

MANUAL FOR ACCREDITING IMMIGRATION PRACTITIONER PROGRAMS



icccrc
IMMIGRATION CONSULTANTS OF
CANADA REGULATORY COUNCIL
crcic
CONSEIL DE RÉGLEMENTATION DES
CONSULTANTS EN IMMIGRATION DU CANADA

Version: 2016-002

Last Modified: May 13, 2016

Table of Contents

Part I: National Accreditation Standards for Immigration Practitioner Programs

SECTION 1: Purposes of Accrediting Programs..... 5

SECTION 2: Definitions..... 5

SECTION 3: Principles Governing Accreditation..... 6

SECTION 4: Function of the Board of Directors of the Council..... 7

SECTION 5: Accreditation Criteria..... 7

SECTION 6: Accreditation Team..... 7

SECTION 7: Education Providers Requesting Accreditation 8

SECTION 8: Renewal of Accredited Programs..... 8

SECTION 9: Accreditation Term 9

SECTION 10: Program Review Requested by the Council..... 9

SECTION 11: Accreditation Status..... 9

SECTION 12: Accreditation Fees 11

SECTION 13: Obligations of Education Providers Offering Accredited Programs..... 11

SECTION 14: Revocation 11

Part II: National Education Standards

SECTION 1: Introduction 12

SECTION 2: Program Admissions Requirements..... 12

SECTION 3: Program Requirements..... 12

SECTION 4: Distance Education 13

SECTION 5: Instructors 13

SECTION 6: Students 14

SECTION 7: Prior Learning Assessment and Transferring Credits..... 14

SECTION 8: Practicum 14

SECTION 9: Accreditation Fees 15

SECTION 10: Registration Requirements and Student Training Completion Fund..... 15

SECTION 11: Complaints Received by the Council..... 15

SECTION 12: Changes to Curriculum / Program 15

SECTION 13: Operational Changes..... 16

SECTION 14: Maintaining Eligibility for Accreditation 17

SECTION 15: Reporting Requirements..... 17

SECTION 16: Mandatory Categories 17

SECTION 17: Mandatory Categories Competencies 17

SECTION 18: Program Reviews 24

SECTION 19: Audit Site Visit 24

SECTION 20: Audit Checklist 25

Part III: Accreditation Application Process

SECTION 1: Application Requirements 27

SECTION 2: Submitting Accreditation Application..... 27

SECTION 3: Contact Information..... 27

PART I: NATIONAL ACCREDITATION STANDARDS FOR IMMIGRATION PRACTITIONER PROGRAMS**SECTION 1: PURPOSES OF ACCREDITING PROGRAMS**

The purposes of accrediting Immigration Practitioner Programs (IPP) are:

- a. To establish explicit minimum standards for education providers that deliver an Immigration Practitioner Program.
- b. To evaluate individual education providers relative to the minimum standards.
- c. To use the National Education Standards and the evaluation process to support the growth and development of Immigration Practitioner Programs and in doing so support the growth and development of the profession of immigration consulting.
- d. To identify to the public, education providers whose programs meet the accreditation standards.
- e. To develop and maintain partnership between the Council and education providers offering accredited programs for the ongoing improvement of education for immigration consultants.

SECTION 2: DEFINITIONS

In this Standard:

- a. "Accreditation" means a process undertaken by the Council to establish whether or not an Immigration Practitioner Program can meet a particular set of standards of quality in order to undertake or to function as an "accredited IPP" or "accredited program".
- b. "By-law" means the By-law of the Council.
- c. "Council" means the Immigration Consultants of Canada Regulatory Council/Conseil de réglementation des consultants en immigration du Canada.
- d. "Director of Education" means the staff member of the Senior Management Team who is responsible for overseeing the day-to-day operation of the Education Department of the Council and performs duties described herein.
- e. "Immigration Practitioner Program" or "IPP" means a program accredited by the Council and offered by an education provider in Canada. Successful completion of an accredited program is required to be licenced as a Regulated Canadian Immigration Consultant.
- f. "National Education Standards" mean the level of requirements and conditions that an education provider must meet to offer an accredited IPP. The standards are linked to factors important to learning.

SECTION 3: PRINCIPLES GOVERNING ACCREDITATION

- i. The accreditation values of the Council are based on the following:
 - a. Mutual respect
 - b. Fairness
 - c. Openness of communication
 - d. Confidentiality
 - e. Trust
 - f. Transparency
 - g. Accountability
 - h. Integrity
- ii. There is a core minimum knowledge and skill set established in the National Education Standards that is required to practice immigration consulting.
- iii. The IPP offered by education providers will meet or exceed minimum education standards established by the Council.
- iv. The quality and relevance of immigration education will continuously improve.
- v. All IPPs offered by education providers must be accredited by the Council.
- vi. Standards and criteria for evaluating IPP for accreditation are continuously reviewed and updated for approval by the Board of Directors of the Council.
- vii. The process of IPP evaluation produces relevant and useful input to IPPs to stimulate continuous self-improvement.
- viii. The autonomy of individual IPPs offered by education providers across Canada is respected with regard to how the minimum requirements are met.
- ix. Reviews of individual IPPs are conducted by the Accreditation Team of the Council.
- x. The evaluation process is conducted in a fair and transparent manner that ensures confidentiality of the materials reviewed.
- xi. The evaluation process is conducted as efficiently as possible to minimize costs and duplication of work.
- xii. The accreditation system requires ongoing evaluation by the Council in collaboration and partnership with education providers.

SECTION 4: FUNCTION OF THE BOARD OF DIRECTORS OF THE COUNCIL

The Board of Directors of the Council approves all new IPPs.

SECTION 5: ACCREDITATION CRITERIA

- i. All IPPs must be developed based on the National Education Standards.
- ii. The National Education Standards will be reviewed every 5 years, or more frequently if appropriate.

SECTION 6: ACCREDITATION TEAM

- i. The Accreditation Team of the Council is comprised of the following members:
 - a. The Director of Education
 - b. The Registrar
 - c. The Chair of the Practice Management and Education Committee
 - d. The Chair of the Registration and Membership Committee
- ii. The Director of Education chairs the Accreditation Team.
- iii. The roles and responsibilities of the Accreditation Team are to:
 - a. Coordinate and oversee the accreditation review of new and existing IPPs; and
 - b. Recommend to the Practice Management and Education Committee new IPPs to be accredited.
- iv. Members of the Accreditation Team are expected to declare any potential conflict of interest prior to the initiation of the accreditation review process for a program.
- v. The Accreditation Team will appoint a replacement member(s) in the event there is a conflict of interest identified by a member of the Team.
- vi. The Chair of the Accreditation Team will make the final decision on conflict of interest issues.
- vii. Decision-making within the Accreditation Team requires the unanimous approval of all members of the Team.

SECTION 7: EDUCATION PROVIDERS REQUESTING ACCREDITATION

- i. An education provider requesting accreditation of a new IPP must submit a complete application package outlined in Part III (with such supporting documentation as required by the Director of Education, from time to time) to the Director of Education, at least four (4) months before a review is desired.
- ii. The Accreditation Team will review the application using the categories and requirements in Parts II and III and make a decision in a reasonable time as to whether the Accreditation Team will recommend the IPP as eligible for an accreditation approval.
- iii. If the Accreditation Team decides that an IPP is eligible for accreditation approval, the Chair of the Accreditation Team will recommend to the Practice Management and Education Committee that it accepts the recommendation and report of the Accreditation Team.
- iv. If the Practice Management and Education Committee accepts the recommendation and report of the Accreditation Team, the Chair of the Practice Management and Education Committee will present the report to the Board of Directors of the Council requesting the Board of Directors to approve the report and accredit the IPP. The decision as to whether a new IPP is accredited is made by the Board of Directors of the Council and the decision of the Board of Directors of the Council is final.
- v. The Director of Education will inform the education provider of the accreditation of the IPP and will request proof of formal approval from the applicable province or territory.
- vi. If the Accreditation Team decides that it will not recommend an IPP as eligible for accreditation approval, the Chair of the Accreditation Team will issue a letter to the applicant outlining the reasons for the ineligibility (the Ineligibility Letter). Reasons may include, but not be limited to, failure to meet the application requirements, failure to meet the minimum academic quality required in Part III (e.g., course learning objectives/learning outcomes written poorly and are not measureable, course competencies not reflected in the course learning objectives/learning outcomes or course schedule, course learning objectives/learning outcomes not reflected in the course schedule, assignment details do not establish a relationship to course learning objectives/learning outcomes, etc.), or an overall lack of understanding of how to develop an education program.

SECTION 8: RENEWAL OF ACCREDITED PROGRAMS

- i. The Chair of the Accreditation Team will notify the education provider that the accreditation term is coming to an end, six (6) months prior to the date of expiration.
- ii. Within one (1) month of notification by the Accreditation Team, the education provider is to send a request for accreditation review to the Chair of the Accreditation Team or notify the Chair of the Accreditation Team of its intent not to request an accreditation review.

- iii. In the event an education provider does not request an accreditation review within the time period set out in Section 8.ii, the accreditation status of the education provider will be deemed non-accredited at the end of the accreditation term pursuant to Section 11.i.c.
- iv. Accreditation reviews will be completed according to Part II, Sections 18.i and 19.

SECTION 9: ACCREDITATION TERM

- i. The accreditation term for an IPP is five (5) years, unless a review is required as specified in Section 10.
- ii. A schedule of accreditation status and review frequency for all accredited programs is posted on the Council's website.

SECTION 10: PROGRAM REVIEW REQUESTED BY THE COUNCIL

- i. An IPP review may be requested by the Council in the event an education provider achieves a pass rate of less than seventy (70) percent over two consecutive Full Skills Exams.
- ii. The Director of Education will liaise with the Program Director or Coordinator of the education provider and request a partial or full review of the IPP depending on the pass rate.
- iii. The education provider will provide all requested documentation within thirty (30) days of the date of request by the Director of Education.
- iv. A partial review will take no longer than one (1) month to complete after receiving the documentation from the education provider.
- v. A full review may take up to four (4) months to complete after receiving the documentation from the education provider.
- vi. During a full review, the education provider will:
 - a. Inform students of the actions taken by the Council; and
 - b. Post a message in a prominent location on its website clearly visible to readers that says "Program under Review by the Immigration Consultants of Canada Regulatory Council."
- vii. The education provider may continue to offer the IPP until an accreditation status is provided by the Council pursuant to Section 11.

SECTION 11: ACCREDITATION STATUS

- i. An IPP may be given one of the following accreditation status after a program review requested by the Council or after an accreditation review on renewal:

a. Accredited:

The IPP meets the accreditation standards of the Council. Accredited status is granted for a full term of five (5) years.

b. Probationary Accreditation:

The IPP demonstrates deficiencies at the time of the review that compromise its ability to meet the minimum education standards. Probationary accreditation is granted if the Accreditation Team decides that the deficiencies are remediable within a maximum of six (6) months. If the deficiencies are not remediated by the end of the probationary accreditation term, accreditation will be withdrawn and the education provider cannot offer the program.

c. Non-accredited:

A program is designated non-accredited under the following conditions:

1. The Accreditation Team decides that the program does not meet the minimum education standards and that the program's deficiencies are not remediable within six (6) months;
 2. The Accreditation Team decides that a program with probationary accreditation status has been unable to remediate its deficiencies within the designated six (6) month term;
 3. A program's probationary accreditation status has expired without a successful review for accreditation; or
 4. A program does not undergo the accreditation review process provided for in this Manual.
- ii. A student enrolled in a probationary or non-accredited program may be required by the Council to complete supplementary studies in order to fulfill the academic requirements for membership admission to the Council.
 - iii. The Board of Directors of the Council can accredit an IPP to be offered in one or more locations of an education provider.
 - iv. The Council posts accreditation status of all IPPs on its website.
 - v. Every education provider must inform students of the accreditation status of its IPP.
 - vi. For programs that lose their accreditation or do not meet the education standards in an application, the education provider may re-apply for accreditation. An education provider reapplying to have its program accredited must address in detail how the deficiencies identified in a previous accreditation review will be corrected.

SECTION 12: ACCREDITATION FEES

- i. A non-refundable fee of \$1000.00 must be submitted with a new application for program accreditation.
- ii. A non-refundable fee of \$1000.00 must be submitted with an application if an Ineligibility Letter was issued by the Chair of the Accreditation Team.
- iii. A fee of \$1000.00 plus travel, meal and accommodation expenses will be charged for site visits to complete program reviews.

SECTION 13: OBLIGATIONS OF EDUCATION PROVIDERS OFFERING ACCREDITED PROGRAMS

- i. Education providers must post on their website that their Immigration Practitioner Program is accredited by the Council.
- ii. Education providers must acknowledge the Council as the regulatory body for immigration consultants in Canada and provide a link to the Council's website.
- iii. Education providers must include in their IPP current information about the Council and the Council's *By-law, Code of Professional Ethics* and Regulations.
- iv. Education providers must not offer immigration related designations without first obtaining approval in writing from the Council.
- v. Education providers must use the ICCRC approved logo provided by the Council in all relevant communications, including their website.
- vi. Education providers must respond in a timely manner to any inquiries and concerns of the Council.

SECTION 14: REVOCATION

- i. If an education provider fails to comply with any obligation in Section 13, the Director of Education may issue a written notice alleging such non-compliance and requiring such education provider to submit, within 10 days of receipt of such written notice, a written plan of how the education provider will address the non-compliance.
- ii. If an education provider fails to provide a satisfactory written plan within 10 days after receipt of such a written notice from the Director of Education or fails to address the non-compliance described in the written notice within thirty (30) days of the date of receipt of the written notice, then such education provider shall be deemed to be in default and the Director of Education may, at his or her option, revoke the accredited status of the IPP of the education provider.

PART II: NATIONAL EDUCATION STANDARDS

SECTION 1: INTRODUCTION

The Immigration Consultants of Canada Regulatory Council (the Council) is a non-profit organization appointed by the Government of Canada to regulate the immigration consulting profession and safeguard consumer interests in Canada and abroad.

As part of its mandate, the Council accredits Immigration Practitioner Programs (IPPs) across Canada. To this end, the Council has developed National Education Standards to assist education providers in meeting the requirements for accreditation. These standards are intended to ensure that a clear, consistent, national process is adhered to by every education provider administering an IPP.

The terms defined in Section 2 of Part I of this Manual also apply to this Part II.

SECTION 2: PROGRAM ADMISSIONS REQUIREMENTS

Students entering an IPP must meet the following requirements:

- Successful completion of at least two (2) years of post-secondary education or equivalent; or
- A minimum of two (2) years of related work experience or equivalent as set by the education provider; and
- Satisfactory language test score (passing grade of English or French test set by the education provider).

Education providers must inform students enrolled in an IPP, in writing, about the Council's language standards.

SECTION 3: PROGRAM REQUIREMENTS

i. Program Length

The length of an IPP offered by education providers must be a **minimum of 500 instructional hours**. This will enable students to achieve the program competencies and ensure the knowledge and skills necessary for practicing immigration consulting.

ii. Program Design

Education providers must incorporate principles of adult learning in the development and implementation of the IPP. There must be a practical component in all courses to allow students to incorporate the theoretical applications of the profession while developing the practical skills required to become competent industry professionals.

iii. Program Development

The IPP must be developed in a logical sequence allowing for the development of knowledge and skills throughout the student's learning process.

iv. Instructional Strategies

The IPP will incorporate a combination of instructional strategies as applicable to reinforce the principles of adult learning.

SECTION 4: DISTANCE EDUCATION

Where an education provider offers an IPP by distance education, the education provider must ensure that:

- a. Assessment measures are in place for student progress and student achievement, and
- b. Appropriate resources and services are available to support student success.

The education provider must demonstrate to the Council that the content and the length of the IPP are comparable to one that is offered in a classroom.

The IPP must provide for timely and meaningful interaction between students and faculty, and among students.

An education provider must:

- a. Employ instructors who have the qualifications and experience to teach using distance education methods.
- b. Have clear, consistent policies, measures, and procedures to assess faculty effectiveness in delivering the IPP by distance education.
- c. Ensure that the Instructors provide opportunities and means for timely and meaningful interaction with students appropriate to the learning environment.
- d. Ensure that instructors and staff respond in a timely manner to student questions and concerns, both academic and administrative.

SECTION 5: INSTRUCTORS

Instructors should be appropriately qualified (relevant education and related work experience) to teach the subject matter assigned. The education provider will provide the Council with up-to-date curriculum vitae or resumes of all instructors.

Program instructors must have a minimum of forty-eight (48) months of full-time relevant and recent industry experience to teach in the IPP. Exceptions can be made on a case-by-case basis provided that the education provider demonstrates that the instructors are qualified to teach the courses in the IPP.

The education provider will demonstrate to the Council that it has clear, consistent procedures to evaluate instructors' performance. Samples of teaching evaluations must be provided and additional samples should be made available upon request.

Education providers are required to complete and submit [Form 5](#) at the time of applying for accreditation and to report any changes thereafter ([Form 6](#)).

SECTION 6: STUDENTS

The education provider must ensure that the IPP admission requirements and procedures are explicit and that they are aligned with the admission requirements of the Council.

The education provider must have a process in place to inform students of relevant policies and procedures of the department or provider.

The IPP will provide students with an opportunity to anonymously evaluate the overall IPP and instructors. The feedback will be used for continuous improvement of the IPP.

SECTION 7: PRIOR LEARNING ASSESSMENT AND TRANSFERRING CREDITS

The education provider must consider prior learning in its IPP. Except in jurisdictions where not required, a challenge exam will be administered to determine relevant knowledge, skills and attitudes of a student prior to IPP admission.

The education provider must also have a transfer credit policy to allow students to transfer credits from another education provider.

SECTION 8: PRACTICUM

A practicum is not required by the Council to complete an IPP. However, if an education provider is requesting work experience as a requirement to complete the IPP then the education provider must inform the Council.

The education provider must provide its policy regarding work experience and evidence to show that work experience placements are in appropriate facilities, are clearly connected to learning outcomes, and that an acceptable process is in place for joint assessment of the student by the instructor and the employer. In addition, there must be a plan on how to evaluate and monitor students. Students must be supervised and evaluated by the employer and monitored by their instructor / education provider while engaged in productive work where no remuneration is received.

The Council may ask the education provider to report on the effectiveness of including practicum in the IPP. This information may be used to inform the development of a policy on practicum by the Council in the future.

SECTION 9: ACCREDITATION FEES

The accreditation fees are according to Section 12 of the *National Accreditation Standards for Immigration Practitioner Programs*.

SECTION 10: REGISTRATION REQUIREMENTS AND STUDENT TRAINING COMPLETION FUND

Private education providers must comply with all applicable provincial / territorial registration requirements.

Failure to contribute to the student training completion* fund by an education provider may result in a revocation of accreditation status by the Council.

- * May be referred to another term in different provinces. The purpose of this fund is to protect the financial investments made by students who attend a private career college in the event of the sudden closure of that private career college.

SECTION 11: COMPLAINTS RECEIVED BY THE COUNCIL

Students are expected to resolve issues regarding grades and / or academic performance according to the education provider's policies and procedures.

Complaints received by the Council from students, other education providers or the public will be brought to the attention of the Director or Coordinator of the IPP. A course(s) may be audited by the Council based on the type and number of complaints received. The education provider will be informed of the date and time of the audit at least one week in advance.

SECTION 12: CHANGES TO CURRICULUM/PROGRAM

A program change is any modification in the curriculum and learning outcomes of an Immigration Practitioner Program from that which was accredited. A major change occurs when the theoretical foundation of the curriculum changes or more than one third of the program learning outcomes are modified. A minor change is when the flow of learning or revisions to the course learning outcomes alters without impacting the foundation of the curriculum and less than one third of the intent / outcomes are changed.

A major change results in a full review by the Accreditation Team to determine the magnitude of the changes and whether a full accreditation review is required.

Where major changes are not dictated by legislation, the education provider will submit all relevant documents with proposed changes highlighted to the Director of Education.

Changes to the Program Director / Coordinator of an IPP must be communicated promptly by the education provider to the Director of Education.

Education providers must use [Form 6](#) to communicate all major changes including changes to the Program Director / Coordinator to the Council.

SECTION 13: OPERATIONAL CHANGES

A change of ownership is any transaction or combination of transactions that would result in a change of control of an education provider. Control is the ability to direct or cause the direction of the actions of an education provider. The education provider must notify the Director of Education of any change of ownership within five (5) business days of the completion of the transaction(s).

A change of ownership may give rise to a full review of the IPP within the first year of a change of ownership to ensure that the IPP requirements are being met.

Categories included on the Council’s Full Skills Exam are indicated as examinable. Any changes to the list in the future will be communicated to education providers.

MANDATORY CATEGORIES	
1	Introduction to Canadian Immigration Policy (Examinable)
2	Inadmissibility (Examinable)
3	Administrative Law (Examinable)
4	Refugees and Protected Persons (Examinable)
5	Federal Economic Classes (Examinable)
6	Provincial / Territorial Programs (Examinable)
7	Labour Market Impact Assessment (LMIA) (Examinable)
8	Temporary Residents (Examinable)
9	Family Class (Examinable)
10	Citizenship Requirements and Processes (Examinable)
11	Tribunals (Examinable)

12	Humanitarian and Compassionate Applications (Examinable)
13	Research
14	Communication and Writing
15	Ethics and Professional Responsibility (Examinable)
16	Practice Management / Operating a Small Business
17	Basic Bookkeeping
18	Working with Clients / Representing Clients

SECTION 14: MAINTAINING ELIGIBILITY FOR ACCREDITATION

In order to maintain eligibility for accreditation, the education provider must comply on a continuous basis with the minimum requirements of the *National Education Standards* and the *National Accreditation Standards for Immigration Practitioner Programs*.

SECTION 15: REPORTING REQUIREMENTS

By October 1st of each year, education providers are required to provide an Annual [Report Card](#) to the Director of Education.

The education provider will explain any pattern of significant student attrition from the IPP.

SECTION 16: MANDATORY CATEGORIES

For an IPP to be accredited, it must include the following categories and related competencies. The categories can be offered as individual courses or can be combined to inform the development of a number of courses.

SECTION 17: MANDATORY CATEGORIES COMPETENCIES

Category: Introduction to Canadian Immigration Policy (Examinable)	
Competencies:	
1.	Demonstrates an understanding of the constitutional and judicial framework that shapes Canadian Immigration policy.
2.	Demonstrates an ability to explain Canada's judicial system as it applies to immigration.
3.	Demonstrates an understanding of the historical context (e.g., macro world immigration patterns,

- globalization, etc.) that has influenced Canadian immigration policy.
4. Demonstrates an ability to explain the objectives of Canada's immigration law.
 5. Demonstrates an understanding of current Canadian legal terminology applicable to Canadian Immigration Law and other relevant legislation.
 6. Demonstrates an understanding of concepts and grounds of inadmissibility.
 7. Demonstrates an understanding of the federal departments and agencies that have a role in immigration services.
 8. Demonstrates an understanding of the major categories and classes of immigration.
 9. Demonstrates an understanding of policy implementation at the federal and provincial/territorial levels.
 10. Demonstrates an understanding of the sources of research in immigration.

Category: Inadmissibility (Examinable)

Competencies:

11. Demonstrates an understanding of inadmissibility on security grounds.
12. Demonstrates an understanding of inadmissibility on grounds of violating human or international rights.
13. Demonstrates an understanding of inadmissibility on criminal grounds.
14. Demonstrates an understanding of medical inadmissibility.
15. Demonstrates an understanding of other inadmissibility (financial, non-compliance with the *Immigration and Refugee Protection Act*, inadmissible family members).
16. Demonstrates an understanding of misrepresentation.
17. Demonstrates an understanding of temporary residence permits and Temporary Resident Permit holder class for permanent residence.
18. Demonstrates an understanding of applications for criminal rehabilitation.
19. Demonstrates an understanding of detention review procedures.
20. Demonstrates an understanding of the residency requirements for permanent residents.
21. Demonstrates an ability to research, develop and implement a case strategy.
22. Demonstrates an ability to complete application forms relating to inadmissibility under the *Immigration and Refugee Protection Act* and *Immigration and Refugee Protection Regulations*.

Category: Administrative Law (Examinable)

Competencies:

23. Demonstrates an understanding of the principles of administrative law.
24. Demonstrates an understanding of the types of administrative tribunals.
25. Demonstrates an understanding of procedural fairness, natural justice, fundamental justice and the difference and inter-relationship between the three.
26. Demonstrates an understanding of standard of review and relevant case law.
27. Demonstrates an understanding of tribunals and jurisdiction.
28. Demonstrates an understanding of discretion in administrative law.
29. Demonstrates an understanding of burden of proof and standard of proof.
30. Demonstrates an understanding of remedies in administrative law.

Category: Refugees and Protected Persons (Examinable)**Competencies:**

31. Demonstrates an understanding of the history of Refugees in Canada.
32. Demonstrates an understanding of the relevant sections of the *Immigration and Refugee Protection Act, Immigration and Refugee Protection Regulations*, and other relevant documents pertaining to Refugees.
33. Demonstrates an understanding of the Refugee determination system in Canada.
34. Demonstrates an understanding of the Refugee determination system outside of Canada.
35. Demonstrates an understanding of pre-removal risk assessments.
36. Demonstrates an ability to research, develop and implement a case strategy.
37. Demonstrates an ability to complete application forms relating to the different categories of Refugees according to the *Immigration and Refugee Protection Act* and *Immigration and Refugee Protection Regulations*.

Category: Federal Economic Classes (Examinable)**Competencies:**

38. Demonstrates an understanding of the relevant sections of the *Immigration and Refugee Protection Act, Immigration and Refugee Protection Regulations*, and other relevant documents pertaining to Federal Economic Classes.
39. Demonstrates an ability to research, develop and implement a case strategy.
40. Demonstrates an ability to complete application forms relating to the categories of Federal Economic Classes according to the *Immigration and Refugee Protection Act* and *Immigration and Refugee Protection Regulations*.

Category: Provincial/Territorial Programs (Examinable)**Competencies:**

41. Demonstrates an understanding of the relevant sections of the *Immigration and Refugee Protection Act, Immigration and Refugee Protection Regulations*, and related provincial/territorial programs.
42. Demonstrates an ability to research, develop and implement a case strategy.
43. Demonstrates an ability to complete application forms relating to the categories of the provincial/territorial programs according to the *Immigration and Refugee Protection Act* and *Immigration and Refugee Protection Regulations*.

Category: Labour Market Impact Assessments (LMIAs) (Examinable)**Competencies:**

44. Demonstrates an understanding of the relevant sections of the *Immigration and Refugee Protection Act* and *Immigration, Refugee Protection Regulations* and policies of Service Canada pertaining to LMIAs.
45. Demonstrates an understanding of the history of LMIAs in Canada.

46. Demonstrates an understanding of how LMIA relates to the Federal Skilled Worker Program.
47. Demonstrates an understanding of how Service Canada issues assessments and opinions (i.e., LMIA, opinion about genuineness, and opinion about substantially the same).
48. Demonstrates an understanding of employer compliance audits and how this differs from opinion about substantially the same.
49. Demonstrates an understanding of the remedies for refusals in LMIAs.
50. Demonstrates an ability to prepare submissions.
51. Demonstrates an ability to research and apply case law.
52. Demonstrates an ability to research, develop and implement a case strategy.
53. Demonstrates an ability to complete application forms relating to LMIAs according to the Immigration and Refugee Protection Act and Immigration and Refugee Protection Regulations.

Category: Temporary Residents (Examinable)

Competencies:

54. Demonstrates an understanding of the relevant sections of the Immigration and Refugee Protection Act and Immigration and Refugee Protection Regulations pertaining to Temporary Residents.
55. Demonstrates an understanding of the requirements of obtaining a temporary status.
56. Demonstrates an understanding of the different categories in this Class (e.g., workers, students, visitors, live-in-caregivers, super visas, workers not requiring work permits, etc.).
57. Demonstrates an ability, research, develop, and implement a case strategy.
58. Demonstrates an ability to complete application forms relating to Temporary Residents sponsorships according to the type of application and requirements in the Immigration and Refugee Protection Act and Immigration and Refugee Protection Regulations.

Category: Family Class (Examinable)

Competencies:

59. Demonstrates an understanding of the relevant sections of the Immigration and Refugee Protection Act and Immigration and Refugee Protection Regulations pertaining to Family Class.
60. Demonstrates an understanding of the categories under Family Class.
61. Demonstrates an understanding of who can be sponsored in the Family Class.
62. Demonstrates an ability to determine who is eligible to sponsor a member of the Family Class.
63. Demonstrates an understanding of the difference between a "member of the Family Class" and a "family member."
64. Demonstrates an understanding of the difference between a legal and a genuine relationship.
65. Demonstrates an understanding of the requirements to process adopted children.
66. Demonstrates an understanding of in-Canada permanent resident applications.
67. Demonstrates an understanding of processing Family Class dependents abroad.
68. Demonstrates an ability to research, develop and implement a case strategy.
69. Demonstrates an ability to complete application forms relating to Family Class sponsorships and applications according to the type of application and requirements in the Immigration and Refugee Protection Act and Immigration and Refugee Protection Regulations.

Category: Citizenship Requirements and Processes (Examinable)

Competencies:

70. Demonstrates an understanding of citizenship requirements and processes.
71. Demonstrates an ability to define Canadian citizenship.
72. Demonstrates an ability to assess citizenship status (loss and acquisition).
73. Demonstrates an ability to determine eligibility.
74. Demonstrates an ability to determine required documentation to process application.
75. Demonstrates an ability to complete Residency Questionnaires and provide supporting documents.
76. Demonstrates an ability to research, develop, and implement a case strategy.
77. Demonstrates an ability to complete application forms relating to the requirements in the Citizenship Act and the Citizenship Regulations.

Category: Tribunals (Examinable)

Competencies:

78. Demonstrates an understanding of administrative agencies and tribunals processes.
79. Demonstrates an understanding of the Immigration and Refugee Board.
80. Demonstrates an understanding of the difference between tribunals and courts.
81. Demonstrates an understanding of the process of preparing clients and witnesses.
82. Demonstrates an ability to present evidence and testimony.
83. Demonstrates an ability to research, prepare for and conduct cross-examinations.
84. Demonstrates an ability to prepare and deliver oral/written submissions.
85. Demonstrates an ability to prepare and present opening statements, rebuttal and closing arguments.
86. Demonstrates an understanding of appeals and judicial reviews.
87. Demonstrates an ability to research, develop, and implement a case strategy.
88. Demonstrates an ability to complete application forms relating to the requirements in the Immigration and Refugee Protection Act and Immigration and Refugee Protection Regulations.

Category: Humanitarian and Compassionate Applications (Examinable)

Competencies:

89. Demonstrates an understanding of the relevant sections of the Immigration and Refugee Protection Act, Immigration and Refugee Protection Regulations, and other documents pertaining to Humanitarian and Compassionate applications.
90. Demonstrates an ability to determine eligibility for Humanitarian and Compassionate applications.
91. Demonstrates an ability to prepare clients for interview with an immigration officer.
92. Demonstrates an ability to advise clients of alternatives should the application be denied.
93. Demonstrates an ability to research, develop, and implement a case strategy.
94. Demonstrates an ability to complete application forms relating to the requirements in the Immigration and Refugee Protection Act and Immigration and Refugee Protection Regulations.

Category: Research

Competencies:

95. Demonstrates an ability to search relevant immigration-related websites.
96. Demonstrates an ability to assess the reliability and credibility of resources.
97. Demonstrates an ability to employ research methodologies to solve problems.
98. Demonstrates an ability to collect, analyze and organize information.
99. Demonstrates an ability to use Canadian legal terminology.
100. Demonstrates an ability to interpret and apply statutes and regulations.

Category: Communication and Writing

Competencies:

101. Demonstrates an understanding of the impact of verbal and non-verbal communication.
102. Demonstrates an ability to communicate effectively and appropriately with clients, government, and other entities (e.g., non-governmental organizations, employers, etc.).
103. Demonstrates an ability to prepare business documents (e.g., letters, emails, memos, agreements, etc.).
104. Demonstrates an ability to deliver presentations that are well-organized, concise and use appropriate aids.

Category: Ethics and Professional Responsibility (Examinable)

Competencies:

105. Demonstrates an understanding of the permitted scope of practice.
106. Applies the Code of Professional Ethics to given situations.
107. Demonstrates an ability to apply a decision-making process to ethical dilemmas.
108. Demonstrates an understanding of the meaning and implications of the Council's Code of Professional Ethics.

Category: Practice Management/Operating a Small Business

Competencies:

109. Demonstrates an understanding of the duties and tasks required to practice immigration consulting.
110. Demonstrates an understanding of developing a business plan.
111. Demonstrates an understanding of how to establish a business.
112. Demonstrates an ability to identify types of business structures.
113. Demonstrates an ability to identify the structure and elements of a business/marketing plan.
114. Demonstrates an ability to establish/monitor office procedures.
115. Demonstrates an understanding of the legal duties of an employer.
116. Demonstrates an ability to develop a business continuity plan (e.g., in case of an emergency such

- as, fire, flood, influenza pandemic; cessation of practice temporarily or permanently; etc.)
117. Demonstrates an understanding of managing human resources (employees, agents).
 118. Demonstrates an ability to translate legislative requirements into practice.
 119. Demonstrates an ability to open, manage and close client files according to the Council's Client File Management Regulation.
 120. Demonstrates an ability to prepare retainer agreements according to the Council's Retainer Agreement Regulation.
 121. Demonstrates an understanding of the Council's Client Account Regulation.
 122. Demonstrates an understanding of information technology applications and business practices.
 123. Demonstrates an ability to network with peers/others.
 124. Demonstrates an understanding of the rights and obligations of employers and employees.
 125. Participates in relevant case studies.
 126. Demonstrates an ability to market an immigration consulting business in a variety of formats.

Category: Basic Bookkeeping

Competencies:

127. Demonstrates an understanding of basic bookkeeping principles.
128. Demonstrates an understanding of how to calculate federal and provincial sales taxes.

Category: Working with Clients/Representing Clients

Competencies:

129. Demonstrates an ability to screen prospective clients.
130. Demonstrates an ability to collect information from clients to inform the application process.
131. Demonstrates an ability to interview clients.
132. Demonstrates an ability to determine eligibility for the most appropriate programs.
133. Demonstrates an ability to prepare cases.
134. Demonstrates an ability to develop a case strategy, including determination of admissibility.
135. Demonstrates an ability to research and analyze relevant sources and references to complete applications.
136. Demonstrates an ability to manage a case file.
137. Demonstrates an ability to represent clients at tribunals.
138. Demonstrates an understanding of the roles and responsibilities of authorized immigration representatives.
139. Demonstrates an ability to review cases and present immigration options.
140. Demonstrates an ability to review cases and identify required documentation for application.
141. Demonstrates an ability to write narratives/submission letters and complete appropriate applications for immigration options.

SECTION 18: PROGRAM REVIEWS

i. Review of Accreditation

According to Section 9 of the *National Accreditation Standards for Immigration Practitioner Programs*, an IPP is to undergo a review of accreditation every five (5) years which shall include:

- a. Submission of an education provider accreditation report; and
- b. Hosting an on-site accreditation program review team.

ii. New Programs

Newly accredited IPPs are subject to a full review after one (1) year of being accredited by the Council. A full review involves an accreditation review where all of the components of the IPP are assessed.

iii. Partial or Full Review

The Council may request an education provider to undergo a partial or full program review in the event an education provider achieves less than seventy (70) percent over two consecutive Full Skills Exams.

A partial review may involve a site visit or a discussion with the IPP's Director / Coordinator to discuss the areas where students fail to succeed. The review may focus on certain courses and may also involve course audits by the Director of Education.

A full review involves an accreditation review where all of the components of the IPP are assessed. If major deficiencies are found, the accreditation status may change to probationary.

iv. Yearly Course Audits

The Council may request an audit of selected course(s). The selection of course(s) to be audited will be done in consultation with the Program Director / Coordinator at least two (2) weeks before the course(s) is audited.

SECTION 19: AUDIT SITE VISIT

Further to Section 18, an audit site visit may consist of, but is not limited to, the following activities:

1. Meetings with the Program Director / Coordinator
2. Meetings with a representative group of students for an IPP offered in a classroom setting and/or, a questionnaire for an IPP offered by distance education
3. Meetings with Instructor for an IPP offered in a classroom setting and telephone conversations for an IPP offered by distance education
4. Observation of classes in session for an IPP offered in a classroom setting and auditing classes asynchronously for an IPP offered by distance education
5. A tour of the education provider facility

- 6. Review of records, such as samples of student work, evaluation of instructors and the IPP.

SECTION 20: AUDIT CHECKLIST

The following checklist forms the accreditation report that will be reviewed by the accreditation program review team. It must be prepared and presented to the accreditation program review team upon arrival at the education provider facility or upon request for auditing IPPs offered by distance education.

Admissions Requirements	
Copy of program admissions requirements	<input type="checkbox"/>
Program Requirements	
Complete list of courses, including course competencies and course curriculum	<input type="checkbox"/>
Outline of course sequence	<input type="checkbox"/>
Description of procedures for approving course modifications at the school or department	<input type="checkbox"/>
Evidence that the program is designed based on adult learning principles	<input type="checkbox"/>
Evidence of a combination of instructional strategies to demonstrate principles of adult learning	<input type="checkbox"/>
Description of process for regular review and updating of curriculum/curricula	<input type="checkbox"/>
Evidence of adult learning principles integrated in the program	<input type="checkbox"/>
Program Requirements (Distance Education)	
Evidence of assessment measures for student progress and student achievement	<input type="checkbox"/>
Evidence of resources and services available to support student success	<input type="checkbox"/>
Demonstration that instructors have the qualifications and experience to teach distance education	<input type="checkbox"/>
Evidence of training provided by the education provider on distance education	<input type="checkbox"/>
Demonstration that the program is comparable to one offered in the classroom (i.e., 500 instructional hours)	<input type="checkbox"/>
Evidence of policies and procedures to assess faculty effectiveness in delivering the program by distance education	<input type="checkbox"/>

Instructors	
Description of methods of recruiting and evaluating instructors	<input type="checkbox"/>
List of all Instructors including relevant qualifications	<input type="checkbox"/>
Students	
Admissions statistics for the past five years, including number of applications and final enrolment	<input type="checkbox"/>
Attrition rates for the past five years, including reasons for withdrawing from the program	<input type="checkbox"/>
Description of applicant selection procedure	<input type="checkbox"/>
Description and provide documentation about the role of the program in ensuring that students are aware of relevant institution or department policies and procedures	<input type="checkbox"/>
Students evaluation of programs strengths and weaknesses	<input type="checkbox"/>
Evidence of prior leaning assessment and transferring credits policy	<input type="checkbox"/>
Evidence of a challenge exam to determine prior knowledge	<input type="checkbox"/>
Student Training Completion Fund (Private Providers)	
Evidence of contribution to a student training completion fund	<input type="checkbox"/>
Practicum	
Copy of evaluation report on the effectiveness of practicum	<input type="checkbox"/>

PART III: ACCREDITATION APPLICATION PROCESS**SECTION 1: APPLICATION REQUIREMENTS**

The following are required in sequential order when submitting an application for accreditation:

- [Form 1](#) – Complete the Immigration Practitioner Program Accreditation Application.
- A dated cover letter that provides general information about the Program.
- [Form 2](#) – Complete an Individual Course Information Form for each course. Organize courses according to the chronological order offered in the program.
- [Form 3](#) – Indicate the course competencies for each course from the list of mandatory category competencies. Add additional competencies as required.
- [Form 4](#) – Complete a course curriculum for each course.
- [Form 5](#) – Complete the Instructors Chart and include information on all instructors.

SECTION 2: SUBMITTING ACCREDITATION APPLICATION

Submit one hard copy of all the required documents to:

Director of Education
Immigration Consultants of Canada Regulatory Council (ICCRC)
5500 North Service Rd., Suite 1002
Burlington, ON L7L 6W6

SECTION 3: CONTACT INFORMATION

If you have any questions about this process, contact the Education Coordinator at 289-348-0422 or toll-free at 1-877-836-7543. You can also send an email to info@icrc-crcic.ca and enter **IPP Accreditation** in the subject line.

Resources used to inform the development of this document include:

- Canadian Supply Chain Sector Council. (2010). *Canadian Supply Chain Sector Council National Accreditation Program: Standards for Accreditation*. Available On-line: <http://www.supplychaincanada.org/assets/u/CSCSCNAPStandardsforAccreditation.pdf>.
- Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology (CACUP-ASLP). (2005). *Governance, Procedures and Policies Manual*. Available On-line: <http://www.cacup-aslp.ca/PDFs/English/CACUPManualEngl.pdf>.
- Engineers Canada.(2008). *Accreditation Criteria and Procedures 2008*. Available Online: http://www.engineerscanada.ca/e/files/acc_Manual_Accreditation_Procedures.pdf.
- Law Society of Upper Canada.(2011). *Paralegal Education Program Accreditation*. Available On-line: <http://www.lsuc.on.ca/with.aspx?id=2147491238>.
- Minister of Public Works and Government Services Canada. (2003). *Report of the Advisory Committee on Regulating Immigration Consultants*. Ottawa: Author
- National Association of Canadian Opticianry Regulations. (2008). *Education Agency Manual for NACOR Accreditation*. Available On-Line: http://www.nacor.ca/PDF/National_Accreditation_Manual.pdf.
- Private Career Training Institutions Agency of British Columbia. (2012). *Private Career Training Institutions Agency ByLaws*. Available On-line: <http://www.pctia.bc.ca/pdfs/PCTIA%20Bylaws%20May%2025%202012.pdf>.
- The Canadian Council for Accreditation of Pharmacy Programs. (2012). *Standards for Accreditation of Pharmacy Technician Programs in Canada 2012*. Available On-line: http://www.ccapp-accredit.ca/obtaining_accreditation/technician/standards/Technician%20Stds%202012.pdf.