

About Us

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Where Are We?

Milestones in Digital and Electronic Docs

30 years ago: SPEEDE Server
1998 PESC College Transcript EDI
2007 RS3G
2010-2014 EAIE DSDP Task Force
2011 European Learner Mobility (ELMO)
2011 Dutch Diploma Registry
2012 Groningen Declaration Network
2012 Open Badges
2015 EMREX Project
2015 Erasmus Without Papers
2016 Blockcerts
2017 Melbourne Symposium
2017 Opencerts
2018 CIMEA Diplome
2019 Comprehensive Learner Record
2020 Europass
2021 ARUCC National Exchange Network

Document security

Photocopy

Primary
original

Document in
a sealed
envelope,
sent from the
issuing
institution

Verified
document

Document
sent or
retrieved
electronically

Sources...

- Schools /
Boards
- Ministries
- Repositories
- 3rd Party
Vendors

Delivery...

- Portals with
accounts
- Emails with
links
- Emails with
attachments
- APIs

Format...

- PDF
- CSV
- EDI / XML
- Blockchain

Trust and Transparency

- Do we trust electronic and digital documents?
- How do we achieve trust?
- Acceptance of data standards
- Lessons from COVID
- We want to support mobility, while also supporting educational and professional integrity

Best Practices

- Established trusted sources
- Secure portals and links and encrypted emails
- Secure electronic documents (password protection, digital certificates...)
- *Or* verifiable online, but verification platform is trusted

Best Practices in Electronic Transcripts and Verification Portals

The Best Practices in Electronic Transcript Guideline has been prepared by the Digital Student Data (DSD) Task Force which was created to: examine DSD practices from a global perspective, provide usage guidelines for the credential evaluation professional standards. In this Guideline the Task Force has developed best practices for three current models to access or verify documents to review and revise this Guideline as methods for issuing, verifying documents electronically and digitally evolve. Ultimately, this Guideline in conjunction with a mapping tool to assist evaluators with identifying data sources at the country level, which is being developed. We will continue to update this Guideline as methods for issuing, verifying documents electronically and digitally evolve.

TACIEP Digital Student Data Task Force, March 2019

Overview

A primary responsibility for credential evaluators is to ensure that documents reviewed are official and authentic (see [Guide to Credential Evaluation](#)).

Today, technology has enabled faster delivery and verification of documents and digital transmission and access. Multiple models now exist to access documents directly from the issuing institution or through an outsourced third party. This document provides a broad overview of three of the most common electronic models for the evaluator to keep in mind.

Common Models

- Credentials issued by a third party, usually through a portal that requires a username and/or password. Examples:

Resources



Professional Competency Profile (PCP) for Credential Evaluators

A credential evaluator refers to an individual who is involved in the assessment and recognition of international educational credentials. This work is often done within educational institutions, governmental and professional regulatory bodies, and assessment agencies. However, the professional title itself may vary across offices as well as geographic locations. Whatever the term used may be, credential evaluators function as agents of international mobility and as facilitators in the proper placement of students and professionals alike. To support the professional competency of those doing this work, two profiles are presented here – for the evaluator and the senior evaluator. Serving as a tool and guide, these profiles identify the core dimensions of the competent evaluator. However, an institution may elect to adapt these descriptions to its own needs and the purpose and country which it serves.

Evaluator

The role of the credential evaluation professional is multi-faceted. There are four main areas in which the evaluator must demonstrate competence – (1) Qualifications and Resources, (2) Professional Integrity, (3) Technical Knowledge and Analytical Skills, and (4) Communication and Data Processing Skills.

I. Qualifications and Resources¹

- Minimum of Bachelor or Equivalent
- Familiarity with Minimum of 1 Language beyond Native Language
- Access to Appropriate

First and foremost, it is recommended that the credential evaluation professional have, at minimum, a bachelor's degree or equivalent. Evaluation work entails research in and the analysis of world educational systems. Completion of a university degree is an indication that one has acquired