



***The Professional Path  
to Global Markets***

## PROGRAM EVALUATION GUIDE

JULY 2007

---

---

## TABLE OF CONTENTS

---

---

INTRODUCTION .....	2
PROGRAM EVALUATION - FAQs .....	2
DETERMINING COURSE/PROGRAM APPROPRIATENESS.....	3
PREPARING THE PROGRAM EVALUATION .....	4
PROGRAM EVALUATION CHECKLIST.....	6
FORMS .....	6
EVIDENCE GRID - COMPETENCIES .....	8

### **Our Mission**

FITT is committed to developing and providing quality programs and professional certification in international trade designed to prepare individuals and business to compete successfully in world markets

---

---

## Introduction

---

---

This document is intended to serve as a guide to help learning institutions offer value-add for their students by seeking exemptions towards the educational requirement for the Certified International Trade Professional (CITP) designation through the successful completion of their own unique programs and in preparing for an assessment by FITT. FITT recognizes that those who may wish to pursue the CITP designation are likely to possess a wealth of skills, knowledge, formal education and/or practical experience, which may be directly related to the educational requirement for the designation. The Program Evaluation (PE) for learning institutions is one method of Prior Learning Assessment and Recognition (PLAR) designed to facilitate access to the CITP designation for candidates who have successfully completed non-FITT specific International Trade education, but may have still acquired the necessary competencies.

In accrediting post-secondary sponsored programs, FITT must ensure that all learners completing the programs being assessed have learning that is equivalent to the learning acquired through the FITTskills program. To accomplish this process the Certification and Accreditation Committee (CAC) looks carefully at many aspects of a submitted course(s)/program.

The key is to evaluate the institution's program in its entirety to ensure that it maps to the same or similar learning objectives and competencies that are acquired through the FITTskills program.

---

---

## Program Evaluation - FAQs

---

---

### What is a Program Evaluation?

A Program Evaluation (PE) is a record of an institutions course or program that is submitted to FITT to gain recognition by way of exemption or accreditation at another learning institution such as FITT, in this case. A PE will reveal the extent to which an institutions program or courses are reasonably similar or equivalent to another institutions program. In this case the PE submission will be compared to the learning objectives and competencies of the FITTskills Program, which is the educational requirement for the Certified International Trade Professional (CITP) designation.

### What are the benefits of a Program Evaluation?

The benefits to learning institutions and students are significant:

- increased access to the CITP designation by students and alumni;
- increased enrolments through the availability of national certification;
- recognition/validation of an institution's course(s)/program by FITT;
- reduced duplication and inefficiencies for learners;
- strengthened network of international trade practitioners; and
- greater opportunities to develop partnerships with other institutions.

### Who will evaluate the Program Evaluation?

Members of the FITT Certification and Accreditation Committee (CAC) will assess your Program Evaluation. The CAC is appointed by the FITT Board of Directors and is made up of five to seven qualified volunteers who are unbiased international trade practitioners. Assessors evaluate each submission according to the national competency standards which are mapped to the FITTskills program. The CAC meets primarily on a monthly basis to review each submission in detail.

### **What is the role of the learning institution?**

The learning institution seeking exemptions for equivalent courses to those of FITT is responsible for completing the requirements for a Program Evaluation. The process requires a learning institution to submit detailed course(s)/program documentation to the CAC. It is the responsibility of the learning institution to demonstrate, through the PE submission, that their course/program meets or exceeds the competencies/learning objectives identified in the FITTskills courses which are the basis for the CITP designation.

### **What is the cost of the Program Evaluation for a learning institution?**

There is no cost to the learning institute to submit a Program Evaluation for review.

### **What if the decision on a course/program is deferred or declined?**

If a course/program is either deferred or declined the reasons will be detailed in writing. In some cases an opportunity to re-submit additional documentation or answer questions may be requested of the CAC to meet the exemption.

---

---

## **Determining Course/Program Appropriateness**

---

---

Prior to conducting a Program Evaluation, the learning institution must determine the appropriateness of its course(s)/ program for evaluation.

### **Content**

---

- Is the content of the course/program relatively equivalent to the FITTskills courses/program?
- What are the learning outcomes of each?
- Are the competencies being met comparable by a general 75% match to that of the FITT competency?
- Is there a substantially equivalent balance of both theory and application present?
- Is the level at which the content of the course/program is taught comparable to the level at which it is taught in the FITTskills course(s)?
- Is the content taught at equivalent depth and breadth?
- Do learning outcomes indicate the level at which the content is taught?

### **Delivery**

---

- Is the instructional delivery appropriate to the content and to post-secondary-equivalent learning?
- What is the length of the program and program components?
- What delivery format is used?
- What instructional methods are used?
- Are there labs, on-the-job-training, practicum or other learning experiences involved?
- Are the instructors qualified?
- Are learners expected to do work outside the direct instructional experience?
- What learning supports are available?

### **Evaluation**

---

- Do students learn what is taught?
- How is student learning demonstrated?
- How is student learning evaluated?
- What are the criteria for measuring student success?

### Consistency

---

- Is there substantial consistency in what is taught, learned and evaluated across repeat deliveries?
- Is the same content taught with every new class/intake?
- Is the quality and nature of instruction substantially consistent across all who teach the material?
- Are all students evaluated the same way, using the same measures?
- Do all evaluators use substantially equivalent means, measures and criteria?
- Do all learners demonstrate substantially equivalent learning?

### Documentation

---

- Are the questions above answerable through documented means?
- Are there documented learning objectives for all aspects of the program?
- Are there complete instructional materials available?
- Are there articulated evaluation tools and criteria for all creditable learning?
- Are there complete historical records kept on instructors and students?

---

---

## Preparing the Program Evaluation

---

---

Please provide your evidence via email to [info@fitt.ca](mailto:info@fitt.ca). For each competency area, provide no more than five (5) pages of evidence, plus a sample exam or assessment tool.

### Cover letter

The cover letter should:

- provide a brief introduction to the educational institution and the department or school where the program is run;
- introduce the educational course/program and identify whether the institution is seeking a program accreditation or individual course(s) accreditation;
- provide a brief description of how the learning institution plans to administer and promote the partnership;
- provide the contact name and coordinates of the individual responsible for the PE.

### Institution Profile

The institution profile may be included as part of the cover letter or supplied as a separate 1-page document. It should answer the following questions:

- Is the institution a post-secondary or a private school?
- How does the course/program fit in with the overall learning institutions offerings?
- What is the participant profile for this educational course(s)/program?
- When was this program developed and how often is it updated?
- What is the length of the program and how often is it offered?
- What is the passing grade for this course(s)/program?
- What is the current grade average for this course(s) program?

### Evidence Grid

The evidence grid, found in the forms section of this document is a means of outlining the individual competencies associated with each FITTskills course. More importantly it is a method used to organize and communicate to the CAC specifically what your evidence is and where it can easily be found within your Program Evaluation. The evidence grid outlines the major learning competencies for each of the FITTskills courses which ultimately reflect the CIP professional competencies.

You should have a variety of evidence that will be labelled (0 – 5), numerically. The grid will point to what evidence applies to which competency and where it can be easily located within your Program Evaluation submission. It is possible that some evidence may be used for several competencies.

**Evidence Provided**

The **course description/syllabus** should provide a detailed description of the course(s) or program that includes an overview of the subject matter covered, any course prerequisites and their descriptions, the method and format of delivery as well as any evaluations carried out – examinations, projects, assignments, etc. Your course description should also include details on the learning outcomes or objectives for each course included in the PE.

**Assignments: tests and projects** should be described in detail and samples provided, if available. The description should include an overview of the assignment, the breakdown of assigned marks and a description of the marking scheme used by the instructor. Also include the passing grade for the program/course.

Each course uses different resource materials to complement the learning. Please provide a list that includes all **textbooks** and other participant reference material citing textbook name, author and year. Ensure that any FITT material used in the course/program is highlighted.

**Sample Evidence Grid**

Below is an example of a completed evidence grid which must accompany the PE submission. The evidence grid assists you in organizing the material and assists the CAC in reviewing your submission.

*How to Complete the 'Evidence Grid'*

International Marketing Competencies	Evidence Grid (Identify document using A, B, C...etc)				
	Course Description	Course Objectives	Tests/ Projects	Textbooks	Other
Identifies pricing strategies and methods	A	A	A, B	A	C
Designs a Marketing Plan	A	A	A, B	A	C

Identified as Document A, under each category, the learning institution submitted a course syllabus that provides an overview of the course, learning objectives, course requirements and texts.

Identified as Document B, under each category, the learning institution has provided the requirements and evaluation for each project/test within the course

Identified as Document C, under each category, the learning institution has provided a summary of Student Evaluations for the previous year

## Program Evaluation Checklist

---

---

### Program Evaluation

---

- Submit **one** original **Request for Program Evaluation** application form (see forms section of this document)
- Submit **Program Evaluation** via email to FITT at [info@fitt.ca](mailto:info@fitt.ca)

Each copy of the Program Evaluation should include:

- A 1-page **cover letter**;
- A **table of contents**;
- An **institution profile**;
- A completed **evidence grid**

### Please Ensure that you:

---

- Provide **evidence** directly related to the course(s)/program you are submitting, including learning objectives, textbooks used in course, descriptions of assignments, examinations, and projects;

### Evidence

---

- Should be **relevant** to the course(s)/program you are requesting credit(s) for;
- Should **demonstrate** that the submitted course/program meets most of the competencies listed in the Evidence Grid;
- Should be laid out in a organized, **clear** and consistent way;
- Should be **easy to understand and follow** for assessment;
- Should not exceed **two to five pages** for each course equivalency that is being requested.

---

---

## Forms

---

---

The following forms should be used for the completion of your Program Evaluation and include:

- ✓ Application for Program Evaluation
- ✓ Evidence Grid(s)



## Application for Program Evaluation

_____ Name		_____ Title	
_____ Institution Name		_____ Department	
_____ Address			
_____ City	_____ Province/State	_____ Country	_____ Postal/Zip Code
_____ ( ) Business Telephone #		_____ Email	

We request equivalencies for the following FITTskills course(s)/program. Please check as appropriate:

**Individual course(s) equivalency requested:**

- Global Business Environment
- International Marketing
- Global Supply Chain Management
- International Trade Logistics
- International Market Entry Strategy
- International Trade Research
- Legal Aspects of International Trade
- International Trade Management

**Program to Program equivalency requested:**

- Entire FITTskills Program

By signing this application, I certify that the information/documentation provided to support this Program Evaluation is authentic, accurate and true to the best of my knowledge.

_____ Name	_____ Title
_____ Signature	_____ Date

## Evidence Grid - Competencies

An example of how to complete this Evidence Grid can be located in the “Preparing your Program Evaluation” section of this guide.

### Global Business Environment

The CITP understands the context in which international trade takes place and recognizes the opportunities and challenges it represents for business. The CITP applies this knowledge to operate successfully in the international business environment.

Competency	Evidence Grid				
	Course Description	Course Objectives	Tests/ Projects	Textbooks	Other
1. Recognizes the characteristics of a global marketplace.					
2. Understands the drivers of and issues associated with globalization.					
3. Is aware of the implications of globalization for Canadian business.					
4. Understands the nature and importance of Canada’s trading partners.					
5. Is aware of the role international institutions play in supporting or facilitating international trade.					
6. Understands various forms of cooperation and integration of national economies, including major international trade agreements.					
7. Is aware of current trends in the international business environment.					
8. Understands an ethical approach to international business					
9. Understands cultural aspects of international business and how different communication strategies are important for recognizing cultural needs.					

### International Marketing

The CITP participates in the development and implementation of international marketing plans to achieve business targets. The CITP participates in the implementation and coordination of the international marketing activities of products and services.

Competency	Evidence Grid				
	Course Description	Course Objectives	Tests/ Projects	Textbooks	Other
1. Understands the principles of marketing functions.					
2. Recognizes distinctions between domestic and international marketing.					
3. Recognizes the need to adapt or develop products or services for the foreign market considering a variety of elements, e.g. labelling, packaging					
4. Identifies the target market for products and services.					
5. Prepares a promotional strategy.					

6. Identifies sales and marketing activities to be most successful in the target market.					
7. Is aware of the regulatory environment of pricing.					
8. Considers key elements in pricing; identifies pricing strategies and methods.					
9. Designs a marketing plan.					

### International Trade Finance

The CIP understands how financial methods and tools are used to conduct international business transactions successfully.

Competency	Evidence Grid				
	Course Description	Course Objectives	Tests/ Projects	Textbooks	Other
1. Participates in the assessment of the basic 'commercial and country' risks that may be encountered in the export/import operations or projects.					
2. Understands the risk-mitigating techniques, their appropriate use and legal implications.					
3. Understands foreign exchange risks.					
4. Participates in the development of a financial plan, e.g., short-term, medium-term, long-term needs.					
5. Provides data that are essential for a cash-flow analysis.					
6. Is aware that there are difference financial systems, reporting requirements, and accounting standards in the foreign countries, e.g., tax treaty					

### Global Supply Chain Management

The CIP understands global supply chain activities including production and inventory management processes. The CIP is aware of regulatory and security requirements.

Competency	Evidence Grid				
	Course Description	Course Objectives	Tests/ Projects	Textbooks	Other
1. Researches regulatory requirements and current legislation that may affect the movement of products/services across domestic and international boundaries by assessing a variety of sources e.g. CBSA					
2. Has working knowledge of import and export information, documentation and clearance procedures.					
3. Understands the application of ICC Incoterms 2000 to the transfer of rights and responsibilities during transfer of goods from seller to buyer.					
4. Is aware of regulations and standards.					
5. Is aware of the key elements of a logistics plan and how it impacts the business plan.					
6. Recognizes advantages and disadvantages of various transport modes.					
7. Understands the roles and value of outside					

service providers in a company's supply chain strategy.					
8. Is aware of order processing components and inventory management operations.					
9. Understands requirements of cargo insurance and the value to the business.					

### International Market Entry Strategy

A CITP conducts a comprehensive assessment of international market entry options for the export of products or services and recommends the optimal market entry strategy.

Competency	Evidence Grid				
	Course Description	Course Objectives	Tests/ Projects	Textbooks	Other
1. Assesses barriers to market entry, e.g., regulatory, legal, political etc					
2. Differentiates between market entry strategies					
3. Selects optimal market entry strategies.					
4. Recommends potential international partners if required for selected market entry strategy.					
5. Participates in negotiations related to partnership agreements.					
6. Monitors compliance of international partnership agreements.					

### International Trade Research

The CITP applies comprehensive research methodologies. The CITP understands that adequate and timely information supports sound international business decision making.

Competency	Evidence Grid				
	Course Description	Course Objectives	Tests/ Projects	Textbooks	Other
1. Identifies the purpose and need for the market research, e.g., sales, volume, profit					
2. Identifies appropriate research methodologies.					
3. Designs and implements market research activities.					

### Legal Aspects of International Trade

A CITP understands the basic legal principles of carrying on international business. The CITP, in cooperation with legal counsel, ensures that the company is fully aware of the legal implications of its international business activities. The CITP is aware the international litigation is costly and time-consuming, and provides informational that allows the firm to recognize potential legal entanglements and arbitration solutions.

Competency	Evidence Grid				
	Course Description	Course Objectives	Tests/ Projects	Textbooks	Other
1. Knowledge of business law in Canada to participate in discussion with legal counsel and other key stakeholders.					
2. Knowledge of forms of doing business in Canada.					
3. Is aware of principles related to foreign					

corporations in Canada and principles related to incorporating outside of Canada					
4. Knowledge of joint venture.					
5. Is aware of other key legal systems.					
6. Knowledge of principles of Canadian contract law (common law and civil code) to participate in discussion with legal counsel and other key stakeholders.					
7. Knowledge of international business contracts and conduct to participate in discussion with legal counsel and other key stakeholders.					
8. Knowledge of product liability in Canada and other countries to participate in discussion with legal counsel and other key stakeholders.					
9. Knowledge of resolution of disputes (e.g. ADR)					
10. Knowledge of international sale of goods to participate in discussion.					
11. Knowledge of partnership and venture agreements to participate in discussion with legal counsel and other key stakeholders.					
12. Knowledge of the legal aspects related to intellectual property to participate in discussion with legal counsel and other key stakeholders.					
13. Knowledge of the competition and antitrust laws of Canada, the United States, the European Union and other relevant countries to participate in discussion with legal counsel and other key stakeholders.					
14. Is aware of public trade law.					

### International Trade Management

The CIP has the ability to develop an international business plan and assist in its implementation. The CIP understands the scope and breadth and integration of international trade practices.

Competency	Evidence Grid				
	Course Description	Course Objectives	Tests/ Projects	Textbooks	Other
1. Analyzes factors that will ensure profitable entry into the import and export business.					
2. Understands how corporate resources can be mobilized to capture qualified international business opportunities.					
3. Develops an international business plan.					