less emphasis placed on the recognition of credentials aspect and therefore on authenticity of documentation.

7.6   Over two-thirds of responding organizations, a) clarified with candidates the intended outcomes of assessment, b) Described the assessment methods available, c) oriented the candidates to the types and amount of acceptable evidence of learning required for the intended outcome, and d) advised the candidates on the timing of assessments. Many of these organizations that were involved in regulated/ certified professions did not discuss and agree on the criteria against which learning will be evaluated since the criteria were established standards for safe practice and therefore non-negotiable. Furthermore, APEGBC's worked with candidates to explain— not create— the assessment plan.

   7.6.1   Approximately one-half of responding organizations, a) did discuss and agree on the criteria against which learning will be evaluated, b) oriented candidates to efficient evidence collection methods, and c) worked with candidates to create an assessment plan which would meet the intended outcome in a timely and efficient manner.

   7.6.2   Organizations that had demonstrated six or more of the performance details included APEGBC, CoMBC, CoRPNBC, CCIS, Mount Royal College Undergraduate Nursing Program, EMCN, SIAST, ECE: Internationally Educated Qualifications Pilot program, ALPN, MBPA, IPG, the College of Physiotherapists, IMPP, OCQ, APENS, and NBNA.

7.7   Slightly over one-half of responding organizations provided a detailed assessment report in which areas for further development and gap/ bridging options available for achieving equivalency were identified. Less than one-half provided details such as foreign credential comparisons, the time and place where each gap/ bridging option was available, and the cost of each option.

   7.7.1   Responding organizations that had four or five performance details included APEGBC, CoRPNBC, CCIS, ECE: Internationally Educated Qualifications Pilot program, IEEQ, CSMLS, IPG, the College of Physiotherapists, IMPP, APENS, and APEGNB.

7.8   Only about one-half of responding organizations had written appeal policies and procedures and provided clients with access to them. The same number conducted appeals using a fair, credible process. Organizations that demonstrated these appeal performance details included APEGBC, CoMBC, CoRPNBC, EMCN, SIAST, ECE: Internationally Educated Qualifications Pilot program, ALPN, IEEQ, MBPA, CCPE, CSMLS, The College of Physiotherapists, IMPP, OCQ, APENS, and NBNA.

   7.8.1   Development of all appeal performance details is being done by AOTMB, CAMC, and IPG. APEGBC has written appeal policies and procedures and provided clients with access to them but is reviewing how it conducts appeals, while APENS is developing written appeal policies.

   7.8.2   The College of Physiotherapists has a two-tiered appeal system—Administrative Re-consideration and an arm's length appeal process.

   7.8.3   Educational institutions (SIAST) or programs associated with educational institutions (IEEQ, IMPP) usually followed the institution's appeal policy and procedures.

8.   *Transferability*

8.1   Less than one-half of responding organizations accepted credentials from another institution at par. These organizations included APEGBC, CoRPNBC, CCIS, EMCN,

ECE: Internationally Educated Qualifications Pilot program, CSMLS, IPG, the College of Physiotherapists, IMPP, OCQ, Ministére de l'Éducation, and NBNA.

8.2   Translation of certificates, diplomas and degree transcripts were most commonly requested (22 organizations), followed by requests for translation of reference letters (15 organizations), educational institution's program/course documents (17 organizations), and professional organization's documents (13 organizations). Responding organizations from Quebec indicated that translations could be in either official language.

    8.2.1   Other documents that may require translation are birth certificates, name change documents and/or publications/ theses.

8.3   Very few responding organizations accepted evaluation reports from recognized credential assessment authorities.

    8.3.1   Ten organizations accepted evaluation reports from the credential assessment authorities within the province in which the assessment is sought, while only eight accepted evaluation reports from any Canadian credential assessment authorities.

Discussion

Implications will be discussed using the following sections of the study:
1. Organizations with exemplary RPL (joint PLAR/QR) assessment practices
2. Transparency
3. Values
4. Pre-Advising/ Counselling
5. Client Responsive
6. Quality Assurance
7. Evaluation/ Measurement
8. Transferability

1.   Organizations with Exemplary RPL (Joint PLAR/QR) Practices

The criteria used in selecting organizations that demonstrated exemplary RPL assessment systems were:
- Organizations had a credential assessment comparison component
- Organizations had 7-9 assessment methods/processes for assessing occupational knowledge, skills, and experience

Organizations that demonstrated exemplary practice in RPL assessment practice performed not only assessment of paper credentials, but also measurement of competency in occupational knowledge, skills, and experience against established Canadian standards through a variety of assessment methods (7-9 methods). Organizations that did this included the Association of Professional Engineers and Geoscientists of BC, the College of Midwives of BC, the College of Pharmacists of BC, Mount Royal College Undergraduate Nursing Program, Saskatchewan Institute of Applied Science and Technology, International Pharmacy Graduate Program, the International Midwifery Pre-Registration Program, and the Association of Professional Engineers of Nova Scotia.

2.   Transparency

During the creation of the survey instrument, experts in the field of RPL concurred on the importance of transparency in the RPL system for the foreign-trained individuals. Foreign-trained individuals who were contemplating coming to Canada needed to access accurate pertinent information easily—on matters such as immigration, recognition of prior learning (FCR, PLAR, QR), settlement and employment. CCIS in its report, *Call to Action: Leading the Way to Successful Immigrant Integration,* stated that "the right message needs to be communicated before immigrants are invited to come to Canada. Misleading information is abundant from policy and from immigration lawyers" (Innovation In Integration Steering Committee and CCIS, 2004).

Because of misinformation by various sources, the Federal Government has created a one-stop information source—*Going to Canada Portal*—for potential immigrants to Canada. This website is meant to link potential immigrants to every possible type of accurate information that they need to make informed decisions about immigration. Who should have links? The answer is any organization that touches the lives of newcomers—settlement service agencies, regulatory/

certifying bodies, non-regulated professional organizations, educational institutions, sector councils, unions, provincial governments, etc. Survey results indicated that only three responding organizations actually linked with the *Canada Portal* website, and seven were developing this link.

Many provincial organizations either had links or were developing links to their national bodies. Some provincial organizations such as the ECE: Internationally Educated Qualifications Pilot program and settlement service providers did not have national representations, only provincial. However, both of these groups should have links to *Canada Portal,* the former through a provincial website (either their own and/or the government) or their national website, while the latter could link through the provincial government website. Information for landed foreign-trained individuals through brochures and organizations' staff was available.

At key sources, accurate, complete and up-to-date information should always be available to avoid any misconceptions on the part of foreign-trained individuals. Since this study focuses on RPL systems for foreign-trained individuals, the experts developed the types of RPL information foreign-trained individuals would most likely need to make informed decisions about immigration or in the case of landed immigrants, to make informed decisions about steps to employment.

The majority of organizations that did not have information about employment opportunities were associated with regulated/ licensed professions/ trades. However, "employment opportunities" is an important aspect for foreign-trained individuals who may not have established networks in the career field. APEGBC could be a role-model organization for although it was not mandated to provide employment opportunities, it provided such information as an added feature. "Frequently Asked Questions" information was also not commonly included at key sources. Having such a section of information reflects a sense of value for foreign-trained individuals. It demonstrates a RPL system that is thoughtfully centred on serving foreign-trained individuals.

The RPL transparency principle was clearly demonstrated by Calgary Catholic Immigration Society (CCIS) and the International Midwifery Pre-Registration program (IMPP). Both these organizations had links to *Canada Portal* and established key sources of information through their national and provincial websites, brochures and staff. In addition, these organizations provided at key sources reliable, accurate, up-to-date information including clear statements of purpose, steps and uses for components of their RPL system. The assessment reports provided by these organizations enabled foreign-trained individuals to make informed career decisions.

3.   Values

Effective labour market access for foreign-trained individuals is urgent; to accomplish this requires efficient and effective RPL systems for these individuals to demonstrate equivalency of learning. Organizations usually openly declare their commitment to values by documenting statements related to the values in their mission statement, their strategic plans, and/or organizations' goals. These open declarations convey to the public the foundational values that the organizations' activities are built on.

Only one-half of responding organizations had the mandate to improve continually accessibility, credibility and effectiveness of the RPL system to meet the needs of foreign-trained individuals, in their mission statement. Organizations involved in regulated professions indicated that they are mandated by law to protect the public. But surely, if effective labour market access for foreign-trained individuals is urgent, and if regulated organizations are committed to assisting these individuals via an effective and efficient RPL system (all of these organizations revealed excellent client-centred services), then can these organizations not lobby the government to allow them to state in their mission statement their commitment to other values rather than just the one to the public?

Organizations in each province committed to providing efficient and effective RPL services to foreign-trained individuals will provide RPL information not only in the Canadian official languages, but also in the languages of major ethnic populations in the province. Although this is a huge task in terms of resources, it builds bonds of belonging and acceptance between professional peers in the host country and the ethnic professional population. If Mount Royal College Undergraduate Nursing Program could have RPL information available in 47 languages, and NBWP could offer it in 32 languages; why can't all RPL information be available in languages representative of larger ethnic populations?

With rapid technological advances in the world of communication, coupled with access to federal FCR and PLAR funding, one would imagine that organizations would be able to design and develop RPL components such that each could be completed while foreign-trained individuals are still in their home country. This is an important aspect to foreign-trained individuals since they have easier access to support, money, work references, educational institutions, and can better arrange time for studying if required than when in the host country. Only eight organizations had many RPL components that could be completed while still overseas.

In most cases, it is very difficult for foreign-trained individuals to pay for RPL services and maintain their family in a new country. At the same time, it is recognized that assessing learning is a costly business and someone must pay for it. Fortunately, some organizations' RPL services are fully funded by federal and/or provincial governments, registration fees, industry (host employers) or educational institutions. Other organizations receive subsidies and clients must pay a minimal amount for the RPL services rendered. More commonly, foreign-trained individuals pay for RPL services on a fee-for-service basis. What happens when individuals fail some part of the assessment and must now pay for courses and then pay to repeat the assessment? Cost becomes prohibitive, the foreign-trained individuals become burdened with loans which they may not be able to repay, their self-esteem is lowered, and life that promised to be vibrant and successful is suddenly cumbersome.

Organizations that demonstrated, through their RPL system, exemplary commitment to promote barrier-free and bias-free accessibility services to foreign-trained individuals were New Beginnings Workplacement Program (NBWP) and Ordre des chimistes du Québec (OCQ). Both organizations publicly declared their commitment to serving foreign-trained individuals in their mission statement, their strategic plans and their goals. They not only provided excellent client-centred service, but also provided RPL information in at least the official languages (New Beginnings Workplacement Program provided information in 32 languages). In addition, all RPL components could be completed prior to immigration with the advantage of having all information at hand to make informed decisions. Best of all, these organizations' RPL cost was fully absorbed (except for validation of self-assessment by OCQ which is not free but affordable).

4.   Pre-Advising/ Counselling

Standardized RPL advisor training is essential to providing non-discriminatory, consistent, client-centred services. In addition, trained advisors network with others (locally and nationally) to ensure that their information on links and resources for foreign-trained individuals are up-to-date. With this training and networking, advisors would be able to carry out an efficient, standardized process to determine if the client's needs could be achieved using the organization's RPL system. If not, the advisor would be able to link the client with the more appropriate service, a contact name, and phone number. The trained advisor should be able to recognize whether it would be best to take the additional steps of phoning the more appropriate service and actually making the appointment for the client.

The majority of organizations' trained advisors provided current RPL information and advising services through multiple points of access. An important tool advisors and assessors use to assist foreign-trained individuals in making informed decisions about RPL and career readiness is the pre-screening self-assessment tool. Yet, many responding organizations had not developed such a tool.

If foreign-trained individuals proceed with the RPL assessment, upon completion, post-assessment counselling should be done. Clients should clearly understand how their qualifications compare with their Canadian counterpart. If qualifications met established Canadian standards, clients need to know what the next step is in terms of process, cost, time, etc. If qualifications were not equivalent, clients need to know how to achieve equivalency in a step-by-step fashion.

Collaboration and establishing close partnerships with multi-stakeholders such as the provincial and federal levels of governments, business and industry, educational institutions, regulatory/ licensing bodies, sector councils, unions, settlement service agencies, credential assessment service providers, etc is essential to information exchange, communication and coordination of RPL services. Results indicated that some organizations collaborated with as little as one other external group and as many as eight.

The International Midwifery Pre-Registration Program (IMPP) demonstrated exemplary practice in support of the RPL Pre-Advising/ Counselling principle. It incorporated in its RPL system, advisor training, advising, maintaining up-to-date links and resources for foreign-trained individuals, print and on-line self-assessment tools, referrals to more appropriate links, post-assessment counselling, and collaboration with external groups.

5.   Client Responsive

According to Campus Canada's report submitted to HRSDC in March 2005, separation and fragmentation of our RPL activities slows our ability/ capacity to collaboration. Among some of the identified root causes for this obstacle were mistrust, resistance to change, philosophical differences, traditional educational thinking, perceived needs of stakeholders, and few or no incentive to change (Campus Canada, 2005). These reasons or root causes indicate self-interest instead of client-centred interest. About one-half of the responding organizations collaborated with multi-stakeholders to design an RPL system which promised quick integration of foreign-trained individuals into the labour market.

Key features of such an RPL system are multiple points of access, integration into the general operations of the organization, and specially trained RPL staff under an RPL facilitator/ coordinator. Most responding organizations collaborated with five to six external groups to design their RPL system which had approximately three points of access and was integrated into the general operations of the organizations to create seamless transitions. Although most had staff attached to only RPL activities, only one-half had a RPL coordinator to oversee the activities.

Sustainability and ability to meet the changing needs of foreign-trained individuals demand monetary resources. Some organizations found this an annual challenge while other have partnered with similar or other organizations/ groups to develop innovative funding strategies. Both levels of government need to financially reward those organizations whose RPL system is integrating foreign-trained individuals into the labour market efficiently.

Research results indicated that Mount Royal College Undergraduate Nursing Program showed exemplary practice in supporting the Client Responsive principle. Its RPL system demonstrated a comprehensive immigrant-centred system from its design to its sustainability with the capability of changing to meet the needs foreign-trained individuals.

6.   Quality Assurance

Quality assurance was quite a common practice in many responding organizations. The majority of organizations had established standard procedures for each RPL component. Each organization ensured that these standard procedures were executed by establishing clear guidelines, by training RPL staff on accessing, interpreting and following the guidelines, and by reviewing the guidelines with RPL personnel to determine if they were meeting the organization's goals and the clients' needs. Documentation of all RPL decision was practiced by most organizations along with judicious management of clients' files.

Many responding organizations periodically reviewed their RPL policies and procedures using feedback from one to five stakeholders. Reviewing the RPL system with as many stakeholders as

possible promotes trust in each other's system, shares best practices, and contributes to consistency and excellence in the system.

Organizations that demonstrated excellence in the quality assurance principle as described above included the Association of Professional Engineers and Geoscientists of BC, College of Midwives of BC, the Edmonton Mennonite Centre for Newcomers, Early Childhood Education: Internationally Educated Qualifications Pilot, the Canadian Council of Professional Engineers, International Pharmacy Graduate Program, the International Midwifery Pre-Registration Program, Ordre des chimistes du Québec, and Association of Professional Engineers and Geoscientists of New Brunswick .

7.   Evaluation/ Measurement

This principle within the RPL system looks at learning achievements holistically. It measures competence in the knowledge and skills sets presented (acquired formally and informally) against established occupational standards through a variety of barrier-free, non-discriminatory, credible, reliable and consistent assessment processes including PLAR processes, QR processes and FCR processes.

Diversification of assessment methods was demonstrated by most responding organizations. This progress showed that these organizations have acted on the research done by Cross Canada Partnership on PLAR in 2003, which proved that learning can be assessed reliably and credited as equivalent to established standards through a wide variety of valid methods or processes. It is also in keeping with the Halifax Declaration's four actions. Results indicated that many responding organizations used combinations of more traditional methods such as written exams, credential evaluations, interviews, course work and experiential methods such as portfolio/ evidence collection. Interestingly, CAMC and the International Pharmacy Graduate Program developed RPL systems which were competency-based with little emphasis on credential recognition and greater emphasis on competency in occupational tasks.

In addition to offering holistic prior learning assessments, all responding organizations with RPL systems for foreign-trained individuals demonstrated commitment to integrating these individuals into the labour market by offering fair, reliable, valid assessments which were free of bias and discriminatory elements. For example, the majority of organizations used assessors trained in conducting RPL assessments in a consistent, valid and reliable manner. This implied the delivery of quality assessment services—ensuring authenticity of documentation, currency of learning, sufficiency of evidence, delivery of a detailed assessment report, and a process devoid of any form of discrimination. A major weakness the study brought out was the lack of a mechanism for appealing a RPL assessment outcome. Only about 50 percent of responding organizations had developed such a mechanism.

Organizations that demonstrated exemplary practice in the RPL evaluation/measurement principle included the Association of Professional Engineers and Geoscientists of BC (APEGBC), the International Midwifery Pre-Registration Program (IMPP), and the Association of Professional Engineers of Nova Scotia (APENS).

8.   Transferability

Acceptance of recognition awarded through an organization's RPL system in one province by an organization in another province was not a common practice among responding organizations. Nor was accepting evaluation reports from recognized credential assessment authorities. This implies a lack of trust in the quality of RPL service being offered by provincial organizations and recognized credential assessment service providers across the country.

Would a national database of foreign credential assessments done in Canada so far, perhaps done according to professions and trades and maintained by national bodies, help? Perhaps the credential assessment service providers could run the national database centre and be the major intake for all foreign-credential assessment requests with the responsibility of sorting by professions/trades and performing a pre-assessment process which was agreed on by multi-stakeholders. Then associated professional/trade staff would do a more in-depth competency assessment. Of course, this would be best if the entire RPL process could be done while the foreign-trained individuals were still in their home countries. Saskatchewan Institute Applied Science and Technology (SIAST) had exemplary practices that supported the RPL transferability principle primarily because it was willing to accept credential evaluation from any recognized credential assessment service provider-national or international and it requested only two types of translated documentation.

RECOMMENDATIONS

General Recommendations for RPL (Joint PLAR/QR) Development
Federal and Provincial Governments
Continue to fund the development of diverse processes that could be used in Canada and overseas for assessing foreign knowledge, skills competency and work experience.
Organizations with RPL Systems
Collaborate with multi-stakeholders to continuously investigate new and refined assessment methods that would measure a variety of learning, fit a wide range of learning styles and suit learners' diverse cultural background and characteristics. Design and develop assessment processes so that they could be used in Canada and overseas.

On the basis of the seven RPL principles with associated performance indications. the following recommendations are made:

1. Transparency
Recommendation 1: Federal and Provincial Governments – provide sustained funding to assist each organization with a RPL system for foreign-trained individuals to design and develop a website at the *Going to Canada Portal.*
Recommendation 2: Organizations not linked to the *Going to Canada Portal* – link provincial organizations' website with RPL information, to their National bodies' website (to create consistency of RPL information) and link the latter website to the *Portal*. For those organizations without national representation, link organizations' RPL website directly to the *Portal.*
Recommendation 3: Organizations without Employment Opportunities Information Section—ensure that a section on employment opportunities is included along with a FAQ section.

2. Values

Recommendation 4: Organizations without RPL Mandate in Documents – publicly declare the organizations' commitment to improve continually the accessibility, credibility and effectiveness of their RPL systems in their mission statement, strategic plans and organizations' goals.
Recommendation 5: Organizations Reflecting Values in the RPL Systems – reflect the organizations' values regarding service to foreign-trained clients by developing RPL information in languages that are reflective of the ethnic professional population.
Recommendation 6: Federal and Provincial Levels of Government – provide sustained funding to assist each organization with a RPL system for foreign-trained individuals to develop RPL information in languages that reflect the major immigrant population.
Recommendation 7: Federal and Provincial Levels of Government – provide sustained funding to assist each organization with a RPL system for foreign-trained individuals to develop RPL components that could be completed prior to immigration.
Recommendation 8: Organizations without RPL Components that Could Be Completed Overseas – collaborate with multi-stakeholders and develop RPL components that could be completed prior to immigration.
Recommendation 9: Federal and Provincial Levels of Government – provide full funding to each organization's RPL assessment service to foreign-trained individuals.

3. Pre-Advising/ Counselling

Recommendation 10: Federal and Provincial Levels of Government – provide funding to each organization whose RPL system does not have a self-assessment tool.
Recommendation 11: Organizations with RPL Systems that Do Not Include a Self-Assessment Tool – collaborate with multi-stakeholders and develop a RPL self-assessment tool that is print-based and on-line.
Recommendation 12: Organizations that Lack Communication and Information Exchange – collaborate with multi-stakeholders to enhance communication and information exchange, to involve employers and to promote trust.

4. Client Responsive

Recommendation 13: Organizations that Do Not Collaborate When Designing the RPL System – collaborate with multi-stakeholders to design a RPL system which promotes quick integration of foreign-trained individuals into the labour market.
Recommendation 14: Federal and Provincial Levels of Government – provide long-term funding to, and facilitate the development of, partnerships for each organization whose RPL system is not sustainable.

5. Quality Assurance

Recommendation 15: Organizations that Do Not Collaborate When Reviewing RPL Systems – collaborate with multi-stakeholders to review periodically the RPL policies and procedures. This exercise will promote the sharing of best practices and the establishment of trust.

6. Evaluation/Measurement

Recommendation 16: Organizations without a Variety of RPL Assessment Methods – collaborate with multi-stakeholders to continuously investigate new and refined assessment methods which would fit a variety of learning activities and a variety of learners' background and characteristics.
Recommendation 17: Organizations without an RPL Appeal Component – provide a mechanism whereby foreign-trained individuals can appeal an assessment. Ensure that the

process is fully disclosed and prominently available. Provincial organizations with a national body should collaborate and craft a national appeal process.

7.   Transferability
Recommendation 18: Federal and Provincial Levels of Government – facilitate discussions among multi-stakeholders regarding the establishment of a national database for credential assessment. As well, facilitate discussions with multi-stakeholders about the services that credential assessment service providers can offer employers, regulatory bodies, educational institutions, sector councils, etc.

Suggestions for Future Research

During this study, several ideas and questions arose which could be answered through further research. Suggestions for further research are as follows:
1. A parallel cross-Canada study on organizations that have exemplary RPL systems for Canadians without foreign credentials
2. A detailed study on what characteristics differentiate the exemplary RPL practices cited in this study from promising RPL practices
3. Research to refine the survey instrument developed in this study so that it is a suitable instrument for measuring foundational performance indicators demonstrated by any RPL system
4. Detailed studies to examine the differences in RPL systems developed for each professional sector
5. Research to document all organizations across Canada that have established an RPL system
6. A qualitative study that explores how the use of various acronyms (PLAR, QR, FCR, PLEA, RPL) is affecting the understanding of assessing learning using foreign-trained individuals, employers, regulated professions, non-regulated professions, unions, sector councils as subjects.

Bibliography

Aerospace and Defence HR Partnership for Nova Scotia. (2005). *Hiring Immigrants: Opening Doors to New Opportunities*. Retrieved February 24, 2006 from http://www.hrpartnership.ca/default.asp?mn=1.30.35

Alberta Apprenticeship and Industry Training Board. (1996). *Profile of Apprenticeship and Industry Training in Alberta.* Retrieved November 20, 2005 from http://www.tradesecrets.org/

Alboim, N. and The Maytree Foundation. (2002). *Fulfilling the promise: Integrating Immigrant Skills into the Canadian Economy*. Retrieved November 2005 from http://www.caledoninst.org/

Alliance of Credential Evaluation Services of Canada.. (1998). *General Guiding Principles for Good Practice in the Assessment of Foreign Credentials.* Retrieved December 8, 2005 from http://www.canalliance.org/PDFs/GuidingPrinciples.pdf

Ansief, P., Sweet, R., and Frempong, G. (2003). *Working Paper Series: Labour Market Outcomes of Immigrant and Racial Minority University Graduates in Canada*. Retrieved February 8, 2006 from http://www.ceris.metropolis.net/wkpp_listing.pdf

Alliance of Sector Councils. (2005). *Sector Councils—Partnerships That Work.* Presentation at CAPLA's Fall Focus Workshop and Annual General Meeting held at the Metropolitan Hotel. Toronto, Ontario.

Association of Canadian Community College. (2004). *Responding to the Needs of Immigrants.* Retrieved January 24, 2006 from http://www.accc.ca/ftp/pubs/2004immigrant_needs.pdf

Association of Canadian Community Colleges. (2005). *Valuing the Knowledge skills and Experience of Canada's Immigrants.* Retrieved February 20, 2006 from http://www.accc.ca/english/advocacy/briefs/valuing_immigrants.htm

Bambrah, G. (2005). *Canadian 'Experiments' In Diversity*: *The Case Of Immigrants With Engineering Backgrounds Who Settle In Ontario*. Retrieved January 18, 2006 from http://ceris.metropolis.net./virtual%20library/wkpp%list/wkpp2055/cwp41_Brambrah_final.pdf

Bounchard, P. (1998). *"Training and Work: Myths about Human Capital."* In Scott S., Spencer B., and Thomas A. (Eds.), Learning for Life: Canadian Readings in Adult Education, Toronto: Thomson Educational publishing, Inc

Brouwer, A. (1999*). Immigrants Need Not Apply.* Retrieved January 30, 2006 from http://www.maytree.com/htmlfiles/publications_inna.html

Campus Canada.. (2005*). Moving Towards The Development Of A Common Framework For Foreign Credential Assessment.* Retrieved October 27, 2005 from http://www.campuscanada.ca/new/foreign/FCR_Final_Report.htm

Campus Canada.. (2005). *What is Campus Canada?* Presentation at CAPLA's Fall Focus Workshop and Annual General Meeting at the Metropolitan Hotel, Toronto, Ontario.

Canada Immigration Service. (2005). *Skilled Workers.* Retrieved December 19, 2005 from http://www.canadaimmigrationservices.com/skilled_workers.html

Canada Revenue Agency. (2004). *Sustainable Development Commitment.* Retrieved February 15, 2006 from http://www.cra-arc.gc.ca/E/pub/xi/rc4087-02-03e.html

Canada West Foundation. (2005*). Improving Immigration: A Policy Approach for Western Canada*. Retrieved January 15, 2006 from http://www.cwf.ca/abcalcwf/doc.nsf/publications?ReadForm&did=01F84C1F29D6851287256FCD002CD95B

Canadian Alliance of Education and Training Organizations. (2004). *Foreign Credential Recognition*: *An Overview of Practice in Canada.* Retrieved November 14, 2005 from http://www.caeto.ca/reports/FCRGuide.pdf

Canadian Alliance of Education and Training Organizations. (2002). *National Roundtable on Articulation Agreements in Canada: Summary Proceedings.* Retrieved January 6, 2006 from http://www.caeto.ca/reports/ENGRoundtableproceedingsWEB72.pdf

Canadian Alliance of Education and Training Organizations. (2002). *Recognition of Learning: An Overview of Articulation Agreements in Canada.* Retrieved December 20, 2006 from http://www.caeto.ca/projects/articulation/index.ctm

Canadian Association of Prior Learning and Assessment. (2000). Canada's Prior Learning Assessment and Recognition (PLAR) and Qualification Recognition (QR) Chronology and Milestones. Retrieved March 20, 2006 from http://www.canadasportfolio.ca/PLAR%20Chronology.html

Canadian Aviation Maintenance Council. (2005). *Assessments. Prior Learning and Foreign Credential Assessment and Recognition (PLFCAR.)* Presentation at CAPLA's Fall Focus Workshop and Annual General Meeting, at the Metropolitan Hotel, Toronto, Ontario.

Canadian Heritage. (2004*). What is the Immigrant Accreditation Picture in Canada.* Retrieved February 14, 2006 from http://pch.gc.ca/progs/multi/societal/picture_e.cfm?nav=2

Canadian Immigration and Business Law Office. *(2004). PNP–Overview of All Provincial Nominee Program.* Retrieved December 19, 2005 from http://www.immigratingtocanada.com/immigration_provinical_index.html

Canadian Information Centre for International Credentials. (2004*). Activities, Achievements, and Contributions.* Retrieved December 20, 2005 from http://www.cicic.ca/pubs/actions-2005-08.en.pdf

Canadian Information Centre for International Credentials. (2005*). Credential Assessment Services in Canada.* Retrieved October 21, 2005 from http://www.cicic.ca/casinca_en.stm

Canadian Information Centre for International Credentials. (2005*). Fact Sheet NO. 6: Information on Prior Learning Assessment and Recognition in Canada.* Retrieved December 30, from http://www.cicic.ca/factsheets/factsheet6en.stm

Canadian Information Centre for International Credentials. (1990-2005). *General Guiding Principles for Good Practice in the Assessment of Foreign Credentials.* Retrieved October19, 2005 from http://www.cicic.ca/pubs/prncpen.stm

Canadian Institute for Recognizing Learning. (2005). *In Short Supply: Addressing Labour Shortages in the Tourism Sector Through Immigration.* Retrieved November 10, 2005 from http://www.cthrc.ca/eng/pdf/in_short_supply.pdf

Canadian Intergovernmental Conference Secretariat. (2005). *Backgrounder: Progress Since October 2002.* Retrieved February 8, 2006 from: http://www.scics.gc.ca/pdf/830812005_e.pdf

Canadian Intergovernmental Conference Secretariat. (2004). *News Release: Federal – Provincial-Territorial Meeting of Ministers responsible for Immigration Victoria, British Columbia – January 21-22,2004.* Retrieved February 24, 2006 from http://www.scics.gc.ca/cinfo04/830812004_e.html

Canadian International Development Agency. (2004). *Sustainable Development Strategy 2004-2006.* Retrieved November 28, 2005 from http://www.acdi-cida.gc.ca/sds

Canadian Labour and Business Centre. (2001). *Assessing and Recognizing Foreign Credentials-in Canada–Employers' Views.* Retrieved October. 21, 2005 from http://www.clbc.ca/research_and_reports/archive/archive01010101.asp

Canadian Labour and Business Centre. (2002*). Employment Sponsored Training Among Recent Immigrants.* Retrieved December 8, 2005 from http://www.clbc.ca/files/Reports/Fitting_In/Training_among_Recent_Immigrants_-_WES.pdf

Canadian Labour and Business Centre. (2004). *Moving Forward: A Strategy for the Integration of Internationally Trained Workers in Ottawa.* Retrieved Decmber14, 2005 from http://www.clbc.ca/files/Reports/ITWP_-_Moving_Forward.pd

Canadian Labour and Business Centre. (2003). *Tapping the Potential: A Statistical Profile of Ottawa's Immigrant Workforce.* Retrieved January 18, 2006 from http://www.clbc.ca/files/Reports/Fitting_In/Statistical_Profile_of_Ottawas_immigrant_workforce.pdf

Canadian Labour and Business Centre. (2003). *The Transition Penalty: Unemployment Among Recent Immigrants to Canada*. Retrieved January 18, 2006 from http://www.clbc.ca/files/Reports/Fitting_In/Transition_penalty_e-clbc.pdf

Canadian Labour and Business Centre. (2003). *Workers Educated Abroad: Seduction and Abandonment.* Retrieved November 2, 2005 from http://www.clbc.ca/files/Reports/Communication_Strategy_No.10_lamontagne.pdf

Canadian Tourism Human Resource Council. (2005). *Foreign Credential Recognition.* Retrieved October. 19, 2005 from http://www.cthrc.ca/eng/page.aspx?_id=fcr.htm

Canadian Tourism Human Resource Council. (2005). *Getting There From Here*. Retrieved January 31, 2006 from http://www.cthrc.ca/eng/pdf/Getting_there_from_here.pdf

Canadian Tourism Human Resource Council. (2004). *Proposal: Research towards Foreign Credential Recognition Model for Non-Regulated Professions.* Retrieved December 8, 2005 from http://www.cthrc.ca/eng/pdf/Proposal_FCR_Research_Final_Sept_2004.pdf

Capacity Canada. (2005*). Access to Professional and Trades Environmental Scan: Stakeholders and initiatives in Quebec.* Retrieved January 30, 2006 from http://www.capacitycanada.ca

Citizenship and Immigration Canada. (2006). *About the Department*. Retrieved February 22, 2006 from http://www.cic.gc.ca/english/department/index.html

Citizenship and Immigration Canada. (2004). *Annual Report to Parliament on Immigration 2004.* Retrieved February 23, 2006 from http://www.cic.gc.ca/english/pub/immigration2004.html

Citizenship and Immigration Canada. (2005). *Canada – Permanent Residents by Province or Territory, 2004 (Showing Percentage Distribution).* Retrieved March 15, 2006 from http://www.ci.gc.ca/english/pub/facts2004/permanent/17.html

Citizenship and Immigration Canada. (2002). *Canada's New Immigration and Refugee Protection Regulations Finalized.* Retrieved February 22, 2006 from http://www.cic.gc.ca/english/press/02/0218-pre.html

Citizenship and Immigration Canada. (2005). *CIC's Mandate, Mission and Vision.* Retrieved February 22, 2006 from http://www.cic.gc.ca/english/department/mission.html

Citizenship and Immigration Canada. (2003). Citizenship and Immigration Canada *Serving Canada and the World.* Retrieved February 22, 2006 from http://www.cic.gc.ca/english/department/brochure/service.html

Citizenship and Immigration Canada. (2005*). Facts and Figures 2004 Immigration Overview: Permanent Residents*. Retrieved February 1, 2006 from http://www.cic.gc.ca/english/pub/facts2004/permanent/24.html

Citizenship and Immigration Canada. (2003). Facts and Figures 2003 Immigration Overview: Permanent Residents. Retrieved February 16, 2006 from http://www.cic.gc.ca/english/pub/facts2003/permanent/12.html

Citizenship and Immigration Canada. (2003). *Government Response to the Report of the Standing Committee on Citizenship and Immigration: The Provincial Nominee Program.* Retrieved February 24, 2006 from http://www.cic.gc.ca/english/pub/response-pnp.html

Citizenship and Immigration Canada. (2003). *Immigrant Occupations: Recent Trends and Issues: Country of Last Permanent Residence. Retrieved January 2, 2006 from* http://www.cic.gc.ca/english/research/papers/occupations/occupations-e.html

Citizenship and Immigration Canada. (2005). *Integrating Foreign Trained Immigrants in Canada's Labour Market.* Presentation at the Canadian Association for Prior Learning Assessments, Toronto, Ontario.

Citizenship and Immigration Canada. (2001). *News Release: Program Launched to Recognize Foreign Professionals.* Retrieved October21, 2005 from http://www.cic.gc.ca/english/press/01/bc.html

Citizenship and Immigration Canada. (2001). *Pursuing Canada's Commitment to Immigration*: *The Immigration Plan for 2002.* Retrieved January 31, 2006 from http://www.cic.gc.ca/english/pub/anrep02.html

Citizenship and Immigration Canada. (2001). *Sustainable Development Strategy 2001-2003.* Retrieved November 22, 2005 from http://www.cic.gc.ca/english/policy/sds/sds-2001.html

Citizenship and Immigration Canada. (2005). *The Monitor: 2004 Foreign Worker Overview.* Retrieved February 23, 2006 from http://www.ci.gc.ca/english/monitor/issue10/05-overview.html

Citizenship and Immigration Canada. (2005). *The Monitor: New Permanent Residents.* Retrieved February 1, 2006 from http://www.cic.gc.ca/english/monitor/issue11/02-immigrants.html

College of Occupational Therapists of British Columbia. (2003). *Essential Competencies of Practice for Occupational Therapists In Canada: 2ⁿᵈ Edition.* Retrieved January 9, 2006 from http://cc.msnscache.com/cache.aspx?q=2949022047716&lang=en-CA&mkt=en-CA&FORM=CVRE3

College of Pharmacists of British Columbia. (2005). *Professional Development and Assessment Program.* Retrieved November 1, 2005 from http://www.bcpharmacists.org/resources/cpbc/bulletinpdap.htm

Cross-Canada Partnership of PLAR. (2003). *Feedback From Learners: A Second Cross-Canada Study of Prior Learning Assessment and Recognition.*

Directions For Immigrants in Trades and Professional Careers. (2005). *What are: Regulated Occupations.* Retrieved January 6, 2006 from http://www.ditpc.ca/calgary_qualify_regulated_occupations.htm

Europe Unit. (1995). *Recognition of Qualifications.* Retrieved October 19, 2005 from http://www.europeunit.ac.uk/qualifications/index.cfm

Flinders University. (2004*). A Comparison of Australian and Canadian Immigration Policies and Labour Market Outcomes*. Retrieved January 8 2006 from http://www.immi.gov.au/research/publications/comparison_immigration_policies.pdf

Frenette, M. and Morissette, R. (2003). *Will They Ever Converge? Earnings of Immigrant and Canadian-born Workers over the Last Two Decades.* Retrieved February3, 2006 from http://www.statcan.ca/bsolc/english/bsolc?catno=11F0019M2003215

Gouvernement du Québec, Immigration et Communautés Culturelles. (2005). *Foreign-Trained Immigrants and Access to Regulated Trades and professions: Summary of Recommendations of the Groupe de travail sur l_accés aux professions et métiers réglementés.* Retrieved February 14, 2006 from http://www.micc.gouv.qc.ca/publications/pdf/AccesProfessionsMetiers_Summary200502.pdf

Gouvernement du Québec, Immigration et Communautés Culturelles. (2005). *The Practice of Profession Governed by a Professional Order.* Retrieved January 6, 2006 from www.immigration-quebec.gouv.qc.ca/anglais/employment/occupations.html

Government of Canada. (2001). *Achieving Excellence: Investing in People, Knowledge and Opportunity.* Retrieved November 14, 2005 from http://www.innovationstrategy.gc.ca/gol/innovation/site.nsf/vDownload/page_PDF/$file/achieving.pdf

Government of Canada. (2001*). Bill C-11 Immigration and Refugee Protection Act: Overview.* Retrieved December 14, 2005 from http://www.cic.gc.ca/english/irpa/cll-overview.html

Government of Canada, British Columbia Ministry Of Multiculturalism and Immigration Department. (2006). *News Release*. Retrieved October 21, 2005 from http://www.cic.gc.ca/english/press/01/bc.html

Government of Canada. (2003). *Canada at the WSSD Canadian Sustainable Development: A Canadian Perspective.* Retrieved May 12, 2005 from http://www.sdinfo.gc.ca/canadian_perspectiv/pg001_e.cfm

Government of Canada. (2004). *Executive Summary – Sustainable Development Strategy.* Retrieved May 12, 2005 from http://www.hrsdc.gc.ca/en/cs/fas/as/sds/summary_sds3.shtml

Government of Canada. (2005). *Government of Canada Provides over $ 1.6 Million to Help Integrate Immigrants and Foreign-trained Canadians into the Workforce.* Retrieved November 11, 2005 from http://www.news.gc.ca/cfmx/view/en/index.jsp?articleid=181729&

Government of Canada. (2003). *Job Futures*. Retrieved February 10, 2006 from http://jobfutures.ca/en/brochure/JobFuture.pdf

Government of Canada. (2002). *What is Sustainable Development?* Retrieved November 22, 2005 from http://www.sdinfo.gc.ca/what_is_sd/index_e.cfm

Government of Manitoba, Labour and Immigration Department. (2005). *Academic Credentials Assessment Service (ACAS): Information for Clients.* Retrieved October 24, 2005 from http://www.gov.mb.ca/labour/immigrate/newcomerservices/7a.html

Government of Manitoba, Labour and Immigration Department. (2004). *A Resource Guide for Internationally-Educated Engineers: Information to help you plan an engineering-related career in Manitoba.* Retrieved January 8, 2006 from http://www.gov.mb.ca/labour/immigrate/newcomerservices/pdf/engineers_resource_guide07222004.pdf

Government of Manitoba, Labour and Immigration Department. (2005). *Are You Eligible.* Retrieved December 19, 2005 from http://www.gov.mb.ca/labour/immigrate/immigration/2_15.html

Government of Manitoba, Labour and Immigration Department. (2005). G*rowing Through Immigration: An Overview of Immigration and Settlement in Manitoba.* Retrieved February 01, 2006 from http://www.gov.mb.ca/labour/immigrate/infocentre/pdf/mb_settle_present_june05.ppt

Government of Manitoba, Manitoba Labour and Immigration Department. (2004). *Manitoba Build Your Future with Us.* Presentation sent to the researcher on December 8, 2005.

Government of Nova Scotia. (1999). *Labour Market information @ work in Nova Scotia.* Retrieved February 1, 2006 from http://ftp.ednet.ns.ca/pub/educ/labourmarket/imiforpdf.pdf

Government of Nunavut. (2005). *Making Fundamental Change to Learning in Nunavut: Development of the Nunavut Adult Learning Strategy and Integration of PLAR.* Workshop Presentation at CAPLA's Fall Focus held at the Metropolitan Hotel. Toronto, Ontario.

Government of Ontario. (2005). *Opening Doors for Internationally-Trained Individuals.* Retrieved February 1, 2006 from http://www.citizenship.gov.on.ca/english/citdiv/apt/

Government of Ontario, Ministry of Education. (2005). *Revitalizing the Ontario College Teachers.* Retrieved November 8, 2005 from http://www.edu.gov.on.ca/eng/general/elemsec/partnership/revitalizing.html

Government of Saskatchewan. (2003). *Open Up Saskatchewan!* Retrieved January 23, 2006 from http://www.gr.gov.sk.ca/PDFs/Open_Up_Saskatchewan.pdf

Health Canada. (2004). *Federal Funding Enables More Foreign-Trained Doctors to Work in Canada.* Retrieved November 28, 2005 from http://www.hc-sc.gc.ca/ahc-asc/media/nr-cp/2004/2004_08_e.html

Human Capital Management. (2004). *Managing Human Talent*. Retrieved February 24, 2006 from http://www.human-capital-management.net/hcm/management1.html

Human Resources and Skills Development Canada. (2005). *Internationally Trained Workers Initiative and Foreign Credential Recognition.* Presentation at Fall Focus Workshop. Toronto, Ontario.

Human Resources and Skills Development Canada. (2004). *Looking Ahead: A Ten-Year Outlook for the Canadian Labour Market, 2004-2013.* Retrieved Feb 10, 2006 from http://www11.sdc.gc.ca/en/cs/sp/hrsdc/arb/publications/research/2004-002750/page01.shtml

Human Resources and Skills Development Canada. **(**2004). News release**:** *Government of Canada provides over $800,000 in funding to Centre for Education and Work in Winnipeg.* Retrieved December 30, 2005 from http:/www.hrsdc.gc.ca/en/cs/comm/hrsd/news/2004/040220.shtml

Human Resources and Skills Development Canada. (2005). *Prior Learning Assessment and Recognition: Plar in Canada: The Context.* Retrieved December 28, 2005 from http://www.oecd.org/document/16/0,2340,en_2649_201185_32165840_1_1_1_1,00.html at Policy implications of national qualifications systems and their impact on lifelong learning Conference. October 20-21, 2005. Dublin, Ireland.

Human Resources and Skills Development Canada. (2004). *Project Funding–Foreign Credential Recognition.* Retrieved October 19, 2005 from http://www.hrsdc.gc.ca/asp/gateway.asp?hr=/en/ws/programs/fcr/funding.shtml&hs=hzp

Human Resources and Social Development. (2004). *Hiring Foreign Agricultural Workers in Canada*. Retrieved December 19, 2005 from http://hrsdc.gc.ca/en/epb/lmd/fw/seasagri.shtml

Human Resources and Social Development. (2005). *Hiring Skilled Workers and Supporting Their Permanent Immigration.* Retrieved December19, 2005 from http://www.hrsdc.gc.ca/en/epb/lmd/fw/supperimm.shtml

Human Resources and Social Development. (2003). *Occupations with Special Processes for Hiring Foreign Workers*. Retrieved December 19, 2005 from http://hrsdc.gc.ca/en/epb/lmd/fw/occspec.shtml

Human Resources and Social Development. (2005). *Overview – Foreign Credential Recognition.* Retrieved November 28, 2005 from http://hrsdc.gc.ca/asp/gateway.asp?hr=/enws/programs/fcr/overview.shtml&hs=hzp

Human Resources Development Canada. (2001). *Human Resources Development Canada's Sustainable Development Strategy II.*.Retrieved January 15, 2006 from http://www.sdc.gc.ca/en/cs/fas/as/sds/toc.shtml

Immigration and Visas International. (2005). *Minister Adjusts Skilled Worker Passmark and Proposes Changes for Economic Class Immigration Applicants Affected by IRPA Transitional Rules*. Retrieved December 14, 2005 from http://immigrationandvisas.com/canada/canadanewpassmark.htm

Industry Canada (2005). *IC-SD Strategy 1997-Trade and Investment.* Retrieved Novmber.28, 2005 from http://strategis.ic.gc.ca/epic/internet/insd-dd.nsf/en/sd00040e.html

Innovation in Integration Steering Committee and CCIS. (2004). *A Call to Action: Leading the Way to Successful Immigrant Integration.* Retrieved January 31, 2006 from http://www.ccis-integration.ca/downloads/reports/A%20call%20to%20Action%20-%20February%202005%20(final).pc

International Institute for Sustainable Development. (1995). *A Guide to Sustainability: Canadian Choices for Sustainability.* Retrieved January 15, 2005 from http://www.iisd.org/worldsd/canada/project/choices/guide.htm x

International Institute for Sustainable Development. (1995). *A Guide to Sustainability,* Chapter 1. Retrieved May12, 2005 from http://www.iisd.org/worldsd/canada/project/choices/guide.htm

International Institute for Sustainable Development. (2004). *National Strategies for Sustainable Development.* Retrieved for January 18, 2006 from http://www.iisd.org/pdf/2004/measure_nat_strategies_sd.pdf

International Pharmacy Graduate Program. (2005*). Enhanced Language Training Program.* Retrieved November 8, 2005 from http://www.ipgcanada.ca/client/ocp/IPG.nsf/web/Enhanced+Language+Training+Program!OpenDocument

International Pharmacy Graduate Program (2005). *Opening Doors Through Excellence in Teaching and Practice*. Retrieved November 8, 2005 from http://www.ipgcanada.ca/

Job Futures. (2003*). Labour Market Indicators and Outlooks by Occupation.* Retrieved March 7, 2006 from http://www.jobfutures.ca/en/brochure/table1.html

Job Futures. (2003). *Retirement Will Account for an Additional Million job Openings over the Next Five Years*. Retrieved October 2, 2006 from http://jobfutures.ca/en/brochure/retirements.html

Job Futures. (2003). *What are tomorrow's most promising jobs?* Retrieved October 2, 2006 from http://jobfutures.ca/en/brochure/tomorrow.html

Joint Centre of Excellence for Research on Immigration and Settlement – Toronto. (2003*). Working Paper Series: Labour Market Outcomes of Immigrant and Racial Minority University Graduates in Canada.* Retrieved February 8, 2006 from http://ceris.metropolis.net/wkpp_listing.pdf

Mata, F. (1999). *The Non-Accreditation of Immigrant Professionals in Canada: Societal Dimensions of the Problem*. Retrieved February 1, 2006 from http://www.canada.metropolis.net/events/conversation/MATAPAPER.html

McIsaac, E. (2003*). Immigrants In Canadian Cities: Census 2001 – What Do The Data Tell Us?* Retrieved February 15, 2006 from http://www.maytree.com/PDF_Files/ImmigrantsInCdnCities.pdf

McIsaac, E. (2003). *Nation Building Through Cities: A New Deal for Immigrant Settlement in Canada.* Retrieved November 2, 2005 from http://www.caledoninst.org/

Metropolis Project. *(2005). Conversation Series: Internationally Trained Workers' Economic Performance and Foreign Credential Recognition: Conversation Highlight.* Retrieved January 22, 2006 from http://www.canada.metropolis.net/events/conversation/conversation_report_20.pdf

Metropolis Project. (2004). *Conversation Series: Current Success and Continuing Challenges of Foreign Credentials Recognition.* Retrieved December 20, 2005 from http://www.hrsdc.gc.ca/en/cs/sp/hrsdc/Imp/publications/2004-002605/SK-sp-602-06-04.pdf

Metropolitan Immigrant Settlement Association. (2003). *Viability of a Foreign Credential Assessment Service in Atlantic Canada.* Retrieved December 6, 2005 from http://www.misa.ns.ca/images/PDF's/MISA_FINAL_REPORT.pdf

National Visible Minority Council on Labour Force Development. (2005). *Recognition and Assessment of Credentials and Prior Learning: A Visible Minority Perspective*. Retrieved December 8, 2005 from http://www.nvmclfd.ca/documents/NVMCLFD_Policy_Position_Paper.pdf

National Visible Minority Council on Labour Force Development. (2004). *Building Our Future Workforce.* Retrieved January 31, 2006 from http://www.nvmclfd.ca/documents/NVMCLFDEnglish/Report1.pdf

Ontario College of Pharmacists. (2005*). Foreign-Trained Pharmacy Graduates*. Retrieved November 8, 2005 from http://www.ocpinfo.com/client/ocp/ocphome.nsf/web/e-factsheet!OpenDocument

Ontario College of Teachers. (2005). *Evaluation of Your Credentials*. Retrieved November 10, 2005 from http://www.oct.ca/ITT/credentials.aspx?lang=en-CA

Ontario College of Teachers. (2005). *Teacher Trained Outside Ontario: 2005 Registration Guide*. Retrieved January 10, 2006 from http://www.oct.ca/become_a_teacher/registration_guides/outside_ontario_e.pdf

Ontario Institute for Studies in Education of the University of Toronto. (2005*). Canadian Adults' Interest in Prior Learning Assessment and Recognition (PLAR): A 2004 National Survey.* Presentation at CAPLA's Fall Focus Workshop and Annual General Meeting, Toronto, Ontario.

Ontario Regulators for Access. (2002). *Compendium of Practice*. Retrieved November 8, 2005 from http://www.regulators4access.ca/html/comprac.htm

Picot, G. and Hou, F. (2003). *The rise in low-income rates among immigrants in Canada.* Retrieved October 31, 2005 from http://cc.msnscache.com/cache.aspx?q=2812673869026&lang=en.CA&mkt=en-CA&fo

PLA Centre. (2001). *Halifax Declaration for the Recognition of Prior Learning 2001.* A call to Action at CAPLA's 4th Recognizing Learning Conference, Halifax, Nova Scotia.

Professional Engineers and Geoscientists, Newfoundland and Labrador. (2004). *Canadian Engineering Profession moving forward with Foreign Credential Recognition Initiative.* Retrieved December 21, 2005 from http://www.pegnl.ca/dialogue/issues/november_2004/article_4.htmx

Public Policy Forum. (2004). *Bringing Employers Into The Immigration Debate.* Retrieved January 30, 2006 from http://www.ppforum.com/ow/PolicyImps_final_EN.pdf

Ray, B (2005). *Canada: Policy Changes and Integration Challenges in Increasingly Diverse Society.* Retrieved February 1, 2006 from http://www.migrationinformation.org/profiles/display.cfm?ID=348

Reitz, J. (2002). *Educational Expansion and the Employment Success of Immigrants in the United States and Canada, 1970-1990.* Retrieved January 31, 2006 from http://www.utoronto.ca/ethnicstudies/edexpansion.pdf

Reirz, J. (2002). *Immigration and Canadian Nation-Building in the Transition to a Knowledge Economy.* Retrieved November 8, 2006 from http://www.utoronto.ca/ethnicstudies/Reitz_June2002.pdf

Reitz J. (2001). *Immigrant Skill Utilization in the Canadian Labour Market: Implication of Human Capital Research.* Retrieved November 13, 2005 from http://www.utoronto.ca/ethnicstudies/Reitz_Skill.pdf

Reitz, J. (2003). *Occupational Dimensions Of Immigrant Assessment: Trends in Professional, Managerial and Other Occupations, 1970-1996.* Retrieved December 14, 2005 from http://www.utoronto.ca/ethnicstudies/credential.pdf

Reitz, J. (2005) *Tapping Immigrant' Skills: New Directions for Canadian Immigration Policy in the Knowledge Economy*. Retrieved February 1, 2006 from http://www.irpp.org/choices/archive/vol11no1.pdf

Reitz, J. (2004). *The Institutional Context of Immigration Policy and Foreign Credential Recognition in Canada*. Retrieved November 8, 2006 from http://www.triec.ca/docs/Immigration_Policy_and_Foreign_Credential_Recognition_JReitz.pdf

Riffell, M. (2004). *PLAR in Canadian Apprenticeship Systems: Development, Benefits, Issues and Concerns.* M.Ed. thesis. University of Manitoba.

Schugurensky D, Slade, B and Luo, Y. (2005). *Can Volunteer Work Help me Get a Job in my Field: On Learning, Immigration and Labour Markets*. Retrieved January 12, 2006, from http://www.wallnetwork.ca/inequity/LL&W2005/SchgurenskyPaper.pdf

Simon Fraser University. (2004). *A System in Crisis.* Retrieved January 31, 2006 from http://www.immigrantsandrefugees.ca/research_reports/Report_Card-_Exec_Summary-Feb_2_version.pdf

Statistics Canada. (2002-2006). *Canada Immigrant Job Issues*. Retrieved January 2, 2006 from http://www.canadaimmigrants.com/statistics.asp

Statistics Canada. (2003). *Census of Population: Immigration, Birthplace and Birthplace of P*arents, Citizenship, Ethnic Origin, Visible Minorities and Aboriginal Peoples.* Retrieved February 16, 2006 from http://www.statcan.ca/Daily/English/d030121a.htm

Statistics Canada. (2006). *Employment by Industry*. Retrieved January 31, 2006 from
http://www40.statcan.ca/l01/cst01/econ40.htm?sdi=employment%20industry

Statistics Canada. (2005). *Experienced Labour Force 15 Years and Over by Industry, by
Provinces and Territories (2001 Census): (Newfoundland and Labrador, Prince Edward
Island, Nova Scotia, New Brunswick).* Retrieved February 7, 2006 from
http://www40.statcan.ca/cbin/sf01.cgi?lan=eng&se=experienced

Statistics Canada. (2004). *Immigrant Source Country Education Quality and Canadian Labour
Marker Outcomes.* Retrieved February 6, 2006 from
http://www.statcan.ca/english/research/11f0019MTE2004234.pdf

Statistics Canada. (2006). *Labour Force Characteristics.* Retrieved February 1, 2006 from
http://www40.statcan.ca/l01/cst01/econ10.htm?sdi=labour%20force

Statistics Canada. (2006). *People Employed by Educational Attainment*. Retrieved March 7,
2006 from http://www40.statcan.ca/l01/cst01/labor62.htm?sdi=people%20employed

Statistics Canada. (2005). *Population and Growth Components (1851-2001 Censuses).* Retrieved
February 7, 2006 from
http://www40.statcan.ca/l01/cst01/demo03.htm?sdi=population%20growth%20compone
nts

Statistics Canada. (2003). *The Daily. Census of Population: Immigration, birthplace and
birthplace of parents, citizenship, ethnic origin, visible minorities and Aboriginal people.*
Retrieved February 16, 2006 from
http://www.statcan.ca/Daily/English/030121/d030121a.htm

Statistics Canada. (2005*). The Daily: University Degree, Diplomas and Certificates.* Retrieved
February 1, 2006 from http://www.statcan.ca/Daily/English/051011/d051011d.htm

Strategic Research and Analysis. (2001). *Recognition of Foreign Credentials: A Survey of Recent
Community-Based and Research Projects.* Retrieved December 3, 2005 from
http://cc.msnscache.com/cache.aspx?q=2954377125382&lang=en-CA&mkt=en-
CA&FORM=CVRE3

The Maytree Foundation. (2004). Access Issues for Regulators. Retrieved January 10, 2006 from
http://www.maytree.com/RefugeeImmigrantProgram/PublicDiscourse/AccessIssues/Risi
ngStandards.htm

The Maytree Foundation. (2001). *Doctor Shortages and the Integration of International
Physicians: Opportunities and Solutions*. Retrieved November 16, 2005 from
http://www.maytree.com/PublicationsandResources/PublicDiscourse/DoctorConference.htm

The Maytree Foundation. (2003). *Maytree Special Projects.* Retrieved November 3, 2005 from
http://maytree.com/MaytreeSpecialProjects/MaytreeSpecialProjects.htm

Toronto Region Immigrant Employment Council. (2006). *Canadian Agency for Assessment and Recognition of Credentials.* Retrieved January 25, 2006 from http://www.triec.ca/Newsletters/2006_Election_Message.htm

Toronto Region Immigrant Employment Council. (2006). *Election Promises Made*. Retrieved January 25, 2006 from http://www.triec.ca/Newsletters/2006_Election_Message.htm

United Chinese Community Enrichment Services Society. (2003). *Connecting Business and Skilled and Professional Immigrants: An Economic and Employment Win-Win.* Presentation at the Recognizing Learning Fifth International Forum on Prior Learning Assessment and Qualification Recognition. Winnipeg, Canada

University of Toronto, Leslie Dan Faculty of Pharmacy. (2005). *International Pharmacy Graduate Program.* Retrieved November 8, 2005 from http://www.ipgcanada.ca/

Walter, D., Phythian, K. and Ansief, P. (2006). *Working Paper Series: Understanding The Economic Integration of Immigrants: A Wage Decomposition of the Earnings Disparities Between Native-Born Canadians and Immigrants of Recent Cohorts.* Retrieved January 8, 2006 from http://www.ceris.metropolis.net/Virtual%20Library/WKPP%20List/WKPP2006/CWP42_Walters_final.pdf

Appendix A
Survey and Consent Forms

Principles and Associated Performance Indicators of Excellence in Recognition of Prior Learning (RPL) Systems for Foreign-Trained Individuals

Dear Participant,

This questionnaire seeks to examine promising Canadian Recognition of Prior Learning (RPL) Systems for foreign-trained individuals, determine exemplary systems and the unique characteristics that make these systems exemplary.

BACKGROUND

The term RPL was adopted for this project by the steering committee. RPL comprises Foreign Credential Recognition (FCR) processes, Prior Learning Assessment and Recognition (PLAR) processes, and Qualifications Recognition (QR) processes.

The survey questionnaire was created by a focus group of RPL experts. The survey was then face validated and pilot tested by the steering committee of the project, the majority of whom are active in serving foreign-trained individuals and/or in RPL. The questionnaire is divided into eight sections: a general information section followed by seven sections each with a principle and associated Performance Indicators.

The target population in this study is Canadian organizations that have promising RPL Systems for foreign-trained individuals. As a representative of a provincial/territorial organization that has such a system in place, you will be familiar with the values of your organization, the components, processes, and practices of your RPL System, and the effect of the system on your foreign-trained clients. Familiarity with this information is valuable in this research; so if you feel that there are other persons in your organization who might be more familiar with some of the content of this questionnaire, please do allow those individuals to complete the appropriate sections. In order for the results to truly represent the target population, it is important that your questionnaire be completed and returned along with one signed consent form.

The names of the person(s) completing the questionnaire will never be disclosed; you may be assured of complete confidentiality. To ensure objective and bias-free data analysis, each organization will be assigned an identification number. All information from your organization will be coded and analyzed using that number. The report will include an appendix listing the survey participants from each province/territory. There is no deception or risks involved with the study. As well, no monetary compensation will be given for participating in this study. I would be happy to answer any questions you might have. Please call me (Margaret) at (204) 632-2903 or fax me at (204) 633-6075.

This survey may take about two hours to complete. Directions for completion are on page 2.

DIRECTIONS

1. Read the consent forms and preview the questionnaire
2. Sign the two consent forms
3. Fill out the questionnaire completely (sections of the questionnaire may be completed by another person with more expertise in those sections
4. Email the completed questionnaire, one signed consent form, and any relevant RPL material the responder wishes to send

OR

Mail the pre-paid, return-addressed envelope containing the completed questionnaire, one signed, consent form, and any relevant RPL material the responder wishes to send.

LEGEND

IP = In Place

UD = Under Development

ND = Not Developed

NA = Not Applicable

Thank you for participating in this study.

If emailing, please use this address: mriffell@rrc.mb.ca

If mailing, please return envelope to:
Margaret Riffell
Red River College of Applied Arts, Science, & Technology
RM. A1-41B, 2055 Notre Dame Avenue
Winnipeg, MB R3H 0J9

GENERAL INFORMATION

i. Please state the name of your organization:

_____

_____

ii. Please circle the Province/Territory that you represent:

a) British Columbia
b) Alberta
c) Saskatchewan
d) Manitoba
e) Ontario
f) Quebec
g) Nova Scotia
h) New Brunswick
i) Prince Edward Island
j) Newfoundland
k) Northwest Territory
l) Yukon

iii. Please circle the type of community in which you are located:

a) Large city centre
b) Small city centre
c) Rural

iv. In the event the researcher requires clarification, please supply the name and telephone number of a contact person for this survey. Be assured that the name and number will never be given out or used in the report.

_____

_____

**Principles and Associated Performance Indicators of Excellence
in Recognition of Prior Learning (RPL) Systems for Foreign-Trained Individuals**

1. Transparency

The RPL System has clear, well-articulated RPL processes and applications of outcomes and is easily accessed. The systems must not hold out false promises to foreign trained individuals.

Performance Indicators	Performance Details	IP	UD	ND	Comments
Exemplary practice supporting this Principle occurs when an organization:					
1.1 Provides key source(s) of information via:	a) Going To Canada Portal Website (please specify address):				
	b) Organization's National Website (please specify address):				
	c) Organization's Provincial Website (please specify address):				
	d) Brochures				
	e) Organization's staff				
	f) Other (please specify):				
1.2 Provides complete, accurate, and up-to-date information at sources such as:	a) Overview of occupation/program				
	b) Employment opportunities				
	c) Overview of RPL program offered which clearly states its purpose, benefits and uses				
	d) Frequently Asked Questions (FAQ) section				
	e) Clear instructions for application and assessment processes				
	f) Links to other services and sources of information				
	g) Other ((please specify):				

Performance Indicators	Performance Details	NA	IP	UD	ND	Comments
Exemplary practice supporting this Principle occurs when an organization:						
1.3 Provides statements in plain language outlining the purpose, steps, and uses, where applicable, of each component of the RPL System	a) Website component					
	b) Advising process component					
	c) Application component					
	d) Registration component					
	e) Assessment process component					
	f) Support programs component (orientation, language, mentor, etc.)					
	g) Assessment report component					
	h) Gap/bridging component					
	i) Other (please specify):					
1.4 Delivers assessment reports that are relevant to the foreign-trained client's needs	a) Reports are useful to the attainment of clients' goals		Yes No			
	b) Reports are written in plain language		Yes No			
	c) Other (Please specify):					

2. Values
The RPL System reflects the organization's willingness and ability to promote barrier-free and bias-free accessibility and services to foreign trained individuals.

Performance Indicators	Performance Details	IP	UD	ND	Comments
Exemplary practice supporting this Principle occurs when an organization:					
2.1 Documents their mandate to improve continually the accessibility, credibility, and effectiveness of its RPL System to meet the needs of foreign-trained clients	a) In the organization's mission statement				
	b) In the organization's strategic plans				
	c) In the organization's goals				
	d) Other (Please specify):				
2.2 Provides client-centered services	a) Employs staff who are skilled at communicating with foreign-trained clients				
	b) Employs staff who can work with foreign-trained clients to clarify and establish the clients' desired RPL outcomes				
	c) Trains staff on accessing resource information and links available to clients				
	d) Responds to clients' needs, concerns, inquiries, and/or complaints in a respectful and bias-free manner				
	e) Responds to clients' needs, concerns, inquiries, and/or complaints in a timely manner				
	f) Provides a variety of ways for clients to access information and support services easily				
	g) Other (Please describe):				
2.3 Provides information in the foreign-trained client's first language	a) Information available in English and French languages				
	b) Information available in French only				
	c) Information available in English only				
	d) Information available in the following languages (Please specify):				

Performance Indicators	Performance Details	NA	IP	UD	ND	Comments
	Exemplary practice supporting this Principle occurs when an organization:					
2.4 Delivers components of the RPL System that can be completed prior to immigration	a) The application component					
	b) The registration component					
	c) The advising component					
	d) The assessment component					
	e) The assessment report component					
	f) The support programs component					
	g) The gap/bridging component					
	h) Other (Please describe):					
2.5 Offers RPL processes that are affordable for foreign-trained individuals	a) Cost is subsidized (Please specify by whom):					
	b) Cost is absorbed (Please explain by whom):					
	c) Other financial options are offered e.g. low interest bank loans, time payment option, etc. (Please list the options):					
	d) Other (Please explain):					
2.6 Designs the RPL System to enable foreign-trained individuals to make informed decisions about career opportunities	The system allows foreign-trained individuals to decide:					
	a) If they are ready for employment in their field of practice	Yes	No			
	b) If they need additional studies	Yes	No			
	c) Other (Please specify):					

3. Pre-advising/Counseling

The RPL System considers the life and career goals of foreign-trained individuals prior to the RPL assessment process and provides access to information and resources to prepare for appropriate RPL and entry into practice, in a timely manner.

Performance Indicators	Performance Details	IP	UD	ND	Comments
Exemplary practice supporting this Principle occurs when an organization:					
3.1 Trains RPL advisors /counselors in their role and functions when serving foreign-trained individuals	Please explain:	Yes No			
3.2 Maintains website with up-to-date information on resources for foreign-trained individuals	Please explain:	Yes No			
3.3 Orients foreign-trained individuals to the multiple points of access for the pre-advising /counseling services	a) On-line b) E-mail c) Telephone d) In-person e) Other (Please explain):				
3.4 Provides advising services to foreign-trained individuals	Please explain:	Yes No			
3.5 Has a pre-screening self-assessment tool	a) Print b) On-line c) Other (please specify):				

Performance Indicators	Performance Details	IP	UD	ND	Comments
Exemplary practice supporting this Principle occurs when an organization:					
3.6 Offers post-assessment counseling to foreign-trained clients	a) Describes to clients in plain language how their qualifications compare with their Canadian counterparts				
	b) If required, explains to clients in plain language the specific gaps they need to fill to attain equivalency				
	c) Offers expert advice on programs/support services available to fill the gaps				
	d) Other (Please explain):				
3.7 Makes referral to more appropriate services if foreign-trained client's needs do not fit with the organization's mandate	a) Identifies clearly the client's purpose for using the organization's RPL System				
	b) Determine if the purpose can be accomplished using the organization's RPL System				
	c) If required, gives client the more appropriate link, phones the more appropriate service and makes appointment for the client				
	d) Other (Please describe):				
3.8 Develops relationships to enhance communication and information exchange with other service groups for foreign-trained individuals	a) Immigrant serving agencies				
	b) Citizenship & Immigration representatives				
	c) Provincial government representatives				
	d) HRSDC representatives				
	e) Regulating/certifying bodies				
	f) Non-regulated professional associations				
	g) Educational institutions				
	h) Business and industry				
	i) Other (Please specify):				

4. Client-Responsive System

The RPL System is a client-responsive system that is sustainable, cost-effective, and efficient for both the client and the system/organization.

Performance Indicators	Performance Details	IP	UD	ND	Comments
Exemplary practice supporting this Principle occurs when an organization:					
4.1 Designs a RPL System which promotes quick integration of foreign-trained individuals into the labour market	a) By collaborating with organization's staff	Yes		No	
	b) By collaborating with content area experts	Yes		No	
	c) By collaborating with foreign-trained individuals	Yes		No	
	d) By collaborating with labour market representatives	Yes		No	
	e) By collaborating with immigrant serving agencies	Yes		No	
	f) By collaborating with government representatives	Yes		No	
	g) Other (Please specify):				
4.2 Integrates the RPL System's procedures into the general operating procedures of the organization to assist in seamless transitions	Please describe:	Yes		No	
4.3 Uses innovative strategies to ensure sustainability of the RPL System	a) Partners with Provincial government				
	b) Partners with educational institutions				
	c) Partners with regulatory/certifying bodies in other provinces				
	d) Partners with assessment agencies				
	e) Partners with business and industry				
	f) Other (Please describe):				
4.4 Allocates adequate resources to ensure that the RPL System can meet the changing needs of diverse foreign-trained individuals	If yes, please give an example:	Yes		No	
4.5 Assigns the responsibility of RPL activities for foreign-trained individuals to specific personnel	a) Dedicated, trained RPL employees				
	b) An RPL Facilitator/Manager				
	c) Other (Please describe):				

Performance Indicators	Performance Details	IP	UD	ND	Comments
Exemplary practice supporting this Principle occurs when an organization:					
4.6 Provides multiple points of access to its RPL System	a) Regional locations				
	b) On-line				
	c) Mail				
	d) In-person				
	e) Other (Please specify):				
4.7 Works in partnership with similar organizations across Canada	Please explain:	Yes	No		

5. Quality Assurance

The RPL System establishes policies and procedures for providing quality services and has a systematic process of reviewing and changing these procedures to ensure that the system continuously meets the needs of all stakeholders.

Performance Indicators	Performance Details	IP	UD	ND	Comments
Exemplary practice supporting this Principle occurs when an organization:					
5.1 Establishes standard procedures for components of the RPL System	a) In processing applications				
	b) In registering clients				
	c) In advising clients				
	d) In assessing prior learning of foreign-trained individuals				
	e) In reporting and recording results				
	f) In the appeal process				
	g) Other (Please specify):				
5.2 Ensures that procedures are followed by advisors, assessors, and other faculty/staff members in a timely, equitable, consistent, and reliable manner	a) By developing clear guidelines for all RPL procedures				
	b) By training RPL advisors, assessors, and/or faculty/staff members on accessing, interpreting, and following the guidelines				
	c) By reviewing guidelines periodically to determine if advisors, assessors, and faculty/staff members are meeting the organization's goals and the needs of clients				
	d) Other (Please explain):				
Performance Indicators	**Performance Details**	**IP**	**UD**	**ND**	**Comments**

Exemplary practice supporting this Principle occurs when an organization:

		Yes	No
5.3 Carries out periodic review of the RPL System's policy, and procedures using feedback from all stakeholders	a) Using feedback from advisors, assessors, and faculty/staff members	Yes	No
	b) Using feedback from foreign-trained clients	Yes	No
	c) Using feedback from immigrant settlement agencies	Yes	No
	d) Regulatory/certifying bodies	Yes	No
	e) Using feedback from labour market representatives	Yes	No
	f) Other (Please explain):		
5.4 Records the basis for all RPL decisions for future reference	a) Documents accurately and legibly all evidence to substantiate decisions	Yes	No
	b) Other (Please explain):		
5.5 Implements file management policy and practices regarding judicious management of clients' files in the RPL System	a) Stores clients' files securely		
	b) Protects confidentiality of clients		
	c) Other (Please explain):		

6. Evaluation/Measurement

The RPL System evaluates/measures formal and informal learning acquired by foreign trained individuals as it relates to their field of practice.

Performance Indicators	Performance Details	IP	UD	ND	Comments
Exemplary practice supporting this Principle occurs when an organization:					
6.1 Provides a variety of authentic credible assessment methods	a) Foreign Credential comparison				
	b) Written examinations				
	c) Oral examinations				
	d) Clinical/Practical examinations				
	e) Demonstrations				
	f) Portfolio/evidence collection				
	f) Interviews				
	g) Thesis/reports				
	h) Course work				
	i) Other (Please specify):				

Performance Indicators	Performance Details	IP	UD	ND	Comments
Exemplary practice supporting this Principle occurs when an organization:					
6.2 Employs assessors who deliver quality RPL services for foreign-trained individuals	**The organization uses assessors who are:**				
	a) Knowledgeable about the organization's mandate, mission, goals, and standards as they relate to foreign-trained individuals	Yes No			
	b) Specialists in the field sought	Yes No			
	c) Trained in and can conduct prior learning assessments that reflects consistency, validity, reliability, practicability, sufficiency, and currency	Yes No			
	d) Trained in conducting assessments in a timely and efficient manner	Yes No			
	e) Able to substantiate **all** decisions and outcomes in writing	Yes No			
	e) Other (Please describe):				
6.3 Ensures that assessment processes are performed fairly without any form of racial, religious, political or sexual discrimination	a) Offers fair, reliable, and valid assessments to all clients				
	b) Ensures that assessments are conducted in a culturally sensitive manner				
	d) Other (Please describe):				
6.4 Evaluates currency of learning competence (i.e. up-to-date knowledge and skills) in the assessment	a) Trains advisors, assessors, staff and faculty members in the organization's philosophy regarding currency of learning				
	b) Continuously review assessments with practitioners in the field to ensure that up-to-date knowledge and skills are included				
	c) Other (Please specify):				
6.5 Ensures authenticity of documentation (i.e. genuine) for the learning presented	Please describe your process:	Yes No			

Performance Indicators	Performance Details	IP	UD	ND	Comments
Exemplary practice supporting this Principle occurs when an organization:					
6.6 Ensures foreign-trained individuals the opportunity to present sufficient acceptable evidence of learning to prove competence in the field sought	a) Clarifies with candidate the intended outcomes of assessment	Yes No			
	b) Discusses and agrees on the criteria against which learning will be evaluated	Yes No			
	c) Describes the assessment methods available	Yes No			
	d) Orients candidates to the types and amount of acceptable evidence of learning required for the intended outcome	Yes No			
	e) Orients candidates to efficient evidence collection methods (if applicable)	Yes No			
	f) Advises candidates on the timing of assessments	Yes No			
	g) Works with the candidate to create an assessment plan which meets the intended outcome in a timely and efficient manner	Yes No			
	h) Other (Please specify):				
6.7 Provides a detailed assessment report	a) Provides a comparison of the foreign qualifications and that of the Canadian counterpart				
	b) Identifies the area(s) for further development				
	c) Identifies the gap/bridging options available for achieving equivalency				
	d) Identifies the time when and the place where each option is available				
	e) Identifies the cost of each option				
	f) Other (Please describe):				
6.8 Provides a mechanism whereby foreign-trained individuals can appeal an assessment	a) Has written appeal policies				
	b) Provides clients with access to the policies and appeal process				
	c) Conducts appeals using a fair, credible process				
	d) Other (Please explain):				

7. Transferability

Recognition awarded through an RPL system is accepted within the appropriate context in other provinces/territories allowing foreign trained individuals to transfer equivalent credentials across Canada.

Performance Indicators	Performance Details	YES	NO	Comments
Exemplary practice supporting this Principle occurs when an organization:				
7.1 Accepts credentials from another institution at par unless significant differences can be demonstrated (in key elements of a program or in the quality of the program)	a) Differences in learning outcomes	Yes	No	
	b) Differences in up-to-date knowledge and skills	Yes	No	
	c) Differences in key elements of a field of practice	Yes	No	
	d) Differences in the quality of the program	Yes	No	
	e) Other (Please explain):			
7.2 Requests that foreign-trained individuals provide translations only of documents essential to determining if learning is comparable to that of Canadian counterparts	a) Certificates, diplomas, transcripts	Yes	No	
	b) Reference letters	Yes	No	
	c) Educational institutions' program/course documents	Yes	No	
	d) Professional organizations' documents	Yes	No	
	e) Other (Please specify):			
7.3 In determining equivalencies, accepts evaluation reports from recognized credential assessment authorities	a) Accepts evaluation reports from **all** recognized credential assessment authorities-national and international	Yes	No	
	b) Accepts evaluation reports from **any** recognized Canadian credential assessment authority	Yes	No	
	c) Accepts evaluation reports from credential assessment authorities within the province in which the assessment is sought	Yes	No	
	d) Accepts evaluation reports only from the organization performing RPL assessments	Yes	No	
	e) Other (Please specify):			

Thank You for participating in this survey!

If you wish, you may make further comments below .

Thank You!

Appendix B
Participating Organizations by Province

British Columbia
1. Association of Professional Engineers and Geoscientists of BC
2. College of Midwives of BC
3. Certified General Accountants of BC (*Information via Occupation Fact Sheet for Foreign-Trained Accountants)*
4. College of Pharmacists
5. College of Registered Psychiatric Nurses of BC

Alberta
1. Calgary Catholic Immigration Society
2. Mount Royal College-Undergraduate Nursing Program,
3. The Edmonton Mennonite Centre for Newcomers

Saskatchewan
1. Saskatchewan Immigration Projects
2. Saskatchewan Institute of Applied Science and Technology

Manitoba
1. Cambrian Credit Union
2. Early Childhood Education: Internationally Educated Qualifications Pilot
3. Association of Licensed Practical Nursing
4. Association of Occupational Therapist of Manitoba
5. Internationally-Educated Engineer Qualification Program
6. Manitoba Pharmaceutical Association

Ontario
1. Canadian Aviation Maintenance Council
2. Canadian Council of Professional Engineers
3. Canadian Society for Medical Laboratory Science
4. International Pharmacy Graduate Program–U of Toronto
5. College of Physiotherapists
6. International Midwifery Pre-Registration Program–Ryerson U.

Quebec
1. Conseil Interprofessionnel du Québec-Ordre des chimistes du Québec
2. Ecole Polytechnique de Montreal
3. Ministère de l'Éducation, du Loisir et du Sport

Nova Scotia
1. Association of Professional Engineers of Nova Scotia
2. Halifax Regional School Board-Canadian Connection Program
3. New Beginnings Work Placement Program

New Brunswick
1. Association of Professional Engineers and Geoscientists of New Brunswick

2. New Brunswick Nursing Association

Prince Edward Island
1. Workplace Education PEI

Newfoundland
1. Association for New Canadians

CONSENT FORM

RESEARCH PROJECT TITLE
An Examination of Canadian RPL Systems for Foreign-Trained Individuals: Moving Toward Consistency and Excellence

ORGANIZATION CONDUCTING RESEARCH
Red River College of Applied Arts, Science & Technology,
Winnipeg, Manitoba

PRINCIPAL RESEARCHER
Margaret Riffell

PURPOSE OF THIS RESEARCH
Human Resources and Skills Development Canada (HRSDC) through the Canadian Association of Prior Learning Assessment (CAPLA) has funded Red River College to conduct research in Canada on best practice models of Recognition of Prior Learning (RPL) Systems for Foreign Trained Individuals. The purpose of this research is to determine best practice models of RPL Systems for Foreign Trained Individuals, in Canada.

PROCEDURES INVOLVING RESEARCH SUBJECTS
A survey questionnaire (the research instrument), two consent forms, and a pre-paid, return addressed envelope will be mailed to each of 2 – 6 research subjects (organizations, occupational regulatory bodies, sector councils, employers, etc) in every Canadian province/territory. The questionnaire's cover letter instructs each subject to:

1. Read consent forms and preview questionnaire
2. Sign the two consent forms
3. Fill out questionnaire completely (sections of the questionnaire may be completed by another person with more expertise in those sections)
4. Email completed questionnaire, one signed consent form, and any relevant RPL material the responder wishes to send
OR Mail pre-paid, return addressed envelope containing completed questionnaire, one signed consent form, and any relevant RPL material the responder wishes to send.

Two weeks later, e-mails will be sent to all subjects, thanking those who have already returned their questionnaires, and reminding those who have not. Three weeks after original mail-out, an informal telephone call (or e-mail message) will be made to non-respondents. Delays and difficulties regarding the questionnaire will be discussed, appropriate problem solving activities will take place and a date set for questionnaire to be received by the researcher. If at any time a subject wishes to have a telephone questionnaire done instead, the researcher will accommodate. Informal telephone calls will be made as required (without invading subject's time) to facilitate the return of questionnaires.

RISK AND CONFIDENTIALITY

There is no risk to the respondent of the questionnaire as respondents' names will not be divulged. The report will include an Appendix listing survey participants from each province/territory. Results will highlight the RPL principles of excellence and performance indicators that each participating organization/program/project is demonstrating. As well, the results will indicate the RPL principles of excellence that could be implemented to move the organization /program /project from a promising best practice to an RPL practice of excellence. The results of the study may be presented at conferences and/or published.

FEEDBACK TO SUBJECTS

If subjects wish to receive a summary of results, they must indicate this at the end of this consent form.

RENUMERATION

There will be no renumeration offered to subjects who participate in this research.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. You are free to withdraw from the study at any time, and /or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should ask for clarification or new information throughout your participation. If you have any concerns about this project you may contact: Margaret Riffell at (204) 632-2903 or mriffell@rrc.mb.ca A copy of this consent form has been given to you to keep for your records and reference.

_____   _____
(Name of Responder)   (Date)

Do you wish to receive a summary of results? (Circle response):   Yes   No

_____   _____
(Name of Researcher)   (Date)

Appendix C

Organizational Responses to Performance Indicators

The tables in this appendix reflect the response of each organization for each performance indicator with corresponding percentage. The tables can give responses for individual organizations and for organizations within each province.

LEGEND

IP (I)	**=**	**In Place**
UD (U)	**=**	**Under Development**
ND (N)	**=**	**Not Developed**
NA	**=**	**Not Applicable**
y	**=**	**Yes**
n	**=**	**No**
N	**=**	**Number**
%	**=**	**Percentage**

Table 1: Types of Organizations and Communities

Q ii and Q iii

Response Choices:	P = Province	a) Organization located in large city centre
	N = National	b) Organization located in small city centre
		c) Organization located in rural area

Province	BC: N =5					AB: N=3			SK: N=2		MB: N =6						ON : N=6						QU: N=3			NS: N=3			NB: N= 2		PE: N=1	NL: N=1	f (I/U) & %
Organization	1	2	3	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	
Provincial(P)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P				P		P	P	P	P	P	P	P	P	P	P	P	28 87.5%
National(N)																	N	N	N		N												04 12.5%
Response																																	
a				x	x	x	x	x	x		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x		x				23 72.9%
b	x									x																		x		x	x	x	06 18.8%
c		x																															01 3.1
Comment Below		x	x						x										x									x	x				

Comments:

BC 2   The office is in Vancouver but served the entire province, rural and urban

BC3   Did not complete the survey, but attached a summary of the organizations role and a draft copy of their occupational fact sheet for internationally educated Accountants

SK 2   The RPL Systems in both the Enhanced Language Training (ELP) and Immigrant Internship Program (IIP) programs were jointly funded by CIC Canada and the Saskatchewan government

ON 3   Community type not relevant

NS 3   Small city centre in comparison to Montreal

PE 1   All questions are being answered in reference to our Apprenticeship Project for which funding for Phase 3 is presently being sought. **All aspects of Phase 3 will be developed for foreign -trained and locally-trained workers**

Table 2: Frequency and Percentage Distribution of Organizations With Key Source(s) of Information That are In Place (IP), Under Development (UD), or Not Developed (ND)

Q 1.1 Response Choices:
a) Going to Canada Portal Website
b) Organization's National Website
c) Organization's Provincial Website
d) Brochures
e) Organization's staff
f) Other (Please explain)

Provinces	BC: N=3		AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organizations	1	2	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(I/U) & %
Choices																														
a)	U	N	I	N	N	U	N	U	U	N	N	N	I	N	U	N	U	N	I	NA	NA	NA	U	NA	NA	NA	U	N	U	3/7 9.7/22.6
b)	U	U	I	U	I	I	I	U	U	N	NA	N	I	I	I	I	I	I	I	NA	NA	NA	I	NA	NA	I	I	I	NA	14/3 45.2/9.7
c)	I	I	I	NA	I	U	I	U	U	N	U	I	I	NA	I	NA	I	I	I	I	I	I	I	U	I	I	I	I	I	22/4 71.5/12.9
d)	I	I	I	U	I	U	I	U	U	I	I	I	I	N	I	N	I	I	I	U	I	I	I	I	I	I	N	I	I	22/3 71.5/9.7
e)	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	NA	I	I	I	I	I	I	I	30/0 96.8/0
Response																														
IP	3	3	5	2	4	1	4	1	1	2	2	3	5	2	4	2	4	3	4	2	3	2	4	2	3	4	3	4	3	
UD	2	1		2		3		4	4		1				1		1			1			1	1					1	
ND	0	1			1		1			3	1	2		2		2		2	1								2	1		
% Responses																														
IP	60	60	100	40	80	20	80	20	20	40	40	60	100	40	80	40	80	60	80	40	60	40	80	40	60	80	60	80	60	
UD	40	20		40		60		80	80		20				20		20			20			20	20					20	
ND	0	20			20		20			60	20	40		40		40		40	20								40	20		
Comments below	x		x			x	x	x	x	x	x			x						x	X	x	x			x	x	x	x	

Comments:

BC 1 b) www.ccpe.ca ; c) www.apeg.bc.ca ; f) Other sources of information-Occupational fact sheets, self-assessment tools

BC 2 a) Link between our national website and "Going to Canada Portal" coming soon; b)We are developing a website with information for the internationally-educated under the national website www.cmrc-ccosf.ca; c) www.cmbc.bc.ca ; d) Written information but not in brochure format; f) Applicant Handbook, 200+ pages of detailed information about all parts of the process including key documents such as the Framework of Professional Practice

BC3 c) www.cga.online:org/bc; f) Another source of information is the Occupational Fact sheet for internationally Educated Accountants

AB 1 a) CICIC; b) www.ccis-calgary.ab.ca ; c) Alberta Learning Information Service

AB 2 b) Canadian Nurses Association; c) College of Association of Registered Nurses of Alberta (CARNA)

SK 2 a-c) Saskatchewan Immigration and Health Departments will collaborate to enhance information on immigration and settlement (labour market information, employment-related services, regulatory processes, RPL processes, FAQ, and other related links) for potential immigrants abroad and immigrants in the province through the Canada Portal and a SK portal. As well, we anticipate producing printed material for distribution through community outlets and possibly mail outs to newcomers

SK 5 a) SIAST is investigating participation in Canada Portal; b) SIAST is linked to ACCC : www.accc.ca/english/colleges/membership_list.htm ; c) www.siast.sk.ca ; d) web-based information on PLAR is also print-ready; f) Information also available on www.siast.sk.ca/siast/admissions/plar.htm or orynik@siast.sk.ca

MB 1 f) Another source of information: Immigrant Employment Services Providers

MB 2 This is in the pilot project stage; once information is reviewed sources of information would include Provincial website, brochures, and FAQs

MB 3 c) www.clpnm.ca ; f) Other source of information- Credential Assessment application package

MB 4 f) Manitoba Immigration Occupation Fact Sheets

MB 5 c) http://ieeq.eng.umanitoba.ca ; Faculty of Engineering link http://unmanitoba.ca/faculties/engineering/international.php (U); d) Developing better brochures; f) APEGM direct link www.apegm.mb.ca/register/geninfo/ ; Manitoba Labour & Immigration indirect link through "Resource Guide for internationally-educated engineers" www.gov.mb.ca/labour/immigrate/newcomerservices/7.html ; Community information sessions

MB 6 a-c) www.napra.org

ON 1 a) This new project is being put into place and the organization is considering making information available on the 'Going To Canada Portal' website; b) national website: www.camc.ca; d) Brochure development is being planned

ON 2 a) Discussions have started with GTC staff about engineering content on the portal; b) www.ccpe.ca; c) Each engineering regulator's website has information for immigrants

ON 3 b) www.csmls.org.; f) We are linked to several provincial licensure websites, such as CMLTO in Ontario- www.cmlto.com

ON 4 b) www.ipgcanada.ca ; c) www.ocpinfo.com or www.newontariopharmacists.com

ON 5 b) www.alliance.org/evaluation

ON 6 a-b) www.canadianmidwives.org ; c) www.cmo.on.ca , or www.aom.on.ca , or www.ryeson.ca; d) IMPP brochures available in our office; e) Information also available from staff members- Holliday Tyson, Alison Gaul, and Vay Luong

QU 1 c) www.ocq.qc.ca ; f) Sources of information: Enrolment _new membership request_ self-evaluation

QU 2 c) www.polymtl.ca

QU 3 c) www.inforoutefpt.org/rda

NS 2 a) Respondent was not aware of the "Going To Canada Portal"; d) Individual programs have informational brochures, but there is no 'Canadian Connections Program' brochure listing all the services offered because of limited funding

NB 1 b) www.ccpe.ca ; c) www.apegnb.com

NB 3 b) www.cna-nurses.ca ; c) www.nanb.nb.ca

PE 1 b) www.nald.ca/wepei.htm; c) www.gov.pe.ca & Apprenticeship Strategy www.gov.pe.ca/photos/original/ed_pro_appstrat.pdf ; c) Information sessions, workshops, local, regional, and national presentations

NF 1 a) ANC link on "Going To Canada Portal": www.anc-nf.cc ; c) Link to ANC from Provincial website: www.gov.nl.ca/hrle/immigration; f) Press kit developed specifically for employers and contains all ANC's programs and services under AXIS Career Services

Table 3: Frequency and Percentage Distribution of Organizations That Provide Complete, Accurate, and Up-to-Date Information at Sources

Q 1.2 Response choices   a) Overview of occupation/program   b) Employment opportunities   c) Overview of RPL program offered which clearly states its purpose, benefits, and uses

d) Frequently Asked Questions (FAQ) section   e) Clear instructions for application and assessment processes   f) Links to other services and sources of information   g) Other

Province	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	3	1	f(I,U) & %
Choices																																
a	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	NA	I	U	I	NA	N	I	U	25/2 80.6/6.5
b	I	NA	NA	I	I	I	I	U	I	I	I	NA	NA	N	I	I	N	N	U	N	I	I	I	NA	NA	N	N	NA	N	N	I	15/2 48.4/6.5
c	I	I	N	N	I	I	N	U	I	I	I	NA	U	I	N	I	N	N	N	I	I	I	I	I	I	N	I	NA	I	I	NA	21/2 61.4/6.5
d	U	I	I	N	I	I	N	U	I	N	N	N	N	I	N	U	I	N	U	I	I	N	I	NA	NA	N	NA	N	I	U	I	13/5 41.9/16.1
e	I	I	I	I	I	I	I	U	I	I	I	I	I	I	I	U	U	I	U	N	I	I	I	I	I	N	I	N	I	U	NA	25/4 80.6/12.9
f	I	I	I	I	I	U	I	I	I	N	I	I	I	N	I	I	I	I	U	N	I	I	I	I	I	U	N	I	N	I	U	23/4 74.2/12.9
Response																																
IP	5	5	4	4	6	5	4	2	6	4	5	3	3	4	4	5	5	2	2	4	6	5	6	3	5		5	1	2	3	2	
UD	1					1		4					1			1			4							2				2	2	
ND			1	2			2			2	1	1	1	2	2		1	4		2		1				4		2	4	1		
NA		1	1									2	1											3	1		1	3	0		2	
% Response																																
IP	83.3	83.3	66.6	66.7	100	83.3	66.7	33.3	100	66.7	83.3	50.0	50.0	66.7	66.7	83.3	83.3	33.3	33.3	66.7	100	83.3	100	50.0	83.3		83.3	16.7	33.3	50.0	33.3	
UD	16.7					16.7		66.7					16.7			16.7			66.7							33.3				33.3	33.3	
ND			16.7	33.3			33.3			33.3	16.7	16.7	16.7	33.3	33.3		16.7	66.7		33.3		16.7				66.7		33.3	66.7	16.7		
NA		16.7	16.7									33.3	16.7											50.0	16.7		16.7	50.0	0		33.4	
Comments below	x								x						x						x			x			x		x			

Comments:

BC1 b) This is not the main business/mandate, but it is added extra

BC 3 -f) Occupational Fact Sheet for Internationally Education Accountants gives an overview of the accountant occupation; employee role in BC; employment opportunities; the certifying bodies in BC; clear requirements for certification; an overview of the RPL Program including clear instructions for application and assessment processes; contact-information for a variety of support services

SK 5a-f) There are about 100 'programs with PLAR-ready courses at the program level, course level and block level. All a-f information (plus a PLAR candidate guide and fact sheet) is available on each program's webpage. As well, SIAST's 'Secrets To Success' website; www.siast.sk.ca/success/ profiles the academic, career and personal attributes for selected programs of study

MB 2 b) Work placement sites (including salary) are provided for those individuals selected for the project and who do not have full-time employment in a licensed centre. The work placement site can turn into an employment situation as determined between the participant and the employer. When participants successfully complete the project, their classification level will be upgraded to an ECE II level. This significantly impact upon salary, positions, and employment opportunities.

MB 4 b) The organization provides applicants with a list of major employers

MB 6 The Province sends out a yearly call for updates in information

ON2 b) CCPE does not provide employment opportunities but, other organizations do this.

ON3 g) Website has links to provincial regulators, associations, education programs, bridging programs English language testing agencies

ON 6 Another source of up-to-date information is the self-test.

NS 1 We are a regulated profession

NS 2 The Canadian Connections program does not have formalized information in place. Information is provided on an as-needed basis and is found on various websites and through networking with other local agencies. Information on assessments is provided on a one-to-one basis only

Table 4: Frequency and Percentage Distribution of Organizations That Have Clear Statements of the Purpose, Steps, and Uses, Where Applicable, for Each Component of the RPL System

Q 1.3 Response choices:
  a) Website component   b) Advising process component   c) Application component
  d) Registration component   e) Assessment process component   f) Support programs component (orientation, language, mentor, etc)

g) Assessment report component   h) Gap/bridging component   i) Other

Provinces	BC:N=4				AB:N=3			SK:N=2		MB:N=6						ON:N=6						QU:N=3			NS:N=3			NB:N=2			PE:N=1	NL:N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	1	f(I/U)&%
Choices																																	
a	I	I	I	I	I	I	I	U	I	N	N	U	U	I	I	I	I	N	U	I	I	I	NA	I	I	U	I	I	I	I	N	NA	20/5 64.5/16.1
b	I	I	I	I	I	I	I	I	I	N	I	I	N	I	I	U	I	I	U	I	I	NA	I	I	I	N	I	I	I	I	U	I	25/3 80.6/9.7
c	I	I	I	I	I	I	I	NA	I	N	I	I	I	I	I	U	I	I	U	I	I	I	I	I	I	N	I	I	I	I	U	NA	24/3 77.4/9.7
d	I	I	I	I	I	I	I	NA	I	N	I	I	U	I	I	I	I	I	U	I	I	I	I	NA	I	N	I	I	I	I	N	NA	24/1 77.4/3.2
e	I	I	I	I	I	I	I	I	I	N	I	I	U	I	I	U	I	I	U	N	I	I	I	NA	I	N	I	I	N	I	U	NA	24/4 7.4/12.9
f	I	I	N	I	I	U	I	I	I	N	I	I	N	I	I	U	I	I	U	I	I	I	I	I	I	U	I	N	I	I	N	I	20/4 64.5/12.9
g	I	NA	I	NA	U	I	I	I	I	N	I	I	N	I	U	U	I	I	U	I	I	I	I	I	I	N	I	N	I	I	N	NA	23/3 74.2/9.7
h	I	NA	I	NA	U	I	NA	U	I	N	I	I	N	I	U	U	NA	I	U	I	I	I	I	I	I	U	NA	N	N	I	I	NA	17/6 54.8/19.4
Response																																	
IP	8	7	6	7	8	6	8	4	8		7	7	2	8	6	2	7	7	7	7	8	8	7	6	8		7	6		8	2	2	
UD			2			2		2			1	1	2		2	6			8							3		6			3		
ND										8			4					1		1						5	1	2			3		
NA		1						2			1						1						1	2			1			1		6	
% Response																																	
IP	100	87.5	75.0	100	100	75.0	100	50.0	100		87.5	87.5	25.0	100	75.0	25.0	87.5	87.5	87.5	87.5	100	100	87.5	75.0	100		87.5	75.0		100	25.0	25.0	
UD			25.0			25.0		25.0			12.5	12.5	25.0		25.0	75.0			100							37.5		75.0			37.5		
ND										100			50.0					12.5		12.5						62.5	12.5	25.0			37.5	75.0	
NA		12.5						25.0			12.5						12.5			12.5			12.5	25.0			12.5			12.5			
Comments below	x	x	x	x		x		x	x		x	x	x		x	x	x	x	x	x	x		x	x		x	x		x	x	x		

Comments:

BC 1 g) Assessment reports are in the form of a letter detailing the further steps an applicant needs to take to be registered (examination/courses, and/or additional experience); however, we do not explicitly state that they will receive a letter ;
h) Gap/bridging are available only for provisional membership; i) There are two other components in our RPL System: the Examination component and the Law & Ethics component

BC 2 Have not had resources to have plain language expert review our materials but have attempted to keep them clear; i) There is an Appeal component

BC 3 b-h) The occupational Fact Sheet for Internationally Educated Accountants makes clear statements outlining the purpose, uses of the advising component, the application component, the registration component, the assessment report component, and the bridging/gap component

BC 4 b) The advising component has only information regarding steps to be taken to become registered as a pharmacist f-h) These components are delivered but by a different organization

Label	Content
SK 2	The Immigration Branch delivers ELT and Immigrant Internship Program (IIP) services through community-based agencies; a) A 'plain language' policy will guide work on web-site development, as well as development of other printed and electronic information resources; e) Client–centered employment needs assessment (including identification of transferable competencies) is done, and clients write up their competency profile (report) . However, referrals are made for credential assessment through IQAS, regulatory bodies, and post-secondary educational institutions ; f) Support programs such as generic labour market language training , work placements/internships, and career mentorship are in place; h) Gap/bridging referrals are made to regulatory bodies and post-secondary educational institutions; referrals are also made for academic/skills upgrading i) A manual has been developed in plain language to guide service providers through the service delivery process efficiently
SK 5 c)	PLAR information and application form for international students are available at http://siast.sk.ca/international/studentinfo.htm; e) Assessment for credit is available only to students enrolled in a course or program of study and SIAST provides specific program PLAR information on program web pages; General PLAR information is provided on the PLAR web page at www.siast.sk.ca/siast/admissions/plar.htm ; f) Support programs include ESL; g) The assessment report is in the form of a transcript report
MB 2	This is a pilot project. .Information regarding the purpose, steps and uses of the components of RPL system will be listed on the provincial website after the project is ended . Currently, the project facilitator meets with project team (participant, peer assessor[a trained ECE that works in the same centre and program area as the participant[, and advisor assessor [a trained ECE who is also knowledgeable in the areas of adult education, mentorship, assessment and training]), to provide occupational sessions, networking meetings and individual meetings. f) In consultation with Language Assessment and Referral, appropriate referrals made when language support is required; g) Various forms have been developed to use throughout the process–observational assessments based according to standards of performance, documentation file review, interviews and profile meetings (final meeting): h) Gap/bridging component can include options from courses to professional development, reports, book/video reviews, etc.; i) A manual was developed to provide participants with an outline of the process and steps of the RPL system and the responsibilities of the team members. A key component of the RPL System is the mentoring component performed by either the facilitator, the peer assessor or the advisor assessor.
MB 3 i)	Referrals to other regulatory bodies are given as required
MB 4 a-e)	The organization is working to articulate clearly the requirements of the new legislation; f) No opportunity to begin support features as yet
ON 1	Corporate and individual membership have websites outlining its RPL System
ON 2 a-g)	These questions are answered in reference to CCPE's Engineering International Education Assessment Program and "From Consideration to Integration Project".
ON 3 b-h)	The Canadian Society for Medical Laboratory Science provides the purpose and steps involved in the components of their RPL System; however, they have not put the material through a plain language filter;
ON 5 a)	While detailed information is provided on our website about the credentialing process and options for those who do not meet the requirements, the Prior Learning Assessment and Remediation (PLAR) process is explained to the applicant if it is applicable; e -h) Our RPL System follows the academic credentials review process. Only those individuals who have met major components of the assessment process but have minor gaps to meet the requirements are eligible for our PLAR program
QU 2 c, e, g)	In our operation procedures, the Ordre des Ingénieurs du Québec (OIQ) which is in charge of the RPL System. They do the required evaluation of the foreign engineering grads and send the results to us to establish the personal re-training and qualification courses. The OIQ does have manuals and guidelines giving the purpose and steps involved in the RPL process
NS 3	We have early assessment of skills prior to work placement; resumes are reviewed by employer prior to placement for strategic match; formal evaluation is done by host employer half-way and at the end of the placement
PE 1 f)	Referrals to ESL programs; h) Referrals to the LINK program; i) All requests at Workplace Education are referred to the PEI Newcomers Association

Table 5: Frequency and Percentage Distribution of Organizations Whose Assessment Reports are Relevant to Foreign-Trained Client's Needs

Q 1.4 Response choices: a) Reports are useful to the attainment of client's goal b) Report are written in plain language c) Other

Provinces	BC:1	BC:2	BC:4	BC:5	AB:1	AB:2	AB:5	SK:2	SK:5	MB:1	MB:2	MB:3	MB:4	MB:5	MB:6	ON:1	ON:2	ON:3	ON:4	ON:5	ON:6	QU:1	QU:2	QU:3	NS:1	NS:2	NS:3	NB:1	NB:3	PE:1	NL:1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(y/n) & %
Choices																																
a	y	y	NA	y	y	y	y	y	y	N	y	y	y	y	n	y	y	y	y	y	y	y	NA	y	y	NA	y	y	y	n	NA	24/3 77.4/9.7
b	y	y	NA	y	y	y	y	y	y	N	y	n	y	y	n	y	y	n	y	y	y	y	NA	y	y	NA	y	y	y	n	NA	23/4 74.2/12.9
Response																																
y	2	2		2	2	2	2	2	2	0	2	1	2	2		2	2	1	2	2	2	2		2	2		2	2	2			
n										2		1			2			1												2		
f & % Response																																
y/province	f=6 %=75				f=6 %=100			f=4 %=100		f=8 %=66.7						f=11 %=91.7						f=4 %=66.7			f=4 %=66.7			f=4 %=100		f=0	f=0 %=0	
n/province	f=0 %=0				f=0 %=0			f=0 %=0		f=4 %=33.3						f=1 %=8.3						f=0 %=0			f=0 %=0					f=2 %=100	f=0 %=0	
Comments below	x	x						x		X						x						x			x					x	x	

Comments:

BC 1 b) Reports clearly identify details of assessment and activities required to achieve goal

BC 2 a-b) Some candidates feel that they are not useful (and that they shouldn't have to go through assessment) but we do include explanation of weak area that were identified in all parts of the process; c) the Registrar will speak personally to someone who has failed an exam to explain why and to give more specific information than is included in the fairly standardized reports; the clients can't see their exam due to exam security and limited resources for new exam items]

BC 4 Assessment reports are given directly to the clients by the assessing organizations

SK 2 c) Staff assists immigrants in identifying prior learning and experience and developing personal competencies profiles. Use of plain language is encouraged.

SK 5 c) SIAST produces transcript reports that indicate the credits received for the program

MB 1 c) Assessments (language fluency, credential, computer) are done by other organizations and reports are given directly to clients. Assessment of related experience is done by the organization using an interview process. Notes are taken and placed in client's file but not discussed with clients.

MB 2 c) The assessment report must be based on competent standards of performance and all team members must understand what is required. The participants determine what skills will be presented as well as how they will present their skills. The team is expected not only to assess the skills of the participant, but also to provide a mentorship role. A face-to-face meeting is held to discuss the report (written check-list format) in detail. If there are gaps in learning, team members provide suggestions, advice or resources to fill gaps. Project participants always have input and feedback throughout the project.

MB 3 c) After assessment, the client is sent a letter which outlines gaps/bridging components needed in order to qualify for registration. Agencies that deliver the gap/bridging components are identified in the letter.

MB 5 c) Letter of Program Completion is written by Dean of Engineering, confirming successful program completion to engineering licensing body

ON 1 c) Assessment reports are under development

ON 3 c) Our material has not been through a plain language filter

QU 2 The Ordre des Ingénieurs du Québec is in charge of the RPL System. They do the required evaluation of foreign-trained engineering graduates and send the results to us to establish the personal re-training and qualification courses.

QU 3 Assessment of skills is done by the school network, colleges, and professional orders. Employment-Québec also offers assessment services. The Ministry of Immigration and Cultural Communities establishes the comparison between documents of immigrants and the corresponding ones from Québec. Assessment reports are provided by these bodies.

NS 2 c) Assessment reports are not provided by Canadian Connections-assessments obtained from assessment bodies are provided directly to the client

NS 3 Report on evaluation in plain language or verbal at the end of the placement

PE 1 a-b) Assessment reports will be developed as our project moves forward

NL 1 c) ANC facilitates the assessment process by referrals to appropriate assessment bodies. As such they do not provide assessment reports

Table 6: Frequency and Percentage Distribution of Organizations That Have Documented their Mandate to Improve Continually the Accessibility, Credibility, and Effectiveness of its RPL System to Meet the Needs of Foreign-Trained Client

Q 2.1 Response choices: a) In the organization's mission statement b) In the organization's strategic plans c) In the organization's goal d) Other

Provinces	BC: N=4 1	2	4	5	AB: N=3 1	2	5	SK: N=2 2	5	MB: N=6 1	2	3	4	5	6	ON: N=6 1	2	3	4	5	6	QU: N=3 1	2	3	NS: N=3 1	2	3	NB: N=2 1	3	PE: N=1 1	NL: N=1 1	N=31
Organization																																f(I/U) & %
Choices																																
a	NA	NA	N	N	I	I	N	NA	NA	N	I	I	N	N	NA	U	N	I	I	I	I	I	I	NA	I	N	I	NA	N	I	I	15/1 48.4/3.2
b	I	I	N	N	I	I	N	NA	I	N	I	I	U	U	U	U	I	I	I	I	I	I	I	I	I	N	I	I	N	I	I	20/4 64.5/12.9
c	I	I	U	N	I	I	N	NA	I	N	I	NA	U	U	N	U	I	I	I	I	I	I	I	I	I	N	I	I	I	I	N	19/4 61.3/12.9
Response																																
IP	2	2			3	3			3		3	2			3		2	3	3	3	3	3	3	2	3			2	1	3	2	
UD			1													3																
ND			2	3			3			3		1	2	2	1		1							1		3			2		1	
NA	1	1										1	1	1	1											0		1				
% Response																																
IP	66.7	66.7			100	100			100		100	66.7			100		66.7	100	100	100	100	100	100	66.7	100			66.7	33.3	100	66.7	
UD			66.7													100																
ND	33.3		33.3	100			100			100		33.3	66.7	66.7	33.3		33.3							33.3		100			66.7		33.3	
NA	33.3	33.3											33.3	33.3	33.4																0	
Comments below	x	x		x			x	x	x	x		x	x	x									x		x	x				x		

Comments:

BC 2 a) Our mission is mandated by law to be the protection of the public served by midwives; d) RPL mandate is documented in staff planning goals
BC 4 c) RPL mandate is not clearly stated in the organizational goals

AB 4 EMCN's Mission/Vision/Goal Statement as well as the Strategic Plan are "global" ie they do not refer to RPL or programs

SK 2 The Immigration Branch of SK has produced policy frameworks and documents to emphasize the importance of RPL to facilitate the recognition and transfer of newcomer's knowledge and experience into the SK labour market, in all sponsored programs
SK 5 SIAST has the documentation under SIAST International Services: www.siast.sk.ca/international/contactus.htm

MB 1 The mandate to continually improve the services to foreign-trained individuals is informal not documented
MB 3 b) The RPL mandate documented in our strategic plan is in place but still being continually developed
MB 4 a) The organization's mandate is to protect the public
MB5 The program is still fairly new and continually evolving. Formal mission statements and strategic plans are not documented, although the continual assessment process is integral to the ongoing discussions and development.
QU 3 Information available at www.meq.gouv.qc.ca/REFORME/formation_con/annexe1.htm and at www.meq.gouv.qc.ca/REFORME/formation_con/annexe2.htm
NS 3 We have not been able to promote RPL because we have been unsuccessful in securing funding from Service Canada or from the Province of NS

PE 1 a) PE Department of Education Principle Support Statement: The PE Department of Education supports in principle and encourages the building of interconnected learning communities through the formal recognition of prior learning. In recognizing the value of PLAR which includes QR, we believe that: 1) the recognition of prior learning is fundamental to a lifelong learning culture; 2) all learning should be recognized or considered for recognition by educational, professional and work organizations; 3) standards and criteria for practice are essential in order to maintain high quality services and programs; and 4) the success of PLAR is dependent on partnerships that include but are not limited to post-secondary institutions, business, labour, all levels of government, professional and/or occupational associations (Announced:2002 Crowbush PEI)
   b) PE Department of Education Strategic Plan "Tough Challenges: Great Rewards"; c) PE Apprenticeship Strategic Plan

Table 7: Frequency and Percentage Distribution of Organizations That Provide Client-Centered Services

Q 2.2 Response choices: a) Employs staff who are skilled at communication with foreign-trained clients   b) Employs staff who can work with foreign-trained clients to clarify and establish the clients' desired RPL outcome

c) Trains staff on accessing resource information and links available to clients   d) Responds to client's needs, concerns, inquiries, and/or complaints in a respectful and bias-free manner

e) Responds to client's needs, concerns, inquiries, and/or complaints in a timely manner   f) Provides a variety of ways for clients to access information and support services easily   g) Other

Choice	BC (N=4)	AB (N=3)	SK (N=2)	MB (N=6)	ON (N=6)	QU (N=3)	NS (N=3)	NB (N=2)	PE (N=1)	NL (N=1)	N=31 f(I/U) & %
a	I I I I	I I I	U I	N I I N I I	U I I I I I	I I I	I U I	I I	U	I	25/4 80.7/12.9
b	I I I I	I I U	I I	N I I N I I	U I I I I I	I I I	U I I	I I	U	I	26/3 83.9/9.7
c	I I I I	I U I	I I	I I I N I I	U I N I I I	I I NA	U I I	I I	N	I	24/3 77.4/9.7
d	I I I I	I I I	I I	I I I N I I	I I I I I I	I I NA	I I I	I I		I	30/0 96.8/0
e	I I I I	I I I	I I	I I I I I I	I I I I I I	I I I	I I I	I I	U	I	30/1 96.8/3.2
f	I I I I	I I I	I I	N I N U I I	I I N I I I	I I NA	I U I	I I	U	I	25/3 80.7/9.7

Response

	BC	AB	SK	MB	ON	QU	NS	NB	PE	NL
IP	6 6	6 5 6	5 6	3 6 6 2 6 6	3 6 4 6 6 3	6 6 6	6 2 6	6 6	1	6
UD		1		1	3		4		4	
ND				3 3	2				1	
NA						3				

% Response

	BC	AB	SK	MB	ON	QU	NS	NB	PE	NL
IP	100 100 100 100	83.3 100	83.3 100	50.0 100 100 33.3 100 100	50 100 66.7 100 100 100	100 100 50.0	100 33.3 100	100 100	16.7	100 100
UD		16.7	16.7	16.7	50		66.7		66.6	
ND				50.0 50.0	33.3				16.7	
NA						50.0				
Comments below	x	x	x	x x	x	x	x x	x	x	

Comments:

BC 1 e) APEGBC responds to client's needs in a timely manner as far as resources/volumes allow; g) APEGBC 1.) provides customized outreach via seminars to foreign-trained engineers-by background and geographic location; 2.) has formalized cooperation/advisory agreements with groups of foreign-trained engineers and inter-professional groups to develop improved access and training tools; 3.) provides mentoring

BC 2 The College of Midwives of BC do as much as it can within the constraints of our mandated role of public protection. As a regulator, we do not have an educational role.

AB 2 g) The organization developed partnerships with Immigrant Support Network for low cost loans for language and career education

AB 5 g) Online supports including e-mentoring, are under development

SK 2 a) SK Immigration Branch is working on developing a staff complement capable of communicating in different languages; b-e) The Branch has provided training to community-based service delivery agencies (including those that provide the ELT and IIP programs) on diversity, power dynamics, conflict resolution, labour market information and resources among other topics; f) The Branch maintains an "open door" policy to ensure clients can easily access our staff and get the information they require.

SK 5 g) SIAST student services, program and career counselors are the first contact for individuals seeking information on RPL services; SIAST international services and student services contact information are published on specific web pages or under departments' web pages

MB 1 e) Cambrian Credit Union immediately deal with any participant's needs/complaints as they are communicated; g) During the work experience component, the supervisor/manager takes on the responsibility of partnering each project participant with a suitable co-worker who provides on-the-job training

MB 2 Diversity training is provided to project team, participants, and ECE centres. Strategies and techniques to create a welcoming, flexible, and responsive environment are discussed. Library is stocked with assorted resources (including various websites for research) and information. Two 2-hour networking meetings with specific agenda items are set with participants to review policies and procedures regulatory info, communication issues etc. Individualized meetings are held upon team member's request. Regular phone contact was provided to team members throughout the process. Occupational sessions provided for participants. These include Employment Standards, Regulatory Information, Human Rights Commission presentation. Participants of the program sign a release form if they wish to share information in their RPL documentation files (including resume, professional training, reports, etc.) with other participants.

MB 3g) College of Licensed Practical Nurses of Manitoba refers clients to organizations that provide Language services, translation services, and immigration services

MB 4 The organization has 1.1 EFT of staff who do all aspects of work –others are responsive and helpful but have no special skills or training

MB 5 a) The Internationally-Educated Engineers Qualification Pilot Program is continuing to employ individuals who are skilled at communicating with foreign-trained clients ; f) Additional staff help to provide clients with a variety of ways to access information and support service easily.. Also the program is developing more ways for clients to access information and support services easily.

ON 3 f) Clients access information and support services through the Internet

QU 3 The role of the Minister is not at the service level. Service is offered by the school network, and according to the customers, the organizations set up the appropriate measures

NS 2 Canadian Connections Program delivers LINC and therefore our services to clients are extended to Canadian Connections clients

NS 3 Employment Services Unit provides clients with employment counseling, job information resource centre, workshops and practice interviews, work placements, professional mentors, and computer lab.

PE 1 g) Provides referrals to Newcomer Association

Table 8: Frequency and Percentage Distribution of Organizations That Have RPL Information in the Foreign-Trained Client's First Language

Q 2.3: Response choices:
a) Information available in English and French language   b) Information available in French only   c) Information available in English only   d) Information available in the following languages

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2			PE: N=1	NL: N=1	N=31
	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	1	f(I/U) & %
Organization Choices																																	
a	I	U	N	N	I	U	N	N	N	N	N	N	N	N	N	I	I	I	N	I	N	I	NA	I	N	N	I	I	NA	I	N	N	14/2 45.2/6.5
b	N	N	N	N	NA	N	N	N	N	N	N	N	I	N	U	NA	NA	NA	N	NA	N	NA	I	NA	N	I	NA	NA	NA	NA	N	N	12/1 38.7/3.2
c	I	I	I	I	NA	N	I	I	I	I	I	I	N	I	I	NA	NA	NA	I	NA	I	NA	N	NA	I	I	NA	NA	NA	NA	N	I	28/0 90.3/0
Response																																	
IP	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1	
UD	1	1			1				1					1	1						1		1										
ND	1	1	2	2	1	2	2	2	1	2	2	2	2		1	2	2	2	2		2	1	1	2	2	2	2	2	2	2	3	2	
NA					2											2						2											
% Response																																	
IP	66.7	33.3		33.3	33.3		33.3	33.3	66.7	33.3	33.3	33.3	33.3	33.3	66.7	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3		33.3	
UD	33.3				33.3										33.3						33.3		33.3		66.7								
ND	33.4	33.4	66.7	66.7	33.4	66.7	66.7	66.7	33.3	66.7	66.7	66.7	66.7		33.4	66.7	66.7	66.7	66.7		66.7	33.3		66.7	66.7		66.7		66.7		100	66.7	
NA	66.7				66.7				66.7							66.7						66.7	33.4					66.7					
Comments below	x	x			x			x	x	x					x	x	x				x	66.7	33.4	x							x		

Comments:

BC 1 a) The organization does have some information available in French, such as, the occupational fact sheet; d) Occupational fact sheets available in Chinese, French, and English

BC 2 a) Limited information available in French via our national website (more to come); d) Certain parts of the application form (e. g professional references) are available in French, German, Chinese, Farsi and Spanish in order to take into account the fact that while an applicant must be fluent in English, their referees may not be.

AB 2 d) Information is available in 47 different languages

AB 5 Depending on the type of service and the intervention required, the RPL system is in English only

SK 2 The Branch is looking at developing some basic information resources for immigrants and translating the information into key foreign languages such as Chinese, Arabic, and Pashtu

SK 5 French would not help since most enquiries are from Asia, Africa, and China

MB 5 d) Information is available in the second languages of program staff: German, some Spanish and some French

MB6 a) Mostly English but we are also developing some French

ON 2 a) All CCPE's documents and website are available in English and French; d) www.ccpe.ca/e/imm_incanada.cfm ; d) A summary fact sheet is available in 10 languages: English, French, classical Chinese, Simplified Chinese, Spanish, Portuguese, Ukranian, Russian, Arabic, and Farsi

NS 3 Among our onsite staff **we can offer information in 32 languages**

PE 1 a-d) Information has not been developed in different languages as yet; Referrals are made to Holland College ESL and Linc program

Table 9: Frequency and Percentage Distribution of Organizations With RPL Components That can be Completed Prior to Immigration

Q 2.4 Response choices:
- a) The application component
- b) The registration component
- c) The advising component
- d) The assessment component
- e) The assessment report component
- f) The support programs component
- g) The gap/bridging component
- h) Other (Please describe)

Provinces / Organization Choices	BC N=4 (1)	BC (2)	BC (4)	BC (5)	AB N=2 (1)	AB (2)	AB (5)	SK N=2 (2)	SK (5)	MB N=6 (1)	MB (2)	MB (3)	MB (4)	MB (5)	MB (6)	ON N=6 (1)	ON (2)	ON (3)	ON (4)	ON (5)	ON (6)	QU N=3 (1)	QU (2)	QU (3)	NS N=3 (1)	NS (2)	NS (3)	NB N=2 (1)	NB (3)	PE N=1 (1)	NL N=1 (1)	N=31 f(I/U) & %
a	I	I	I	I	NA	I	U	NA	I	N	U	I	I	I	NA	U	I	I	N	I	I	I	NA	NA	U	N	I	I	NA	N	NA	16/4 51.6/12.9
b	I	N	I	N	NA	U	U	NA	NA	N	U	I	NA	N	NA	U	I	I	N	I	N	I	NA	NA	U	N	I	N	NA	N	NA	8/5 25.8/16
c	I	I	I	U	NA	I	U	NA	I	N	U	I	I	N	.I	U	I	I	NA	I	N	I	NA	NA	NA	N	I	I	I	N	NA	16/3 51.6/9.7
d	I	I	I	U	NA	N	U	NA	I	N	U	I	I	N	I	U	I	I	N	I	N	I	NA	NA	U	N	I	N	I	N	NA	14/4 45.2/12.9
e	I	I	I	U	NA	N	U	NA	NA	N	U	I	I	N	NA	U	I	I	N	I	N	I	NA	NA	U	N	I	N	NA	N	NA	12/4 38.7/12.9
f	NA	N	N	U	NA	U	U	NA	I	N	U	I	NA	N	NA	I	I	I	NA	I	N	I	NA	NA	U	N	U	N	NA	N	NA	8/5 25.8/16.1
g	I	U	N	U	NA	U	U	NA	I	N	U	N	U	N	NA	U	NA	I	NA	I	N	I	NA	NA	U	N	I	N	NA	N	NA	7/7 22.6/22.6
Response																																
IP	6	4	4	7		2			5			6	4	1	1	1	6	7		7	2	7					6	2	4			
UD		1	0	7		3	7				7		1			6									6		1		1			
ND		2	3			2				7		1		6					4		5					7		5		7		
NA	1				7			7	2				2		7		1		3				7	7	1				2		7	
% Response																																
IP	85.7	57.1	57.1	100		28.6			71.4			85.7	57.1	14.3	14.3	14.3	85.7	100		100	28.6	100					85.7	28.6	57.1			
UD		4.3		100	42.9	42.9	100				100		14.3			85.7									85.7		14.3		14.3			
ND		28.6	42.9			28.5				100		14.3		85.7					57.1		71.4					100		71.4		100		
NA	14.3				100			100	28.6				28.6		100		14.3		42.9				100	100	14.3				42.9		100	
Comments below	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

Comments:

BC 1 b) Registration can be completed overseas under special circumstances; h) The examinations component can be completed overseas

BC 2 a) Individuals while overseas can apply for the organization's Prior Learning and Experience Assessment (PLEA) by submitting a portfolio application. Upon successful assessment, the applicant is eligible to take the competency exams (written and clinical) offered in Vancouver. b) Upon successful completion of the competency exams, the individual can register as a midwife to demonstrate legal authority to work in Canada; g) If the portfolio assessment identifies gaps, the individual can take gap training while still overseas; the organization is working on getting funding to develop courses that could be taken overseas. h) Supervised practice as a conditional registrant requires being in a BC and having legal authority to work in Canada (it follows a successful completion of our PLEA program and registration as a midwife); f) The only support that is offered is advising about all aspects of the PLEA process from the PLEA coordinator via phone, email and mail.

BC 3 CGA Canada offers the CGA program in several Caribbean countries, in Hong Kong and in China. This allows the candidates in these countries to complete all but the registration RPL component while still overseas. The candidate can complete the application and be assessed locally or by CGABC. Following the assessment report, if required, the candidate can take gap/bridging courses while in home country. Upon passing the academic exams, the candidate must complete one year of practical work experience in Canada, a Bachelor's degree, and a public speaking course.

BC 4 (d-e) Assessments and reports are provided by a different organization; f-g) Foreign-trained individuals must be in BC to participate in gap/bridging/support programs

AB 2 (d-e) Assessments and reports are done on-site

AB 5 The organization is currently working on an on-line RPL (self-assessment) instrument; so far it is un-validated. The client would be able to self assess upon entering the formal process of application into one of the organization's 'engineers' program

SK 5 a) Application is handled overseas; b) Registration occurs once they arrive; c) Advising can be done by email regardless of location; d) The same 10-step RPL process is applicable for all students (international/local); h) The registrar at SIAST does all of the international credentials assessment. If required, the credentials are referred to IQAS.

MB 2 This pilot project has all these components developed. At the end of the project, the organization will discuss best ways to deliver these components overseas under the Provincial website. h) One barrier to the delivery of a national RPL System for the field of ECE exists because there are no national standards (regulatory requirements vary across Canada). The organization intends to reduce this barrier by using the provincial regulatory body as advising agents (via e-mail or phone) to assist foreign-trained ECE individuals in identifying options and processes available overseas.

MB 3 Foreign-trained individuals may complete the English requirement ahead of time

MB 5 The program is currently oversubscribed and enrollment is limited by administrative funding to the program. For that reason eligibility criteria current include "Manitoba residency at time of application". This may be broadened if additional funding can be found to allow the program to expand enrollments.

ON 1 The organization is developing the delivery of its curriculum to the established National Occupational Standards with accredited training institutions

ON 3 g) Although we do not have bridging program overseas, gaps can be filled overseas through courses/clinical rotations; h) Exam is offered only in Canada

ON 6 We can deliver **some** of the assessment component overseas

QU 3 The Ministry of Immigration and cultural community assumes this responsibility

NS 1 Currently, foreign-trained individuals can only apply if they are residents of Canada; the proposed Act changes to broaden this and has been presented to government

NS 3 Under development is our online pre-employment program. We may develop some components for completion overseas in the future.

NB 1 h) We would require an Act change to allow registration and assessment to take place outside Canada

Table 10: Frequency and Percentage Distribution of Organizations That Offer Affordable RPL Processes for Foreign-Trained Individual

Q 2.5 Respond choices:　a) Cost is subsidized　　　b)Cost is absorbed　　　c)Other financial options are offered e.g. low interest bank loan, time payment option, etc.　　　d) Other (Please explain)

Provinces/Territory	BC: N=4				AB: N=3			SK: N-2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31	
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(I/U)	& %
Choices																																	
a	N	I	N	I	NA	NA	I	NA	NA	NA	I	N	N	N	I	U	N	N	I	N	I	N	I	N	N	N	N	NA	N	N	NA	8/2	25.8/6.5
b	N	N	N	N	NA	I	I	NA	I	NA	I	N	N	N	N	N	N	I	N	N	N	I	N	I	N	N	N	NA	N	N	NA	9/0	29/0
c	N	I	N	NA	NA	I	NA	NA	NA	N	NA	I	I	I	N	U	N	NA	I	N	N	NA	I	I	N	N	NA	NA	N	N	NA	9/0	29/0
Response details																																	
Subsidized		x				x					x					x					x	x	x			x	x						
Fully funded				x			x				x										x	x		x			x						
Fee for Service	x	x													x	x				x		x		x	x			x	x	x			
Other Cost Options		x				x			x			x	x			x							x										
Comments below	x	x		x	x	x	x		x		x	x	x		x	X	x			x	x	x	x	x	x	x	x	x	x		x		

Comments:

BC 1 d) The RPL process is performed on a fee-for-service basis

BC 2 a) The College of Midwives of BC subsidizes the cost (which really means BC midwives via their registration fees); c) Clients are informed about the VanCity loan available for immigrants going through the RPL process

BC3 The RPL service is performed on a fee-for-service basis, Application and assessment fee ($150), Transfer credit ($25/credit up to a maximum of $ $250), Courses($550-$750)/course, Business cases ($70-190), Challenge exam fee($400)

BC 5 Cost is covered by the Nursing Directorate, Ministry of Health, BC

AB 1 b) Programs including RPL processes are fully funded by both levels of government-Provincial and Federal-there is no cost to participants

AB 2 b) Mount Royal College Undergraduate Nursing Department absorbs the cost of the RPL process;　c)　The other financial option is Calgary Mennonite Society

AB 5 b) Program cost is fully funded by Alberta Human Resources and Employment (AHRE)-there is no cost to participants

SK 2 Both immigration programs (ELT and IIP) are fully funded by the Provincial and Federal governments

SK 5 Fees are guided by the PLAR Administrative Standards which state "the fee schedule will be based on the cost of the services performed and not determined by the amount of credit awarded". Candidates pay an assessment fee, in lieu of tuition for the course(s) challenged. The fee is directed to the program responsible for the assessment.

MB 1 c) The pre-training is unpaid and participants must be able to support themselves during this time. During the 12-week work experience, participants get paid, but there is no guarantee of jobs after the 12 weeks.

MB 2 a) Participants who are not employed in the ECE field will be provided an ECE work placement and a salary- 60% of their salary from project funds and 40% from the work placement; For participants already employed in the ECE field, periodic support funding is available, but sustainable funding for this will be an issue　b)　There is no cost to the participants since the program is fully funded by Immigrant Settlement Services and Manitoba Child Care Program

MB 3 c) Application fee and assessment process is $187　d)　The organization accepts a variety of English testing (varying costs)

MB 4 c) Low interest bank loans, time payment option

MB 5 a) Approx. 75-100% university cost (tuition, books) paid by the Province of Manitoba; Also accessible are Provincial Credential Recognition Program, Manitoba Student loans, and .Industry bursaries; EI - eligible recipients can receive EI benefits and / or living expense assistance;

MB 6 Credential assessment and qualifying exams are offered by the national examining board. There is a fee for this service that is paid by the applicant. The internship component is free, but licensure and registration fees are paid by applicants.

ON 1 a) Possible sources of subsidized funding are Government of Canada, and Industry (To be determined); c) Other possible financial options are federal and provincial student loans and assistance.

ON 2 d) Applicant must pay the cost ($175) for the assessment

ON 3 b) RPL costs are covered by membership dues- $325 and application fees

ON 4 a) The organization offers subsidized cost by partnering with employers; c) The other cost option is low interest bank loans

ON 6 a) The cost is subsidized by the Ontario Government; c) Financial options include low interest bank loans from Scotia Bank and the Maytree Foundation, and Ryerson University Financial Aid and bursaries.

QU 1 b) On- line Self-Evaluation is free. Validation by OCQ is not free but affordable

QU 2 a) The cost subsidized by Emploi Quebec; d) Loans and scholarship are available for full-time applicants to the certificate program

QU 3 b) The expenses related to the RPL process (for vocational and technical training) done by the network of schools commission and colleges are financed by the Minister of Education. However, in the schools commission, the adult pays only the inscription expenses, while in the colleges, the cost to the adult may vary if the objective is to obtain a diploma.

NS 2 a) Very limited funds are provided to Canadian Connections from CIC to assist newcomers with training which may include credential assessment by a designated assessment body as set out by the professional organization; c) Financial institutions are not willing to assist the foreign-trained professional in their early stages of settlement unless financial credit was established prior to coming to Canada, or they have financial savings and an established credit rating in Canada. Credit ratings can be established within 8 – 12 months of settlement if they have gained employment in Canada

NS 3 there is no cost to work placement applicants or to host employers

NB 1 Application fee is $150 + HST and assessment fee is $113 + HST

NB 3 All applicants pay a processing fee upon application. Should the document need to be translated or if the applicant is required to take a module from the refresher program, the applicant pays.

NL 1 This organizations only facilitates and makes referrals for assessments

Table 11: Frequency and Percentage Distribution of the Organizations That Design the RPL System to Enable Foreign-Trained Individual to Make Informed Decisions About Career Opportunities

Q 2.6 Response choices: The System allows foreign-trained individuals to decide:

a) If they are ready for employment in their field of practice   b) If they need additional studies   c) Other (Please specify)

Provinces	BC: N=4				AB: N=4				SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organization	1	2	4	5	1	2	4	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(y/n) & %
Choices																																	
a	n	y	y	y	y	y	y	NA	y	y	n	y	y	y	y	n	y	y	y	y	NA	y	y	y	NA	y	n	y	n	y	n	y	23/6 74.2/19.4
b	y	y	y	y	y	y	y	NA	y	y	n	y	y	y	y	n	y	n	y	y	y	y	y	y	y	y	n	y	n	y	n	y	25/6 80.6/19.4
Response																																	
y	1	2	2	2	2	2	2		2	2		2	2	2	2		2	1	2	2	1	2	2	2	1	2	0	2	0	2	0	2	
n	1	0	0	0	0	0	0		0	0	2	0	0	0	0	2	0	1	0	0	0	0	0	0	0	0	2	0	2	0	2	0	
Comment below	x	x	x				x	x	x	x		x	x			x	x	x			1	x			x			x		x	x		
f&% Response																																	
y/province	f=7 %=87.5				f=6 %=75				f=4 %100		f=8 %=66.7						f=10 %=83						f=5 %=83.3			f=4 %=66.7			N=2 f=2 %=50		f=0 %=0	f=2 %=100	
n/province	f=1 %=12.5				f=0 %=0%				f=0 %=0		f=4 %=33.3						f=1 %=8.3						f=0 %=0%			f=2 %=33.3			f=2 %=50		f=2 %=100	f=0 %=0	

Comments:

BC 1 b) The RPL system allows foreign-trained individuals to make decisions as it related to qualification for licensure in their field of practice.
BC 2 a) We provide self-assessment information to assist potential applicants to decide if they are likely to be successful in our assessment; b) Clients are sometimes require to take courses to remedy discrete gaps in their education and experience
BC 4 The assessments show if foreign-trained individuals are qualified to practice or if they require additional studies; Additional studies is always an option even if the individuals pass assessments.

AB 5 The RPL System design is primarily geared to making informed decisions regarding additional studies as in bridging programs

SK 2 c) In SK, the ELT and IIP programs make up the first step in implementing a coordinated system for assisting immigrants in identifying readiness for employment in their field and possible gaps in competencies
SK 5 This part is done by the career counseling department

MB 2 The project targets potential participants who are foreign-trained with ECE focused credentials and who are underemployed, unemployed and/or seeking employment. Once participants have successfully completed the process, their qualifications are upgraded to a trained level providing greater opportunities for employment and salary increases.
MB 3 c) The College's "Scope of Practice Entry Level Competencies" is outlined in a document and is available on-line and in print form (hard copy)

ON 1 The goal of CAMC's RPL System once in place and operational, will allow foreign-trained individuals to decide readiness for employment
ON 2 c) The organization's RPL System provides advice on how to get licensed as an engineer in Canada
ON 6 a) Foreign-trained individuals still have to have orientation course work and a three month clinical placement. Otherwise they would have no Canadian experience and it would be nearly impossible to be hired.

QU 3 a) The reference frame in vocational and technical training is the program of studies. The self-evaluation for each competence of the program allows the adult to assess his/her knowledge and skills against the objectives of the program.
NS 3 We offer clients the opportunity for industry assessment and networking in the Canadian work culture.

PE 1 The organization will build in a RPL system that allows foreign-trained individuals to decide readiness for employment; Referrals are made to appropriate systems-HRSDC, Certifying bodies, Workplace mentoring, Holland College, University of PEI

Table 12: Frequency and Percentage Distribution of Organizations that Train RPL Advisors/Counselors in Their Role and Functions When Serving Foreign-Trained Individuals

Q 3:1 Response choice: Please explain

Provinces	BC: N=4	AB: N=3	SK: N=2	MB: N=6	ON: N=6	QU: N=3	NS: N=3	NB: N=2	PE: N=1	NL: N=1	N=31
Organization	1 2 4 5	1 2 5	2 5	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3	1 2 3	1 3	1	1	f(y/n) & %
Response											
y	y y · y	y y y	y y	y y y · y ·	y y y y y y	y y y	NA · y	· y	n	y	22 71.7%
n	· · n ·	· n ·	· ·	· · · n · n	· · · · · ·	· · n	· n ·	n ·	n		7 22.6%
NA	· · · NA								x		
Comments below	x x	x x x	x x	x x x x x x	x x x x x x	x · x			x		
f & % Response											
y / Province	f=2 %=50	f=3 %=100	f=0 %=100	f=4 %=66.7	f=6 %=100	f=2 %=66.7	f=1 %=33.3	f=1 %=50	f=0 %=0	f=1 %=100	
n / Province	f=1 %=25	f=0 %=0	f=0 %=0	f=2 %=33.3	f=0 %=0	f=1 %=33.3	f=1 %=33.3	f=1 %=50	f=1 %=100	f=0 %=0	

Comments:

BC 1   Counselors are cognizant of all options and requirements
BC 2   For staff: Internal training; workshop on qualifications recognition, prior learning assessment; For our midwife assessors and examiners: we offer an in-house, specially designed training program

AB 1   In-house training/AAISA Training/ U of C training sessions/ local colleges training sessions
AB 2   Combination of International Educators and Professional Nurse Educators
AB 5   Internal staff training in Program procedures and protocols available

SK 2   SK Immigration Branch provided extensive professional development training to ELT/IIP service providers on competencies identification and articulation, employment/career counseling, and other related topics
SK 5   All counselors are trained in the 10-step PLAR process and have access to PLAR facilitators for consultation

MB 1   Supervisors and managers are the advisors and counselors in our program. They have received cultural diversity training
MB 2   Advisor assessors have been previously trained in ECE, adult education, mentorship, as well as advising in competency-based and prior learning assessment programs. Orientation to this program and its assessment methods have also been provided. Peer assessors and directors are trained in ECE and have received diversity training and an orientation to the advising/counseling process and requirements. Mentorship, support, and additional time for communication are important aspects in the process
MB 3   Advisors are all licensed practical nurses who have experience in direct practice. Additional training in RPL is offered on-the –job as opportunities arise.
MB 5   On- the-job training provided. From program inception(June 2003) through Jan. 2006, it was a program staff of one. As of Jan. 2006, a full time office assistant has joined the team

ON 1   Once the RPL system is in place and operational, the organization has as an outcome that it will train its RPL advisors and counselors
ON 2   We only counsel on the EIEAP assessment and how to get licensed as an engineer. For other needs, we refer people to the provinces, territories and settlement agencies
ON 3   The organization has one customer support service agent to assist clients in the preassessment phase
ON 5   Our RPL program is part of our assessment process. Our officers are trained to serve our applicants. Training is ongoing: we attend workshops, seminars, and conferences such as CAPLA

QU 1   Training is done in partnership with Immigration et Communauté Culturelles Quebec Ministry and Immigrant Serving Agencies
QU 3   Services, including advising/counseling, are offered by the school establishments.
PE 1   Training for RPL advisors/counselors will be developed

Table 13: Frequency and Percentage Distribution of Organizations That Maintain Their Websites With –up-to-Date Information on Resources foe Foreign-Trained Individuals
Q 3: 2 Response Choice: Please explain

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31	
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(y/n)	& %
Response																																	
y	y	y	y		y	y		y	y		y			y	y	y	y	y		y	y	y	y		y		y	y	y		y	23	74.2
n				n			n			n		n	n						n				n			n				n		8	25.5
Comments below	x				x	x	x	x	x	x	x			x		x	x	x		x		x		x	x		x	x	x	x			
f & % Response																																	
y / Province	f=4 %=75				f=3 %=100			f=2 %=100		f =3 % = 50						f=5 %=83.3						f=2 %=66.7			f=2 %=66.7			f=2 %=100		f=0 %=0	f=1 %=100		
n / Province	f=1 %=25				f=0 %=0			f=0 %=0		f =3 % = 50						f=1 %=20						f=1 %=33.3			f=1 %=33.3			f=0 %=0		f=1 %=100	f=0 %=0		

Comments:

BC 1 Please see www.apeg.bc.ca/intreng/ite-resources.html
BC 3 For general information, refer to www.cga-online.org/bc; for immigration questions, refer to www.cic.gc.ca ; for assessment of degree, refer to www.ola.bc.ca/ices/ for employment information , refer to www.cga-online.org/bc and eight others, for settlement information, refer to www.amssa.org

AB 1 Please refer to www.ccis-calgary.ab.ca
AB 2 Please see http://plar.bbwebmedia.com/en/plar/benefits.php
AB 5 The agency website provides links that could be useful for IEGs and other immigrants

SK 2 SK Immigration Branch will be mainly responsible for maintaining the website, but some other departments(Health) and external agencies (regulatory bodies) will maintain their relevant sites.
SK 5 International Student Information is available through the International Services website: www.siast.sk.ca/international/studentinfo.htm ; As individual training programs develop PLAR methodologies, candidate information is posted to the program web page.

MB 2 There is some information provided on the Provincial site related to training options available, application for classification, classification process, etc. However, information on this pilot project is not on the website since it is still on-going.
MB 3 Currently, only the RPL process and contact information is on-line
MB 5 Opportunistically add links to the website.

ON 1 Once the RPL system is in place and operational, we have maintaining its website as an outcome
ON 2 Please see www.ccpe.ca and www.ccpe.ca/fc21
ON 3 Any policy change is communicated immediately
ON 5 I have to emphasize that out PLAR process follows our Credentialing process (a person must frist apply for credentialing and then if necessary and applicable, they can apply for PLAR. We do not have a lot of information about PLAR on the website. Once we tried it and many individuals started by applying directly for PLAR. One-on one counseling is provided.

QU 1 A list of the partners is on the web site "Order_Partners"
QU 3 Services, including advising/counseling, are offered by the school establishments.

NS 3 We maintain the website with up-to-date listing of host employers with direct links to their websites.
NB 1 Information on the website only relates to becoming registered to practice in NS.
NB 3 The website contains information on application process and registration requirements
PE 1 Maintaining the website will be developed

Table 14: Frequency and Percentage Distribution of Organizations That have Multiple Points of Access for the Pre Advising/Counseling Services

Q-3.3 Response choices   a) On-line   b) E-mail   c) Telephone   d) In-person   e) Other (please explain)

Provinces	BC: N=4				AB: N=2			SK: N=3			MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31	
Organization	1	2	4	5	1	2	5	2	3	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	**f (I/U)**	**& %(I/U)**
Choices																																		
a	I	I	N	N	I	I	U	N	I	I	N	I	I	N	N	N	U	I	N	U	N	N	I	I	NA	NA	N	NA	I	I	N	N	15/3	48.9%/9.7%
b	I	I	N	N	I	I	U	N	I	I	N	I	I	I	I	I	U	I	I	I	I	I	I	I	NA	NA	N	NA	I	I	N	N	21/2	67.7%/6.5%
c	I	I	N	N	I	I	I	N	I	I	N	I	I	I	I	I	U	I	I	I	I	I	I	I	NA	NA	N	NA	I	I	N	N	22/1	71.7%/3.2%
d	I	I	N	N	I	I	I	I	I	I	N	I	I	I	N	I	U	I	N	I	I	I	I	I	NA	NA	N	NA	I	I	N	N	23/1	74.2%/3.2%
Response																																		
IP	4	4			4	4	2	1	4	4		4	4	3	3	3		4	2	3	3	3	4	4				4	4	4	4	1		
UD							2										4			1														
ND			4	4				3			4			1	1	1			2		1	1					4					3		
NA																									4	4								
% Response																																		
IP	100	100			100	100	50	25	100	100		100	100	75	75	75		100	50	75	75	75	100	100				100	100	100	100	25		
UD							50										100			25														
ND			100	100				75			100			25	25	25			50		25	25					100					75		
NA																									100	100								
Comments below	x	x	x				x	x		x	x	x	x		x				x						x								

Comments:

BC 1 e) Another point of access is through seminars

BC 2 b+c) We tend to communicate most often by email, secondly by phone; d) Due to limited staff time, we limit in-person meetings to those who have special difficulties

BC3 Points Access include email, telephone, and in-person.

SK 2 a) The ELT and IIP programs are hoping to implement on-line programs and at that point, immigrants may be able to access some of the counseling on-line.

SK 5 Many foreign-trained individuals are already in SK on a study permit

AB 5 e) Another point of access is through information sessions for large groups

MB 1 a) Participants are to communicate to their immediate supervisor or the HR department

MB 2 a) There is online information provided to individuals that are seeking a career in child care and the regulatory body would provide individuals with information on training options available; e) The regulatory body is the first point of contact for foreign-trained individuals wanting to work in the field of ECE. The regulatory body would review educational documents and would refer individuals to the project (the regulatory body is providing some of the financial support for the project and could implement this process in the future)

MB 3 e) The organization also mails copies of documents to applicants requesting additional information

MB 5 e) Another point of access for pre-advising/counseling is through Community-based Information Sessions (2 - 4 per year)

ON 3 d) We do not allow for in-person visits, as the office is national in scope and cannot accommodate the country

QU 3 Services, including advising/counseling, are offered by the school establishments.

Table 15: Frequency and Percentage Distribution of Organizations That Provide Advising Services to Foreign-Trained Individuals

Q 3.4 Response choice: Please explain

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N = 31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f y/n) & %
Response																																
y	y	y	y		y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y			y	y		y		y	26 83.9%
n				n																				n	n			n		n		5 16.1%
Comments below	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	n		
f & % Response																																
y / Province	f=3 % = 75				f=3 %=100			f=2 %=100		f=5 % = 83.3						f=6 % = 100						f=2 %=66.7			f=2 %=66.7			f=1 %=50		f=0 %=0	f=1 %=100	
n / Province	f=1 % = 25				f=0 %=0			f=0 %=0		f=0 % = 0						f=0 % = 0						f=1 %=33.3			f=1 %=33.3			f=1 %=50		f=1 %=100	f=0 %=0	

Comments:

BC 1 The organization has one point of contact (help desk) for all first-time e-mails or visits

BC 2 Staff discuss applicants' specific situation and assist them to figure out if they are likely to be successful-point them to the resources they can use to figure this out themselves. Staff also support applicants by providing answers to ongoing questions about how to apply, and by following up to help ensure their applications are as complete as possible by the time the assessors look at them. Staff provides logistical information about all parts of the process

BC 4 The organization provides advising services for the registration process

BC3 Provides counseling ; student support by phone, email or in-person

AB 1 CCIS Employment Services has six career advisors

AB 2 We welcome all enquiries and assist with advising re: language needs as well as professional nursing needs

AB 5 General career information is obtained through "Path To Employment" program. Specific information for IEGs (engineers) and F.T. Accountants is obtained in respective programs

SK 2 The ELT/IIP programs provide the advising services; SK Immigration Branch sets out the program parameters and define the tasks that service providing agencies need to perform.

SK 5 Foreign-trained individuals are advised the same as any other applicant to SIAST

MB1 Supervisor and Managers are selected to work with and advise for support-trained individuals

MB 2 The regulatory body is the first point of contact and would provide advising services. We provide referrals to alternate agencies as required-includes language assessment, language training, counseling services, etc.

MB 3 The organization provides advising services up to the point of identified gaps/bridging components required.   Applicants are then referred to agencies delivering those components.

MB 4 The advising service is informal not a formal component

MB5 On-going student advising on academic, career, and personal issue (social, financial, etc.) for the duration of the program, Referrals to appropriate no-cost or low –cost campus and community-based services

MB 6 Our national body does the RPL assessments, but once the candidates are referred to us regarding the process for registration and licensure, we do provide advising services to them regarding the interpretation of results and the route to registration..

ON 1 Once the RPL system is in place and operational, an outcome is to provide advising services to foreign-trained individuals

ON 2 We only counsel on the EIEAP assessment and how to get licensed as an engineer. For other needs, we refer people to the provinces, territories and settlement agencies

ON 3 In a limited capacity-directed to resources such as course providers, bridging program and regulatory bodies/ professional associations

ON 4 Academic advisors/counselors available

ON 5 We have one-on-one counseling with PLAR applicants. The process is explained at this phase. Assistance is provided in order to obtain the missing information from the school if possible, if not, and only if the applicant verifies and confirms that the identified gaps/deficiencies are valid, all the options available to the applicant are explained and an individual agreed upon plan is designed. The applicant has then a maximum of two full years to fulfill the requirements (i.e., either provide proof of prior learning-formal or informal- or complete courses to meet the requirements.

QU 1 Services provided through partners

QU 2 Advising services are provided by our partners-Emploi Québec or community organizations

QU 3 Services, including advising/counseling, are offered by the school establishments.

NS 1 We do not provide general counseling services; we do provide advice/direction of how to become registered to practice engineering in NS

NS 2 We provide limited information to foreign-trained individuals on how to access the regulatory boards for their particular profession.

NB 3 We provide information on request regarding requirements for registration

Table 16: Frequency and Percentage Distribution of Organizations That Have a Pre-Screening Self-Assessment Tool

Q 3.5 Response choices:　　a) Print　　　　b) On-line　　　　c) Other (please specify)

Provinces / Organization	BC N=4				AB N=3			SK N=2		MB N=6						ON N=6						QU N=3			NS N=3			NB N=2		PE N=1	NL N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	**f(I & y/U) & %**
Choices																																
a	N	I	U	N	N	I	I	NA	I	N	N	N	N	I	I	U	N	I	N	I	NA	N	N	N	NA	N	I	N	N	N	I	11/2 35.5%6.5%
b	I	U	U	N	I	I	U	NA	I	N	U	N	N	N	I	U	N	I	N	N	NA	I	N	N	NA	N	N	N	I	N	N	10/5 32.3%16.1%
Response																																
IP	1	1			1	2	1		2					1	2			2		2		1					1		1		1	
UD		1	2				1				1																					
ND	1			2	1					2	1	2	2	1		2	2		2			1	2	2		2	1	2	1	2	1	
NA								2													2				2							
% Response																																
IP	50	50			50	100	50		100					50	100			100		100		50					50		50	0	50	
UD		50	100				50				50																					
ND	50			100	50					100	50	100	100	50		100	100		100			50	100	100		100	50	100	50	100	50	
NA								100													100				100							
Comments below		x				x		x	x		x			x		x		x				x		x						x		

Comments:

BC 2 a+b)　The print-based self assessment is available online currently. However, we have plans to develop an interactive self-assessment tool on the national website

AB 2 b)　Canadian Nursing Association competency assessment;　c)　We have a comprehensive diagnostic exam that comprises multiple choice questions and short answer questions

SK 2　We do not have a self-assessment tool at this time.

SK 5　Currently approximately 80 programs provide some level of PLAR and all programs recognize transfer credit from an accredited institution. Candidate guides provide step-by-step information that guides a candidate through the PLAR process. This includes a listing of the learning outcomes and skills required with a self-audit to help determine qualifications and eligibility before the assessment begins. For example: www.siast.sk.ca/pdf/plar/ccacandidateguidesept2005.pdf　 c)　Standards of performance indicators are provided to all participants. We also use

MB 2 a)　All print materials are available in a template and can be e-mailed to individuals.　b)　Discussions are taking place as to what information can be provided on-line.　c)　Standards of performance indicators are provided to all participants. We also use journaling as an assessment tool.

MB 5　The application form lists all eligibility criteria and referrals to pre-admission assessments by regulatory body and by an ESL assessor.

ON 1　A pre-screening self-assessment tool is under development and is an outcome once the system is in place and operational

ON 3　The pre-screening self-assessment tool is know as a Personal Competency Rating booklet

QU 1 b)　Could be used as a pre-screening self -assessment but it is not the purpose. The purpose is for individuals to decide whether they should go through the RPL process. If they decide to go through the process, when they get their 'results' they still decide to go through the next steps or stop. The 'result' shows the gaps with the 'standards' so the system could be used a s a pre-screening tool if necessary

QU 3 c)　The adult speaks to a counselor in a formal interview. This allows the counselor to make a first diagnosis

PE 1　Pre-screening self-assessment tool will be developed in print and on-line for 14 most common apprenticeable trades on PEI

Table 17: Frequency and Percentage Distribution of Organizations That Offer Post-Assessment Counseling to Foreign-Trained Clients

Q 3.6 Response choices: a) Describes to clients in plain language how their qualifications compare with their Canadian counterparts   c) Offers expert advice on programs support services available to fill the gaps

    b) If required, explains to clients in plain language the specific gaps they need to fill to attain equivalency   d) Other (Please explain)

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(I/U) & %
Choices																																
A	I	I	NA	I	I	I	I	NA	I	N	I	I	U	N	I	I	I	I	I	I	U	I	I	NA	NA	N	NA	I	I	N	I	20/2 65.5%/6.5%
B	I	I	NA	I	I	I	I	NA	I	N	I	I	U	I	I	I	I	I	I	I	U	I	I	NA	NA	N	NA	I	I	N	I	21/2 67.7%/16.5%
C	I	I	NA	I	I	I	I	NA	I	N	I	I	U	I	I	I	I	I	I	I	U	I	I	NA	NA	N	NA	I	I	I	I	21/3 67.7%/9.7%
Response																																
IP	3	3		3	3	3	3		3		3	3		2	3	3	3	3	3	3		3	3					3	3	1	3	
UD													3		1					1	3											
ND										3				1												3				2		
NA			3					3																3	3		3					
% Response																																
IP	100	100		100	100	100	100		100		100	100		66.7	75	100	100	100	100	75		100	100					100	100	33.3	100	
UD													100		25					25	100											
ND										100				33.3												100				66.7		
NA			100					100																100	100		100					
Comments below		x	x			x		x	x		x	x																		x		

Comments:

BC 2 There are unfortunately very few programs or supports available to those who are not successful, so our ability to refer is limited. We are in the process of developing a bridging program that will enable applicants to have more success and to fill gapes in education and clinical experience

BC 4 Another organization does assessments and post-assessment counseling

SK 2 The ELT/IIP programs assists foreign-trained individuals identify transferable competencies for the SK labour market. Referrals are made for credentials assessments.

SK 5 Assessments are done by IQAS or by registrar and/or program head. d) SIAST registrar is currently piloting a project with international office to support in-house credentialing- The project is piloting in-house assessment with landed immigrants and Canadians with international credentials.

AB 2 Post-assessment counseling is done in conjunction with CARNA

MB 2 Educational documents are reviewed by the Credentials Assessment Officer (MB) and additional information related to education and experience is gathered via interviews. Those individuals that are selected as participants would then be provided a process of learning and assessment. The learning could include Canadian terminology, Canadian roles/responsibilities, etc. The assessment provides an opportunity for the presentation and demonstration of their knowledge and skills related to the field. Individuals can provide feedback on preferences for the demonstration of the learning. Specific gaps would be outlined and recommendations provided. Participants can be involved in the recommendations for the fulfillment of gaps d) Applicants to the program must have a minimum of 2 years post secondary education related to ECE from their country. Depending on the individual's needs, there may be initial referral to other organizations or services. For example, we would refer the individual to Manitoba Teachers Society if the individual were looking at the education field, or we may refer to language training services or assessment services.

MB 3 The exam is *one* of the components required to be considered eligible for registration as a Licensed Practical Nurse in Canada. We do not have established processes in place for applicants assessed as qualified to write the national exam, but fail to obtain a pass in this exam (CPNRE).

MB 5 a) Done by pre-admission assessment by regulatory body (APEGM); b and c): We regularly advise on gap identification and program services available for gap bridging, whether through IEEQ program or regulatory body or other means

ON 3 c) In a limited capacity-directed to resources such as course providers, bridging program and regulatory bodies/ associations; d) Our material has not been through a plain language filter.

ON 6 d) As part of our post-assessment counseling, we offer a bridging program

QU 3 Services, including advising/counseling, are offered by the school establishments. According to the customer's needs, the organization sets up the appropriate measures

NS 2 The regulatory bodies determine, following the assessment of credentials, the outcome and gaps. The type of training will determine the outcome. Trade occupations are less likely to be provided with specific information.

PE 1 Make referrals to other agencies

Table: 18 Frequency and Percentage Distribution of Organizations That Make Referrals to More Appropriate Services if Foreign-Trained Client's Needs do not fit With the Organization's Mandate

Q 3.7 Response choices:
a) Identifies clearly the client's purpose for using the organization's RPL System
c) If required, gives client the more appropriate link, phones the more appropriate service and makes appointment for the client
b) Determines if the purpose can be accomplished using the organization's RPL System
d) Other (Please describe)

Provinces	BC-1	BC-2	BC-4	BC-5	AB-1	AB-2	AB-5	SK-2	SK-5	MB-1	MB-2	MB-3	MB-4	MB-5	MB-6	ON-1	ON-2	ON-3	ON-4	ON-5	ON-6	QU-1	QU-2	QU-3	NS-1	NS-2	NS-3	NB-1	NB-3	PE-1	NL-1	N=31 f(I/U) & %
Choices																																
a	I	I	NA	N	I	I	I	I	I	N	I	I	N	I	NA	U	I	NA	I	I	I	I	I	I	NA	U	I	I	I	U	NA	20/3 64.5/9.7
b	I	I	NA	N	I	I	I	I	I	N	I	I	NA	I	NA	U	I	NA	I	I	I	I	I	I	NA	U	I	I	I	N	NA	20/2 64.5/6.5
c	I	N	NA	N	I	N	I	I	I	N	I	I	NA	I	NA	U	I	NA	I	I	I	I	N	NA	I	I	I	I	I	I	I	20/1 64.5/3.2
Response																																
IP	3	2			3	2	3	3	3		3	1		3			3		3	3	3	3	2	2	1	1	3	3	3	1	1	
UD																3							1			2				1		
ND		1		3		1						2	1					3												1		
NA			3							3			2		3										2						2	
% Response																																
IP	100	66.7			100	66.7	100	100	100		100	33.3		100			100		100	100	100	100	66.7	66.7	33.3	33.3	100	100	100	33.3	33.3	
UD																100							33.3			66.7				33.3		
ND		33.3		100		33.3						66.7	33.3					100					33.3							33.3		
NA			100							100			66.7		100										66.7						66.7	
Comments below	x	x						x	x	x	x	x			x		x	x				x		x	x		x					

Comments:

BC 1 c) We normally refer to Applied Science Technologists and Technicians of BC or to other provinces in Canada. **d)** We also have In Place, consultations with counter parts in other provincial jurisdictions if it is more appropriate for the client to apply for registration there

BC 2 c) We will give the client the name of the organization they should contact (eg. College of Registered Nurse of BC) but we do not feel it is our role to call for them

SK 2 The ELT/IIP programs make referrals to IQAS, regulatory bodies, and post-secondary institutions for credentials assessments and gap/bridging upgrading.
SK 5 We make more appropriate referrals when applicable and/or available

MB 2 d) Referral could include counseling services if required, language assessment, etc. We also make referral to occupational sites to observe and ask questions related to job roles and responsibilities, practices, etc.
MB 3 d) We certainly work with individual applicants to refer to a more appropriate link if not fitting our system

ON 2 c) Referrals only
ON 3 a-c) No clients are refused for the assessment. However, many clients should select out of the process, as it is not appropriate for them.

QU 1 a-c) Done through partners
QU 3 c) The meeting with an advisor occurs in the school environment and not at the Ministry level

NS 1 We regulate the engineering profession in NS. We provide advice/direction on how to become registered to practice engineering. We refer applicants to MISA for other services.
NS 3 The work placement coordinator makes contact with host employer and plays an advocacy role on behalf of newcomer clients

Table 19: Frequency and Percentage Distribution of Organizations That Develop Relationships With External Service Groups to Enhance Communication and Information Exchange

Q3.8 Responses choices:
a) Immigrant serving agencies
b) Citizenship & Immigration representative
c) Provincial Government representatives
d) HRSDC representative
e) Regulating/certifying bodies
f) Non-regulated professional associations
g) Educational institutions
h) Business and industry
i) Other (specify)

Provinces	BC 1	BC 2	BC 4	BC 5	AB 1	AB 2	AB 5	SK 2	SK 5	MB 1	MB 2	MB 3	MB 4	MB 5	MB 6	ON 1	ON 2	ON 3	ON 4	ON 5	ON 6	QU 1	QU 2	QU 3	NS 1	NS 2	NS 3	NB 1	NB 3	PE 1	NL 1	f (I/U)	%
Organization Choices																																	
a	I	I	N	N	I	I	N	I	N	I	N	I	I	I	I	U	I	N	I	U	I	I	I	NA	I	I	NA	I	N	I	NA	21/2	67.7%/6.5%
b	I	U	N	N	I	U	N	I	I	N	I	N	I	N	I	U	I	N	I	U	I	I	I	NA	NA	I	NA	I	N	I	I	18/4	58.1%/12.9%
c	I	I	N	N	I	I	N	I	I	N	N	N	I	N	I	U	N	N	I	I	I	I	I	I	NA	U	I	I	N	I	I	22/2	71.6%/6.5%
d	I	I	N	N	I	I	N	I	NA	N	U	N	U	U	I	I	I	I	I	I	I	N	N	NA	NA	N	NA	I	N	I	I	17/3	54.8%/9.7%
e	I	I	N	N	I	I	N	U	N	N	N	I	NA	I	I	I	I	N	I	N	I	N	I	NA	NA	U	NA	I	N	I	I	23/2	74.2%/16.5%
f	I	I	N	N	I	N	N	U	N	N	N	I	NA	I	I	I	N	N	I	N	I	N	N	NA	NA	N	NA	I	N	I	I	16/1	51.6%/3.2%
g	I	I	I	I	I	I	I	U	I	N	N	N	U	I	I	I	I	N	I	I	I	N	N	I	NA	N	I	I	N	I	I	23/2	74.2%/6.5%
h	I	NA	N	N	I	U	N	U	I	I	U	N	U	I	I	I	I	N	I	N	I	I	N	NA	NA	N	NA	I	N	I		15/4	48.4%/12.9%
Response																																	
IP	8	6	1	2	8	5	2	4	4	3	4	4	3	6	8	5	6	3	8	4	8	6	4	2	1	2	2	8	2	8	7		
UD		1				2		4			2		3	1		3				2						2							
ND			7	5		1	5		3	5	2	4		1			2	5		2		2	4	6		4	6		6				
NA		1							1				2												7						1		
% Response																																	
IP	100	75	12.5	25.0	100	62.5	25.0	50.0	50.0	37.5	50.0	50.0	37.5	75	100	62.5	75.0	37.5	100	50.0	100	75.0	50.0	25.0	12.5	25.0	25.0	100	25.0	100	87.5		
UD		12.5				25.0		50.0			25.0		37.5	12.5		37.5				25.0						25.0							
ND			87.5	62.5		12.5	62.5		37.5	62.5	25.0	50.0		12.5			25.0	62.5		25.0		25.0	50.0	75.0		50.0	75.0		75.0				
NA		12.5							12.5				25.0												87.5						12.5		
Comments below	x	x							x		x		x											x	x	x	x						

Comments:

BC 1 i) We have developed relationships with Credentials Evaluation Services and Societies offering networking and social opportunities within the occupation/profession

BC 2 i) We also develop relationships with multi-stakeholder initiatives. We stay abreast of what is going on in immigrant access and prior learning assessment. We have been involved in the Employment Access for Skilled Immigrant initiative, in BC Regulators for access, and in similar multi-stakeholder initiatives. We are also the host agency for the Canadian Midwifery Regulators Consortium's project entitled "National Midwifery Assessment Strategy" project which aims to develop the best possible national strategy for assessing internationally-educated midwives

SK 5 e) We have information exchange with regulating/certifying bodies when the need arises. i) SIAST has linkages with governments, community agencies and placement through ESL abd ABE programs at the institution

MB 2 a) We have developed relationships with the Provincial government not Federal. i) We have in place diversity training to work placement site and employers (Director and Peer Assessor), Advisor Assessor, and participants. Diversity training is a key to providing discussion and support related to interpersonal skills and communication. There are separate meetings for each group to have an informal discussion of questions, concerns, issues, etc. This pilot is still in the project stage; we have had minimal sharing of information with Federal government representatives; however, the project steering committee involved the Manitoba Child Care Association, the Manitoba Child Care Program (the regulatory body), Immigration and Settlement (the funding body), work placement sites, and Manitoba Prior Learning Assessment Network (MPLAN),. We have posted the project on the Recognition of Prior Learning website.

MB 4 h) Employer groups

ON 2 c) Referral only

ON 3 We are linked to CICIC website

ON 5 We maintain information exchange with provincial/territorial physiotherapy regulators

ON 6 i) Midwifery practices in the community

QU 3 At the provincial level, connections are made between the Ministry of Education and the Ministry of Immigration and Cultural Communities in order to take into account the particular needs of immigrant people. When foreign-trained people begin the RPL process, information exchange and communication occurs in the school institutions

NS 1 We do not provide general counseling services; however, we do refer applicants to other sources, mostly to the Metropolitan Immigrant Settlement Association (MISA).

NS 3 MISA has relationships with all of these service providers. The work placement coordinator and New Beginnings Program is currently funded by ELT funds (federal and provincial dollars).

Table 20: Frequency and Percentage Distribution of Organizations That Collaborate With External Groups to Designs a RPL System Which Promise Quick Integration of Foreign-Trained Individuals Into The Labour Market

Q 4.1 Response Choices:
a) By collaborating with organization's staff   c) By collaborating with foreign-trained individuals   e) By collaborating with immigrant serving agencies   g) Other (Please specify)
b) By collaborating with content area experts   d) By collaborating with labour market representative   f) By collaborating with government representative

Provinces	BC 1	BC 2	BC 4	BC 5	AB 1	AB 2	AB 5	SK 2	SK 5	MB 1	MB 2	MB 3	MB 4	MB 5	MB 6	ON 1	ON 2	ON 3	ON 4	ON 5	ON 6	QU 1	QU 2	QU 3	NS 1	NS 2	NS 3	NB 1	NB 3	PE 1	NL 1	N=31 f(y/n) & %
Organization (N)	BC:N=4				AB:N=3			SK:N=2		MB:N=6						ON:N=6						QU:N=3			NS:N=3			NB:N=2		PE:N=1	NL:N=1	
Choices																																
a	NA	y	y	n	y	y	y	y	NA	y	y	y	y	y	NA	y	y	y	n	y	y	n	NA	NA	NA	n	y	n	y	n	y	19/6 61.3%/19.4%
b	NA	y	y	n	y	y	y	y	NA	y	y	y	y	y	NA	y	y	y	y	y	y	y	NA	NA	NA	n	n	n	y	n	y	20/5 64.5%/16.1%
c	NA	y	y	n	y	y	y	y	NA	y	y	n	y	y	NA	y	y	y	y	y	y	n	NA	y	NA	n	y	n	y	n	y	19/6 61.3%/19.4%
d	NA	y	n	n	y	y	y	y	NA	n	y	n	n	y	NA	y	y	y	y	n	y	y	NA	NA	NA	n	y	y	n	n	y	16/9 51.6%/29%
e	NA	y	n	n	y	y	y	y	NA	y	y	y	n	y	NA	y	y	y	y	n	y	y	NA	NA	NA	n	y	y	n	n	y	18/7 58.1%/22.6%
f	NA	y	n	n	y	y	y	y	NA	y	y	y	n	y	NA	y	y	y	y	n	y	y	NA	NA	NA	n	y	y	n	n	y	17/8 54.8%/25.8
Response																																
Y		6	3		6	6	6	6		5	6	3	3	6		6	6	6	5	3	6	4					5	3	3		6	
N			3	6						1		3	3						1	3		2		1		6	1	3	3	6		
% Response																																
Y or I	f=9 %=37.5				f=18 %=100			f=6 %=50		f=23 %=63.9 100						f=32 %=88.9 100						f=5 %=27.8			f=5 %=27.8			f=6 %=50		f=0 %=0	f=6 %=100	
N	f=9 %=37.5				f=0 %=0			f=0 %=0		f=7 %=19.4						f=4 %=11.1						f=2 %=11.1			f=7 %=19.4			f=6 %=50		f=6 %=100	f=0 %=0	
Comments below	x							x		x						x						x			x					x		

Comments:

BC 1   This is not within the mandate of the organization, but some of this is done on an informal basis

SK 2
SK 5   The ELT and IIP programs were designed and implemented on the basis of extensive consultations with stakeholders
Collaboration is not applicable for a training institution

MB 2   Consultation was held with all team members, ECE centres, participants, steering committee, and content area specialists (on-site peer assessor, advisor assessor). We have on-going review with all stakeholders throughout the process and implementation of feedback from questionnaires from all team members. g) We collaborate with the regulatory body, provincial professional association, and the provincial association for prior learning. **NOTE: This has been a relatively time effective process for individuals involved. There is approximately a 17-week time frame or less depending upon the needs of the participants. There is opportunity to provide a shorter or longer timeframe.**

ON 1   An outcome once the system is in place and operational

ON 3 f)   CSMLS is in touch with bridging programs, provincial and federal branches of government in discussions about ways to alleviate the health human resource shortage; g) We have just completed a review of best practice with CAPLA. Internally, we are addressing the feedback from key stakeholders such as professional regulators, associations, process clients, employers, bridging programs, etc.

ON 6 g)   IMPP offers a fast track for qualified professionals in the bridging program.

QU 3   The connections between the Ministry of Education and the labour market are done using particular programs financed by the ministries concerned. The step of recognition of assets and competencies is the same for foreign-trained and locally-trained individuals.

NS 3   We give host employers the opportunity to review and assess the foreign-trained individuals' prior learning and skills sets.
PE 1 a-f)   Collaboration with external groups to ensure that the RPL System is efficient in moving foreign-trained individuals into the labour market is now under development

Table 21: Frequency and Percentage Distribution of Organizations That Integrate the RPL System's Procedures Into the General Operating Procedures of the Organization to Assist in Seamless Transition

Q 4.2 Response choice: Please describe

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(y/n) & %
Response																																
y	y	y	y	y	y	y	y		y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	NA	y		y	y	NA		NA	22 71.6%
n				n		n		n						n					n							n				n		6 19.4%
Comments below	x	x	x	x	x	x	x		x	x	x	x		x	x	x					x	x				x				x		
f & % Response																																
y / Province	f=3 %=75				f=3 %=100			f=1 %=50		f=5 %=83.3						f=5 %=83.3						f=2 %=66.7			f=2 %=66.7			f=1 %=50		f=0 %=0	f=0 %=0	
n / Province	f=1 %=25				f=0 %=0			f=1 %=50		f=1 %=16.7						f=1 %=16.7						f=0 %=0			f=1 %=33.3			f=0 %=0		f=1 %=100	f=0 %=0	

Comments:

BC 1   This is one of the primary mandates of this organization
BC 2   Prior Learning and Experience Assessment (PLEA) is a critical part of our operations

AB 1   Resettlement/Employment/Training/ Community Development/Integration Services
AB 2   The assessment center is part of the undergraduate Nursing Department at Mount Royal College
AB 5   The IEGs and/or the F.T Accountants programs make contact with agency career counselors who refer them to the appropriate program administrator. Other employment and settlement services referrals are made by the first counselor.

SK 5   The 10-step PLAR process website integrates with access, counseling, and registration

MB 1   The Immigration Integration Program is fully integrated into the operating procedures of Cambrian Credit Union
MB 2   We have initiated the involvement of the provincial ECE regulatory body with this project to allow for seamless transition
MB 3   Staff working with credentials assessment also have the responsibility of managing the registration process for the applicants.
MB 5:   Full integration into the University of Manitoba academic programs requires University Senate approval, which in turn requires permanent baseline funding. Permanent baseline is still a goal, not a reality

ON 1   This is an outcome once the system is in place and operational.
ON 6   PLA is the admission process for the bridging program and most of the first few months.

QU 1   Enrolment (on Line) _New Membership Requests Module

NS 2   There is no funding in place for us to develop a RPL System. The Canadian Connections Program provides a wide range of basic services however.

PE 1   This is under development

Table 22: Frequency and Percentage Distribution of Organizations That use Innovative Strategies to Ensure Sustainability of RPL System

Q 4.3 Response Choices:
a) Partners with Provincial government   c) Partners with regulatory certifying bodies in other provinces   e) Partners with business and industry

b) Partners with educational institutions   d) Partners with assessment agencies   f) Other (explain)

Provinces	BC: N=3				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N = 31	
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f (I/U)	& %
Choices																																	
a	I	I	N	I	I	I	I	I	I	I	I	U	NA	N	I	U	N	NA	I	N	I	I	I	I	I	NA	I	N	N	N	NA	19/2	61.3%/6.5%
b	I	I	I	I	I	I	I	I	I	I	NA	I	NA	I	I	U	I	I	I	I	I	I	I	I	I	NA	I	N	N	N	NA	21/1 67.7%/3.2%
c	I	I	N	I	I	I	I	N	U	N	I	I	NA	I	I	U	I	I	I	I	I	N	I	U	I	NA	I	U	N	N	NA	16/4 51.6%/12.9
d	I	N	N		I	I	I	N	U	N	NA	I	NA	N	U	U	I	I	I	N	U	N	N	U	I	NA	I	N	N	N	NA	12/4 38.7/12.9
e	I	NA	N		I	I	I	N	I	I	I	N	NA	I	U	U	I	N	I	I	I	I	N	I	I	NA	I	N	N	N	NA	16/2 51.6/6.5%
Response																																	
IP	5	3	1	5	5	5	5	1	3	3	3	3	5	4	3	5	4	3	5	4	3	3	3	3	5		5		5	5			
UD		1							2			1		1	2	5				1	2		2	2				1				
ND		1	4					4		2		1					1					2						4	5	5		
NA		1								2			5					5			1					5					5	
% Response																																	
IP	100	60	20	100	100	100	100	20	60	60	60	60	100	80	60	100	80	60	100	80	60	60	60	60	100		100		100	100		
UD		20							40			20		20	40	100				20	40		40	40				20				
ND		20	80							40		20					20					40						80	100	100		
NA		20						80		40			100					100			100					100					!00	
Comments below	x	x						x		x						x						x			x							

BC 1   We partner for pilot projects, advisory committee, internships, etc.

BC 2   We partnered with the provincial government to develop the PLEA process, and we are now working towards the development of a bridging program and expect to have their support. The National Midwifery Assessment Strategy project involves inter-provincial work and a new national exam is being implemented in May 2006. One of the main reasons we started the national project was for issues of sustainability.

SK 2   The ELT and IIP programs assist foreign-trained individuals in identifying competencies that may be transferred to the SK labour market and refers individuals to other organizations for credential and professional experience assessments. Sustainability is ensured through funding from both Provincial and Federal funding.

MB 2   This fits within the Provincial Licensing Act and Regulations. The regulatory body can provide this process separately from the educational institutions. f) Assessment is provided through Advisor Assessors hired on a contract basis. These individuals are trained through the regulatory body to assess and provide a mentorship role.

MB 4   We deal with all applications that we receive, and if additional funds are needed to deal with workload, then the annual budget would need to reflect this and annual registration fees for all members increased

MB 5 d)   The regulatory body is the assessment agency.

ON 1   Innovative strategies to ensure sustainability of the RPL System is done through consultive meetings (Steering/Validation) with public and industry stakeholders

ON 2 a)   As a national organization, it is not appropriate for us to work with provincial government. CCPE's constituent members, the engineering regulators, have that role

ON 3 CSMLS is in touch with bridging programs, provincial and federal branches of government in discussions about ways to alleviate the health human resource shortage. We have provided support (information, endorsement) to all bridging programs

ON 5 The Alliance works at the national level

ON 6 f) IMPP partnered with the 4-year degree program in Midwifery (OMEP).

QU 3 e) The Ministry of Education connects with the labour market using particular programs financed by the ministries concerned.

NS 2 RPL Systems do not appear to be available in Nova Scotia. The PLA Centre Halifax is the only identified PLA Centre in Nova Scotia

NS 3 We are looking for diversification of funding

Table 23: Frequency and Percentage Distribution of Organizations That Allocates Adequate Resources to Ensure That the RPL System can Meet the Changing Needs of Diverse Foreign-Trained Individuals

Q 4.4 Response Choice: Please explain

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	NA	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(y/n) & %
Response																																
y	y	y		y	y	y	y	y	y	y	y			y	NA	y	y	y		y	y	y	y		y		NA				NA	19 61.3%
n			n				n					n	n		NA				n					n		n		n	n	n	NA	9 29%
Comments below	x	x			x	x	x	x	x	x	x			x		x				x	x	x	x		x				x	x		
f & % Response																																
y / Province	f=3 %=75				f = 3 % = 100			f = 2 %=100		f=3 %=50						f=5 %=83.3						f=2 %=66.7			f = 1 % = 33.3			f=0 %=0		f=0 %=0	f=0 %=0	
n / Province	f=1 %=25				f = 0 % = 0			f = 0 %=100		f=2 %=33.3						f=1 % = 16.7						f=1 %=33.3			f=1 % = 33.3			f=2 %=100		f=1 %=100	f=0 %=0	

Comments:

BC 1 Constantly under study–at a provincial and national level e.g. "From Consideration to Integration" or "FC2I" project at www.ccpe.ca

BC 2 The organization is very committed to PLEA and has committed a lot of resources to it. However, costs are high for this type of process and finances are always an issue.

AB 1 We ensure up-to-date information on labour Market trends/gaps/training opportunities are always available for foreign-trained individuals.

AB 2 We presently have funding for the PLAR Centre for 2 years

AB 5 PLAR is now available for 4 engineering disciplines; a competency assessment is available for accountants; an accountant PLAR process is under development

SK 2 The agencies are asked to concentrate on employment needs of foreign-trained individuals, so according to changing needs, staff may have to revise the employment action plans and career portfolios with clients. All other issues that foreign-trained individuals may have are referred to appropriate agencies/programs/institutions.

SK 5 SIAST provides funds to programs for PLAR development of assessment tools

MB 1 The program is evaluated and re-evaluated after each session. Changes and enhancements are made as needed.

MB 2 The process provides an individualized approach where there is an opportunity for mentorship and assessment within the process. There is the opportunity for participants with the assistance of the team, to determine what learning they will present as well as how and when they will present their learning—written documentation, observational assessments, etc. We are developing a terminology guide, and are planning a best practices session, and a theory session based on feedback and suggestions from questionnaires form previous participants.

MB 5 Current resource support current program size(approx. 12 foreign-trained individual per year). "Changing needs" could refer to increasing immigration to the province. The program currently has a wait list and this is expected to increase, not decrease. Financial resources are an on-going challenge.

MB 6 We work within our budget to meet needs the best we can

ON 1 We collaborate with essential skill test providers like the Centre for Canadian Language Benchmark (CCLB) and Test of Workplace Essential Skills (TOWES)

ON 3 To date, yes. PLAR is a complicated, expensive task, especially responding to the demands of the clients and the needs of employers and regulators

ON 5 The Alliance has on-going program evaluation in place and allocates financial and human resources to conduct projects to ensure the changing needs. The Alliance credentialing program is built upon a series of guiding principles aimed at ensuring that internationally educated physiotherapists seeking licensure/registration in Canada are treated fairly while trying to uphold the public's right to receive safe, ethical, and effective physiotherapy services.

Over the past several years, the Alliance has developed a detailed understanding of the wide variation in education and practice internationally. This understanding is in part the result of day-to-day experience and informed by the learning of three studies—Best Practice I, II, and III. The first two studies were the result of partnerships between the Ontario Ministry of Citizenship, Culture and Recreation, the College of Physiotherapists of Ontario and the Alliance.

The second study, Best Practices II, completed in 1997, sought to determine educational equivalencies through prior learning assessment tools, determine the equivalencies of international physiotherapy programs, develop a model for assessing language competencies, and provide helpful information to prospective applicants. Revisions to the credentialing program, resulting form Best Practices II, were implemented January 1998.

The third study, Best Practices III, completed in 2002, focused on the review of the credentialing standards (including general education requirements) that determine substantial equivalence and eligibility to complete the Physiotherapy Competency Examination of internationally educated physiotherapists. Revisions to the credentialing program, resulting form Best Practices III, were implemented January 2003.

The Alliance Board of Directors recently approved that another review be conducted to propose any necessary amendments to the substantial equivalency standards. Best Practices IV project will start on the nest few months. The PLAR standards and processes will also be reviewed as part of this project.

ON 6 Applied for and received program expansion funds for bridging program to offer some content through distance.

QU 1 Internet support for on-line self-evaluation, credential and assessment committees

QU 2 Regular joint assessment of the system with our partners

NS 1 We are currently involved in a national FC2I (From Consideration to Integration) project to improve the process for foreign-trained engineers. The project is funded by HRSDC.

PE 1 Presently seeking funding

Table 24: Frequency and Percentage Distribution of Organizations That Assign the Responsibility of RPL Activities for Foreign-Trained Individuals to Specific Personnel.

Q 4.5 Response Choice: a) Dedicated, trained RPL employees b) An RPL Facilitator/Manager c) Other (please explain)

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f (I/U) & %
Choices																																
a	N	I	I	I	I	I	I	I	N	N	I	I	N	N	I	U	I	I	N	I	I	I	I	N	I	I	I	I	I	N	I	25/1 80.7/3.2
b	N	I	N	I	I	N	NA	U	N	N	I	I	N	N	I	N	I	I	N	N	I	I	I	N	I	N	I	I	N	N	N	16/1 51.6/13.2
Response																																
IP	1	2	1	2	2	2	1	1			2	2			2	1	2	2	1	1	2	2	2		2	1	2	2	1		1	
UD								1								1				1												
ND	1								2	2			2						2					2		1			1	2	1	
NA				1			1																									
% Response																																
IP	50	100	50	100	100	100	50	50			100	100			100	50	100	100	50	50	100	100	100		100	50	100	100	50		50	
UD								50								50				50												
ND	50								100	100			100						100					100		50			50	100	50	
NA				50			50		50																							
Comments below	x	x				x	x	x	x		x	x	x		x						x			x		x	x					

Comment:

BC 1 a) All registration and licensing employees are responsible for RPL activities (no staff is 100% dedicated only to RPL); c) Director, Registration takes lead in development projects.
BC2 c) Other specific RPL personnel are specially trained midwife-assessors and examiners

AB 2 b) We use the term RPL Coordinator
AB 5 c) Program Administrators have additional responsibilities (PLAR is only one part of Program Administration)

MB 2 c) We also have a Steering Committee made up of stakeholders within the field. Mentorship provided by the Advisor Assessor and Peer Assessor who work with the participants.
MB 3 c) Education is on-going
MB 4 We have only 2 part-time staff members
MB 6 b) It is not under the name of an RPL Facilitator/Manager

SK 2a) All agency staff members are given one time training on employment needs assessment and competencies models, among other things. b) SK Immigration Branch is currently staffing a Coordinator, Recognition of International Knowledge and Experience position. This will be a senior in-scope policy and research position.
SK 5 Foreign-trained individuals are referred to SIAST International Office, The Registrar's office, and/or Program Heads for RPL activities.

ON 6 Within the IMPP Bridging Program.

QU 3 As the RPL process is the same for every client (regardless of where they received their training), it is not very probable that they would employ special employees for foreign-trained individuals.

NS 2 Canadian Connections Program has a part-time staff person who provides a variety of services to foreign-trained professionals including helping participants find financial assistance to off-set the cost of re-qualifying examinations/TOFEL, etc.
NS 3 RPL activities for foreign-trained individuals are done by the program Coordinator and the employment counselors. The New Beginnings Work Placement Program also requires host employers to give feedback (written and verbal) on skills of clients both half-way during the work placement and in the final stages.

Table 25: Frequency and Percentage Distribution of Organizations That Provide Multiple Points of Access to its RPL System

Q 4.6 Response Choice: a) Regional location   b) On line   c) Mail   d) In person   e) Other

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2			PE: N=1	NL: N=1	N=31 %
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	1	f(I/U) & %
Choices																																	
a	NA	N	N	N	N	U	N	NA	I	NA	I	N	NA	N	N	U	N	N	N	N	N	N	N	N	N	N	N	NA	N	N	N	NA	3/2 9.7/6.5
b	I	I	I	U	N	I	U	NA	I	NA	N	I	I	U	I	U	I	N	N	U	I	I	I	U	N	I	I	I	I	I	N	N	18/4 58.1/12.9
c	I	I	I	N	N	I	N	NA	I	NA	I	I	I	I	N	U	I	I	N	I	N	N	I	I	N	I	I	I	I	I	N	N	20/1 64.5/3.2
d	I	I	I	I	I	I	I	NA	I	NA	I	I	I	I	I	N	N	N	N	I	I	N	I	I	N	I	I	I	I	I	N	I	22/0 71.6/0
Response																																	
IP	2	3	3		3	3			4		3	3	3			3		1		2	2	1	3	3	3	3	3	3	3	3	1	1	
UD	1			1		1							1			3			1	1				1									
ND	1	1		2	3	1	1			4	1	1		1		1		3	4	1	2	1	1		1	4	1		1	1	4	2	
NA	1									4			1	1														1				1	
% Response																																	
IP	50	75	75		25	75	25		100		75	75	75			75		25		50	50	25	75	75	75	75	75	75	75	75	25	25	
UD		25	25	25		25	25						25			75			25	25		25		25						25			
ND		25	25	50	75		50			4	25	25		100		25		75	100	25	50	75	25		25	100	25		25	25	100	50	
NA										4			25			25																25	
Comments below	x								x		x		x						X		x						X				x		

Comments:

BC 1e) We also have in place access to our ROPL System via telephone
BC 3 Required courses for gap/bridging can be taken through CGA-BC, or at specific post-secondary institutions in Canada or an affiliated country. **PACE level courses must be completed through CGA.**

SK 2 The settlement agencies do not assess competencies. They assist foreign-trained individuals in identifying competencies (knowledge, skills, attitudes) that may be transferable t the SK labour market.
SK 5 e) We also provide access to our RPL system via telephone consultation (1-866-GOSIAST)

MB 2 b) The project is still in progress therefore we do not have anything online as yet.   The process can be provided to residents of Manitoba but they must have Landed Immigrant status.
MB 4 b) Our forms are online

ON3 Another point of access to our RPL System is faxing applications to our national office **in Hamilton only**
ON 6 b) Parts of our RPL system can be accessed online.

PE 1 We do referrals for RPL

Table 26: Frequency and Percentage Distribution of Organizations That Work in Partnership With Similar Organizations Across Canada

Q 4.7 Response Choice: Please explain

Provinces	BC:1	BC:2	BC:4	BC:5	AB:1	AB:2	AB:5	SK:2	SK:5	MB:1	MB:2	MB:3	MB:4	MB:5	MB:6	ON:1	ON:2	ON:3	ON:4	ON:5	ON:6	QU:1	QU:2	QU:3	NS:1	NS:2	NS:3	NB:1	NB:3	PE:1	NL:1	N=31
N	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	
Organization (Response)																																f(y/n) & %
y	y	y	y	y	y	y	y	y	y			y	y	y	y	y	y	y			y				y		y	y	y		y	22 71.6
n										n	n								n	n		n	n	n		n				n		9 29
Comments below	x	x			x	x	x	x	x		x	x		x		x	x	x			x				x		x		x		x	
f & % Response																																
y/Province	f=4 %=100				f=3 %=100			f=2 %=100		f=4 %=66.7						f=4 %=66.7						f=0 %=0			f=2 %=66.7			f=2 %=66.7		f=0 %=0	f=1 %=100	
n/Province	%=0				%=0			%=0		f=2 %=33.3						f=2 %=33.3						f=3 %=100			f=1 %=33.3			f=1 %=33.3		f=1 %=100	%=0	

Comments:

BC 1 Works with regulatory bodies for engineers and geoscience on collaborative projects; works with governmental and ngos across Canada
BC 2 Works with the Canadian Midwifery Regulators Consortium for the National Midwifery Assessment Strategy project

AB 1 We work with Immigrant Serving Agencies/ Economic Development / Colleges and Universities
AB 2 We confer and hold national conferences with other educational institutions who offer International Educated Nursing Programs
AB 5 We are trying to tie-in more with the work and/or product of organizations such as the PLA Centre, Halifax and the WPLAR in Manitoba

SK 2 We regularly speak to colleagues in Manitoba, Calgary, and BC on an informal basis.
SK 5 We work with ACCC, ROL, and CAPLA

MB 2 There has been close work with Immigration and /settlement (Province of Manitoba). We also researched and reviewed information from the Maytree Foundation and Bridging projects.
MB 3 We have a mobility agreement for LPNs across Canada in place
MB5 There is currently no exact parallel in Canada (university-based FCR program that works in partnership with engineering regulatory body). Collaborations with similar programs exist and continually developed

ON 1 The Alliance of Sector Councils (TASC) and PLA groups like Canadian Association of Prior Learning Assessment (CAPLA)
ON2 We work closely with HRSDC, the engineering regulators, other regulators, the sector councils and other organizations.
ON 3 We are part of many collaborative national groups including ACHDHR, HEAL, CNNAR, and the IEHP project.
ON 6 IMPP is partnered with other bridging programs

NS 1 We are a member of CCPE (Canadian Council of Professional Engineers). CCPE develops national guidelines which are adopted regionally.
NS 3 We work with Skills for Transfer Toronto Sector Councils

NB 3 As a regulating body, we work closely with other regulatory bodies across Canada

NL 1 We have membership with CAPLA, and we communicate regularly with immigrant agencies across Canada

Table 27: Frequency and Percentage Distribution of Organizations That Establish Standard Procedures in their RPL Components

Q 5.1 Response choices:
a) In processing applications
b) In registering clients
c) In advising clients
d) In assessing prior learning of foreign-trained individuals
e) In reporting and recording results
f) In the appeal process
g) Other

Provinces	BC N=4 (1)	(2)	(4)	(5)	AB N=3 (1)	(2)	(5)	SK N=2 (2)	(5)	MB N=6 (1)	(2)	(3)	(4)	(5)	(6)	ON N=6 (1)	(2)	(3)	(4)	(5)	(6)	QU N=3 (1)	(2)	(3)	NS N=3 (1)	(2)	(3)	NB N=2 (1)	(3)	PE N=1 (1)	NL N=1 (1)	N=31 f(I/U) & %
Organization / Choices																																
a	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	U	I	I	I	I	I	I	N	I	I	N	I	I	I	N	N	26/1 83.9/3.2
b	I	I	I	I	I	I	I	NA	I	U	I	I	I	I	I	U	I	I	I	I	I	I	N	U	I	N	I	I	I	N	I	24/3 77.4/9.7
c	I	I	I	I	I	I	I	I	I	I	I	I	U	I	I	U	I	I	I	I	I	I	N	N	I	N	I	I	I	N	I	25/2 80.6/6.5
d	I	I	I	N	I	N	I	NA	I	I	I	I	I	N	I	U	I	I	I	I	I	I	N	I	I	N	I	I	I	N	NA	24/1 77.4/3.2
e	I	I	I	N	I	N	I	I	I	N	I	I	I	I	I	U	I	I	I	I	I	I	N	I	I	N	I	I	I	N	NA	24/1 77.4/3.2
f	I	I	I	N	I	N	I	NA	I	N	I	I	U	I	I	U	I	I	U	I	I	I	N	NA	I	N	NA	I	I	N	NA	19/3 61.3/9.7
Response																																
IP	6	6	4	6	6	5	6	3	6	3	6	6	4	5	6		6	6	5	6	6	6		3	6		5	6	6		3	
UD			2			1				2			2			6			1					1						6	1	
ND								3						1									6			6					2	
NA																								1			1					
% Response																																
IP	100	100	44.7	100	100	83.0	100	50.0	100	50.0	100	100	66.7	83.0	100		100	100	83.0	100	100	100		50.0	100		83.0	100	100		50.0	
UD			33.3			16.7				50.0			33.3			100			16.7					16.7						100	16.7	
ND			16.7					50.0		50.0				16.7									100	33.3		100					33.3	
NA								50.0																			16.7					
Comments below	x				x			x		x	x					x						x			x			x				

Comments:

BC 1   The appeal process is in place but continues to be developed.

SK 2   ELT/IIP Program Manual (guidelines, protocols, forms) have been developed to ensure standard procedures in program implementation

MB 1   We ensure that we process all elements of the program in a standard manner.

MB 2   We use application information and interviews for selection of participants. We notify participants of selection via letters and phone calls. We have orientation and occupational sessions, networking meetings, diversity training and will accommodate individual meetings as requested. We have developed a manual outlining the process. Although standard procedures are required, there does need to be flexibility within the process to meet the different needs of the participants.

QU 3   The recognition of school competencies for immigrant clients concerns the Ministry of Immigration and Cultural Communities. It is the school systems that assess the credentials and although the methods may vary, the main orientations and principles remain the same.

Table 28: Frequency and Percentage Distribution of Organizations That Ensure That RPL Personnel Follow Procedures in a Timely, Equitable, Consistent, and Reliable Manner

Q5. 2 Response choices:

a) By developing clear guidelines for all **RPL** procedures

b) By training RPL advisors, assessors, and /or faculty/staff members on accessing, interpreting, and following the guidelines

c) By reviewing guidelines periodically to determine if advisors, assessors, and faculty/staff members are meeting the organization's goals and the needs of clients

d) Other

Choices (a, b, c) — individual organization responses

	BC 1	BC 2	BC 4	BC 5	AB 1	AB 2	AB 3	AB 5	SK 2	SK 5	MB 1	MB 2	MB 3	MB 4	MB 5	MB 6	ON 1	ON 2	ON 3	ON 4	ON 5	ON 6	QU 1	QU 2	QU 3	NS 1	NS 2	NS 3	NB 1	NB 3	PE 1	NL 1	N=31 f(I/U) & %
a	I	I	I	I	I	I	I	I	I	I	N	I	I	U	I	I	I	I	I	I	I	I	U	I	I	I	N	I	I	I	N	NA	25/2 80.6/6.5
b	I	I	I	I	I	I	I	I	I	I	N	I	I	U	I	I	I	I	I	I	I	I	I	I	NA	I	N	NA	I	I	N	NA	25/1 80.6/3.2
c	U	I	I	I	I	I	I	I	I	I	I	I	I	N	I	N	I	I	I	I	I	I	U	N	I	I	N	I	I	I	N	NA	23/2 74.2/6.5

Response / % Response (by province)

Province	IP	UD	ND	NA	% IP	% UD	% ND	% NA	Comments below
BC: N=4	2 / 3 / 3	1			66.7 / 100 / 100	33.3			x
AB: N=3	3 / 3 / 3				100 / 100 / 100				
SK: N=2	3 / 3 / 3				100 / 100				x / x
MB: N=6	1 / 3 / 3		2		33.3 / 100 / 100	66.7	66.7 / 33.3		x
ON: N=6	3 / 3 / 3				100 / 100 / 66.7		33.3		x
QU: N=3	1 / 2 / 3	2	1		33.3 / 66.7 / 100	66.7	33.3		x
NS: N=3	3 / 3 / 2		3 / 1		100 / 100 / 66.7		33.3		
NB: N=2	3 / 3				100 / 100				
PE: N=1			3				100		x
NL: N=1			3					100	

Comments:

BC 1 a) We develop clear guidelines for all **RPL** procedures **and policies;** We are developing the process for reviewing RPL guidelines and policies periodically; d) We study best practices of other organizations when renewing guidelines.

SK 2 / SK 5 The SK Immigration Branch has established a monitoring and evaluation position to ensure programs are being implemented as per established policies and procedures
More information regarding quality assurance is available on the SIAST PLAR web page: www.siast.sk.ca/siast/admissions/plar.htm

MB 2 Steps have been developed to ensure clear communications (orientation, periodic phone calls and contact. This is a time-efficient process. Inter-rater reliability testing when the Advisor Assessor s are using the clustered checklists for the assessment process, requires over 80% (generally this was within the 90th percentile).

MB 5 / MB 6 c) Up to Jan.2006, it was easy to assess and ensure consistency in procedures since the program had only one staff member
We are a small office

ON 2 d) We have a committee with representation from the provincial and territorial regulators that oversees our policies and practices and considers appeals.

QU 3 c) The Ministry developed for the school network of vocational and technical training, a general and technical framework for the recognition of assets and competencies. The Ministry also ensures that the framework is suitable for the personnel working in the school network.

PE 1 a-c) Will be developed

Table 29: Frequency and Percentage Distribution of Organizations That Carry out Periodic Review of the RPL System's Policy and Procedures using Feedback from all Stakeholders

Q 5.3 Response choices:

a) Using feedback from advisors, assessors, and faculty/staff members   c) Using feedback from immigrant Settlement agencies   e) Using feedback from labour market representatives

b) Using feedback from foreign-trained clients   d) Regulatory/certifying bodies   f) Other

Provinces	BC: N=4				SK: N=2		AB: N=3			MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N3			PE: N=1	NL: N=1	N =31
Organization	1	2	4	5	2	5	1	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	1	1	f(y/n) & %
Choices																																	
a	y	y	y	y	NA	y	y	y	y	y	y	n	y	y	n	y	y	n	y	y	y	y	n	NA	y	n	y	y	y	y	N	NA	22/6 71.6/18.4
b	y	y	y	y	NA	n	y	y	y	y	y	n	n	y	n	y	y	y	y	y	y	y	n	n	y	n	y	y	y	y	N	y	22/8 71.6/25.8
c	y	y	n	n	NA	n	n	n	n	n	y	y	n	n	n	y	y	n	y	n	y	y	n	y	y	n	n	y	n	n	N	y	14/16 45.2/51.6
d	y	y	n	y	NA	y	n	y	y	n	y	y	NA	y	n	y	y	y	y	y	y	y	n	y	NA	n	n	y	y	y	N	y	21/8 67.7/25.8
e	y	y	n	y	NA	y	y	n	y	n	y	y	n	y	n	y	y	y	y	n	y	y	n	y	y	n	y	y	y	y	N	y	19/11 61.3/35.5
Response																																	
y	4	3	2	4		3	3	3	5	3	5	1	1	4		5	5	3	5	3	5	5		3	4		3	5	4			4	
n	1		3	1		2	2	2	0	2	0	4	3	1	5		2	3		2			5	2		5	2		1		5		
% Response																																	
y	f=15 %=75				f=3 60		f=11 %=73.3			f=14 %=46.7						f=26 %=86.7						f=8 %=53.3			f=7 %=46.7			f=9 %=60			f=0 %=0	f=4 %=80	
n	f=4 %=20				f=2 %=40		f=4 %=26.7			f=15 %=48.4						f=4 %=13.3						f=7 %=46.7			f=7 %=46.7			f=1 %=6.7			f=4 %=100	f=0 %=0	
Comments below	x	x			x	x			x	x	x					x				x	x	x			x						x		

Comments:

BC 1 e) Developing a process for obtaining feedback from labour market representatives is under consideration.

BC 2 We have had one formal external assessment since 2001, and do internal assessments regularly with a total review of the processes and procedures and policies annually.

AB 5 c) No formal process has been developed to obtain feedback from immigrant settlement agencies.

SK 2 Monitoring activities are carried out on a regular basis. Monitoring is intended to ensure quality of service delivery, as well as to identify possible service gaps and challenges in service delivery.

SK 5 c-d) These are reviewed during regular program level reviews rather than system reviews; f) Policy is reviewed every 4 years and procedures are up-dated as required.

MB 2 The project Coordinator would have contact with team members and ECE centres throughout the process. Questionnaires are provided to participants, Peer Assessors, Advisor Assessors, and Centres for feedback on the process and materials. We also receive feedback from the steering committee.

MB 4 We obtain feedback from labour market representatives in an informal way.

MB 5 Labour market representatives = engineering employers / industry

ON 1 These are outcomes that will be established once the system is in place and operational

ON 3 d) We just completed a review of best practices, with CAPLA, and are internally are addressing the feedback from stakeholders such as professional regulators, associations, process clients, employers, bridging programs etc.   f) In 2001, a major review of the program was done with stakeholders. The program is under review constantly through the Council on National Certification.

ON 5 f) We also use feedback from the Canadian physiotherapy academic programs

QU 3 a-e)   The ministry of Education believe that it is important to have a culture of consensus with the partners of Employment and those of Immigration. Therefore there are sessions where problems are presented and agreed upon solutionsare integrated in the rules which facilitate the access to the RPL service.

NS 3   Candidates are pre-assessed by employer counselor and workshop facilitator

PE 1 a-c)   Will be developed

Table 30: Frequency and Percentage Distribution of Organization That Record the Basis of all RPL Decisions for Future Reference

Q 5.4 Response choices: a) Documents accurately and legibly all evidence to substantiate decisions b) Other

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	f(y/n) & % N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(y/n) & %
Response																																
y	y	y	y	y	y	y	y	y	y		y	y	y	y		y	y	y	y	y	y	y		y	y		y	y	y		y	25 / 80.6
n										n					n								n							n		4 / 12.9
Comments below	x							x			x	x				x										x	x			x		
f & % Response																																
y / Province	f=4 %=100				f=3 %=100			f=2 %=100		f=3 %=50						f=6 %=100						f=2 %=66.7			f=2 %=66.7			f=2 %=100		f=0 %=0	f=1 %=100	
n / Province	f=0 %=0				f=0 %=0			f=%=0		f=3 %=50						f=0 %=0						f=1 %=33.3			f=0 %=0			f=0 %=0		f=1 %=100	f=0 %=0	

Note: NS column 2 Response shows "NA".

Comments:

BC 1 We refer to other similar decisions to strive for consistency.

SK 2 Issues/solutions are documented and tracked.

MB 2 Feedback from questionnaires are included in the final report. The report outlines strengths, issues, and recommendations provided from all parties. We use the report and feedback to implement in the next phase of the project.

MB 3 b) Documentation is available for all applicants who met requirements and became registered. All other applicant files are maintained for two years only.

ON 1 This will be an outcome when the system is in place and operational.

NS 2 The Canadian Connections Program does not have a RPL System in place, but individual client records have documented information.

NS 3 Information is recorded in client's file and MISA's ESU database for future referral.

PE 1 We will record the basis for all RPL decisions when the system is fully developed.

Table 31: Frequency and Percentage Distribution of Organizations That Implement File Management Policy and Practices Regarding Judicious Management of Client's Files in the RPL System

Q 5.5 Response choices: a) Stores clients' files securely   b) Protect confidentiality of clients   c) Other

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(I/U) & %
Choices																																
a	I	I	I	I	I	I	I	N	I	I	I	I	I	I	I	U	I	I	I	I	I	I	I	NA	I	NA	I	I	I	N	N	25/1 80.6/3.2
b	I	I	I	I	I	I	I	N	I	I	I	I	I	I	I	U	I	I	I	I	I	I	I	NA	I	NA	I	I	I	N	1	26/1 83.9/3.2
Response																																
IP	2	2	2	2	2	2	2		2	2	2	2	2	2	2		2	2	2	2	2	2	2		2		2	2	2		1	
UD																2															1	
ND								2																2		2				2		
NA																																
% Response																																
IP	100	100	100	100	100	100	100		100	100	100	100	100	100	100		100	100	100	100	100	100	100		100		100	100	100		50	
UD																100															50	
ND								100																						100		
NA																								100		100						
Comments below	x				x			x												x				x		x	x					

Comments:

BC 1 Treats and handles information according to provincial privacy legislation

AB 1 b) FOIP
AB 5 According to requirements of FOIP and PIPEDA or exceeding their standards

SK 2 We are in the process of carrying out a privacy impact assessment and developing a privacy policy

MB 2 All record keeping including forms, profile meetings are confidential and kept with the regulatory body. Documentation

ON 5 The Alliance offices have an electronic security system in place that is monitored by a reputable organization. Further, all internal databases related to internationally-educated clients in the credentialing program are protected and accessible by credentialing department staff only.

QU 3 The school establishments are responsible for the management of the files of the clients who use their services.

NS 2 a) Canadian Connections files are securely stored. However, we have not developed a RPL System.

PE 1 a-b) We will when the system is fully developed.

Table 32: Frequency and Percentage Distribution of Organization That Have a Variety of Authentic Credible Assessment Methods

Q 6.1 Response choices:

a) Foreign Credential comparison	c) Oral examination
b) Written examinations	d) Clinical/Practical examinations
e) Demonstrations	g) Interview
f) Portfolio/evidence collection	h) Thesis/report
i) Course work	j) Other

Provinces → Organization	BC-1	BC-2	BC-4	BC-5	AB-1	AB-2	AB-5	SK-2	SK-5	MB-1	MB-2	MB-3	MB-4	MB-5	MB-6	ON-1	ON-2	ON-3	ON-4	ON-5	ON-6	QU-1	QU-2	QU-3	NS-1	NS-2	NS-3	NB-1	NB-3	PE-1	NL-1	f(I/U) & %
Choices																																
a	I	I	I	N	N	N	I	NA	N	I	I	I	I	N	I	U	I	N	I	I	I	I	I	N	I	N	I	N	I	N	NA	18/1 58.1/3.2
b	I	I	I	U	N	I	U	NA	I	I	N	I	U	I	I	U	N	N	N	N	N	N	N	I	I	N	N	N	N	N	NA	17/3 54.8/9.7
c	I	I	I	U	N	I	U	NA	I	I	N	N	N	N	NA	U	N	N	I	N	I	N	N	I	I	N	I	N	I	N	NA	10/2 32.3/6.5
d	NA	I	I	N	N	I	N	NA	I	I	N	N	U	I	I	U	N	N	I	N	I	N	N	I	I	N	I	N	I	N	NA	12/2 38.7/6.7
e	N	U	I	N	N	I	N	NA	I	I	I	I	N	I	NA	U	N	N	N	N	N	N	N	I	I	N	I	N	I	N	I	13/2 41.9/6.5
f	I	I	I	I	I	I	I	I	I	N	I	I	N	N	I	U	N	I	N	N	N	I	N	I	I	N	I	I	I	N	I	19/1 61.3/3.2
g	I	I	I	N	N	I	N	NA	I	I	I	N	N	N	NA	U	N	N	N	N	N	I	N	N	I	N	I	I	N	N	I	19/1 61.3/3.2
h	I	I	I	N	N	N	N	NA	I	N	N	N	N	N	NA	U	N	N	I	N	N	I	N	N	I	N	N	N	N	N	NA	8/1 25.8/3.2
i	I	U	I	I	I	U	I	NA	I	N	N	N	U	I	I	U	N	N	I	I	I	I	N	N	I	N	I	N	I	N	I	17/2 54.8/6.5
Response																																
IP	7	8	9	4	3	6	3	1	8	6	4	3	1	5	5		1	2	7	5	9	5	1	5	9		5	2	5		4	
UD						1	2						3	0		9																
ND	1	1		5	6	2	4		1	3	5	6	5	4			8	7	2	4		4	8	4		9	4	7	4	9		
NA	1							8							4																5	
% Response																																
IP	77.8	88.9	100	44.4	33.3	66.7	33.3	11.1	88.9	66.7	44.4	33.3	11.1	55.6	55.6		11.1	22.2	77.8	55.6	100	55.6	11.1	55.6	100		55.6	22.2	55.6		44.4	
UD		11.1				11.1	22.2						33.3	0		100																
ND	11.1	11.1		55.6	66.7	22.2	44.4		11.1	33.3	55.6	66.7	44.4	44.4			88.9	77.8	22.2	44.4		44.4	88.9	44.4		100	44.4	77.8	44.4	100		
NA	11.1							88.9							44.4																55.6	
Comments below	x	x			x	x	x	x	x	x	x	x	x	X	x	x	x	x	x	x	x			x			x		x			

Comment:

BC 1 c) Same as interviews

BC 2 b-g) Our standard process involves portfolio assessment (including credential evaluation 1 for substantial equivalency only), written exam, clinical exam (includes an oral component), and sometimes an interview. Once we have a bridging program, there will be a clinical experience component ("demonstration"); f) For certain experienced or university-educated applicants, there is an extended portfolio assessment process that can be done instead of the written and part of the clinical exam.

BC 4 All these assessment methods are carried out by other organizations.

AB 2 a) Foreign credential comparison is the role of CARNA.

AB 5 f) This is available only for immigrant youth (15 – 30 years) –the program is funded by HRSDC; i) For IEGs, employment/work history (experiential learning) is in place and all other options are under development; an online PLAR instrument is under development as well.

SK 2 The ELT and IIP programs assist immigrants to identify transferable competencies for the SK labour market, but they make referrals for professional credential and skillscompetence assessments

SK 5 a) We refer foreign credential comparisons to IQAS.

MB 1 a)   We do an informal credential comparison.

MB 2 a)   The Credential Assessment Officer would review and assess educational documents for verification purposes; e) Demonstrations would be the majority of the assessment (observational assessment based upon standards of performance), but the documentation file could be used; course work or reports can be included within the documentation file. Participants can determine the assessment method they wish to use; language skills and learning styles do have an impact upon chosen assessment methods.

MB 3   We are involved in Stage 1, developing an RPL System with Assiniboine Community College and Manitoba Labour and Immigration Branch. Funding for the project to continue is not in place.

MB 4   Resumes

MB 5 a)   Foreign Credential comparison is done by the regulatory body; d) co-op work placement

MB 6 c,e,g h) We do not do Oral examinations, Demonstrations, Interviews, Thesis/report, Course work

ON 1   Assessments are under development for occupational specific theory and practical

ON 2 b-h)   These types of assessments would take place at the provincial and territorial level. At the national level, we provide a paper assessment of credentials.

ON 6 i)   IMPP also has simulation-based learning and assessment.

QU 3 f)   The Ministry of Immigration is responsible for the comparative study of the credentials. A Portfolio of the person cannot be considered for official recognition

NS 3   We request that clients have their foreign credentials assessed and compared to the Canadian labour market standards.

Table 33: Frequency and Percentage Distribution of Organizations That Employ Assessors who Deliver Quality RPL Services for Foreign-trained Individuals

Q 6.2 Response choices:

a) Knowledgeable about the organization's mandate, mission, goals and   c) Trained in and can conduct prior learning   e) Able to substantiate all decisions and outcomes in writing

standards as they relate to foreign-trained individuals assessments that reflect consistency, validity, reliability

b) Specialist in the field sought d) Trained in conducting assessments in a timely and efficient manner f) Other

Provinces	BC: N=4				SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31	
Organization	1	2	4	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(y/n) & %	
Choices																														
a	y	y	NA	y	NA	y	NA	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	n	NA	y	y	n	y	25/2	80.6/6.5
b	y	y	NA	y	NA	y	NA	y	y	y	n	y	y	y	y	y	y	y	y	y	y	y	n	NA	y	y	n	NA	24/2	77.4/6.5
c	y	y	NA	y	NA	y	NA	y	NA	y	NA	NA	y	y	y	y	y	y	y	y	y	y	n	NA	y	y	n	y	22/3	71.6/9.7
d	y	y	NA	y	NA	y	NA	y	NA	y	y	NA	y	y	y	y	y	y	y	n	y	y	n	NA	y	y	n	NA	22/2	71.6/6.5
e	y	y	NA	y	NA	y	NA	y	NA	y	y	NA	y	y	y	y	y	y	y	y	y	y	n	NA	y	y	n	NA	21/3	67.7/9.7
Response																														
y	5	5		5		5		5	2	5	4	2	5	5	5	5	5	5	5	4	5	5		5	5	5		2		
n											1									1			5				5			
% Response																														
y	f=15	%=75			f=5 %=50		f=18	%=60					f=30	%=100					f=14 %=93.3			f=5	%=33.3		f=10 %=100		f=0 %=0	f=2 %=40		
n	f=0	%=0			f=0 %=0		f=1	%=3.2					f=0	%=0					f=1 %=6.7			f=5	%=33.3		f=0 %=0		f=5 %=100	f=0 %=0		
Comments below	x			x	x		x	x		x	x	x	x		x				x		x			x			x	x		

Comment:

BC 1 c) This is in place but still being developed.

AB 2 e) Yes for substantiating all decisions, but CARNA decides on the final outcome.
AB 5 Our assessors validate a candidate's self-assessment and the interview committee resolves apparent inconsistencies: We have PLAR validators working on interview committees.

SK 5 SIAST delivers training to SIAST faculty through the PLAR office.

MB 2 Advisors Assessors are subject-matter experts within the field and are trained in providing a mentoring relationship with participants. They have had training in assessments. Recording of assessments is done throughout the process. Any additional suggestions related to record keeping has been implemented within the next phase to ensure communication is consistently delivered to all parties involved.

MB 3 c d e) These only apply if applicants meet regulation requirements Part 6 (1) and (2). We do not have a process developed as yet for applicants who need to be referred to an educational institution for assessment.
MB5 c) Unsure if assessors are trained in and can conduct assessments that reflect consistency, validity, reliability, practicability, sufficiency, and currency.
MB6 b,c,d,) We do not employ and train assessors.
ON 1 Employment of assessors who deliver quality RPL services is an outcome once the system is in place and operational
QU 3 **There is no distinction made between foreign-trained and Canada-trained clients.**

NS 3 Assessments are not done internally.

PE 1 We will employ assessors who deliver quality RPL services when the system is fully developed.

Table 34: Frequency and Percentage Distribution of Organizations That Ensure Their Assessment Process are Performed Fairly Without any Form of Racial, Religious, Political or Sexual Discrimination

Q 6.3 Response choices:
a) Offers fair, reliable, and valid assessment to all clients b) Ensures that assessments are conducted in a culturally sensitive manner c) Other

Provinces	BC:1	BC:2	BC:4	BC:5	SK:2	SK:5	MB:1	MB:2	MB:3	MB:4	MB:5	MB:6	ON:1	ON:2	ON:3	ON:4	ON:5	ON:6	QU:1	QU:2	QU:3	NS:1	NS:2	NS:3	NB:1	NB:3	PE:1	NL:1	f(I/U)	& %
	N=4				N=2		N=6						N=6						N=3			N=3			N=2		N=1	N=1	N=31	
Organization																														
Choices																														
a	1	1	NA	1	NA	1	NA	1	1	U	1	1	1	1	1	1	1	1	1	1	1	1	NA	1	1	1	N	NA	24/1	77.4%/3.2%
b	1	1	NA	1	NA	1	NA	1	1	N	1	?	1	1	1	1	1	1	1	1	1	1	NA	1	1	1	N	1	25/0	80.6%/0%
Response																														
IP	2	2		2		2		2	2		2	1	2	2	2	2	2	2	2	2	2	2		2	2	2		1		
UD										1																				
ND										1																	2			
NA			2		2		2																2					1		
% Response																														
IP	100	100		100		100		100	100		100	50	50	100	100	100	100	100	100	100	100	100		100	100	100		50		
UD										50																				
ND										50																	100			
NA			100		100		100																100					50		
Comments below	x	x				x				x	x				x			x					x				x			

Comments:

BC 1 d) We perform quality assurance audits of locally-trained clients using methods for foreign-trained clients

BC 2 d) We do not have funds to hire an expert to review our exams etc, for cultural bias. We do this ourselves and do the best we can with the resources we have.

SK 5 SIAST had equity and Academic and Administrative Principles as part of the PLAR policy. Educational Training framework has a specific assessment component.

MB 4 b) We are not sure what this would involve since assessments are paper-based (competency-based assessments).

MB 5 Assessment of on-the-job performance is done by co-op term employers, so the organization cannot guarantee that the assessment are done fairly, reliable in a culturally-sensitive manner; a or b) Employers are resourced by program staff in cross-cultural awareness

ON 3 All files are assessed based on content only, not based on country of origin, or approval by governments.

ON 6 Prioritize hiring previous international PLA candidates who are successful in the workplace.

NS 2 RPL System is not developed but all our programs ensure fairness.

PE 1 When we fully develop the RPL system we will ensure a) and b).

Table 35: Frequency and Percentage Distribution of Organization that Evaluate Currency of Learning Competence (i.e. up-to-date knowledge and skills) in the Assessments

Q 6.4 Response choices:

a) Trains advisors, assessors, staff and faculty members in the organization's philosophy regarding currency of learning   b) Continuously review assessments with practitioners in the field to ensure that up-to-date knowledge and skills are included   c) Other

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(I/U) & %
Choices																																
a	I	I	NA	I	I	U	I	NA	I	NA	I	I	I	N	NA	U	I	I	I	N	I	I	N	I	I	N	I	N	I	N	NA	20/1 64.5/3.2
b	I	I	NA	I	I	U	I	NA	I	NA	I	I	I	U	N	U	I	I	I	U	I	I	N	I	I	N	I	N	I	N	I	20/3 64.5/9.7
Response																																
IP	2	2		2	2	1	2		2		2	2	2	1			2	2	2	1	2	2		2	2		2		2		1	
UD						1								1						1												
ND			2					2		2						2							2			2		2		2		
NA															1						1										1	
% Response																																
IP	100	100		100	100	50	100		100		100	100	100	50			100	100	100	50	100	100		100	100		100		100		50	
UD						50								50		100				50												
ND			100					100		100													100			100		100		100		
NA							100			100					50						50										50	
Comments below	x								x		x	x								x				x						x		

Comments:

BC 1   Review of assessments is done by practitioners in the field.

AB 5a)   We have informal training for all staff. We do informal reviews of assessments since we have no formal process in place-we hope to have a formal process in place.

SK 5   SIAST delivers training through its PLAR office.

MB 2 c)   Advisor Assessors are provided with regular networking/training meetings. Peer Assessors must meet current ECE II or III training requirements.

MB 3 c)   The College's Executive Director represents Licensed Practical Nurses at a provincial and national level and any changes affecting our profession are made.

ON 3 b)   Assessments are based on congruency to the national competency profile, which is validated every five years with experts in the field.

ON 5 b)   Currently we review the processes with assessors on an as needed basis. In December 2005, we introduced an internal blinded audit process. We are planning to review the processes with assessors on an annual basis following the completion of the audit.

QU 3 b)   The program of study is the reference frame for evaluation, so as soon as a program is updated, the tools must be updated to match the program.

PE 1   When the RPL System is fully developed, it will evaluate currency of learning competence.

Table 36: Frequency and Percentage Distribution of Organizations That Ensure Authenticity of Documentation (i.e. genuine) for the Learning Presented

Q 6.5 Response choices: Please describe

Provinces	BC: N=4	AB: N=3	SK: N=2	MB: N=6	ON: N=6	QU: N=3	NS: N=3	NB: N=2	PE: N=1	NL: N=1	N=31
Organization	1 2 4 5	1 2 5	2 5	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3	1 2 3	1 2 3	1	1	f(y/n) & %
Response											
y	y y NA y	y y y	NA y	NA y y y y y	n y y y y y	y y y	y NA y y	y y y		NA	23/0 74.2
n					n		NA		n	NA	0/3 0/9.7
Comments below	x x x	x x x	x	x x	x x x x x x	x x	x x x	x x			
f & % Response											
y / Province	f=3 %=75	f=3 %=100	f=1 %=50	f=5 %=66.7	f=4 %=66.7%	f=2 %=100	f=2 %=66.7	f=2 %=100	f=0 %=0	f=0 %=0	
n / Province	f=0 %=0	f=0 %=0	f=0 %=0	f=0 %=0	f=2 %=33.3%	f=0 %=0	f=0 %=0	f=0 %=0	f=1 %=100	f=0 %=0	

Comments:

BC 1 Documents must come directly from institution of learner to APEGBC and must be received sealed OR Candidate must swear an affidavit in front of a commissioner for oaths as to the authenticity of the documentation.

BC 2 Review of credentials according to accepted procedures (For example, those outlined AACRAO workshops); obtain external verification on a random basis and when issue arise. We have a checklist to assist us in this process. Many documents must be received directly from the source (e.g. school, referee).

BC 5 The application documents are notarized; employers reference is obtained directly from employer; registration verification is required and all transcripts are received directly from education programs and universities.

AB 1 We use IQAS, CCPE, APEGGA and other professional organizations to authenticate documents.

AB 2 We use CARNA competency assessment tool.

AB 3 Authentication is done usually through comparison with ASET's (Association of Science and Engineering Technology Professionals of Alberta) list of programs and institutions. IQAS assessment is required in many cases.

SK 5 SIAST requires original documents issued from issuing institution directly to authenticating body (IQAS)

MB 2 The majority of assessments is based upon observable data. Educational documents are reviewed through a Credentials Assessment Officer. The documentation file should include a required bibliography or reference to sources

MB 4 We use credentialing agencies to authenticate documents. We accept only original transcripts sent directly to us from educational institution

MB 5 University-based learning is assessed by course grades (assignments, labs, test, exams) where students are working alongside 'regular' student in the B.Sc. program and treated as such by the professor. Workplace-based learning and performance are assessed by co-op term employers.

ON 1 The CAMC RPL system will be geared towards measuring competency with less emphasis placed on the recognition of credentials aspect.

ON 2 All documents are examined and compared to previous similar documents to check for evidence of fraud. Verification is also attempted with the graduating institution for every credential-verification is not always received but if it is, the fact is noted on the assessment report

ON 3 We use ICES for fraud detection(several cases have been noted). We require original documents be sent directly to CSMLS by issuing agents. It isdifficult to verify some materials; however, the final validation is the national certification exam. As we are the entry to practice for Canada, the candidate must pass the CSMLS competency-based exam before applying for licensure provincially.

ON 4 Document validation is conducted by an external arms-length body.

ON 5 The Alliance has a verification process and verifies authenticity of all documentations received. Further, the Alliance, over the 11 years of its involvement in assessment processes, has developed an excellent relationship with program directors, deans, and relevant international organizations. Meetings are arranged with key individuals in charge of verification and records in different countries all over the world. These one-on-one meetings are arranged when staff attend international conferences. In order to minimize delays, the verification process starts when the application/information is received. Information on authenticity of documentation is received (99% of the time) before the assessment is completed. The Alliance ensures this by forwarding reminders if needed and/or contacting the institution directly to obtain information. If a delay is perceived, the Alliance attempts to obtain the information by forwarding the materials to the issuing institutions using two-way courier services.

ON 6 IMPP uses similar documents to other organizations and educational programs.

QU 1 Clients must produce: a signed+ dated photo, degrees obtained, program description, courses transcripts, work certificates (all document must be original or certified copies); we access the expertise of ministry of immigration.

QU 3 The Minister of Immigration is responsible for this. To recognize a person's experience, the person must give a demonstration of competence in the form of a portfolio, a c.v, or a letter of employment.

NB 1 We ask for official copies and transcripts from University program.

NB 3 All documents must come directly from the source(s).

NS 1 We require certified documentation of educational background. We also required proof of work experience as well as references.

NS 2 We advise foreign-trained professionals of the needed documentation based on their professions. We refer them to an agency if documents must be notarized. We do not have the capability to ensure authenticity.

NS 3 Original copies are requested. Employment counselors request clients to provide any documents that can further explain the client's education or experience (certificates, diplomas, degrees, reports, etc.).

Table 37 Frequency and Percentage Distribution of Organizations that Ensure Foreign-Trained Individuals the Opportunity to Present Sufficient Acceptable Evidence of Learning to Prove Competence in the Field Sought

Q 6.6 Response choices:

a) Clarifies with candidate the intended outcomes of assessment

b) Discusses and agrees on the criteria against which learning will be evaluated

c) Describes the assessment methods available

e) Orients candidate to efficient evidence collection methods (if applicable)

f) Advises candidates on the timing of assessments

g) Works with the candidate to create an assessment plan which meets the intended outcome in a timely and efficient manner

d) Orients candidates to the types and amount of acceptable evidence of   h) Other (Please specify)
  learning required for the intended outcome

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f (y/n) & %
Choices																																
a	y	y	NA	y	y	y	y	NA	y	NA	y	y	y	y	y	y	y	y	y	y	y	y	NA	y	y	NA	y	y	y	n	y	25/1 80.6/3.2
b	y	n	NA	y	n	y	y	NA	y	NA	y	y	n	n	y	y	n	n	y	n	y	y	NA	y	y	NA	y	y	y	n	NA	18/7 58.1/22.6
c	y	y	NA	y	y	y	y	NA	y	NA	y	y	y	y	y	y	y	n	y	y	y	y	NA	y	y	NA	y	y	y	n	NA	23/2 74.2/6.5
d	y	y	NA	y	y	y	y	NA	y	NA	y	y	y	y	y	n	y	y	y	y	y	y	NA	y	y	NA	y	y	y	n	y	24/2 77.4/6.5
e	y	y	NA	y	y	y	y	NA	y	NA	y	y	NA	NA	n	n	n	n	y	NA	y	y	NA	y	y	NA	y	n	y	n	y	18/6 58.1/19.4
f	y	y	NA	y	y	y	y	NA	y	NA	y	y	y	y	y	y	y	y	y	y	y	y	NA	n	y	NA	y	n	y	n	NA	23/2 74.2/6.5
g	n	y	NA	y	y	y	y	NA	y	NA	y	y	n	n	y	y	n	n	y	n	y	y	NA	n	y	NA	y	y	y	n	y	18/8 58.1/25.8
Response																																
y	6	6		7	6	7	7		7		7	7	4	4	6	5	4	3	7	7	7	7		5	7		7	5	7		4	
n	1	1			1								2	2	1	2	3	4						2				2		7		
f % Response																																
y/Province	f=19 %=67.9				f=20 %=71.4			f=7 %=50		f=28 %=66.7						f=33 %=78.6%						f=12 %=57.1			f=14 %=66.7			f=12 %=85.7		f=0 %=0	f=4 %=57.1	
n/Province	f=2 %=7.1%				f=1 %=2.1%			f=0 %=0%		f=5 %=11.9%						f=9 %=21.4						f=2 %=9.5%			f=0 %=0			f=2 %=14.3%		f=7 %=100	f=0 %=0	
Comments below	x	x					x	x			x			x		x	x			x		x		x	x		x			X		

Comments:

BC 1 g) The organization works with candidates **to explain (not create)** the assessment plan.

BC 2 b) Candidates are assessed against entry-level competencies for safe practice-there is no negotiation on this and therefore no agreement sought from candidate by applying they have agreed to them; d-e) We find that candidate don't actually read much of the handbook where this information is laid out so they end up frustrated when we have to ask them to redo things, re-request reference letters etc. g) We do phone consultation at the request of candidates with specific questions. We don't actually have the staff resources or a process for sitting down with each candidate to make an individualized plan.

AB 5 e) Portfolio and e-portfolio are currently being explored as viable options.

MB 2 Outcomes are clarified throughout the process as needed by all parties; d-e) Networking meetings are held and methods of assessments, types of evidence, and amount required are reviewed; h) Observational assessment is the predominant method—includes 2 observations done by the Advisor Assessor and 2 done by the Peer Assessor. Documentation files containing reports, write-ups, educational documents, etc., are presented by participants. Interviews are held after completion of observations and view of documentation file. Profile meetings are held to provide final record keeping.

MB 3 f) Participants are advised of timelines for examinations and practical requirements

MB 5 b) **Criteria are not "discussed or negotiated" ; they are set by course instructors** and are consistent with B.Sc. degree student; g) Course instructors set the assessment plans (type and timing). For Co-op work terms, staff orient foreign-trained individuals with an acknowledgement that certain cultural norms exist and some norms are defined by the employer's organization. We advise foreign-trained individuals to carry out duties to the best of your ability, follow the direction of your supervisor, comply with company procedures and policies, and display professional attitudes and behaviours toward your colleagues and supervisors.

ON 1 The CAMC system will be geared toward measuring competency with less emphasis on the recognition aspect.
ON 2 c,d) This information is available on the website and in documentation. Staff will describe to the applicant if asked.

QU 1 a-g) The "on line" module gives all required information.

QU 3 f-g) Advisors in the school establishments are responsible for giving clients examination information and working with them to create assessment plans.

NS 2 Although Canadian Connections does not have a RPL System, it does assist foreign-trained professionals to understand the assessment process and to provide or seek advice from an outside source.

PE 1 The organization will give foreign-trained clients the opportunity to present sufficient acceptable evidence of learning when the system is fully developed.

Table 38: Frequency and Percentage Distribution of Organizations that Provide a Detailed Assessment Report

Q 6.7 Response choices:
a) Provides a comparison of the foreign qualifications and that of the Canadian counterpart
b) Identifies the area(s) for further development
c) Identifies the gap/bridging options available for achieving equivalency
d) Identifies the time when and the place where each option is available
e) Identifies the cost of each option
f) Other (Please describe)

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f (I & y/U) & %
Choices																																
a	U	I	NA	I	N	N	N	NA	NA	NA	N	NA	I	N	N	U	I	I	N	I	I	I	N	NA	I	NA	N	N	N	N	NA	10/2 32.3%/6.3%
b	I	I	NA	I	I	I	I	NA	NA	NA	I	NA	U	I	I	U	N	I	I	I	I	I	N	NA	I	NA	I	I	I	N	I	19/2 61.3%/6.5%
c	I	I	NA	I	I	I	I	NA	NA	NA	I	NA	U	I	I	U	N	I	I	I	I	I	N	NA	I	NA	I	I	I	N	NA	16/2 51.6%/6.4%
d	I	N	NA	I	I	I	I	NA	NA	NA	I	NA	U	I	I	U	N	I	I	I	I	N	N	NA	I	NA	N	I	I	N	NA	13/2 41.9%/6.4%
e	I	N	NA	I	I	U	N	NA	NA	NA	I	NA	N	N	N	U	N	I	I	N	I	N	N	NA	I	NA	N	I	N	N	NA	10/2 32.3%/16.4%
Response																																
IP	4	3		5	4	3	3				4		1	3	3		1	5	4	4	5	3			5		2	4	3		1	
UD	1					1							3			5																
ND		2			1	1	2				1		1	2	2		4		1	1		2	5				3	1	2	5		
NA			5				5	5	5	5		5												5		5					4	
% Response																																
IP	80	60		100	80	60	60				80		20	60	60		20	100	80	80	100	60			100		40	80	60		20	
UD	20					20							60			100																
ND		40			20	20	40				20		20	40	40		80		20	20		40	100				60	20	40	100		
NA			100				100	100	100	100		100												100		100					80	
Comments below	x	x			x	x	x		x		x					x				x	x			x		x	x					

Comments

BC 1a) Currently we provide assessment reports via self-assessments, but we do not provide a comparison of credential all the time.

BC 2 f) It is not in our mandate to provide education to candidate and there is very little available in midwifery. If there is an obvious course or action, we will note that but this is not an official part of our service.

AB 1a) We use IQAS assessment plus professional association's assessments.

AB 2 a) CARNA takes on this role; c) In partnership with CARNA, we identify gaps/bridging options to achieve equivalency.

AB 5 c) We do this only for the purposes of the bridging component; additional discussion/counseling provides a broader range of information; c) Identifies gaps to Engineering Technology programs and to P. Eng at individual counseling sessions.

SK 5 SIAST does not provide a detailed assessment report. Credentials are only looked at for admission placement purposes—looking at level of study completed, pre-requisite subjects, and grades if necessary. Candidates could then proceed to a second level analysis for transfer credit which would be undertaken by the program head.

MB 2 Standards of performance are used to evaluate learning and determine areas that are equivalent or that require additional development. Within the assessment process there needs to be some opportunity for the participants to determine how, when, and what they will present during the assessment process. All information would be documented for each assessment methods used. The participant can provide feedback on gap training requirements to ensure that this does not create any hardship for the individual (e.g. cost, ability to start work immediately).

MB 5 a)   No Comparison provided

ON 1 a)   CAMC provides a comparison of the foreign candidate's competency against the industry developed national occupational standard.

ON 3 d-e)   This depends on the option selected—if the option is not offered by CSMLS, then the client is directed to the source.

ON 5 e)   General information about approximate cost is provided. Specific information is provided if available.

ON 6   IMPP uses core competency documents.

QU 3 a)   Comparison of foreign credential to its Canadian counterpart is the responsibility of the Ministry of Immigration;   b-e)   The school establishments provide these aspects of the assessment report.

NS 2   The RPL System is not developed and is not part of our mandate.

NS 3   The candidate is expected to research and compare foreign qualifications to that of Canadian counterpart.

Table 39: Frequency and Percentage Distribution of Organization That Provide a Mechanism Whereby Foreign-Trained Individuals can Appeal an Assessment

Q 6:8 Response choices:
a) Has written appeal policies
c) Conducts appeals using a fair, credible process
b) Provides clients with access to the policies and appeal process
d) Other

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	f(I/U) & %
Choices																																
a	I	I	NA	I	N	NA	I	NA	I	NA	I	I	U	I	I	U	I	I	U	I	I	I	N	NA	U	NA	N	I	I	N	NA	16/4 51.6%/12.9%
b	I	I	NA	I	N	NA	I	NA	I	NA	I	I	U	I	I	U	I	I	U	I	I	I	N	NA	I	NA	N	I	I	N	NA	17/3 54.8%/9.7%
c	U	I	NA	I	N	NA	I	NA	I	NA	I	I	U	I	I	U	I	I	U	I	I	I	N	NA	I	NA	N	I	I	N	NA	16/4 51.6%/12.9%&
Response																																
IP	2	3		3			3		3		3	3		3	3		3	3		3	3	3			2			3	3			
UD	1												3			3			3						1							
ND					3																		3				3			3		
NA			3			3		3		3														3		3					3	
% Response																																
IP	66.7	100		100			100		100		100	100		100	100		100	100		100	100	100			66.7			100	100			
UD	33.3												100			100			100						33.3							
ND					100																		100				100			100		
NA			100			100		100		100														100		100					100	
Comments below	x					x	x		x		x	x	x	x				x														

Comment:

BC 1 c)   Our appeal process is under review.

AB 2   This is CARNA's responsibility.

AB 5   Going through the full process is unusual.

SK 5   SIAST PLAR appeal process parallels the student grade appeal.

MB 2 d)   The process of appeal that we have in place is through a committee independent of the regulatory body and project staff.

MB 3   Our appeal process is clearly outlined in the Licensed Practical Nurses Act and is referenced in each applicant's letter of assessment.

MB 4   The appeal process is new to the new legislation. We have no experience as yet with it.

MB 5   Appeals follow the normal student appeal process within the University academic regulations

ON3 d)   All appeals are conducted by a third party professional with the same credential that the applicant is hoping to obtain (expert)

ON 5 The Alliance provides an internal Administrative Reconsideration process and an independent arm's length Appeal process for both credentialing and examination. If a foreign-trained individual receives notice that her/his credentials are not substantially equivalent, and she/he disagrees with the result, the applicant can request re-consideration or appeal.
Process: Applicant submits request and provides any additional documentation. An assessor is appointed to conduct the Administrative Reconsideration. The assessor is not the same person who made the initial decision. The file is reviewed and any additional information is submitted by the applicant or obtained by the assessor. The assessor then makes a decision and provides written reasons for her/his decision to the applicant and the Executive Director of The Alliance. If the applicant is dissatisfied with the decision of the assessor, the applicant may appeal the decision of the assessor in the Administrative Reconsideration to the Review Committee and can request an appeal.
IMPP uses Ryerson University appeal process.

ON 6

QU 3 The school establishments look after appeal processes

Table 40: Frequency and Percentage Distribution of Organizations That Accept Credentials from Another Institution at par Unless Significant Difference can be Demonstrated
Q 7.1 Response choices: a) Difference in learning outcomes   c) Difference in key elements of a field of practice   e) Other

b) Difference in up-to-date knowledge and skills   d) Difference in the quality of the program

Provinces	BC: N=4				AB: N=3			SK: N=2		MB: N=6						ON: N=6						QU: N=3			NS: N=3			NB: N=2		PE: N=1	NL: N=1	N=31
Organization	1	2	4	5	1	2	5	2	5	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	1	2	3	1	3	1	1	**f(y/n) & %**
Choices																																
a	y	NA	NA	y	n	NA	y	NA	n	NA	y	NA	n	n	NA	n	NA	y	y	y	y	y	y	y	NA	NA	NA	n	y	n	NA	12/7 38.7/22.6
b	y	NA	NA	y	n	NA	y	NA	y	NA	y	NA	n	n	NA	n	NA	y	y	y	y	y	n	y	NA	NA	NA	n	y	n	NA	12/7 38.7/22.6
c	y	NA	NA	y	n	NA	y	NA	y	NA	y	NA	n	y	NA	n	NA	y	y	y	y	y	n	y	NA	NA	NA	n	y	n	NA	13/6 41.9/19.4
d	y	NA	NA	y	n	NA	y	NA	n	NA	y	NA	n	y	NA	n	NA	y	y	y	y	y	n	y	NA	NA	NA	n	y	n	NA	12/7 38.7/22.6
Response																																
y				4	4		4		2		4			2				4	4	4	4	4		4					4			
n									2				4	2		4							3					4		4		
NA		4	4			4		4		4		4			4		4								4	4	4				4	
% Response																																
y	f=8 %=50				f=4 %=33.3			f=2 %=25		f=6 %=25						f=16 %=66.7						f=9 %=75			f=0 %=0			f=4 %=50		f=0 %=0	f=0 %=0	
n	f=0 %=0				f=4 %=33.3			f=0 %=0		f=6 %=25						f=4 %=16.7						f=3 %=25			f=0 %=0			f=4 %=50		f=4 %=100	f=0 %=0	
Comments below	x	x	x			x		x			x		x		x	x					x			x	x							

Comments:

BC 1 Recognizes assessments done by measuring bodies in other provinces/territories.

BC 2 e) This is not really applicable to a regulatory authority that is using PLAR for licensing purpose. We have an inter-provincial reciprocity agreement for registered midwives and we are working on harmonizing assessment processes so more parts are accepted cross Canada. Currently each province's assessment is completely separate from one another.

BC 4 We have a very streamlined mutual recognition agreement for those registered in other provinces.

AB 2 This is CARNA's responsibility and they refer clients needing specific educational requirements.

AB 5 We have never encountered the situation where we had to compare our RPL process with that of another institution/organization. If differences such as a-d were apparent, the individual would probably have to go through our process.

SK 5 The required grade for transfer credit is the passing grade of the course from the originating institution. Content must match the majority of content, but not specifically all. Credit will generally be limited to education done within the previous 5 years, although this may vary depending on the extent to which the program content has changed. If there are major changes, individual may seek PLAR.

MB 2 Credential Assessment Officer would provide information on educational documents. Information would include when institution was founded, entrance requirements, degree, educational equivalency, etc. The organization intends to set up a data base of foreign educational institutions and success rate of the program in preparation for a more efficient RPL System.

MB 4 We do an equivalency review on all candidates form outside Canada

MB 5 e)
MB 6 a-d) The engineering regulatory body (APEGM) assesses foreign credentials and accepts them if at par during the pre-admission assessment. Done by the National Pharmacy Examining Board of Canada

ON 1 The system CAMC is developing will be competency-based; credentials will be collected and stored for future use in LMIS data output.

ON 2 CCPE 's assessment service provides statement of comparability of the applicant's credential(s) to a Canadian credential

ON 5   The Alliance has agreement with specific Credential Assessment service providers (currently 3) who are expert in the assessment of international education programs. As such, the Alliance does not accept credentials from any other institution. In cases where the applicant disagrees with the result, the Alliance will seek a second opinion to ensure consistency in results. A second assessment completed by another agency approved by the Alliance if free of charge to the applicant. The Alliance also collects extensive information about international physiotherapy programs, and from time to time, conducts research on physiotherapy education and practice in different countries:
www.alliancept.org/bulletinsPhysiotheraphyInGermany.pdf

QU 3   If the foreign-trained individual's credentials are from an educational institution which is not recognized by the Ministry of Education, then the individual must provide the contents of the program. A comparative analysis is made between the document presented and the contents of the program for which the candidate wants recognition of learning. This process is available only for immigrants who are Canadian citizens.

NS 1   APENS have signed a full mobility agreement through which we will accept any applicant already registered elsewhere in Canada. There are also international agreements already in place.

Table 41 Frequency and Percentage Distribution of Organizations That Requested Foreign-trained Individuals to Provide Translations of Documents Essential to Determining if Learning is Comparable to That of Canadian Counterparts

Q7.2 Response choices: a) Certificate, diploma, transcripts   b) Reference letters   c) Educational institutions' program/course documents   d) Professional organization's documents   e) Other

	BC-1	BC-2	BC-4	BC-5	AB-1	AB-2	AB-5	SK-2	SK-5	MB-1	MB-2	MB-3	MB-4	MB-5	MB-6	ON-1	ON-2	ON-3	ON-4	ON-5	ON-6	QE-1	QE-2	QE-3	NS-1	NS-2	NS-3	NB-1	NB-3	PE-1	NL-1	N=31 f(I/U) & %
Organization (BC N=4, AB N=3, SK N=2, MB N=6, ON N=6, QE N=3, NS N=3, NB N=2, PE N=1, NL N=1, N=31)																																
Choices																																
a	y	y	y	y	y	NA	n	NA	y	NA	y	y	y	y	NA	n	y	y	n	y	y	y	y	NA	y	NA	y	y	y	n	y	21/4 67.7/12.9
b	n	y	NA	y	y	NA	n	NA	n	NA	n	y	y	y	NA	n	y	y	n	y	y	y	y	NA	n	NA	y	y	y	n	NA	15/8 48.4/25.8
c	y	y	NA	y	y	NA	n	NA	y	NA	n	y	y	n	NA	n	n	y	n	y	y	y	n	NA	y	NA	y	y	y	n	y	17/7 54.8/22.6
d	y	n	y	y	y	NA	n	NA	n	NA	n	y	n	n	NA	n	n	y	n	y	y	y	n	NA	y	NA	y	y	y	n	NA	13/11 41.9/35.5
Response																																
y	3	3	2	4	4				2		1	4	3	3			2	4		4	4	4	2		3		4	4	4		2	
n	1	1					4		2		3		1	1		4	2		4				2		1					4		
% Response																																
y	f=12 %=66.7				f=4 %=33.3			f=2 %=25		f=11 %=45.8						f=14 %=58.3						f=6 %=50			f=7 %=58.3			f=8 %=100		f=0 %=0	f=2 %=50	
n	f=2 %=11.1				f=4 %=33.3			f=2 %=25		f=5 %=20.8						f=10 %==41.7						f=2 %=16.7			f=1 %=8.3			f=0 %=0		f=4 %=100	f=0 %=0	
NA																																
Comments below	x	x				x	x					x		x	x	x	x	x		x		x		x								

Comments:

BC 1 Reference letters are English-based forms.

BC 2 Official documents must be translated. We try to get away with little other translations. It often depends on whether we already have information on file about that country or program.

AB 2 This is CARNA's responsibility

AB 5 We have encountered too many poorly translated documents to rely on translations only.

MB 3 Birth certificates, name change documents and if necessary, syllabus.

MB 5 The engineering regulatory body (APEGM) requires translations during the pre-admission assessment. .

MB6 a-d) Done by the National office

ON 1 The CAMC system will be competency-based. Credentials will be collected and stored for future use in LMIS data output.

ON 2 c) Not normally required; d) It is not assessed by CCPE

ON 3 e) All material must be translated by a certified translator and the translated material must be accompanied by the original.

ON 5 Any publications/thesis individuals may want to submit must be translated.

QU 1 French/English accepted.

QU 3 Candidates seeking recognition for learning from school systems in Quebec must present their documents in English or French.

NS 3   Translations are done when requested by the employment counselor or work placement coordinator: these translations are used to provide further information to understand experience and education.

Table 42: Frequency and Percentage Distribution of Organizations That Accepted Evaluation Reports From Recognized Credential Assessment Authorities

Q7.3 Response choices: a) Accept evaluation reports from all recognized credential assessment authorities-national and international   c) Accepts evaluation reports from credential assessment authorities within the province in which the assessment is sought   e) Other

b) Accepts evaluation reports from any recognized Canadian credential assessment authority   d) Accepts evaluation reports only from the organization performing RPL assessments

Provinces/Territory	BC 1	BC 2	BC 4	BC 5	AB 1	AB 2	AB 5	SK 2	SK 5	MB 1	MB 2	MB 3	MB 4	MB 5	MB 6	ON 1	ON 2	ON 3	ON 4	ON 5	ON 6	QE 1	QE 2	QE 3	NS 1	NS 2	NS 3	NB 1	NB 3	PE 1	NL 1	N=31 f(y/n) & %
Choices																																
a	n	n	NA	y	y	NA	n	NA	n	NA	y	n	n	y	NA	n	n	n	n	n	n	n	n	NA	n	NA	y	n	n	n	NA	5/18 16.1/58.1
b	n	n	NA	y	y	NA	y	NA	n	NA	y	y	y	y	NA	n	n	n	n	n	n	n	y	NA	n	NA	y	n	n	n	NA	9/14 29.0/45.2
c	n	n	NA	y	y	NA	y	NA	n	NA	y	y	y	y	NA	n	n	n	y	n	y	n	y	NA	n	NA	y	n	n	n	NA	11/12 35.5/38.7
d	n	y	NA	y	y	NA	n	NA	n	NA	n	n	n	y	NA	n	n	n	n	n	n	y	n	NA	n	NA	y	n	n	n	NA	6/17 19.4/54.8
Response																																
y		1		4	4		2				3	2	2	4					1		1	1	2				4					
n	4	3					2		4		1	2	2			4	4	4	3	4	3	3	2		4			4	4	4		
% Response																																
y	f=5 %=31.3				f=6 %=50			f=0 %=0		f=11 %=45.8						f=2 %=8.3						f=3 %=25			f=4 %=33.3			f=0 %=0		f=0 %=0	f=0 %=0	
n	f=7 %=43.8				f=2 %=16.7			f=4 %=50		f=5 %=20.8						f=22 %=91.7						f=5 %=41.7			f=4 %=33.3			f=8 %=100		f=4 %=100	f=0 %=0	
Comments below	x				x				x	x	x					x	x	x	x	x	x	x	x	x	x					x		

Comments:

BC 1   We may take these reports into account **as supplementary information**

BC 2 a-c) *We accept* reports if provided, but we would still do our own review because standard credential evaluation agencies cannot do the intensive review of education and clinical content that we do. Because of this, we do not require or recommend an external credential evaluation report.

AB 2   The determination of equivalencies is CARNA's responsibility.

AB 5   We accept evaluation reports only from a recognized body, i.e. one that we have knowledge of.

SK 5   Although we have a formal agreement with one Canadian assessment authority, we would look at other recognized authorities' reports, and if they provide the information we require, we would accept for the purpose of admission placement. If the authority was not from Canada, we would translate and examine the report in the context of that country's education system.

MB 1   Predominantly, the provincial assessment authority in Manitoba would be consulted. Any other report would be reviewed with the provincial assessment authority.

MB 3 a)   Not aware of any international credential assessment authorities.

MB 5   Determination of equivalencies are done by the engineering regulatory body (APEGM) in the pre-admission assessment; e) APEGM **may** accept a recognized credential assessment from another Canadian provincial engineering regulatory body.

MB 6   Determination of equivalencies is done by the National office.

ON 1   The CAMC system will be competency-based; credentials will be collected and stored for future use in LMIS data output.

ON 2 e)   CCPE's assessment service provides statement of comparability of the applicant's credential(s) to a Canadian credential

ON 3 e) We use ICES only, as they require original documents, and provide a comprehensive report, including language of instruction. We are aware of movement to standardize the assessments, and are eager to see the income

ON 5 The Alliance has agreement with specific credentials assessment service providers. The information on education system is provided by these agencies while the assessment of PT course content is completed by our physiotherapist assessors.

ON 6 At this time, IMPP uses WES rather than all credential assessment authorities because the Ontario Government requested that we use WES exclusively.

QU 1 We accept Ordre des chimistes assessments only.

QU 3 Each university has its own way of assessing and recognizing prior learning. The Ministry of Immigration is responsible for foreign credential analysis and comparison. Immigrants may have vocational and technical training assessed by the school establishments.

NS 1 We have signed a full mobility agreement through which we will accept any applicant already registered elsewhere in Canada. There are also international agreements already in place.

PE 1 These decisions will be made as the system develops.

Final Comments

BC 2 The use of RPL is quite different for regulatory authorities than it is for educational institutions and not all of the same guidelines can and do apply. I think we need to start grappling with the differences.

SK 5 Many of the questions in this survey apply to general career counseling, not specific to RPL.

MB 2 1) There must be opportunity for learning within the RPL process such as access to resources within that occupational area. These resources should include information related to terminology within the field as well as occupational roles and responsibilities; 2) Mentorship is a key component to the process. The foreign-trained individual requires various supports. The Facilitator, the Advisor Assessor and the Peer Assessor all provide mentorship; 3) Diversity training for all team members is also a key. Diversity training included a discussion about the interpersonal and communication skills required for work placement sites, employers, participants, and for Advisor Assessors. Each group was provided a separate training time; 4) Assessment is predominantly observational. Built into the program is a process for documentation assessment and interviews. Flexibility of assessment methods provides participants with options that may suit their learning styles and language strengths; 5) On-site training provided by employers and team members; 6) The process is both efficient (time, cost) and effective—it provides a process for receiving their ECE trained level; 7) Gap training is based upon the needs of the participant and does not have to rely upon the completion of a specific educational course. Examples include reports, book/resource reviews, professional development workshop, observational reports, etc.; 8) The participants who successfully complete the process continue to work in the field and many have identified benefits that the process has opened up, such as employment opportunities and salary increases; 9) Foreign-trained educators networking committee has been formed to provide a networking and support group to immigrants working within the field of ECE.

ON 6 When we started the International Midwifery Pre-registration Program (IMPP) 5 years ago, we thought that PLA would be the core, and that there would be considerable variation in need for individualized enhancement. To our disappointment, in working with over 300 applicants, we found that the scope of practice for midwifery and requirements for practice were much more different internationally than we believed. Ninety percent applicants in our PLA process require additional clinical skills education in multiple areas-sufficient that the 9-month part-time bridging program is challenged in providing sufficient knowledge and skills enhancement opportunities. Although the IMPP is successful, the shift, based on PLA evidence is now more on enhancement.