

**Canadian Network of National Associations of Regulators (CNNAR)
Conference 2010**

Focus on Qualification Assessment and Recognition

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About CNNAR

The Canadian Network of National Associations of Regulators (CNNAR) is an association of national organizations whose provincial and territorial members are identified in legislation as responsible for protection of the public through the self-regulation of professions and occupations.

November 2010 Forum on Qualification Assessment and Recognition

CNNAR held a forum in November 2010 to allow Canadian regulated professional groups to share information and best practices related to foreign qualification assessment and recognition. The event followed up on CNNAR's March 2009 National Forum on Mobility, which explored strategies toward full labour mobility within specific professions in Canada.

On Day One of the 2010 forum, participants received an update on the implementation of the Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications, heard a summary of consultation findings regarding the framework and learned about Citizenship and Immigration Canada's International Qualification Network, a best practices information site. On Day Two, after reviewing amendments to Chapter 7 of the Agreement on Internal Trade, participants listed outstanding issues facing regulatory bodies with respect to foreign credential recognition and inter-jurisdictional labour mobility, and identified best practices and concrete steps toward implementing those practices.

Outstanding Issues Facing Regulatory Bodies

Forum participants identified the following outstanding issues facing regulatory bodies:

- Evaluation of professional experience
- Mobility of discipline (inter-jurisdictional labour mobility)
- Assessment of ability to apply knowledge, skill and judgment in the Canadian context
- Identifying educational resources to fill gaps
- Workforce integration: Innovation and cultural competence
- Need for training on competency-based evaluation
- How are professions measuring outcomes?
- Assessment of academic credentials
- Credential-based versus competency-based assessment: Is competency-based assessment a perceived barrier?
- Harmonizing licensing process among provinces/jurisdictions
- Right to Title versus Right to Practice: Maintaining standards
- Transition from accreditation to competency-based assessment
- Dual assessment processes
- What to do when professions are not regulated in other countries or are regulated differently among jurisdictions and countries

- Creating and sustaining an alliance of regulators
- Jurisprudence and communities of practice: Need for learning modules
- Profession-specific language assessment and instruction
- Sharing evaluation data and outcomes
- Cultural aspects of practice
- Differences in scope of practice between jurisdictions
- Helping applicants understand regulation in Canada
- Reconciliation of costs with foreign candidate's ability to pay
- Public information regarding regulation
- Self-assessment tools
- Sustainable bridging programs

Best Practices Café Highlights

Once they had identified the outstanding issues, participants discussed the preferred state — the elements that would address the most difficult challenges they were facing around these issues. With the help of 11 presentations on best practices by participating organizations, they identified practices to take back to their own profession or jurisdiction:

Credential assessment:

- Evaluating the authenticity of documents
- Communicating with foreign academic institutions and governments
- Having skilled credential assessors and appropriate authentication tools

Evaluation processes:

- Moving to competency-based evaluation
- Ensuring the equivalence of evaluations
- Training evaluators and optimizing the evaluation process
- Improving language testing methodologies

Support for international applicants

- Communicating with candidates early in the process
- Providing information on the registration process
- Offering tools for competency-based self-assessment

Transition into professional practice

- Providing information on the profession in Canada
- Providing cultural information on the Canadian context
- Developing mentorship and support programs

Bridging programs

- Identifying gaps in competency
- Learning from programs in other professions

Quality assurance

- Conducting quality assurance reviews
- Identifying barriers to licensing
- Developing national standards that support labour mobility

Key Messages

- As peers across different professions, we all have the same issues. It is enlightening to speak with knowledgeable people who present a different perspective.
- There is a lot of power in collaboration. Regulators should explore opportunities to work together or work with the International Qualifications Network. Information could be posted on the International Qualifications Network website to facilitate sharing across professions and sectors.
- It is useful and important to look beyond one's own profession or sector.
- Credentials are not always what they appear to be. The size of a profession can vary among provinces and territories. A smaller college with just 400 members may not be able to support a program that would be feasible for one with 4,000 members.
- If regulating organizations worked together across Canada, they could obtain HRSDC funding. This would help address the issue of being under-resourced.
- Work still needs to be done to reconcile jurisdictional differences in the assessment of qualifications.
- Those who attend these forums are those who choose to grapple with the many challenges of this issue — a “coalition of the willing.” The next step should involve inter-professional forums where every regulatory board from each jurisdiction is in the room. Even when there is strong majority support within a profession, there are always some holdouts. That will not change until those holdouts are at the table with government and other professions.
- Information technology offers a good way to come together.
- The way this meeting was set up allowed for the dialogue that needed to happen.

Background to the 2010 Forum on Qualification Assessment and Recognition

CNNAR has always recognized the importance of sharing information on foreign credential review and, where relevant, addressing common issues collectively at a national level. In March 2009, CNNAR, with funding from Human Resources and Skills Development Canada (HRSDC), organized the National Forum on Mobility. About 75 CNNAR members and representatives from their respective provincial associations participated in the Forum. Delegates gained an understanding of the challenges to mobility and discussed strategies to move toward achieving full labour mobility within their occupations. Participants identified the need to continue the dialogue at the national level and across professions about strategies and best practices.

Since the March 2009 forum, a number of milestones were achieved by governments, with a direct impact on the professions. The **Chapter 7 amendments of the AIT came into effect on August 11, 2009**, and the federal government is proceeding with negotiations toward a Comprehensive Economic and Trade Agreement with the European Union. Recently, the Forum of Labour Market Ministers has given the green light to a new framework to enhance foreign qualification recognition for internationally trained workers. **The Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications will be implemented within eight professions by December 2010.** Over time, it will impact all occupations.

CNNAR members identified **foreign qualification recognition** — the process of verifying that knowledge, skills, work experience and education obtained in another country are comparable to the standards established for Canadian professionals and tradespersons — as the priority issue for the professions. CNNAR members also recognized that they felt ill-equipped to address the challenges facing them. As a result, CNNAR received funding from HRSDC to hold a two-day conference to enable Canadian regulated professional groups to share information and best practices regarding foreign qualification assessment and recognition.

November 2010 Forum on Qualification Assessment and Recognition

With support from the Government of Canada's Interprovincial Labour Mobility Initiative, **CNNAR held a conference and forum in November 2010 on foreign qualification assessment and recognition.**

CNNAR set the following **objectives for the forum:**

- To obtain a pan-Canadian perspective on the remaining issues and challenges to implementing labour mobility and the pan-Canadian framework for the assessment and recognition of foreign qualifications;
- To identify best practices in qualification assessment and recognition and labour mobility;
- To share ideas on approaches to implementing best practices.

Attendees included CNNAR members, CNNAR members' members (i.e. provincial and territorial regulatory authorities), federal/provincial/territorial government representatives and others with an interest in regulatory issues. The conference was a learning opportunity for participants, while the forum on Day Two focused on the identification of key issues and best practices.

The **expected outcomes** from the Conference were as follows:

- To **provide an understanding** of the requirements for the professions with regards to the assessment and recognition of foreign qualifications
- The **sharing of information** regarding outstanding issues and best practices on labour mobility and the assessment of internationally trained practitioners
- The **identification of appropriate benchmarks** for success for regulatory authorities
- The future **enhancement to** regulatory bodies' **internal processes**
- **Information disseminated** to a broader constituency

PAN-CANADIAN FRAMEWORK FOR THE ASSESSMENT AND RECOGNITION OF FOREIGN QUALIFICATIONS

Bev Davis (HRSDC) and Chloë Shniffer (Government of Ontario), FPT Working Group on Foreign Qualification Recognition

Bev Davis and Chloë Shniffer provided an update on the implementation of the Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications.

Foreign Qualification Recognition — An Important Issue for Canada

First Ministers recognize the importance of foreign qualification recognition. Current projections estimate that immigration will contribute to all net labour force growth in Canada by 2016, and will make up 100 per cent of net population growth by 2030. Many immigrants struggle to find sustainable employment commensurate with their level of education and experience. Current foreign qualification assessment and recognition processes can be confusing, lengthy, costly and inconsistent across the country.

On January 16, 2009, First Ministers directed Labour Market Ministers to **develop a pan-Canadian qualification recognition framework and implementation plan**. On November 30, 2009, the Foreign Qualification Assessment and Recognition (FQR) Framework was launched by FPT Ministers. The Forum of Labour Market Ministers (FLMM) tasked the FQR Working Group, an *ad hoc* committee of federal, provincial and territorial officials, to coordinate implementation of the Framework within and across governments.

Purpose of the FQR Framework

The Framework articulates a **new, joint pan-Canadian vision**: A fair and competitive labour market environment where immigrants have the opportunity to use their education, skills and work experience fully for their benefit and for Canada's collective prosperity.

The Framework represents a **public commitment by all governments to take action** on the issue of qualification recognition. It has the following features:

- It is **principles-based**: Processes and practices must be *fair, transparent, timely* and *consistent*.
- It is **collaborative**: Successful implementation requires a collaborative, supportive, and respectful environment.
- It is **results-focused**: By December 31, 2010, an initial set of target occupations are expected to have identified actions towards implementation of the Framework. Leading up to December 31, 2012, a second set of target occupations will be engaged in 2011.

The Framework includes a **commitment to timely service**: *“Our goal is that within one-year, an individual will know whether their qualifications will be recognized, or be informed of the additional requirements necessary for registration, or be directed toward related occupations commensurate with their skills and experience.”* This one-year period begins once all

documents and fees required to process the application are provided to the relevant regulatory authority and ends after the candidate receives a decision related to the assessment of his/her foreign qualifications.

While the one-year commitment to timely service applies only to the assessment of foreign qualifications, **the principle of timeliness applies along the entire pathway to recognition in Canada.**

The FQR Framework co-exists with other governmental initiatives involving qualification recognition. Chapter 7 of the Agreement on Internal Trade is a federal/provincial/territorial agreement aimed at eliminating or reducing barriers that restrict or impair labour mobility in Canada. In particular, its goal is to enable any worker certified for an occupation in one jurisdiction to be certified by all other jurisdictions. Legislation has been enacted in some provinces to ensure that registration practices are fair, transparent, objective and impartial. **The Framework and its principles are consistent with these other initiatives.**

FQR Consultations with Regulators and other Stakeholders

Success means recognizing the differing starting points and capacities of stakeholders, respecting jurisdictional authority and ensuring continuous improvement through accountability, measurement and public reporting.

The **role of governments** is to consult and engage with stakeholders, support stakeholder efforts through funding and other means, collaborate and share information and report on progress. The **role of regulators and stakeholders** is to work with governments to develop and implement tools, resources and processes to achieve the Framework's principles and desired outcomes.

From March to June 2010, the FQR Working Group led **face-to-face consultations with regulators and other stakeholders from the first set of target occupations.** The objectives were to review assessment and recognition processes and identify gaps and priorities with a view to developing **occupation-specific Pan-Canadian Action Plans.**

Consultations provided several opportunities for the Working Group:

- Hear regulator perspectives on FQR gaps and priorities
- Confirm that stakeholders are already engaged in making improvements along the pathway to recognition
- Establish that pathways are specific to each occupation, often unique to a jurisdiction, and that each profession has multiple decision points along the pathway
- Identify common issues that are potential opportunities for cross-occupation initiatives within specific sectors or through a broader application

Pan-Canadian Action Plans

Pan-Canadian Action Plans are intended to do several things:

- Set a common understanding between governments and stakeholders on how to ensure continuous improvement along the FQR pathway
- Underline FQR work currently underway
- Indicate areas for continued work to improve the FQR pathway for internationally trained workers and priority initiatives that could be undertaken by regulators and other stakeholders in the future
- Inform governments' progress reports on FQR Framework implementation

Pan-Canadian Report: Overview

The **first progress report on FQR, to be released in spring 2011**, will be primarily narrative and will focus on pan-Canadian implementation work. A section of this annual report will provide an overview of progress in target occupations, more precisely:

- A summary of the consultation process
- Relevant information on action plans
- A report on the one-year commitment to timely service

The intent is not to place an additional reporting burden on regulators and other stakeholders.

The FQR Working Group, in collaboration with regulators and other stakeholders, will take the following **next steps**:

- Follow up with the first set of target occupations to discuss occupation-specific pan-Canadian action plans, with the intent of having action plans in place by December 31, 2010
- Meet with other national stakeholder organizations to further advance the Framework objectives
- Release the first annual report on FQR Framework implementation in spring 2011
- Begin consulting the second set of target occupations in 2011
- Work with FQR government contacts

KEYNOTE ADDRESS: PAN-CANADIAN FRAMEWORK FOR THE ASSESSMENT AND RECOGNITION OF FOREIGN QUALIFICATIONS: CONSULTATION FINDINGS AND POSSIBLE NEXT STEPS

Naomi Alboim, School of Policy Studies, Queen's University

Debrief on Consultations

The consultation process took place between March 23 and June 9, 2010. It involved half- or full-day meetings with the first batch of targeted occupations:

- Physiotherapists
- Occupational therapists
- Registered nurses
- Pharmacists
- Engineers
- Medical laboratory technologists
- Chartered accountants
- Certified general accountants
- Certified management accountants

The consultations primarily involved provincial and territorial regulators and their national bodies, as well as government representatives from HRSDC, CIC, Health Canada and the provinces and territories.

Feedback from Regulators

There was **useful exchange** in both directions. Stakeholders requested more information in several areas, including the one-year service standard, reporting and accountability requirements, plans of action and the definition of “occupation.”

Regulators had different capacities and were at different stages in dealing with this issue. Several themes emerged:

- The need for **sustainable funding**
- **Fairness** for domestically and internationally trained candidates
- **Legislative, regulatory and policy barriers**

It was noted that the amendments required to remove barriers were not being given priority. Another concern involved the implications of more temporary foreign workers. Participants also commented that there was a mismatch between priority occupations and ministerial instructions.

Key Findings

Key findings from the consultations included the following issues:

- **Complex and diverse pathways** based on several factors:
 - Occupation
 - Jurisdiction
 - Multiple decision points with individual detours on the way
 - Same or different requirements as domestically trained
 - Different assessors
 - Requirements based on assessment of skills, knowledge, education and work experience, or not
- Unequal progress:
 - A lot is happening in individual jurisdictions or occupations but **not equitably across the country**
- Occupation-specific versus cross-cutting opportunities:
 - Scope for both
 - **Cross-cutting opportunities**
 - All professions
 - All health professions
 - All nursing professions
 - All business professions
 - All accounting professions
 - Appetite for **pan-Canadian, pan-profession or sector-wide initiatives**
 - Cost-effective
 - Prevent duplication
 - Allow for economies of scale
 - Build on best practices
- Pre-arrival:
 - Appetite for more information products, self assessment tools, formal assessments and upgrading opportunities to be undertaken before arrival
 - Need for increased opportunities for **better preparation, guidance and planning for applicants**
- Assessment:
 - Need for **strengthening of assessment processes** — but with different focuses for different professions (e.g. academic credentials, language, PLAR, exams)
- Partial recognition/upgrading:
 - Need for **sustainable, accessible bridge training** across the country that leads to recognition and work outcomes
 - Evidence that those who take bridge training are more successful in licensing exams and workplace integration
 - Build on best practices, develop sustainability models and viable options for **immigrants settling in smaller jurisdictions**

- **Communication and soft skills:**
 - Often culturally determined and a common gap identified
 - Need for better assessment, training and instructional tools relevant to the practice of the profession in Canada
 - Real potential for work in partnership with related professions

- **Workplace opportunities:**
 - Not just at end of pathway, but often a requirement for, or enhances chances for registration
 - Major challenges to find **supervised placements/work experience/preceptors** (liability, employer resources, preceptor fatigue)
 - **Cross-cultural training** necessary for employers, co-workers and preceptors
 - **Incentives and employer supports**, provisional licenses and alternatives to employer-based supervised placements may address barriers

- **Individual supports:**
 - Recognition that some immigrant professionals don't have access to financial or human supports available to domestically trained individuals
 - Potential area for pan-Canadian and pan-profession initiatives (e.g. loans or subsidies, mentoring, coaching supports)

- Non-recognition/alternate pathways:
 - Counseling applicants on alternate pathways is not a regulator role
 - Other stakeholders should provide this function and regulators could refer people to them
 - Useful to do this in a pan-profession way

Top Priorities

The top priorities identified during the consultations were shared by several occupations:

- **Bridging programs (6)**
 - sustainable; accessible; modular; geared to gaps in training and skills; common standards; evaluate and adapt bridging programs; include cultural competency, language/communication, exam preparation and work experience
- **Pre-Arrival supports (5)**
 - enhanced information; video about practice in Canadian context; online practice exam/pre-exam booklet; self-assessment tools; competency assessment; testimonials; evaluating exam administration; online language self-assessment and training.
- **PLAR/Competency assessment tools (5)**
 - develop and implement sustainable competency assessment tools; trained advisors; rationalize PLAR tools and self-assessment with evaluating and qualifying exams

- **Supports for individuals and employers (5)**
 - financial support and loans for internationally trained applicants for bridging programs and fees; mentorships; subsidies to employers for internships and pre-exam clinical experience; clearinghouse of employment opportunities; incentives for employers to offer supervised work opportunities and to support non-technical courses for internationally trained employees
- **Academic credential assessment (4)**
 - pan-Canadian database to determine comparability of degrees; centralized assessment process and document validation/retention; training of assessors
- **Communication and language (3)**
 - communication and language training programs; language testing; training in critical thinking, communication and cultural competence
- **Exams (3)**
 - map essential competencies to exam blueprint; review need for certain exams; overseas invigilation
- **Research (1)**
 - identify gaps to build programs to support internationally trained applicants
- **MOU/MRA (1)**
 - streamline assessment process through additional MOUs/MRAs with foreign certification bodies

Other Ideas

The following ideas were not identified as top priorities but participants did not want them to be overlooked:

- Academic credential assessment to be done abroad
- Central documentation validation and storage
- Alternatives to original documentation
- Increase frequency and location of exams
- More provisional licenses in more jurisdictions
- Provide workplace experience through simulations and practice firms
- Develop return of service agreements
- Employer tax credits or payroll rebates
- Marketing and information provision to employers
- Cross cultural training
- Liability insurance

Possible Strategies and Initiatives

Naomi Alboim noted that the possible strategies suggested reflected the views of the consultation co-facilitators who operated on behalf of the FPT working group, and not necessarily the FPT members. Several possible strategies were identified:

- Focus on high-impact initiatives that will **address the timeliness principle throughout the pathway** rather than focusing exclusively on whether the one-year service standard is met
- **Do not duplicate or add to reporting requirements** of provincial Fairness Commissioners
- While **occupation-specific pan-Canadian action plans** are critically important, focus as well on possible **high-impact, cross-cutting initiatives**

Within **specific occupations**, the following initiatives were suggested for consideration:

- **MRAs and MOUs**
 - Send delegations of regulators/national bodies to major source countries of immigration to review professional credentialing and to develop MRAs (for full recognition) or MOUs (for partial recognition)
- **Exemptions** from Mandatory Bridging or Work Experience
 - Determine ways to fully or partially exempt fully qualified persons from Canadian courses and work experience that are currently mandatory for internationally trained applicants
- **Exams**
 - Review qualifying and jurisprudence exams for relevance, necessity and frequency

For **occupation families/sector groupings**, the following initiatives were suggested:

- **Competency Assessment Tools (PLAR)**
 - Develop competency assessment tools for related professions (e.g. for accounting, nursing and engineering families of professions)
- **Communication and language programs**
 - Develop and implement communication and language programs for health sector and business sector
- **Alternatives to work placements**
 - Develop innovative alternatives to employer based workplace experience (e.g. simulations, practice firms for business sector and health sector)

For **pan-profession** application, the following initiatives were suggested:

- **Legislative/regulatory/policy review**
 - Review legislation, regulations and policies to accelerate recognition and workplace entry (e.g. authority for provisional licences in more jurisdictions; authority to begin assessment overseas; temporary foreign worker access to study)

- **Pre-arrival supports**
 - Determine what additional pre-arrival supports can be initiated (e.g. using CIIP to invigilate exams; overseas assessment of academic credentials, language proficiency, foreign work experience; Canadian context videos; link to online mentors; link to online)

More possible pan-profession initiatives:

- **Academic credential assessment:** Have Alliance of Academic Credential Assessment Services authenticate and store documents, train assessors within regulatory bodies and provide access to database.
- **Sustainable bridging model:** Develop a sustainability model for bridging programs in health and non-health sectors which include access for immigrant professionals in smaller jurisdictions.
- **Student Loans:** Expand student loan provisions to cover bridging programs or provide subsidies/scholarships for this purpose.
- **Transportation loans:** Expand the current CIC transportation loan system to allow loans to pay costs associated with assessment, upgrading, and registration.
- **Mentorship:** Develop programs to connect internationally trained applicants with practitioners for mentorship and to recruit, train and match mentors. This could begin online while immigrants are still overseas.
- **Employer tax credits:** Develop a tax credit program to employers who provide supervised work placements.
- **Internships:** Develop a program to match employers and internationally trained individuals for their first Canadian work experience in their profession.
- **Liability insurance:** Develop a national liability insurance program to cover employers who provide work placements for unregistered internationally trained individuals.
- **Counselling for alternative pathways:** Train immigrant settlement agencies to provide counselling on alternative pathways for internationally trained.

Conclusion

Regulators and governments are strongly committed to this issue. Significant progress is being made, but there is still room for improvement. **Coordinated, cross-sectoral initiatives** may be more cost-effective and prevent duplication. Such initiatives could allow for economies of scale and build on best practices. They would be more sustainable and would address the concerns of smaller jurisdictions. This presents a real opportunity for CNNAR.

Improved Labour Mobility in Canada

Shifting demographics present new economic and social challenges for all Canadians. Labour mobility is part of the solution.

The **benefits of improved labour mobility** include: a better balance in supply and demand for workers with a more efficient labour market; greater opportunities for workers to relocate quickly to wherever opportunities exist; a larger and richer pool of workers for employers to draw upon; greater access to services for all Canadians; and, globally, a more competitive and attractive labour market.

Labour mobility means that Canadians have the right to pursue a career in their chosen profession anywhere in the country. People have the right to live wherever they choose and pursue opportunities wherever they exist. Employers can attract workers from across Canada. Under the Canadian Constitution, provinces and territories have the authority to regulate professions and trades within their jurisdictions. However, because individuals have the right to pursue opportunities anywhere, Canada established the Social Union Framework Agreement in 2000. The agreement states that “no new barriers to mobility can be created in new social policy initiatives.”

History of Agreement on Internal Trade (Chapter 7)

In 1994, the Agreement on Internal Trade was signed by all provinces and territories (except Nunavut) and the federal government. Regulatory bodies began work to improve labour mobility within regulated occupations. In 2008, because of concerns that qualifications were not being recognized consistently across Canada, the **premiers directed internal trade ministers to amend Chapter 7 (Labour Mobility) of the AIT by January 1, 2009 to establish full labour mobility**. Key stakeholders, in particular regulatory bodies, were consulted and the revisions to Chapter 7 were finalized in 2008. On August 11, 2009, all jurisdictions ratified the Chapter 7 amendments and they came into effect. In November 2009, exceptions began to be posted. **The number of sectors covered by Chapter 7 continues to grow**. In June 2010, premiers directed internal trade ministers to bring financial sector occupations under the AIT by July 2011.

The revisions to Chapter 7 state that **any worker certified for an occupation by a regulatory authority of one party is to be recognized as qualified to practice that occupation by all other parties**. Any exceptions to full labour mobility must be clearly identified and justified as required to meet a legitimate public policy objective such as public security and safety. Regulators may still impose requirements on workers, including a reasonable application or processing fee, insurance or malpractice coverage, a bond, a criminal background check, evidence of good standing and good character, and demonstrated knowledge of local measures.

Regulators may maintain certain certification practices to address specific issues, including complaints, disciplinary or criminal proceedings; non-practice; language proficiency; and assessment of the equivalency of limited, restricted or conditional licenses.

Exceptions to Full Labour Mobility

For exceptions to full labour mobility, **each jurisdiction must demonstrate why an exception is necessary** to achieve a legitimate objective and that it is not a disguised barrier to mobility or more restrictive than necessary. Any exceptions must be linked to demonstrated significant differences in the skills, area of knowledge or ability to practice the occupation.

Legitimate objectives for exceptions include public security and safety; public order; protection of human, animal or plant health; protection of the environment; consumer protection; protection of the health, safety and well-being of workers; provision of adequate social and health services to all geographic regions; and programs for disadvantaged groups.

Each province or territory will determine the role of regulatory bodies and government in posting exceptions to labour mobility. Regulatory bodies may have the opportunity to submit any exceptions they consider necessary. A generic form is available to help clearly identify the exception and which legitimate objective it meets. The final decision rests with provincial or territorial government. Once approved, **exceptions are posted on the AIT website** (<http://www.ait-aci.ca/index.html>). The posting of exceptions is required to ensure transparency.

Reconciliation of Standards

Another key area for the agreement is the reconciliation of standards. This is not harmonization — it is reconciling standards. To the extent possible and where practical, parties agree to adopt occupational standards based on **common interprovincial standards** and to take steps to **reconcile differences in standards**. Occupational standards are dynamic and can change for a variety of reasons (such as changes in technology and operational procedures). When standards are changed, it is important to review and address the impact on labour mobility. Under the AIT, the parties agree to establish **transparent notification practices** among regulatory authorities to avoid the creation of new barriers to labour mobility.

Relationship with Other Agreements

Where differences exist, the provision that is more conducive to labour mobility must prevail. The following **domestic agreements** are also in place:

- New Brunswick–Québec Construction Sector Agreement
- New Brunswick–Nova Scotia Partnership Agreement on Regulation and the Economy
- Ontario–Québec Construction Agreement
- Trade and Cooperation Agreement between Québec and Ontario
- The New West Partnership Trade Agreement

The implementation of other agreements must be coordinated with Chapter 7. Chapter 7 sets the stage for other national initiatives, such as the **Pan-Canadian Framework for Foreign**

Qualification Assessment and Recognition. International trade and labour agreements are another essential component of Canada's continued economic success. A Comprehensive Economic and Trade Agreement (CETA) between Canada and the European Union is being negotiated in consultation with all provinces and territories. Québec and France have signed bi-lateral international agreements. Governments all share responsibility for monitoring, coordinating and assessing the impacts of trade agreements on labour mobility.

Governance Structure

A number of **governing bodies** oversee the AIT. At the top of the pyramid is the **Council of the Federation**. Made up of first ministers of the provinces and territories, the council meets twice a year and puts out a communiqué in the spring to announce its decisions. Next in the hierarchy is the **Committee on Internal Trade**. This committee oversees the AIT and is made up of federal, provincial and territorial ministers responsible for internal trade. The **Forum of Labour Market Ministers** is overseen by the Committee on Internal Trade and consists of federal, provincial and territorial ministers responsible for Chapter 7 of the AIT. At the bottom of the pyramid is the **Labour Mobility Coordinating Group (LMCG)**. This is a federal, provincial and territorial working group designated by the Forum of Labour Market Ministers to guide implementation of Chapter 7.

The regulated occupations represent a complex environment. As governments and regulatory authorities work to implement Chapter 7, differences in interpretation and process will arise. LMCG is working with HRSDC and all partners to establish processes for dealing with such issues. Governments are monitoring the potential impacts and will report on unintended consequences. The **implementation of Chapter 7 is an ongoing process** that will require the support and commitment of all stakeholders.

Effective labour mobility requires a good understanding of the regulated labour market and an **ongoing, coordinated response**. Regulatory authorities are essential to the successful implementation of all labour mobility initiatives. LMCG, working with HRSDC, will continue to work with occupations to advise regulatory bodies of their obligations and provide support and advice throughout the process. LMCG and HRSDC will oversee recognition and reconciliation processes, develop policy options to address recurring mobility barriers, monitor and evaluate the results of negotiations to ensure compliance, and respond to worker inquiries.

Implementation Support and Tools

The **HRSDC Interprovincial Labour Mobility Initiative** provides funding assistance to eligible regulated occupations for activities that facilitate labour mobility. Its goals are to develop a better understanding of the AIT requirements and to develop tools to enhance mobility.

Sharing information and developing common processes is essential. A number of **implementation methods and tools are available for regulators** to help them meet this complex obligation:

- Work together through consortia meetings and existing national forums
- Share information bilaterally and multilaterally
- Develop mutually agreed on common policy platforms (old MRA process)
- Develop a common glossary of terms
- Match common categories of certification or identify “crosswalks” between categories
- Identify and describe common limitations or restrictions
- Develop common transfer documentation (such as letters of good standing)
- Consult on and coordinate changes in occupational standards
- Develop national databases of certified members
- Monitor inter-jurisdictional transfers and establish baseline data

FORUM ON QUALIFICATION ASSESSMENT & RECOGNITION AND LABOUR MOBILITY: SCOPING THE ISSUE

A number of issues and challenges face regulatory bodies with respect to foreign credential recognition and inter-jurisdictional labour mobility. Participants identified specific issues and broke into small groups to discuss the most difficult challenges and describe the ideal preferred state. They recorded their conclusions on paper, as summarized below.

Evaluation of Professional Experience

Topic summary:

Processes and policies are in place to evaluate the relevance of diplomas and certificates, but tools and approaches are needed to evaluate the impact and relevance of experience.

What are some of the stumbling blocks you experience around this issue?

- There is no existing process — how do we establish one?
- We need an equitable process that can be defended while balancing the interest of the public
- This is a big job with a cost limitation
- Not all professions across provinces are regulated
- Legislation does not necessarily address this issue
- Establishing a partnership between the employer and the regulator is a challenge
- Harmonizing credential assessment among provinces is a challenge

What are the most difficult challenges you are facing around this issue?

- Financial resources
- Human resources
- Technical skills
- Broad-based skills that include all facets of a profession

Describe the preferred state

- Accessible bridging programs that have sustainable funding
- Adequate tools to assess competencies
- A bank of assessment tools from which professionals can draw

Mobility of Discipline (Inter-jurisdictional Labour Mobility)

Topic summary:

How should cases be handled where once-licensed professionals lose their license in one jurisdiction? What processes are needed to harmonize discipline across the country?

What are some of the stumbling blocks you experience around this issue?

- Discipline in jurisdictions other than where registered
- Passing information between jurisdictions
- Short-term work can be hard to capture
- Does self-identification for disciplinary action work?

What are the most difficult challenges you are facing around this issue?

- Who is responsible? What information can be shared between the different jurisdictions?
- Role and limitations of police checks
- Need permissions to transfer information
- Asking the right questions, and understanding what questions can be asked (e.g. pardons)

Describe the preferred state

- Standard forms for all jurisdictions
- Clearinghouse of disciplinary actions (Canadian, North American)
- Renewals can be used to declare disciplinary issues in other jurisdictions

Assessment of Ability to Apply Knowledge, Skill and Judgment in the Canadian Context

Topic summary:

How do regulatory bodies assess the ability of candidates to apply their knowledge/skills in the Canadian context?

What are some of the stumbling blocks you experience around this issue?

- For smaller professions — capacity issues and critical mass (number educated)
- Employers are often unwilling to offer practicums for internationally educated professionals

What are the most difficult challenges you are facing around this issue?

- Systemic issues in most provinces — lack of education/bridging programs to fill gaps

Identifying Educational Resources to Fill Gaps

Topic summary:

Once we have evaluated an international applicant and identified gaps, we have trouble finding resources to help them fill those gaps.

What are some of the stumbling blocks you experience around this issue?

- The assumption that as a regulator we have a responsibility to provide education
- Educational institutions do not offer bridge training, training to address gaps or refresher training

What are the most difficult challenges you are facing around this issue?

- Availability of specific competence-focused education
- Resources and sustainability — cost to applicant and feasibility for programs
- Harder to fill small gaps in education than large gaps — with larger gaps, educational institutions can admit people into programs
- Upgrading of practical skills can be problematic where one is dependent on issues

Workforce Integration: Innovation and Cultural Competence

Topic summary:

Integrating internationally educated professionals into the workplace brings opportunities for innovation and reflects the mosaic of Canadian culture.

What are some of the stumbling blocks you experience around this issue?

- Burnout for preceptors/mentors
- Employer expectations that the new employee is job-ready — similar for new grads and internationally educated professionals (IEP) — unrealistic
- The human resources shortage
- The need for critical thinking abilities among IEP
- Communication for IEP

What are the most difficult challenges you are facing around this issue?

- Educating the employee and employer
- Using the preceptorship model appropriately

Describe the preferred state

- Governmental initiatives to help applicants before they come to Canada: the more prepared they are, the easier the transition
- We need activity on all elements of the framework. What is good for IEPs is also good for new Canadian graduates. Looking at it this way may help with sustainability.

Need for Training on Competency-based Evaluation

Topic summary:

Organizations need training on how to recognize competencies outside the academic paradigm. This is a science in itself and need special expertise.

What are some of the stumbling blocks you experience around this issue?

- Major paradigm shift for all — lack of understanding of the need to move to competency-based assessments
- Lack of expertise in competency assessment — need to solicit external resources
- Where does prior learning fit into competency assessment?
- Cultural bias associated with traditional evaluation methods

What are the most difficult challenges you are facing around this issue?

- Cost and sustainability
- Knowing what other professions are doing and being able to share experiences

Describe the preferred state

- Multi-faceted assessment
- Training for mentors/preceptors who are evaluating competence in the practice setting
- Find a common competency framework and tools across professions

How are Professions Measuring Outcomes?

Topic summary:

What tools are being used to evaluate and measure outcomes?

What are some of the stumbling blocks you experience around this issue?

- The sensitivity of information versus its value to many stakeholders and the need to share information
- The time taken by the process through various pathways (different groups) and how it is working — need for specific measures
- What are the reasons for internationally trained professionals not getting positive outcomes?
- What are we measuring? Potential aspects to measure include the time it takes to process applicants, applicant success, the pathway, and exam results. Measures are often only focused on process
- How to define success for internationally trained professionals — successful transition to registration and licensure, or to work?
- How long should we wait to follow up? After registration, there are ongoing performance measures
- What is relevant information — what statistics are relevant?
- Effort required to achieve outcome (for different applicants) — i.e. inputs may be needed to support some applicants

What are the most difficult challenges you are facing around this issue?

- Not having definitions of outcomes
- Consistency of approach — including measures
- Consistent, reliable and effective information

Describe the preferred state

- Outcomes information in occupations and across professions — to improve process
- Outcomes information to applicants — to help them meet standards and be successful
- A minimum data set to share

Assessment of Academic Credentials

Topic summary:

What tools exist to evaluate international academic credentials?

What are some of the stumbling blocks you experience around this issue?

- Accreditation of programs versus accreditation/assessment of individuals

What are the most difficult challenges you are facing around this issue?

- Three-year versus four-year degrees
- Accredited versus non-accredited programs
- College versus university degrees

Describe the preferred state

In a perfect world, degrees would be consistent in length and content

Academic Degree Recognition versus Competency-based Assessment: Is Competency-based Assessment a Perceived Barrier?

Topic summary:

Many internationally trained professionals rely on an academic degree as proof of competence. How can regulatory bodies rationalize their requirement of competency assessment, and will international applicants see this requirement as a barrier to integration?

What are some of the stumbling blocks you experience around this issue?

- Some people/professionals feel that “the degree” is all that should be necessary for license
- How do competencies get measured accurately and fairly?

What are the most difficult challenges you are facing around this issue?

- Competency measurement
- Acceptance of this requirement

Describe the preferred state

Acceptance of the measure of competency for licensee

Harmonizing Licensing Process among Provinces/Jurisdictions

Topic summary:

Different provinces have similar but slightly different processes to license people for practice. How could these processes be harmonized among the provinces so that international applicants have only one process to follow no matter where they go in Canada?

What are some of the stumbling blocks you experience around this issue?

- Reconciling standards across jurisdictions
- Isolating internationally trained versus Canadian-trained: the preferred approach is to make the process universal for everyone, but because of different structures, this is challenging
- There is not always a regulatory board in every jurisdiction (the authority may be a government department instead)
- Legislation is different, but the process is the same — most important is to achieve the identified outcome
- Legal restraints regarding administration of exams
- Different types of registration status (i.e. restrictions/limitations)
- Different academic standards across jurisdictions
- What is an appropriate use of “jeopardy” or “restricted” license?

What are the most difficult challenges you are facing around this issue?

- Different exams in different jurisdictions
- Justifying the AIT exemptions
- Lower standards in some jurisdictions (i.e. low standards in one jurisdiction affect all jurisdictions under the AIT)
- Are foreign exams equivalent to Canadian ones?
- Labour mobility may have brought us to the point of harmony, but this has led to much closer examination of the underlying procedures. There are still specific jurisdictional requirements that cannot be bypassed. The issue comes down to political will within each jurisdiction and each regulator, and among the professions.
- Lack of clarity regarding practical exams for professions where the licensing process is mostly an “administrative review”
- For those licensed in multiple jurisdictions, there are numerous issues of discipline, short-term certification, continuity of practice (in cases where temporary certification has been started, but certification lapsed in the home jurisdiction)
- Under the AIT, will there be federal reporting of metrics or measures?
- As regulators get updated, the AIT is increasingly embedded

Describe the preferred state

- Some say the preferred state is not a standard but a framework. However, in medicine there is a national standard and the professions are adapting.
- Harmonize where possible
- AIT exemptions (e.g. different scope in practice)
- Pan-Canadian discussions on minimum entry-to-practice standards
- Sharing inter-provincial best practices

Right to Title versus Right to Practice: Maintaining Standards

Topic summary:

Jurisdictions differ in their approach to licensing outside applicants for some professions: some jurisdictions provide full licensing, while others simply offer recognition of licensing (or “right to title”). The two are different in terms of the disciplinary measures available.

What are some of the stumbling blocks you experience around this issue?

- In interprovincial mobility, there are different forms of regulation depending on whether licensing involves right to title or right to practice. With the former, someone unlicensed can do work as long as they do not use title.
- Use of educational title versus professional title (i.e. public does not know the difference)
- Leaders, educators and managers (experienced practitioners) drop professional title or want title but cannot keep it because their current work is so different from practice

What are the most difficult challenges you are facing around this issue?

- Trying to maintain standards nationally where authorities vary from province to province
- As practitioners change their role and scope, should/can they maintain their title?

Describe the preferred state

- Similar licensing across provinces
- License to practice (not license to title)
- Consistency in licensing to protect the public

Transition from Accreditation to Competency-based Assessment

Topic summary:

Regulatory bodies are moving away from academic credentialing to competency-based assessment. Traditionally, bodies have relied heavily on accreditation. Some challenges associated with competency-based assessment include the cost and the need for stakeholder buy-in.

What are some of the stumbling blocks you experience around this issue?

- Identifying the competencies and harmonizing this with the jurisdiction of origin
- Accreditation of academic program to match the standard of the regulatory body (which may or may not be involved in the accreditation of the international programs)
- In one case, the competency approach stopped because the gap was too great — the regulator used a combined academic and competency approach (not appropriate for career transition)
- Confidence and trust in competence-based system
- The need to convince people that competency-based assessment is valid and not more onerous
- Money and resources to develop competency-based assessment (especially for small groups)
- Comparisons between people — assessments vary by country, educational institution and work experience

What are the most difficult challenges you are facing around this issue?

- Standardizing the assessment
- Standardizing the weighting ratio (theory/academic versus competency)
- Relevance of theoretical examination (schooling/academics and then regulatory body examination)
- Defining competencies well and approach and having buy-in from profession/applicants/public/government
- Costs
- Being sensitive to cultural bias in defining competencies

Describe the preferred state

- Finding a realistic tool for dual assessment without duplicating efforts
- Evaluator and candidate have a realistic context to assess the required competencies (i.e. If one can demonstrate competencies, is the academic component necessary?)
- Identify and use expertise to define valid competencies effectively (the experts may not necessarily be the regulators)
- Have a blended approach — educational standards and competency
- Consistency — communication and messages on why regulators take this approach, how it works and that it is valid to users — keep stakeholders involved early
- Change regulations to include competency assessment

Dual Assessment Processes

Topic summary:

In the profession of nursing, an international nurse may not be prepared to work in Canada as an RN but may qualify as a licensed practical nurse (LPN). Rather than going through two assessments (one for an RN and one for an LPN) the resources should be available for that candidate to undergo one dual assessment (using two experienced assessors).

What are some of the stumbling blocks you experience around this issue?

- Identifying the right path for the international applicant (e.g. RN versus LPN pathway)
- Many accounting designations — need to delineate the difference

What are the most difficult challenges you are facing around this issue?

- Creating a single-window entry with various exit points
- Being clear on the regulatory role versus the education/assessment role
- Good communication with the international candidate on the process and what to expect

Describe the preferred state

- Solid, reliable, defensible assessment process
- Good statistics to support process and outcomes
- Common assessment process with competency-specific approach
- Partnering for the assessment of RPNs, RNs and LPNs
- Build on current national work (e.g. single application form, seamless process for applicant)

What to Do When Professions are not Regulated in Other Countries or are Regulated Differently Among Jurisdictions and Countries

Topic summary:

What should regulatory bodies do in the instances where, in the country of origin, there are no standards, recognized bodies, ethics or legal requirements? How can those people be integrated in Canada?

What are some of the stumbling blocks you experience around this issue?

- Non-existence of profession as a regulated occupation
- Keeping records to establish longitudinal consistency

What are the most difficult challenges you are facing around this issue?

- Decentralized versus centralized processes/systems
- Reliance on paperwork versus competency reviews

Describe the preferred state

The preferred state varies

Creating and Sustaining an Alliance of Regulators

Topic summary:

What are some effective governance and structural tools for creating and sustaining an alliance of regulators?

What are some of the stumbling blocks you experience around this issue?

- Need for resources to sustain the alliance
- Strained relationship between regulators and professional associations
- Lack of communication and sharing of experiences among stakeholders
- Provinces pulling in different directions — lack of harmonized approach

What are the most difficult challenges you are facing around this issue?

- Funding
- Sharing experiences across professions

Describe the preferred state

- Discussion board online to post questions
- CNNAR initiative to help professions communicate
- Sustainable funding

Jurisprudence and Communities of Practice: Need for Learning Modules

Topic summary:

Learning modules are needed to deal with jurisprudence issues in a creative way. For example, internationally educated OTs could be integrated with newly educated Canadian OTs to share practical information with the new graduates on issues such as privacy legislation, working with communities, etc. This approach would benefit everyone and help in building community and synergy.

What are some of the stumbling blocks you experience around this issue?

- Cost to develop a program
- Implementation of program and buy-in of members

Describe the preferred state

- Avoidance of duplicate processes (inter-professional/provincial)
- Cost sharing

Profession-specific Language Assessment and Instruction

Topic summary:

Many professions need to evaluate profession-specific language skills (knowledge of specific terminology and jargon) and help people obtain those skills

What are some of the stumbling blocks you experience around this issue?

- Availability of access to language testing
- What language test is acceptable within the profession?
- How do you measure benchmarks?

What are the most difficult challenges you are facing around this issue?

- How evaluation is done
- How to set pass/fail ratios
- Volume and cost of language testing

Describe the preferred state

- Tools available pre-arrival
- Either have only one test per profession or have a choice of two or three tests (opinions vary on the preferred state)

Sharing Evaluation Data and Outcomes

Topic summary:

Much good work is being done in this field but the information remains in silos. Mechanisms are needed to share information on outcomes, share learning and cross-pollinate.

What are some of the stumbling blocks you experience around this issue?

- Inaccessibility of information (government does not make project reports public)
- Lack of cross-profession opportunities to share
- Lack of clarity regarding goals and outcomes
- No opportunities for regulators to publish
- No dissemination plans for information on government-funded projects

What are the most difficult challenges you are facing around this issue?

- Working in silos and not knowing what else is going on — less able to maximize learning and innovation
- No access to data and outcomes for government-funded projects

Describe the preferred state

- CNNAR sets up communities of practice — web-based with password — for all professions, not just members. Each community could promote:
 - Asking questions to solve a problem
 - Seeking partners for a project on the same topic
 - Dissemination of outcomes data using common template including key contact
- CNNAR works with governments to encourage links for sharing and methods for dissemination of project outcomes

Cultural Aspects of Practice

Topic summary:

How can new practitioners and professionals be introduced to cultural aspects of practice (e.g. the relationship between therapist and patient)?

What are some of the stumbling blocks you experience around this issue?

- Understanding how to teach cultural differences
- Defining Canadian culture
- Language versus communication skills
- Different understanding of the context of practice in different cultures
- Lack of knowledge about the usual language of the profession
- Lack of knowledge about the public and the field of practice

What are the most difficult challenges you are facing around this issue?

- Identifying competencies related to cultural difference
- Defining cultural competencies in order to be able to train the candidate and evaluate those competencies
- Training regulatory body officers so that they understand the behavior of professionals trained abroad
- Communication skills and autonomy of foreign professionals (takes time to acquire)

Describe the preferred state

- Everyone gets cultural training with trained preceptors
- A mutual understanding of the problem

Differences in Scope of Practice Between Jurisdictions

Topic summary:

What happens when the scope of practice for a profession in another country does not include all the functions that are included in Canada?

What are some of the stumbling blocks you experience around this issue?

- Pressure from government to “make it work” in terms of reciprocity agreements
- Availability of resources/programs to address gaps

Describe the preferred state

Where there are differences, resources and programs are available to help applicants bridge gaps

Helping Applicants Understand Regulation in Canada

Topic summary:

How can we help international applicants understand regulation in Canada? They often operate on the understanding that their degree should speak for them, and do not understand what regulators do.

What are some of the stumbling blocks you experience around this issue?

- Communicating with potential professionals — reaching them early before they start down the wrong road
- There is no one place for offshore applicants to receive information on a profession and how to become regulated

What are the most difficult challenges you are facing around this issue?

- Lack of government responsiveness and resources to get website changes
- Lack of capacity and expertise to communicate the issue

Describe the preferred state

- Develop our PR capacity — to share success stories
- Be involved in government initiatives/websites/portals to ensure accuracy and timeliness
- Develop IT skills to ensure that the “best” website comes up at the top of the search
- Get the “Working in Canada” website people back to talk to us
- Target friends, family and settlement agencies through media — on where to get information

Reconciliation of Costs with Foreign Candidate's Ability to Pay

Topic summary:

Government initiatives are helping with the development of tools and initiatives, but what is the best way to deal with the cost of becoming a registered practitioner?

What are some of the stumbling blocks you experience around this issue?

- Current practice for most: is the cost downloaded to the applicant?
- Fairness
- Competency-based assessment is getting more expensive
- Making resources/funding accessible to all — i.e. low-cost loans for all versus loans for one group (domestically educated) and grants for another (internationally educated)

What are the most difficult challenges you are facing around this issue?

- Fairness/transparency of process
- Ensuring that the process is not cost-prohibitive (the smaller the organization, the more expensive)
- Relevant Canadian experience

Describe the preferred state

- Partnership with employers via government subsidy to offer internships with public/private sector so that internationally educated professionals gain relevant Canadian experience
- Buy-in from the public and employers to encourage the hiring of internationally educated professionals and subsidization of the licensing process
- Educating employers and the public on the cost-benefit of investing in bridging programs

Public Information Regarding Regulation

Topic summary:

Regulators must communicate with the public about the many routes to licensure for internationally educated professionals, to show that the professions are actively working to let in internationally educated candidates.

What are some of the stumbling blocks you experience around this issue?

- Multiple websites for information — information is not always current
- Some websites are difficult to find (e.g. the Canadian Foundation for Economic Education (CFEE) website)

What are the most difficult challenges you are facing around this issue?

- Dispelling myths
- Public does not understand regulation and how it works

Describe the preferred state

- Government reinforces that self-regulation has value and works — and that the majority of professions are not creating barriers to internationally educated professionals
- Mitigation of cost (many volunteers, minimal number of paid staff)

Self-assessment Tools

Topic summary:

What are the best online self-assessment tools? The expectations for a profession can be communicated through an online assessment so that people know where they stand in relation to Canadian standards.

What are some of the stumbling blocks you experience around this issue?

- Terminology that trips up the applicant — the need for plain language
- The need to update content continuously
- The cost of maintaining the site (\$150,000 per tool?)
- The need for Health Canada funding
- Lack of clarity on what exactly is needed
- Costly and labour-intensive work (federal government helps with funding)
- Language, terminology

What are the most difficult challenges you are facing around this issue?

- Clearly communicating the regulatory expectations (e.g. credentials, scope of practice) upfront, so that the self-assessment tool is representative of what the applicant may need to do to meet Canadian standards
- Addressing the cultural aspect of working in Canada
- Clarity on the purpose of the self-assessment tool — key functions and items for self-assessment
- Heavy cost of maintaining and constant upgrading of the tool
- Expertise
- Getting international input
- Different levels of computer knowledge and comfort

Describe the preferred state

- The applicant can understand “a day in the life” of the specific health professional
- Tool is available on Health Canada website
- Evaluation process for tool
- Disclaimer that the self-assessment does not guarantee licensure into profession — it is for self-assessment and preparation. The applicant can choose to share results (or not) with the regulator
- Statistics correlating self assessment with actual competence assessment by regulators
- Everything online and free, with information updated regularly
- Candidates agree with assessment
- International database of courses

Sustainable Bridging Programs

Topic summary:

How can we keep supports and bridging programs sustainable for internationally educated professionals?

What are some of the stumbling blocks you experience around this issue?

- Difficulty in identifying gaps to build the appropriate bridging program
- Regulators and professions are small — difficult to support and develop bridges
- Many players and interests; lack of definition of bridging
- Measuring outcomes with small numbers
- Keeping up with changes in profession
- Need for evaluation and sharing of results
- Timing and delivery in coordination with assessment and exam steps — very hard for small volume, small occupation
- Need for delivery sites and self-sustaining programs (Ontario experience for medical graduates has two courses — no home in established institutions)
- Funding beyond pilot — government and cost-recovered models
- Once developed, what delivery systems work over time?
- Offering bilingual programs
- Creeping credentialism

What are the most difficult challenges you are facing around this issue?

- Sharing best practices and internship opportunities
- Where is the place for bridging programs in the education system (flexibility of admission in universities and colleges)?
- Programming for small volumes, small professions and small, jurisdictions
- Locating ongoing programs in appropriate delivery settings with sustainable support for growth
- Setting educational standards (including bridging) with various provinces

Describe the preferred state

- All regulators having common or harmonized frame for evaluating competencies and develop bridging based on that
- A common model that does a cross-analysis of gaps and regulator needs
- Approaches across families of occupations (cross-discipline) including cultural aspects of practice
- Innovative approaches to funding (development and ongoing delivery): identify where bridging programs fit and who is best positioned among stakeholders to deliver on an ongoing basis

Additional topics of interest

The following topics were identified by participants but were not discussed in the workshops:

- **The voices of international professionals**
Is anyone encouraging and gathering feedback from internationally trained professionals regarding credential recognition? How is the process working for them?
- **Awareness of trade agreement between Canada and the European Union**
Are we familiar with the free trade agreement between Canada and Europe and its potential impact on some of these professions? The agreement will include a chapter on professional recognition.
- **Fairness of the process of accepting immigrants while restricting access to Canadians trained for the profession**
How do we deal with the fact that some people trained in Canada are seeing internationally trained candidates accepted before or instead of them?
- **Pressure from employers and the public**
How do we deal with pressure from employers and the public for more professionals to be accredited? There is a perception that regulatory bodies are being too rigorous, resulting in less access to those professions (and, therefore, less access to those services).
- **Need for change in provincial jurisdictional structures to facilitate the mobility of internationally educated professionals wanting to move across Canada**
Canada has a successful mutual recognition agreement, but the individual jurisdictions are challenged in changing their regulations, bylaws and policies. Structural changes are needed to facilitate labour mobility.
- **Process equity**
How can standards and norms be made clear so that people understand and apply them correctly, with less risk of legal issues?

BEST PRACTICE CAFÉS

Organizations presented 11 best practices at individual “café tables” where people learned more about each best practice and considered how they could implement it in their own jurisdiction or profession. The sessions were repeated several times so that participants had the opportunity to circulate to multiple tables and learn about different best practices.

Best Practice Presentations

1. Using research to bridge the identified gaps in the competency of internationally educated medical radiation technologists (IEMRTs) and help their transition to the Canadian workplace

Canadian Association of Medical Radiation Technologists (CAMRT)

CAMRT did research to address the poor pass rates of internationally educated MRTs on the association’s national entry to practice certification exam (a competency-based exam). The association analyzed the data and designed three exam preparation courses to upgrade the competencies of medical radiation technologists. The next step will be to evaluate and improve the courses based on feedback.

2. The Occupational Therapy Examination and Practice Preparation (OTEpp) Project for internationally educated occupational therapists

Canadian Association of Occupational Therapists

Canada needs more occupational therapists (OTs) and more cultural diversity within the field. One way of filling these two gaps is to employ internationally educated OTs. Many of them struggle to find workplace success in Canada, and they have differing needs. The Canadian Association of Occupational Therapists offers a set of learning modules to support internationally educated OTs.

3. Transitioning into Professional Practice Program

College of Physiotherapists of Ontario

New graduates have spent years learning the practice of their profession but generally do not know much about its regulation, accountabilities and standards of practice. The College of Physiotherapists of Ontario developed a program to provide additional supports to those who are new to practice as they learn about these aspects of professionalism.

4. Bridge to Licensed Practical Nurse (LPN) for Internationally Educated Health Professionals (IEHPs)

Nova Scotia Community College (NSCC)

The Nova Scotia Community College developed and delivers an educational bridge that would recognize the experience and skills of internationally educated health professionals (IEHP) and allow them advanced standing in the Practical Nurse program at NSCC. The college has graduated 10 IEHPs who are now LPNs. The main elements of this bridge program are transferable to other health care programs at NSCC.

5. Assisting applicants and authenticating documents

Ontario College of Teachers

The Ontario College of Teachers deals with about 1,000 documents a day from institutions in over 100 jurisdictions. The college has various practices to assist applicants in obtaining documents and in confirming the authenticity of documents.

6. Internationally educated and seeking a license: what can a regulator do?

Ontario College of Teachers

The Ontario College of Teachers deals with thousands of internationally educated candidates each year. The college has developed initiatives to give direct support to internationally educated teachers and maintain a strong base of knowledge within the organization to assist staff in working with these applicants.

7. Training credential assessors

Ontario College of Teachers

The Ontario College of Teachers evaluates over 7,000 applicants per year from approximately 100 countries. The college uses a number of strategies to train credential assessors. Assessors must have the knowledge and skills needed to navigate in an ever-changing regulatory landscape. The training helps to ensure that candidates receive fair and accurate recognition of their credentials.

8. Quality assurance: from theory to practice

Ontario College of Teachers

It is important for regulators to demonstrate that they can assess international credentials accurately and fairly, and in a timely manner. The Ontario College of Teachers has developed methods of quality assurance to ensure that its assessments meet this standard.

9. Using research to set transparent, objective, impartial and fair language proficiency standards

The Canadian Society for Medical Laboratory Science (CSMLS)

CSMLS has done innovative research on profession-specific language requirements. This research provides evidence to support its prior learning assessment policies, showing that its language proficiency standards are objective, fair and appropriate.

10. A single tool for applicants and assessors

Ontario Professional Foresters Association

In Canada, professional foresters require a “license” in several provinces and restricted use of title in others. To improve consistency, efficiency and effectiveness in evaluating competency-based standards, Canadian regulators have developed a single tool that both applicants and assessors can use to measure competency using performance indicators.

11. Pan-Canadian quality standards in international academic credential evaluations project

Canadian Information Centre for International Credentials (CICIC)

Over 2,500 fake academic institutions have been identified globally, with over 2,500 more under investigation. It is important to validate the authenticity of academic credentials and obtain a comparison to Canadian standards before undertaking the licensing process. HRSDC has supported the creation of a terminology guide, the development of a Pan-Canadian Quality Assurance Framework for academic credential advisors, a competency profile and online education program for credential assessors, and online country profiles.

Key Best Practices and Implementation

Credential Assessment	
What processes, resources, tools and training help to ensure accurate, efficient credential assessment?	
Best practice	Steps to implementation
Process	
Have a process for evaluating the authenticity of documents	Use templates for letters adapted from the Ontario College of Teachers for assisting applicants and authenticating documents
Use alternate modes of confirming an applicant’s credentials (i.e. contacting academic institutions)	Research education systems/resources in other countries. Visit website of Ontario College of Teachers for ideas
Confirm with ministries of education or embassies in other countries that it is difficult to obtain documents from certain institutions	
Translate the letter of request into the language of work for that institution (this helps applicants obtain documents from the country of origin)	Investigate the feasibility of developing a template/request letter that could be translated (depending on resources)
Verify all documents submitted for authentication	<ul style="list-style-type: none"> As an evaluator on a national level, do closer review of documents submitted Create a program to review a percentage of documents submitted to the national office after local verification has been done
Resources and tools	
Have tools for authenticating documents	Use new tools and resources to verify the authenticity of universities, plan on using these resources in the future as an employer
List resources for document authentication to assist in document review	Draw from the list of resources to improve document review process
Have resources for identifying fake documentation and obtaining more country-specific information — including a country-specific resource and precedence centre	Obtain additional resources to do more of this work and develop resource and precedence centre by country
Skills and training	
Use skilled credential assessors to ensure validity of credentials	Use skilled assessors to assess foreign credentials
Provide training for credential evaluators that includes several methodologies	<ul style="list-style-type: none"> Discuss with current credential evaluators Ask assistance of Ontario College of Teachers in providing training to evaluators Establish work plan for new evaluation format Create benchmarks for evaluators Establish quality assurance “markers” to evaluate new processes

Evaluation Process	
What methods and processes can optimize the evaluation process?	
Best practice	Steps to implementation
Evaluation method and process	
Move to competency-based evaluation	Assist in building consensus within the profession for a competency-based evaluation system
Ensure equivalence of evaluations	<ul style="list-style-type: none"> • Create evaluation teams that focus on equivalencies • Set up an additional evaluation committee
Use an internal personnel expert to study the files of foreign candidates, instead of processing files through a committee of 10 outside people	Set up a “wise men/women” committee to develop tools at a higher level
Language testing	
Optimize language testing methodologies	Reconsider approach to language/fluency testing
Link other language tests to CLB levels (Canadian Society for Medical Laboratory Science)	Use more than one language test , but ensure the same standard has been met
Training for evaluators	
Train evaluators	Organize an information session on equivalence for future evaluators
Develop a training program on how to assess prior learning	Take advantage of this resource to implement new processes

Support for International Applicants

How can regulatory organizations assist international applicants by sharing information, improving communication and offering tools to help them self-evaluate and prepare for testing?

Best practice	Steps to implementation
Information and communication	
Use information technology to facilitate the process and prepare applicants for professional challenges	Review whether the information available is current, accurate and useful
Design a pre-application process that connects students — domestic and international — to the college and the regulatory process (coordinate between regulatory boards and national examining body)	Raise this possibility with regulatory boards and examining body
Provide better support to internationally educated professionals during the registration process (i.e. information sessions)	Develop a program to provide support on the registration process to IEPs through information sessions
Hold information sessions with potential applicants — international or Canadian	<ul style="list-style-type: none"> • Determine best media and/or location for sessions • Set regular schedule for sessions
Tools to assist international candidates	
Recognize that candidate preparation in competency-based exams can vary widely — many candidates do not have the background to present their knowledge and skill effectively	Develop tools to help prepare candidates for competency-based exam and skills testing
Develop methods for competency-based self-evaluation	Share all the ideas with colleagues in profession as work progresses to harmonize requirements

Quality Assurance and National Standards	
What improvements would optimize the application process? How can professional-level national standards facilitate labour mobility?	
Best practice	Steps to implementation
Application process	
Tighten up the application process — reviewing documents, keeping envelopes, checking stamps, addresses, seal markings, etc.	<ul style="list-style-type: none"> • Outline the process in writing and explain why it is important • Set up a quality assurance “review” committee • Implement bi-weekly training sessions, rotating roles and quality assurance checks
Research	
Review information and data to determine what areas of licensing internationally educated professionals are struggling with	Explore similar work and review in all professions, identifying potential solutions with stakeholders
National standards	
Develop national standards that support labour mobility within the profession (an umbrella organization, Engineers Canada, has developed national standards that are ideal for labour mobility across all provinces and territories)	Develop standards for different professions

Transition into Professional Practice	
What mentorship and integration programs and communication tools can help new registrants make the transition into professional practice in Canada?	
Best practice	Steps to implementation
Transitioning into Professional Practice Program (College of Physiotherapists of Ontario)	
Program description: <ul style="list-style-type: none"> • A simple, innovative program to build positive relationships with new registrants, including international registrants • Includes information packages for new registrants (students/new graduates and internationally educated professionals) • This program could have significant impact on socialization into the profession and accountability for one's own practice 	<ul style="list-style-type: none"> • Review and replicate the Transitioning into Professional Practice Program for other professions and jurisdictions
	<ul style="list-style-type: none"> • Advocate to the governing executive of one's college/organization to adopt a similar program
	<ul style="list-style-type: none"> • Implement the program step-by-step as applicable to the profession
	<ul style="list-style-type: none"> • Review (with staff) what is done now and how it could be packaged differently for applicants
	<ul style="list-style-type: none"> • Find a way to share information on this program, while publicly acknowledging the intellectual property
Mentorship and integration	
Establish a mentorship program , including information for both the mentor and the mentee on what mentorship is, the responsibilities of the mentor and expectations for the mentee	<ul style="list-style-type: none"> • Do research into mentorship programs and what is currently available • Speak to international candidates about what they would like to have included in the program
Facilitate and enhance transition to professional practice	<ul style="list-style-type: none"> • Schedule teleconference/web session • Develop and implement action plan • Evaluate/adjust
Organize an integration process for new professionals	Use the same integration process already developed (with permission from the original organization)
Information and communication	
Prepare an information document on the regulator for candidates entering the profession	Create a welcome package from the organization for applicants
Develop handbook on transitioning to practice	Add the development of a handbook on transitioning to practice to work plan immediately
Develop methods for informing members about the role and mission of the regulator , starting during the training years (a good step to help prevent future disciplinary action)	<ul style="list-style-type: none"> • Develop a strategy and identify the different phases • Identify messages to transmit to students about regulatory role • Develop communication tools (e.g. newsletters) and a welcoming manual • Translate into plain language the implications of the code of ethics for practitioners, with examples of what to do and what not to do

Bridging Programs	
What programs, resources and information can help to address gaps in competency among internationally educated professionals?	
Best practice	Steps to implementation
Research and program development	
Identify gaps in the competency of internationally educated professionals and identify resources to address the gaps that will help IEPs make the transition to the Canadian workplace	<ul style="list-style-type: none"> • Identify common gaps • Work with partners to identify/develop programs/offerings that IEPs can access
Learn from professions facing similar challenges in planning and accessing bridging options: some of the programs in other provinces and professions have developed creative and innovative ways to access bridge education within existing structures	Share and bring forward these innovations in conversations with educational providers
Clarify whether it is possible to legally mandate bridging education	Do research to determine if this could be perceived as a barrier
Organize resources and services for internationally educated professionals who do not complete a bridging program	Establish a resource group to identify needs and opportunities and create resources
Information and communication	
Define “Canadian cultural values” in bridging programs (ON, SK, MB) (e.g. Nova Scotia approach to cultural competence in primary health care)	Provide country-specific information for international applicants on website

CONCLUSION

At the conclusion of the meeting, participants were invited to consider the following question:

What are the key messages around what we have learned and accomplished at this Forum that we propose to share with our various audiences?

The following key messages were identified:

- As peers across different professions, **we all have the same issues**. It is enlightening to speak with knowledgeable people who present a **different perspective**.
- There is a lot of **power in collaboration**. Regulators should explore opportunities to work together or work with the International Qualifications Network. **Information could be posted on the International Qualifications Network website** to facilitate sharing across professions and sectors.
- It is useful and important to **look beyond one's own profession or sector**.
- Credentials are not always what they appear to be. **The size of a profession can vary among provinces and territories**. A smaller college with just 400 members may not be able to support a program that would be feasible for one with 4,000 members.
- If regulating organizations **worked together across Canada**, they could obtain HRSDC funding. This would help address the issue of being under-resourced.
- Work still needs to be done to **reconcile jurisdictional differences** in the assessment of qualifications.
- Those who attend these forums are those who choose to grapple with the many challenges of this issue — a “coalition of the willing.” The next step should involve **inter-professional forums where every regulatory board from each jurisdiction is in the room**. Even when there is strong majority support within a profession, there are always some holdouts. That will not change until those holdouts are at the table with government and other professions.
- **Information technology** offers a good way to come together.
- The way this meeting was set up allowed for the **dialogue** that needed to happen.

Conference Program



Canadian Network of National Associations of Regulators
Réseau canadien des associations nationales d'organismes de réglementation

CNNAR Conference 2010: Focus on Qualification Assessment & Recognition

November 1 – 3, 2010
Le Meridien King Edward Hotel, Toronto, Ontario



Conference Program

CNNAR CONFERENCE 2010

Focus on Qualification Assessment & Recognition

Dear Colleagues,

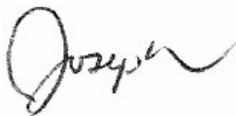
The Canadian Network of National Associations of Regulators (CNNAR) invites you to join regulatory professionals from across the country on November 1, 2, & 3, 2010 at Le Meridien King Edward Hotel in Toronto for the 2010 CNNAR National Conference: Focus on Qualification Assessment & Recognition.

This conference will provide attendees with an occasion to discuss challenges in the current regulatory environment and share ideas and practices. Delegates will include CNNAR members, CNNAR members' members (i.e. provincial and territorial regulatory authorities), federal/provincial/territorial government representatives and anyone with an interest in regulatory issues.

In addition to our conference plenaries and workshops, this year's conference includes a professionally facilitated forum on Day 2. This forum is sponsored by Human Resources Skills Development Canada (HRSDC) and will enable delegates to explore the issues and share perspectives and promising practices related to interprovincial/territorial mobility and qualification assessment and recognition. These practices will be captured in a professional publication that will be made available to all conference attendees and CNNAR members. We extend our appreciation to HRSDC for its partnership and support.

Through both the formal program and social events, the 2010 conference offers you a unique opportunity to share your viewpoints, learn from regulatory experts and help CNNAR fulfill its mandate to support the self-regulation of professionals and occupations.

We look forward to connecting with you in Toronto this November!



Joseph Vibert
Chair, CNNAR

Agenda at a Glance



Monday, November 1st, 2010	
1:00pm <i>Vanity Fair Foyer</i>	Registration Opens
3:00 – 3:10pm <i>Vanity Fair Ballroom</i>	Opening Remarks - Joseph Vibert, Chair of CNNAR
3:10 – 3:50pm	Foreign Qualification and Recognition Working Group and Citizenship and Immigration Canada's IQ Network - Bev Davis, Chloë Shniffer and Alexandra Normandin
3:50 – 5:10pm	Keynote Address: Naomi Alboim, Vice-chair, Queen's University School of Policy Studies Policy Forum
5:10 – 7:00pm <i>Vanity Fair Foyer/Palm Court</i>	Welcome Reception
Tuesday, November 2nd, 2010	
7:00 – 8:30am <i>Vanity Fair Foyer</i>	Registration Open and Breakfast
8:30 – 8:40am <i>Vanity Fair Ballroom</i>	Opening Remarks - Joseph Vibert, Chair of CNNAR
8:40 – 10:00am	Forum on Qualification Assessment & Recognition and Labour Mobility: Scoping the Issue
10:00 – 10:30am <i>Vanity Fair Foyer</i>	Energy Break
10:30 – 12:00pm	Forum cont'd: Sharing Best Practices
12:00 – 12:45pm <i>Vanity Fair Foyer/Palm Court</i>	Lunch
12:45 – 1:15pm	Labour Mobility: Implementing AIT - Vincent Athey
1:15 – 3:00pm	Forum cont'd: Sharing Best Practices
3:00 – 3:30pm Vanity Fair Foyer	Energy Break
3:30 – 4:30pm	Forum cont'd: Closing the Gaps

Conference Program



Monday, November 1st, 2010

<p>1:00pm <i>Vanity Fair Foyer</i></p>	<p>Registration Opens</p>
<p>3:00 - 3:10pm Opening Remarks Joseph Vibert Chair of CNNAR</p> <p>3:10 - 3:50pm FQRWG & CIC Bev Davis, Chloë Shniffer and CIC representative <i>Vanity Fair Ballroom</i></p>	<p>Foreign Qualification and Recognition Working Group Bev Davis (HRSDC) and Chloë Shniffer (Government of Ontario), of the F/P/T Working Group on Foreign Qualification Recognition will provide an update on the implementation of the Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications.</p> <p>International Qualification Network - CIC Citizenship and Immigration Canada will share information on the International Qualification Network – a one-stop information site for stakeholders to share best practices and lessons learned on foreign credential and recognition initiatives and processes.</p>
<p>3:50 - 5:10pm Keynote Address Naomi Alboim Fellow and Adjunct Professor School of Policy Studies Queen’s University</p> <p><i>Vanity Fair Ballroom</i></p>	<p>Keynote Address</p> <p>Naomi Alboim, Fellow and Adjunct Professor, School of Policy Studies, Queen's University</p> <p>About the Speaker: Naomi Alboim is currently a fellow and adjunct professor at the School of Policy Studies at Queen's University, and is an active public policy consultant. Naomi has worked at senior levels in the federal and Ontario provincial governments for twenty-five years, including eight years as deputy minister in three different portfolios.</p> <p>Her areas of responsibility have included human rights; equity; immigration; labour market training; workplace practices; culture, sports and recreation; women's, seniors', disability and aboriginal issues.</p>
<p>5:10 - 7:00pm <i>Vanity Fair Foyer/Palm Court</i></p>	<p>Welcome Reception Kick off the 2010 CNNAR Conference by connecting with your colleagues from across the country.</p>

Conference Program



Tuesday, November 2nd, 2010

Forum on Qualification Assessment & Recognition and Labour Mobility

The Program for Day 1 and 2 of the Conference is funded by the Government of Canada's Interprovincial Labour Mobility Initiative

<p>7:00 – 8:30am <i>Vanity Fair Foyer</i></p>	<p>Breakfast available</p>
<p>8:30 - 9:00am Forum Objectives Joseph Vibert, Chair of CNNAR</p> <p>Ministerial Address Ed Komarnicki, MP Souris-Moose Mountain, Saskatchewan</p> <p><i>Vanity Fair Ballroom</i></p>	<p>The 2010 Forum is generously sponsored by the Government of Canada's Interprovincial Labour Mobility Initiative. The objectives for the Forum are:</p> <ul style="list-style-type: none"> • To obtain a pan-Canadian perspective on the remaining issues and challenges to implementing the pan-Canadian framework for the assessment and recognition of foreign qualifications; • To identify best practices in qualification assessment and recognition and labour mobility; • To share ideas on approaches to implementing best practices. <p>The Honourable Ed Komarnicki is the Member of Parliament for the riding of Souris-Moose Mountain, Saskatchewan and is currently serving as Parliamentary Secretary to the Minister of Human Resources and Skills Development and to the Minister of Labour and has also served as Parliamentary Secretary to the Minister of Citizenship and Immigration.</p>
<p>9:00 – 10:00am Forum on Qualification Assessment & Recognition and Labour Mobility: Scoping the Outstanding Issues</p> <p>Facilitators: Tony Nash Sylvie Lapointe John Butcher</p> <p><i>Vanity Fair Ballroom</i></p>	<p>Scoping the Outstanding Issues</p> <p>Purpose: To determine the remaining issues and challenges facing regulatory bodies with respect to Foreign Credential Recognition and Inter-jurisdictional Labour Mobility.</p> <p>Process: Open Space forum where participants will identify issues and challenges.</p>
<p>10:00 to 10:30am <i>Vanity Fair Foyer</i></p>	<p>Energy Break</p>
<p>10:30am – 12:00pm Forum cont'd: Identifying Best Practices</p> <p>Facilitators: Tony Nash Sylvie Lapointe John Butcher</p> <p><i>Vanity Fair Ballroom</i></p>	<p>Identifying Best Practices</p> <p>Purpose: To share experiences around specific issues, determine most difficult challenges, and describe 'ideal' preferred state.</p> <p>Process: Participants will self-select into three x 30 minute dialogue sessions around a chosen issue or challenge identified in the Open Space forum. Each discussion group will complete a template for posting on a 'news' wall.</p>



Tuesday, November 2nd, 2010 (continued)

<p>12:00 - 12:45pm Vanity Fair Foyer/Palm Court</p>	<p>Lunch</p>
<p>12:45 - 1:15pm</p> <p>Labour Mobility: Implementing the AIT Vincent Athey, Labour Mobility Coordinating Group Forum Of Labour Market Ministers</p> <p>Vanity Fair Ballroom</p>	<p>In August, 2009 all jurisdictions ratified amendments to Chapter 7 (Labour Mobility) of the Agreement on Internal Trade designed to strengthen labour mobility rights for all Canadians. This presentation will provide a brief outline of the Labour Mobility obligations and implementation processes of the Agreement on Internal Trade with a focus on best practices for dealing with inter-jurisdictional differences in occupational standards.</p> <p>About the Speaker: Vincent Athey brings a wealth of experience to any discussion on Labour Mobility. He is an expert at designing strategic workforce management initiatives with a global, long-term perspective. As a facilitator and mediator experienced in working with stakeholder groups, he has been instrumental in forging lasting partnerships between industry, government and regulatory authorities. Mr. Athey is currently the Senior Manager of Labour Mobility for Alberta Employment and Immigration responsible for implementation of the Labour Mobility elements of the Agreement on Internal Trade and the New West Partnership Trade Agreement.</p>
<p>1:15 – 3:00pm</p> <p>Forum cont'd: Best Practices Café</p> <p>Facilitators: Tony Nash Sylvie Lapointe John Butcher</p> <p>Vanity Fair Ballroom</p>	<p>Best Practices Café</p> <p>Purpose: To hear and understand a variety of best practices and determine how best to implement them in specific jurisdictions and/or professions.</p> <p>Process: Presenters of best practices, who have been identified in advance of the meeting, will briefly describe their challenge and best practice in an 'infomercial' format. Participants will listen and select which 'push' cafés they would like to attend. Once completed, the 'presenters' will be positioned around the room at their own tables where, for 15 - 20 minute sessions, they will speak to their best practice, answer questions and enable participants to complete their own templates as to how they intend to implement the best practice in their own jurisdiction/profession (the 'pull'). There will be five consecutive sessions providing the opportunity for participants to select and attend five different cafés. The final 30 minutes will be spent in a plenary where participants will share how they intend to use the best practice to address their own issue or challenge.</p>
<p>3:00 - 3:30pm Vanity Fair Foyer</p>	<p>Energy Break</p>
<p>3:30 – 4:00pm Forum cont'd: Next Steps Facilitators: Tony Nash Sylvie Lapointe John Butcher</p> <p>Vanity Fair Ballroom</p>	<p>Next Steps</p> <p>Purpose: To identify follow-up actions from the Forum.</p> <p>Process: The Group will now determine what needs to be done for regulatory bodies to work their way through the final implementation of the Framework. Participants will work initially in table groups, then report back to plenary.</p>
<p>4:00 – 4:30pm Forum cont'd: Key Messages Evaluation Closing Remarks Vanity Fair Ballroom</p>	<p>Key Messages, Evaluation and Closing Remarks</p> <p>Purpose: To summarize the common themes and outputs of the Forum.</p> <p>Process: The Group will now determine what the key messages are around what was learned and accomplished at the Forum that can be shared across the participants' various audiences.</p>

Best Practice Café Descriptions

	Title	Organization
1	Using research to bridge the identified gaps in the competency of internationally educated medical radiation technologists (IEMRTs) and help their transition to the Canadian workplace	Canadian Association of Medical Radiation Technologists Giulia Nastase, Project Manager
2	The Occupational Therapy Examination and Practice Preparation (OTepp) Project for internationally educated occupational therapists	Canadian Association of Occupational Therapists Elizabeth Steggle, Project Manager
3	Transitioning into Professional Practice Program	College of Physiotherapists of Ontario Shari Hughes, Associate Registrar, Practice
4	Bridge to Licensed Practical Nurse (LPN) for Internationally Educated Health Professionals (IEHPs)	Nova Scotia Community College Kelly McKnight, Projects Director
5	Assisting Applicants and Authenticating Documents	Ontario College of Teachers Iona Mitchell, Manager of Membership Records
6	Internationally Educated and Seeking a License...What Can a Regulator Do?	Ontario College of Teachers Stéphanne Horace, Client Services Officer Maryse Francella, Manager of External Relations
7	Training Credential Assessors	Ontario College of Teachers Jennifer Pottinger, Evaluator
8	Quality Assurance: from Theory to Practice	Ontario College of Teachers Michael Salvatori, Registrar
9	Best Practice: Using Research to Set Transparent, Objective, Impartial and Fair Language Proficiency Standards	The Canadian Society for Medical Laboratory Science Tania Toffner, Director, Certification and Prior Learning Assessment
10	A Single Tool for Applicants and Assessors	Ontario Professional Foresters Association Tony Jennings, Registrar
11	Pan-Canadian Quality Standards in International Academic Credential Evaluations Project – a contribution agreement of HRSDC	Canadian Information Centre for International Credentials (CICIC) Yves Beaudin, National Coordinator



Using research to bridge the identified gaps in the competency of internationally educated medical radiation technologists (IEMRTs) and help their transition to the Canadian workplace
Presented by Giulia Nastase, Project Manager

Since 2005, the Canadian Association of Medical Radiation Technologists (CAMRT) carried out a number of interconnected projects to address the challenges and barriers facing IEMRTs in the process of certification for practice in Canada. For one of these projects, the CAMRT conducted research on the results of the national competency-based certification exam; the research looked at the performance of IEMRTs and Canadian-educated MRTs (CEMRTs) for each competency tested.

The research sought to identify competencies that IEMRTs find particularly challenging; to discern any trends regarding areas of weakness and the influence of other factors such as age, gender or country of origin; and based on the findings, to make recommendations for the development and/or enhancement of bridging or other types of preparatory education programs to meet the competency needs of these applicants.

The project team established the data elements required. The data came from three sources:

- individual exam candidate data from the CAMRT database as collected from the exam application form: country of graduation, date of birth, gender, and number of exam attempts
- item-by-item results from three sittings of the same form of the 238-item multiple-choice national competency exam for Radiological Technology
- additional demographic data collected through a survey designed for the research project: education, languages spoken, prior experience as an MRT, additional MRT education in Canada

The final data set comprised demographic data and item-by-item exam results for 547 individuals. The 238 items on the certification exam relate to five competency modules, which are further subdivided into 24 prime competencies as per the national competency profile for Radiological Technology.

IEMRTs from all countries experienced difficulties across the board on the exam. CEMRTs passed significantly more often than IEMRTs (92% vs. 34%), and scored significantly higher than IEMRTs on all competency modules. The report identified the competencies that carry the highest discrepancies between the performance of Canadian-educated MRTs and IEMRTs. The largest percentage difference (14.4%) was on Module A: Imaging Procedures, which is the largest module, with 132 items or 55% of the total exam. The findings strongly suggest that all IEMRTs could benefit from additional theoretical and clinical education prior to attempting the national competency-based certification exam.

Based on these findings, CAMRT submitted a proposal to develop three exam preparation courses to address nine of these competencies. Taken together, these prime competencies comprise 176 exam items (70% of the total exam) related to core competencies for safe and effective practice: imaging techniques, radiation health and safety, and patient care. The courses will be offered for free for a period of three years to IEMRTs as part of a pilot project, and during this period further research will be conducted to evaluate their performance on the national certification exam and workplace competency.

These projects are funded through HRSDC's Foreign Credential Recognition Program. The report is titled "**An Analysis of the Performance of Internationally Educated Medical Radiation Technologists (IEMRTs) on the CAMRT Radiological Technology Certification Examination**" and is posted on the CAMRT website at <http://www.camrt.ca/english/publications/IEMRT/IEMRT-intro.asp>. The research is congruent with the FCRP objectives in that it identified challenges experienced by IEMRTs and developed evidence-based recommendations that can be used by educational institutions to inform, enhance and/or develop bridging and preparatory education to meet the needs of IEMRTS.

The Occupational Therapy Examination and Practice Preparation (OTepp) Project for internationally educated occupational therapists

There is a shortage of occupational therapists in Canada and a need for a more culturally diverse workforce to meet the needs of our multi cultural society. One solution is to employ internationally educated occupational therapists but unfortunately, not all are successful in working in this country. Five university programs across Canada have partnered with the Canadian Association of Occupational Therapists to offer an accessible and consistent educational curriculum to address factors that are known to inhibit the workforce success of occupational therapists educated in other jurisdictions.

Initially an academic curriculum was created to develop new and enhance existing skills and knowledge relevant to occupational therapy practice in Canada. High rates of attrition, however, pointed to the need for greater flexibility of supports in order to meet diverse learning needs and address the significant impact of cultural differences.

Following registration OTepp now conducts an intake interview that helps identify learning needs. Five modules are offered:

- Examination Preparation Module (practice with and discussion of multiple choice questions)
- Core Curriculum Module (foundations of practice, practice context/regulated practice, application of theory, evidence based practice, practicum experiences)
- Mentorship Module (understanding and development of mentor/mentee relationships)
- Work Readiness Module (culturally appropriate résumé writing, job applications, interview practice)
- Transition Counselling Module (understanding and planning career goals that may or may not be in OT)

Most recent participant satisfaction scores range from 8.2 – 9.8 out of 10. Themes of qualitative interviews to date include: gratitude for the program, recognition of personal growth and self realization, increased confidence in Canadian practice, a sense of connection, difficulties with balancing work, family and integration into Canadian practice, anxiety about meeting the requirements of the program and anxiety about the certification examination. Outcomes related to registration and employment are now being tracked and greater emphasis is being placed on the development of employer supports.

OTepp is Funded in part by the Government of Canada's Foreign Credential Recognition Program and by the Government of Ontario.



Transitioning into Professional Practice Program

As part of a regulated and self governing profession, new applicants and registrants to the College have a fundamental responsibility, beyond registration, to familiarize themselves with the standards of practice of the profession and ensure lawful practice in the province of Ontario. This transition can be overwhelming. The College of Physiotherapists of Ontario recognized the importance of building early positive relationships with students and internationally educated applicants as new registrants and developed a Transitioning to Professional Practice Program. This program is one initiative to promote the partnership of the College with the profession to ensure safe, quality, patient centered care.

The purpose of the program is three-fold:

- 1.0 To promote the early interaction of students and applicants with the College.
- 2.0 To provide information and education related to College standards, programs and resources that support professional practice.
- 3.0 To engage new registrants in College initiatives and their accountability as self regulating professionals.

The Program is designed as a phased approach to recognize that transitioning to professional practice is not a one-time event; it is a series of events that occur over time.

There are four phases:

Phase 1: Pre-Registration – This first phase marks the beginning of relationship building with future registrants (physiotherapy students and international candidates) and includes the following elements: presentations, website, modification of processes, and electronic newsletters

Phase 2: Initial Registration – Phase 2 focuses on continuing to build positive College-Physiotherapist relationships by formally welcoming new registrants to the College and into professional practice in Ontario. This phase currently consists of a welcome package that includes the Registrants' Guide (on updatable USB key), a new registrant manual (highlighting College resources and programs), and a magnetic book mark (outlining the Code of Ethics). Additional components (e.g. celebrations to mark this milestone and new registrant information sessions) are being explored.

Phase 3: First Year of Registration – The third phase is focused on continued interactions with new registrants as they progress through their first year of registration. Additional supports are provided via electronic information bulletins that provide a guided introduction to various registrant obligations and assist in understanding the role of the College Vs other professional organizations.

Phase 4: Up to the Third Year of Registration – Phase 4 is the final component of the program introduces the Quality Management peer onsite assessment, and provides additional review of College programs and resources as well as registrant accountability.

Bridge to Licensed Practical Nurse (LPN) for Internationally Educated Health Professionals (IEHPs)

Nova Scotia Community College (NSCC) is the sole provide for Practical Nurse education in Nova Scotia. This two year diploma program is offered at 8 of the 13 campuses across the province, NSCC graduates approximately 250 Practical Nurses annually who are eligible to write the national licensing exam.

Many Internationally Educated Health Professionals (IEHPs) are unable to gain licensure (and therefore employment) in their previous health professions once they have immigrated to Canada. However, their skills and abilities are needed in our health care system. In 2006, NSCC became part of an Atlantic IEHP Initiative funded by Health Canada. Our project was directed at developing and delivering an educational bridge that would recognize an IEHP's previous work and skills and allow them advanced standing in the PN program at NSCC.

Challenges: developing working relationships with immigrant settlement groups, ensuring that the CLPNNS (provincial regulatory body for LPNs) was in agreement, developing individualized prior learning assessments; identifying candidates learning gaps, creating learning modules that recognized their knowledge base, and providing appropriate academic supports to ease their transition into the Practical Nurse (PN) Program.

We also faced the challenge of having a fully subscribed program with an extensive wait list. As the NSCC admissions policy is "first come, first serve" these candidates could not be placed further ahead than others who may have been waiting a year or more for a seat. However, we soon learned that because of their prior knowledge and work ethic, we could move an IEHP into a seat lost to attrition in the first few months of the PN program. High School graduates would not be able to succeed if they entered the program past late September. This ensures that the program operates at full capacity.

We have graduated 10 IEHPs (now LPNs) via the Bridge which is now self sustaining. We also recognize that the main elements of this Bridge are transferable to other health care programs at NSCC i.e. MLT, Pharmacy Technician, OTA/PTA etc.

Kelly McKnight, Projects Director

School of Health & Human Services, NSCC



Assisting Applicants and Authenticating Documents

The Ontario College of Teachers receives approximately 1,000 documents a day from institutions in over 100 different jurisdictions. Applicants sometimes face challenges obtaining originals from institutions. Ensuring authenticity of documents poses a challenge for staff working with high volumes from such a wide range of institutions. At this café, participants will have an opportunity to learn about the services the College provides to applicants to assist them in obtaining documents and the strategies used, once documents arrive, to confirm their authenticity.

Helping applicants obtain documents

- Clear, understandable information about document requirements and where to obtain documents from jurisdictions
- Meetings with applicants
- Research
- Intervention on behalf of applicants

Ensuring document authenticity

- Established document standards
- Established process for managing questionable documents
- Ongoing research about documents from a wide variety of institutions
- Sample documents such as transcripts from various institutions
- Staff training

In addition to reviewing the processes outlined above, at the café, we will also provide a list of electronic and print resources useful in the authentication process, a list of tips for reviewing documents for authenticity and templates of our intervention and authenticity letters.

Iona Mitchell
Manager of Membership Records
Ontario College of Teachers



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Internationally Educated and Seeking a License...What can a Regulator Do?

At this café, participants will have the opportunity to hear about some of the many initiatives the College has undertaken to assist internationally educated teachers (IETs), including:

- ◆ Information and support provided directly to IETs
 - A section of the web site designed specifically for IETs
 - Monthly information sessions for applicants
 - Alternative documentation processes
 - Focus on client service
- ◆ Information for staff to assist them in working with IETs
 - Cross-cultural communication workshops
 - Ongoing professional development
 - Extensive resources
- ◆ Collaboration
 - Liaison with other organizations that work with internationally educated professionals
 - Fair Registration Practices Review carried out to acquire feedback about all aspects of the certification and registration process

Come join us, hear about some of our practices and share yours with us as well.

Maryse Francella, OCT
Manager of External Relations
Ontario College of Teachers

Stéphanne Horace, OCT
Client Services Officer
Ontario College of Teachers



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Training Credential Assessors

The Ontario College of Teachers is the largest regulatory body in Canada. We evaluate over 7,000 applications for registration and qualifications per year from approximately 100 countries. Credential assessors need considerable knowledge and skills to navigate in an ever-changing regulatory landscape, and staff training is critical to ensure that applicants receive a fair, accurate evaluation of their credentials.

Strategies we use for training include:

- Bi-weekly unit professional development sessions
- Mentoring and coaching
- Supervision
- Quality assurance checks
- Resources
- Webinars and conferences
- Role rotation
- Cross-training

Come join us to hear more about what's important for quality training of credential assessors.

Jennifer Pottinger
Evaluator
Ontario College of Teachers

Quality Assurance: from Theory to Practice

The Ontario College of Teachers is the largest regulatory body in Canada. We evaluate over 7,000 applications for registration and qualifications per year from approximately 100 countries. In the context of increasing public scrutiny and expectations, it is a common challenge for regulators to inspire public confidence in their work as fair and relevant. At this Best Practices Café, we will engage in a dialogue and exchange of ideas on this topic as the College shares how its investment in quality assurance has proven to yield strategic and operational benefits.

What is quality assurance?

- It is the systematic monitoring of credential assessments to ensure our standards are met

Why we do it?

- Fulfillment of mandate to regulate in the public interest and inspire public confidence
- Ensure decisions are fair, consistent, impartial and accurate
- Provide timely services

When we do it?

- In principle, quality assurance applies to all our core business activities
- In practice, it is implemented systematically based on the type and complexity of the file, and staff knowledge and experience

Who does it?

- All roles in Evaluation Services Unit have specified responsibilities for quality assurance

How we do it?

- Random approach to quality assurance of less complex files
- Systematic approach to quality assurance of complex files
- Intensive approach to quality assurance of most complex files

Come join us to hear more about our quality assurance practices and share yours as well.

Michael Salvatori, OCT
Registrar
Ontario College of Teachers



Using Research to Set Transparent, Objective, Impartial and Fair Language Proficiency Standards

- *How has your organization decided on an appropriate language proficiency requirement for internationally educated professionals?*
- *Do you know if this standard accurately reflects the demands of your profession?*
- *Could you defend this standard to regulators or a Fairness Commissioner?*

Since 1999, The Canadian Society for Medical Laboratory Science (CSMLS) has offered a national Prior Learning Assessment (credential recognition) process for the medical laboratory technology profession. The CSMLS has conducted research projects (with funding from the Governments of Ontario and Canada) to set, validate and improve our credential recognition policies. As a result, our evidence-based approach to PLA policy has been held as a model to other professions, and is well-respected by government, fairness commissioners, and regulators.

From Research to Practice: Evidence-Based Prior Learning Assessment Policies

Through our research-based approach, CSMLS has been able to:

- Validate that our language proficiency requirement of CLB 8 accurately reflects the demands of the profession and of our certification exam
- Adopt a two-stage language proficiency requirement where clients receive an assessment of their technical skills after reaching a CLB 6 language standard
- Validate additional language tests as proof of language proficiency, including a profession-specific language test
- Establish cut scores for these tests to map them onto the CLB 6 and CLB 8 language benchmark
- Develop a manual for language proficiency standard setting for use by other regulators and professional organizations

High language proficiency standards are often seen as a barrier to access for internationally educated professionals. However, lowering these standards can compromise professional standards and the safety of the public. Through the innovative research we have done into profession-specific language requirements, the CSMLS can demonstrate that our language proficiency standards are objective, fair and set at an appropriate level.

Detailed research reports are available on our website, www.csmls.org/research

A Single Tool for Applicants and Assessors

Professional Forestry is a discipline requiring a “license” in several provinces and restricted use of title in others. (In Ontario: “*The practice of professional forestry is the provision of services in relation to the development, management, conservation and sustainability of forests and urban forests - -*”). The need for the tool derived from two developments:

1. While all our regulatory bodies have had a mutual recognition agreement in place since 2001, the licensed jurisdictions had the right to “check under the hood” – i.e. verify the basis of qualifications for those from jurisdictions with only right to title authority; This became unacceptable under the revised Agreement on Internal Trade (AIT) and implementing statutes, thus increasing the importance of consistent assessments.

2. Standards for knowledge and skill requirements for certification as a “Registered Professional Forester” and for accreditation of University programs were revised after a number of years of work. Previously defined by a list of subjects, the new requirements are 35 “minimum competencies” each with indicators, described in 7 “standards”. A competency-based approach is generally accepted as preferable for professions and trades and in our case is proving effective with accrediting of university programs, how does an international applicant (or a Canadian graduate with an allied science degree “prove competencies?

- Academic courses may go a long way to meeting competencies that are largely knowledge related, but are less effective at ensuring skill and or effective application;
- “Work experience and continuing education activities apply;
- Witnesses” with suitable credentials can attest to observed competencies;
- Documents produced as part of work can show effective application.

In tackling certification assessment of “non-accredited applicants, we realized that consistency and both efficiency and effectiveness would be improved by a central approach. Volunteer assessors from the various provinces form a pool from which assessment panels are drawn.

Applicants must submit a portfolio, and there is a checklist of documents required. As part of the project, the consultant (Gretchen Prystawik R.P.F.) working with us proposed and developed an excel-based tool, refined with input from the project steering committee that serves to encourage:

- realistic self-assessment, minimizing submission of fruitless applications,
- consistent assessments,
- reduced misunderstandings between applicants and the assessment process.

It is, of course, only one element in the portfolio required from such an applicant

On the opposite side of this sheet, a compressed version of the columns with the first two demonstrable competencies and their performance indicators are shown. As an electronic document, areas are expandable. Applicants are expected to use it to self assess whether they have each competence and how they could prove it. The same document is to be submitted with reference to the transcripts, other documents etc. Witnesses are expected to initial each element to which they can attest (There is also a separate witness form to be submitted directly by the witness). Assessors then use the same form to document the assessment.

Since the form is electronic potential immigrants can use it before leaving their home country.

Self Assessment Matrix Assessors' Gap Analysis

Applicant Name:	Date Submitted:	Applicant's Province of Practice:		Assessor's Gap Analysis - for assessors use only (not to be completed by applicants)															
A. Demonstrable Competencies & Related Performance Indicators	B. Course Title & Number & Institution (from transcripts)	C. Line # in CV (experience-based learning, workshops, extension sessions, volunteer activities, membership in professional organizations, etc in Canada and abroad)	D. Other evidence including examples of professional work products	E. Explain how you have met the specified indicators of demonstrable competency, paying particular attention to the language used in the Indicator. Avoid use of acronyms. Remember that assessors may not have experience in your province of practice and may not be familiar with provincial forestry jargon.	F. Signed-off (Initials) by witness(es) personally able to confirm each indicator.	Summative	Deficient	More Info required	Comments - Assessors to make comments here on whether the indicator/demonstrable competency/indicator is adequately addressed.										
										Standard 1 - Tree and Stand Dynamics									
										1. Identify plants and describe their physiology, growth, morphology, autecology, and synecology									
										1a. Identify indicator plants in a regional context.				Description of how your education and experience demonstrate your competency.					
										1b. Describe anatomy, morphology and physiology of plants.									
										1c. Explain the interaction between plants and environment.									
										1d. Describe plant communities.									
										1e. Explain the relationships between and within plant communities.									
										2. Describe current and past tree and stand conditions and the processes that led to them and a realistic possible future conditions.									
										2a. Measure tree attributes of interest (e.g. age, form, size, leaf index).									
2b. Determine tree quality (e.g. health, wood quality, snag potential), visual quality.																			
2c. Explain tree-related resource potential (e.g. habitat, snags, wood fibres).																			
2d. Explain the processes that have influenced the size, health and vigour of the tree.																			
2e. Measure and describe stand species composition, size structure, age and spatial arrangement of plants.																			
2f. Determine stand origin.																			
2g. Recognize the range of values found in a stand.																			
2h. Differ succession and stand dynamics.																			
2i. Describe and analyze the biotic/abiotic agents driving stand dynamics.																			

Pan-Canadian Quality Standards in International Academic Credential Evaluations Project – a contribution agreement of HRSDC

Canadian Information Centre for International Credentials (CICIC)

Did you know that there are approximately 2545 confirmed fake institutions presently active or that have awarded degrees in the world today? There are another 2553 that are under investigation. That is a total of 5098 documented fake institutions offering all types of degrees worldwide including here in Canada.

To that number one should add the numerous fake legitimate diplomas and transcripts of recognized and authorized higher education institutions. They cost more but isn't it nice to get a job with a fake legitimate degree from Harvard, Simon Fraser, York or even U of T and UBC?

Is it important to validate the authenticity of an academic credential and to obtain a comparison to Canadian standards before undertaking the licensing process? YOU BETT!! Do all regulatory bodies undertake that process in house or through a recognized academic credential evaluation service before beginning the licensing requirements?

Come learn more about best practices in evaluating academic credential evaluations. The project has undertaken the preparation of:

- 1) a comprehensive terminology guide
- 2) a Pan-Canadian Quality Assurance Framework for academic credential assessors
- 3) a competency profile of credential assessors
- 4) a bilingual university program to be offered online to professional academic assessors and individuals interested in the profession
- 5) two country profiles that will be offered online in a comprehensive and innovative manner – others will be added in time
- 6) a national workshop of academic credential evaluators: evaluators from all sectors will be invited to participate in a national workshop during the summer of 2011 to take note of the results of the project and to make final comments and suggestions before the final report is published
- 7) a feasibility study to analyze the possibility of sharing databases technologically

Participants

Organization
Accreditation Council for Canadian Physiotherapy Academic Programs
Alberta College of Paramedics
Association of Canadian Community Colleges
Association of Professional Engineers & Geoscientists of Saskatchewan
Association of Professional Engineers & Geoscientists of British Columbia
Association of Registered Nurses of Newfoundland and Labrador
Board of Canadian Registered Safety Professionals
Canadian Alliance of Physiotherapy Regulators
Canadian Alliance of Regulators of Audiology and Speech-Language Pathology
Canadian Association of Medical Radiation Technologists
Canadian Association of Occupational Therapists
Canadian Association of Schools of Nursing
Canadian Chiropractic Examining Board
Canadian Council of Social Work Regulators
Canadian Federation of Chiropractic Regulatory & Educational Accrediting Boards
Canadian Federation of Chiropractic Regulatory and Educational Accrediting Boards
Canadian Information Centre for International Credentials (CICIC)
Canadian Memorial Chiropractic College
Canadian Nurses Association
Canadian Society for Medical Laboratory Science
Centre for Nursing Studies
Certified General Accountants of Ontario
Certified Management Accountants of Ontario
Citizenship and Immigration Canada/FCRO
College and Association of Registered Nurses of Alberta
College of Chiropractors of Ontario
College of Dietitians of Ontario
College of Early Childhood Educators
College of Licensed Practical Nurses of Alberta
College of Licensed Practical Nurses of British Columbia
College of Licensed Practical Nurses of Newfoundland
College of Licensed Practical Nurses of Nova Scotia
College of Medical Laboratory Technologists of Manitoba
College of Nurses of Ontario
College of Occupational Therapists of British Columbia
College of Occupational Therapists of Manitoba
College of Occupational Therapists of Ontario
College of Physicians and Surgeons of Nova Scotia
College of Physicians and Surgeons of Ontario
College of Physiotherapists of Manitoba
College of Physiotherapists of Ontario
College of Registered Nurses of British Columbia
College of Registered Nurses of Manitoba
College of Registered Nurses of Nova Scotia

Organization
College of Registered Psychiatric Nurses of Alberta
College of Registered Psychiatric Nurses of BC
College of Registered Psychiatric Nurses of Manitoba
College of Respiratory Therapists of Ontario
Conseil interprofessionnel du Québec
Department of National Defence
Engineers Canada
Federation of Law Societies of Canada
Forum of Labour Market Ministers
Foxwell Consulting
Geoscientists Canada
Health Professions and Health Services Appeal and Review Boards
Health Professions Appeal and Review Board
Human Resources and Skills Development Canada
Immigration Division, Department of Labour & Immigration
Inspiration Point Consulting
Inter-Connex Consulting Inc
Juravinski Cancer Centre, Hamilton Health Sciences
Medical Council of Canada
Member of Parliament
Ministère de l'Emploi et de la Solidarité sociale, Direction des affaires canadiennes et internationales
Ministry of Citizenship and Immigration
National Association of Pharmacy Regulatory Authorities
National Dental Hygiene Certification Board
Newfoundland and Labrador Psychology Board
Nova Scotia Community College
Nurses Association of New Brunswick
Office des professions du Québec
Ontario College of Pharmacists
Ontario College of Social Workers and Social Service Workers
Ontario College of Teachers
Ontario Ministry of Training, Colleges & Universities
Ontario Professional Foresters Association
Orbitrix
Ordre des acupuncteurs du Québec
Ordre des chiropraticiens du Québec
Ordre des ergothérapeutes du Québec
Ordre des géologues du Québec
Ordre des hygienistes dentaires du Québec
Ordre des infirmières et infirmiers du Québec
Ordre des optométristes du Québec
Ordre des orthophonistes et audiologistes du Québec
Ordre des pharmaciens du Québec
Ordre des technologues en imagerie médicale et en radio-oncologie du Québec
Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec

Organization
Ordre professionnel de la physiothérapie du Québec
PEI Occupational Therapists Registration Board
ProExams
Professional Engineers Ontario
RDS Consulting
Registered Psychiatric Nurses Association of Saskatchewan
Research & Project Management
Saskatchewan College of Pharmacists
Saskatchewan College of Physical Therapists
Saskatchewan Society of Occupational Therapists
School of Policy Studies, Queen's University
Steinecke Maciura LeBlanc
The Atkinson Group Inc.
The Canadian Institute for Health Information
The College of Dietitians of Ontario
The Law Society of Upper Canada
The Northwest Territories Association of Professional Engineers and Geoscientists
The Ontario College of Social Workers and Social Service Workers
U.S. Network for Education Information
World Education Services
Yukon Registered Nurses Association

Current CNNAR Members

Alberta College of Paramedics
Alliance of Canadian Dietetic Regulatory Bodies
Association of Canadian Occupational Therapy Regulatory Organizations
Board of Canadian Registered Safety Professionals
Canadian Alliance of Physiotherapy Regulators
Canadian Association of Medical Radiation Technologists
Canadian Council of Human Resources Associations
Canadian Association of Occupational Therapists
Canadian Council of Land Surveyors
Canadian Council of Social Work Regulators
Canadian Council of Practical Nurse Regulators
Canadian Dental Regulatory Authorities Federation
Canadian Information Centre for International Credentials
Canadian Federation of Chiropractic Regulatory &
Educational Accrediting Boards
Canadian Midwifery Regulators Consortium
Canadian Nurses Association
Canadian Society for Medical Laboratory Science
College of Early Childhood Educators
Canadian Veterinary Medical Association
Conseil Interprofessionnel du Québec
Dietitians of Canada
Engineers Canada
Federation of Law Societies of Canada
Federation of Medical Regulatory Authorities of Canada
National Alliance of Respiratory Therapy Regulatory Bodies
National Association of Canadian Optician Regulators
National Association of Pharmacy Regulatory Authorities (NAPRA)
Registered Psychiatric Nurses of Canada
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