

**PROCESS FOR IMPROVING THE PROFESSIONAL ORDERS' PRACTICES  
FOR RECOGNIZING THE EQUIVALENCE OF CREDENTIALS AND TRAINING  
ACQUIRED OUTSIDE QUÉBEC**

**PROFESSIONAL ORDERS' SELF-ASSESSMENT QUESTIONNAIRE**

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**Conseil interprofessionnel du Québec**

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## **PRESENTATION**

This self-assessment questionnaire stems from the CIQ's work plan regarding the admission of immigrants to the professional orders (2001).

### **A diagnostic tool**

To be completed by the person in charge of prior learning assessment and recognition within the professional order, this questionnaire is intended as a tool for making a general and preliminary diagnosis of the order's equivalence recognition procedure relative to the principles presented in the CIQ's document, *Principles for the Recognition of Equivalence of Credentials and Training Obtained Outside Québec*.

Data resulting from the questionnaire are for the professional order's *internal* and *exclusive* use.

### **An improvement tool**

Once the questionnaire has been completed, professional orders can examine it for elements in the equivalence recognition process needing review and improved practice.

For assistance in making changes in relation to the identified elements, Orders may consult another document produced by the CIQ, *Survey of Good Practices in the Recognition of Equivalence of Credentials and Training Acquired Outside Québec*.

The desired improvements may call for expertise and resources the professional order does not possess. In this respect, the Government of Québec is considering providing financial assistance to professional orders desiring to take action of this nature. The orders are invited to submit cost estimates with a description of planned projects and measures, the expertise, resources that must be mobilized, and the funds needed.

## 1. PRINCIPLES OF GOOD PRACTICE

The following questions refer to the principles presented in the document, *Principles for the Recognition of Equivalence of Credentials and Training Acquired Outside Québec*. You are asked to assess the practices of your order in relation to the statements. A lower score in response to a statement could indicate an area to explore with a view to improving your practices.

On a rating scale of **1** (lowest score) to **4** (highest score), how would you rate your practices in each of the following areas? Circle your answer. When the question is not applicable because it is not relevant to your context, circle **n/a**.

### 1.1 Principles of equality and fairness

- |  |          |          |          |          |            |
|--|----------|----------|----------|----------|------------|
| a) Requirements with respect to the evaluation of foreign credentials and training are equivalent to those imposed on individuals trained and certified in Québec. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>n/a</b> |
| b) Candidates are sent all necessary information regarding the requirements for the assessment of credentials and training.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>n/a</b> |
| c) In assessing equivalence recognition applications, the candidate's particular academic and experiential situations are taken into account.                      | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>n/a</b> |
| d) The assessment process is free of discrimination of any kind, whether individual or systemic.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>n/a</b> |
| e) The processing of an application is not unduly restricted due to the candidate's financial situation or other limitative conditions.                            | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>n/a</b> |

- |  |          |          |          |          |            |
|--|----------|----------|----------|----------|------------|
| f) For the same evaluation tool (for example, an examination), the pass mark is the same, whether candidates' diploma or training were acquired inside or outside Québec.        | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>n/a</b> |
| g) Fees charged for the examination of a file, including fees for examinations or training periods, are reasonable, justified and as low as possible.                            | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>n/a</b> |
| h) Candidates may communicate their observations before the decision and have their file reviewed.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>n/a</b> |
| i) When one element of a candidate's profile has been assessed, the candidate is not required to submit to another evaluation or demonstrate compliance with the standard again. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>n/a</b> |

### 1.2 Principle of objectivity

- |  |          |          |          |          |            |
|--|----------|----------|----------|----------|------------|
| a) Criteria for access to the profession are related essentially to the competency necessary for professional practice and they are applied systematically.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>n/a</b> |
| b) Criteria for assessing foreign credentials are relevant, consistent and reliable. The methodology employed enables consistent and clear evaluations   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>n/a</b> |
| c) In general, the manner of treating foreign credentials and comparing them with the Québec education system takes into account the differences and diversity among countries of educational traditions and structures for gaining access to regulated professions. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>n/a</b> |

1.2 cont.

d) Applications from immigrants are processed and assessed by individuals with appropriate training.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>n/a</b>
e) A decision may be reviewed if new information is received that completes the file.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>n/a</b>
f) The individuals considering an application for review are not those who rendered the initial decision.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>n/a</b>
g) The outcome of an evaluation is inventoried and retained to serve as a reference when a similar file is submitted.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>n/a</b>

### **1.3 Principle of transparency**

a) Information on the conditions of admissions and equivalence recognition procedures is easily accessible and written simply and concisely.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>n/a</b>
b) Candidates are informed of the reasons motivating the decision and the reasons are explained to them. They are given information and advice concerning review mechanisms.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>n/a</b>
c) Candidates' weaknesses are identified and the means of correcting them—through courses, training periods or other relevant means—are suggested.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>n/a</b>
d) Data regarding the equivalence recognition process (i. e., statistics on applications and decisions) are compiled and made public.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>n/a</b>

### **1.4 Principle of openness**

a) Collaboration with other agencies is encouraged to facilitate the recognition of equivalence for immigrants.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>n/a</b>
b) The development of evaluation tools is an opportunity to call on outside expertise for help with particular tasks in order to increase reliability.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>n/a</b>

## 2. ADMINISTRATIVE STRUCTURE

2.1 Has an information management system been put in place to ensure follow-up on decisions regarding performance of the equivalence recognition mechanism?

Yes

No

2.2 Does the Order keep documentation or have access to information about each of the following topics?

### 2.2.1 Other education systems

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context

### 2.2.2 Professional practices in jurisdictions other than Québec

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context

### 2.2.3 Practices for assessing foreign credentials;

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context

### 2.2.4 Accreditation methods of educational institutions and programs

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context

### 2.2.5 Means of verifying document authenticity

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context

2.2.6 Database of decisions rendered by the Order

- Yes
- Partially
- No, but it could be useful
- No, it isn't relevant to the Order's specific context

2.2.7 Translations of relevant documentation

- Yes
- Partially
- No, but it could be useful
- No, it isn't relevant to the Order's specific context

2.3 Has the Order made use of the protocol agreement concluded between the CIQ and MICC in January 2005 concerning the sharing of information and expertise on assessment of credentials earned outside Québec?

- Yes
- Partially
- No, but it could be useful
- No, it isn't relevant to the Order's specific context

2.4 Is the Order able to periodically check on the fairness, validity and reliability of evaluation methods and tools used in the equivalence recognition process?

- Yes
- Partially
- No, but it could be useful
- No, it isn't relevant to the Order's specific context

2.5 Aspects of the equivalence recognition process (e.g., design of an examination) are sometimes delegated to an outside resource person or agency. In such a situation, is there a duly documented agreement between the Order and the concerned party?

- Yes
- Partially
- No, but it could be useful
- No, it isn't relevant to the Order's specific context

2.6 Has a procedure been determined for receiving and resolving candidates' eventual complaints?

- Yes
- Partially
- No, but it could be useful
- No, it isn't relevant to the Order's specific context

2.7 Does a file management system facilitate the task of finding information while ensuring confidentiality?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

2.8 Do you believe there are enough employees to process applications for equivalence?

Yes

No

2.9 Do you consider that these employees possess the appropriate training, experience and tools?

Yes

Partially

No

2.10 Are staff informed about the specific situations faced by immigrants?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

### 3. METHODOLOGICAL ASPECTS: ASSESSING EDUCATIONAL LEVEL

3.1 Has the Order developed, or does it have access to a database of programs?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

3.2 Does the Order share information regularly with other professional orders or specialized agencies?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

3.3 Does the Order use, or has it been inspired by, the method used by the MICC in its *Comparative Evaluation for Studies Done Outside of Québec*?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

**4. METHODOLOGICAL ASPECTS: EVALUATE THE CONTENT OF A DIPLOMA OR TRAINING**

4.1 Do you consider that the Order's evaluation methods and tools are diverse enough to take into account the particular academic or experiential background of some candidates?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

4.2 In order to evaluate the **content** of a diploma or training, does the Order use a comparative grid (training elements grid or competencies)?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

4.3 In order to evaluate **work experience**, does the Order use evaluation methods and tools specifically developed for this purpose?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

4.4 When candidates' competencies must be assessed or measured in more detail, does the Order possess adapted measuring instruments such as: a script concordance test; structured objective examination; structured oral examination (SOE); audit; direct observation grid; autoscapy; or simulated clients?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

4.5 In situations where an examination is required, is the responsibility for its design conferred on an individual or agency with expertise in competency measurement and assessment?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

4.6 Is this examination periodically validated and updated?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context



4.7 Are candidates informed of the purposes of the examination, its format, the knowledge and skills covered; and are they thoroughly informed as to the cost, registration procedure and number of times it can be taken over to earn a passing mark?

- Yes
- Partially
- No, but it could be useful
- No, it isn't relevant to the Order's specific context

4.8 Does the Order offer assistance to candidates to prepare for the examination (tutoring, reading guide, workshop, etc.)?

- Yes
- Partially
- No, but it could be useful
- No, it isn't relevant to the Order's specific context

4.9 When a professional examination constitutes an additional condition for permit issuance, is the pass mark for this examination identical for all candidates, **regardless of the basis for admission** (diploma giving access to a permit, diploma recognized as equivalent, or training acquired outside Québec recognized as equivalent)?

- Yes
- No
- Is not applicable

4.10 Do candidates have access to language development tools related to professional practice (glossaries, specialized courses offered by an outside agency, etc.)?

- Yes
- Partially
- No, but it could be useful
- No, it isn't relevant to the Order's specific context

4.11 Keeping in mind the need to protect the public, have special provisions been made for candidates who have good reasons for being unable to furnish all the required supporting documents (e.g., refugees)?

- Yes
- Partially
- No, but it could be useful
- No, it isn't relevant to the Order's specific context

4.12 Do the evaluation tools employed by the Order enable identification of candidates' bridge training needs where applicable?

- Yes
- Partially
- No, but it could be useful
- No, it isn't relevant to the Order's specific context

4.13 Does the Order collaborate with educational institutions to ensure the availability of required courses and programs to meet candidates'bridge training needs?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

## 5. PROCEDURE

5.1 Does the Order distribute a **simplified** version of its regulation concerning equivalence?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

5.2 Does the Order encourage candidates to initiate the equivalency recognition process from their country of origin?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

5.3 Is an information kit on the equivalence recognition process, including useful forms, available on the Order's Web site?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

5.4 Are the following subjects covered in the transmitted information:

5.4.1 Procedures and criteria for the assessment of credentials and training acquired outside Québec?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

5.4.2 The employment situation within the profession?

Yes

Partially

No, but it could be useful

No, it isn't relevant to the Order's specific context

5.4.3 Labour market services and integration programs available to immigrants?

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context

5.5 When bridge training is prescribed to candidates, are they informed of the location, availability and costs of such training?

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context

5.6 Does the Order verify the authenticity of supporting documents submitted with applications?

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context

5.7 When documents must be translated, is this requirement imposed solely with regard to documents that are deemed essential?

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context

5.8 Has the Order adopted measures to facilitate payment of required fees (e.g., several instalments)?

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context

5.9 Are candidates able to obtain information on the progress of their application?

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context

5.10 Are candidates informed of the reasons justifying a decision not to recognize equivalence or justifying only partial recognition?

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context

5.11 Does the Order facilitate candidates' right to be heard and to request the review of a decision, for example, by distributing a form to this effect?

Yes

Partially

No, but it could be useful

No, it isn't relevant  
to the Order's specific context