

The final report has been ratified. The report contains specific recommendations to the CCLS Member Associations in the form of six resolutions for consideration by each Association. The concluding motion of the Forum reads as follows:

NATIONAL FORUM MOTION 04-03-08 BE IT RESOLVED THAT the above Resolutions No. 1 through No. 6 be adopted as amended and presented to the CCLS Member Associations, through the CCLS Directors, and with the support and assistance of the Forum representatives.

There are several options available to the Associations when considering the six resolutions. These may include disagreeing, agreeing in principle or recommending changes or alternative strategies to address the issues; stating specific priorities of the association related to the issues or strategies; committing to support, either in general terms or with specific resources of the association such as existing committees, experts within the association, or funds; and others. This process is a continuation of the consensus building begun at the Forum itself and will ensure that there is Association support of any resulting initiatives and expenditure of resources. As the feedback from the Association Councils is received by CCLS through the Directors, it will be compiled and circulated.

The strategies contained in the resolutions need further development including detailing action plans, quantifying and identifying resources, developing time lines and communication plans, and assigning responsibilities to specific bodies. That work will begin, in parallel with the Associations' consideration of the resolutions, through the work of the CCLS Board of Examiners Co-ordinating Committee and Strategic Planning Committee. These two bodies have mandates that naturally lend to further development of the issues raised by the Forum.

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EXECUTIVE SUMMARY

1. Backgrounder

Many factors have lead to this national forum. Several years ago discussions originating with the regional boards of examiners and the CCLS Board of Examiners Co-ordinating Committee resulted first in closer ties and co-operation between four regional boards and then the discussions about a national board of examiners. A second major contributing factor is the Agreement on Internal Trade, which includes this excerpt from article 405.1

In order to provide for the free movement of persons, goods, services and investments within Canada, the Parties shall, in accordance with Annex 405.1, reconcile their standards and standards-related measures by harmonization, mutual recognition or other means.

And the Canadian surveyors associations own mutual recognition agreement on labour mobility which includes the following as section 4.4:

FURTHER, we agree that all associations will continue to work towards the harmonization of academic qualifications.

2. Participants

Presiding: Jim Dobbin CCLS President
Recorder: Sarah Cornett CCLS Executive Director
Facilitator: Denis Blais CCLS Strategic Planning Committee Chair

Association Representatives:

Jim Simpson Association of Canada Lands Surveyors (ACLS)
Alvin Hayes Association of Newfoundland Land Surveyors (ANLS)
Derek French Association of Prince Edward Island Land Surveyors (APEILS)
Fred Hutchinson Association of Nova Scotia Land Surveyors (ANSLS)
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3. Key Findings

3.1. First Point of Contact

- 3.1.1. We need a public relations strategy to attract more students to the profession.**
- 3.1.2. The strategy to attract more students must address key student concerns such as rewards and opportunities.**
- 3.1.3. The strategy must also enhance the profession's image.**

3.2. Academic Requirements

- 3.2.1. There is pressure to lower the academic bar throughout the country.**
- 3.2.2. Only 58 out of a potential 206 students pursue licensing after graduating from a geomatics program.**
- 3.2.3. At this time, there are only 156 articling students throughout the country.**
- 3.2.4. Across the country, it is estimated that we require 125 articling students per year.**
- 3.2.5. The majority of students choose not to article and typically migrate outside the country.**
- 3.2.6. University students that choose to article remain within the province in which their educational institution resides leaving few, if any, students going to the remaining jurisdictions.**
- 3.2.7. Only four provinces have a university level program. The other jurisdictions rely on college programs and the ACLS equivalency exams to provide articling students.**
- 3.2.8. There is a lack of transparency in the academic requirements.**
- 3.2.9. Students need more guidance, nurturing as they attempt to meet the academic requirements.**
- 3.2.10. We should not lower the bar when it comes to academic requirements, as this will be injurious to our profession's image.**

3.3. Articles

- 3.3.1. There is no consistency amongst the professional jurisdictions when it comes to articles.**
- 3.3.2. There is a lack of transparency as to articling requirements.**
- 3.3.3. There is no reciprocity agreement regarding articles.**

4. Proposed Resolutions

4.1. First Point of Contact

- 4.1.1. The key to attracting students is **Public Relations**. This issue should be addressed in a separate forum as it is outside the scope of this initiative.**

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4.2. Academic Requirements

4.2.1. Resolution No. 1 – National Exemption Study

WHEREAS CCLS recognizes the need to provide clear information to potential candidates considering entry into the Geomatics profession, including courses available and exemptions available,

BE IT RESOLVED that CCLS, in concert with its associations, initiate a national study of programs and courses at post-secondary institutions in Canada, with a view to developing a nationally accepted education evaluation matrix which would be endorsed and used by the participating boards of examiners; and that CCLS investigate possible external sources of funding for such a study before proposing any cost sharing approach to its members.

4.2.2. Resolution No. 2 – Not Looking Beyond the Degree

WHEREAS the CCLS accredits programs containing cadastral components, and not institutions, and

WHEREAS the four western provinces recently considered resolutions calling upon the WCBELS to issue certificates of completion to all graduates of U of C and UNB geomatics engineering programs, and

WHEREAS the implementation of these resolutions will cause other boards of examiners to look behind certificates of completion issued by the WCBE, and

WHEREAS these resolutions may jeopardize the cadastral chairs at U of C and UNB,

BE IT RESOLVED that this national forum, through CCLS, recommend to the four western provinces that they repeal the said resolutions.

4.2.3. Resolution No. 3 – Harmonization of Certificates of Completion

In the spirit of continued work towards harmonization as agreed to in the MRA,

BE IT RESOLVED that all provincial associations that are currently involved in regional boards of examiners, be strongly encouraged to require certificates of completion.

4.2.4. Resolution No. 4 – Major Review of Curricula

BE IT RESOLVED all associations support, as a priority, a major review of the Common Core Syllabus under co-ordination of Board of Examiners Co-ordinating Committee of CCLS.

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The review should consider:

- making the syllabus more clear and transparent to potential students,
- being more specific in listing the relevant references, and
- describing required learning outcomes for each examination.

4.2.5. Resolution No. 5 – Streamlining the Equivalency Process (Licensing by way of the ACLS exams)

BE IT RESOLVED that the associations consider adopting a number of initiatives to support students who are working toward a certificate of completion including:

- offering a low cost category of membership or affiliation which would allow the students,
 - to receive mailings from the association,
 - to receive free or discounted admission to association seminars, and
 - to potentially participate on committees,
- building a library of reference materials for loan to students,
- supporting the development of a mentoring process which can respond to questions from students about the content of the syllabus,
- supporting development of a handbook for students who wish to get a certificate of completion without completing a university degree, and
- supporting a policy of allowing students to write common core syllabus examinations before completing their diploma/degree.

4.3. Articles

4.3.1. Resolution No. 6 – Articling Standards

BE IT RESOLVED all associations consider the following recommendations.

- Each association have an articling handbook that:
 - describes the process/timelines,
 - includes forms,
 - describes time requirements, and
 - describes assignments.
- Each associations develop a package for distribution to prospective students that describes the process of becoming a land surveyor (which would include a description of articling process).
- Associations make these materials easily available in hard copy and digitally.

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- Associations agree to share these materials.

Associations are further encouraged to review their articling requirements once the other initiatives are completed with a view to harmonization of articling standards.

DETAILED REPORT

1. BACKGROUNDER

NATIONAL FORUM on Harmonization of Standards and Processes for Entry to the Surveying Profession Sponsored by the Canadian Council of Land Surveyors

1.1. Background

Many factors have lead to this national forum. Several years ago discussions originating with the regional boards of examiners and the CCLS Board of Examiners Co-ordinating Committee resulted first in closer ties and co-operation between four regional boards and then the discussions about a national board of examiners. A second major contributing factor is the Agreement on Internal Trade, which includes this excerpt from article 405.1

In order to provide for the free movement of persons, goods, services and investments within Canada, the Parties shall, in accordance with Annex 405.1, reconcile their standards and standards-related measures by harmonization, mutual recognition or other means.

And the Canadian surveyors associations own mutual recognition agreement on labour mobility, which includes the following as section 4.4:

FURTHER, we agree that all associations will continue to work towards the harmonization of academic qualifications.

A draft proposal for a National Forum on Harmonization of Standards and Processes for Entry to the Surveying Profession Sponsored by the CCLS was prepared by the CCLS Strategic Planning Committee under an action item from the November 12, 2003 meeting of the CCLS Board. The document represented the Committee's suggested strategy to address issues identified in the course of the National Board of Examiners initiative. The emphasis was on providing a process that will lead to committed and informed participation of the associations, focused discussion, and work towards a national consensus. The specific outcomes would be apparent only after the forum itself.

The CCLS Board approved the proposal at their meeting of January 13, 2004 and set the date and location of the proposed National Forum. It was decided at that time that there was enough support for the National Forum to proceed with booking facilities and making travel arrangements. The proposal was then sent to the associations on January 21, 2004 as a recommended strategy and to seek confirmation of their participation/support and for individual participants to be determined. The forum took place on Sunday March 7 and Monday March 8 in Winnipeg.

2. PARTICIPANTS

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Presiding: Jim Dobbin CCLS President
Recorder: Sarah Cornett CCLS Executive Director
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Association Representatives:

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Tim Koepke ACLS Board or Examiners

3. IDENTIFICATION OF CRITICAL ISSUES

The participants spent considerable time identifying and prioritizing the issues of relevance to the customers of our entry processes, being the students and the profession, and identifying and prioritizing the issues of relevance to the service providers, the Boards of Examiners.

3.1. Issues of Relevance to Students

1. Rewards at the end of the process
2. Opportunities
3. How long the entire process takes
4. Processes are more onerous than other professions
5. Articling processes are inconsistent
6. Image of the profession

3.2. Issues of Relevance to the Profession

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1. Declining membership
2. Potential loss of authority under the legislation
3. Image of the profession
4. Pressure to lower the bar
5. Level of output of the candidates
 - a. Traditional cadastral
 - b. Broader based geomatics
6. Public Relations
7. No unified vision of opportunities

3.3. Issues of Relevance to a Board of Examiners

1. Pressure to lower the bar
2. Level of output of candidates
 - a. Traditional Cadastral
 - b. Broader based geomatics
3. How long the process takes
4. Articling process & inconsistencies
5. High failure rates
6. Lack of transparency

4. REVIEW OF ENTRY PROCESSES

4.1. First Point of Contact

The first point of contact for students was recognized as being:

Primarily,

1. Through a family connection, or
2. Through summer employment

Infrequently,

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3. At the Universities and Colleges, and
4. At the Secondary School level

Some of the future rewards potential students may look forward to include:

1. A position as an articling student
2. Future partnerships
3. Ownership of a company
4. A public sector position
5. A teaching position

Some of the obstacles to attracting students include:

1. Low remuneration compared to other professions
2. Fewer public sector positions
3. Lack of pensions

Recommendations – First Point of Contact:

There are opportunities and rewards to being a Land Surveyor and these opportunities and rewards should be at the forefront of our efforts to attract young students to the profession.

The key to attracting students is **Public Relations**. The Forum recommendation is to have the issue considered in another forum, as it does not fit within the scope of this initiative.

5. ACADEMIC REQUIREMENTS

5.1. Review of Educational Institutions across Canada

Classifications:

Tier 1

University with a geomatics program recognized by an Association as meeting all or most of its academic requirements.

Tier 2

College program recognized by an Association or a Tier 1 University as meeting part of its academic requirements and for which certain courses are considered as equivalent to a university level course.

Tier 3

College or University that teaches geomatics but is not recognized as meeting any of our academic requirements at this time. These institutions may have courses that meet academic requirements in part.

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Educational Institution	College (C)	Province	Accreditation Level	Equivalents
Laval University		Québec	Tier 1	Fully accredited by OAGQ
University of New Brunswick		New Brunswick	Tier 1	Fully accredited by CCLS
University of Calgary		Alberta	Tier 1	Fully accredited by CCLS
Ryerson University		Ontario	Tier 1	Recognized by AOLS No Law or Planning
College of the North Atlantic	C	Newfoundland	Tier 2	4 recognized equivalents
COGS	C	Nova Scotia	Tier 2	4 recognized equivalents
NAIT/SAIT	C	Alberta	Tier 2	4 recognized equivalents
SIAST	C	Saskatchewan	Tier 2 or 3	similar program to NAIT/SAIT but has not applied for equivalents
Red River	C	Manitoba	Tier 2	4 recognized equivalents
BCIT	C	British Columbia	Tier 2	4 recognized equivalents /2 yr program 7 recognized equivalents /3yr program

Tier 3 institutions include: (not an exhaustive list)

York University, Queen's University, University of Victoria, Lethbridge, Fanshawe College, Sir Sanford Fleming College, Niagara College

5.2.

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Review of # of Students Exercising the Cadastral Option and their Province of Choice

Educational Institution	Number of graduate/year	Number of graduates/year exercising the cadastral option through articles or further studies at a University	Province of choice for graduates	Students exercising the Common Syllabus Option (ACLS exams)
Laval University	30	15 (Articles)	Québec	0
University of New Brunswick	40	10 (Articles)	Alberta	0
University of Calgary	20	10 (Articles)	Throughout the country	0
Ryerson University	Unavailable (see Note 1 below)	Unavailable	Unavailable	Unavailable
Canadian North Atlantic	20	3 (UNB)	1/3 to western provinces, 1/3 to local, 1/3 go to U.S.	0
COGS	35	8 (UNB)	¼ to Atlantic provinces, ½ go west, ¼ go to the U.S.	3
NAIT/SAIT	16	9 (Calgary or UNB)	Alberta	3
SAIST	10	1 (UNB or Calgary)	Saskatchewan	1
Red River	10	0	Manitoba	2
BCIT	25	2 (UNB or Calgary)	Alberta & U.S., ½ stay in B.C.,	8

Note 1 – The Ryerson program is ramping up and results are pending.

The educational institutions are graduating an estimated 58 cadastral candidates per year.

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5.3. Review of # of Surveyors in each Province and the # of Currently Registered Articling Students

Province	# of Cadastral Members	# of Articling Students Currently Registered
Newfoundland & Labrador	100	1
Prince Edward Island	12	1
Nova Scotia	213	25
New Brunswick	93	2
Quebec	974	10
Ontario	588	29
Manitoba	52	4
Saskatchewan	80	6
Alberta	303	75
British Columbia	305	16
Yukon	14	N/A
Northwest Territories	15	N/A
Nunavut	1	N/A
ACLS members only	46	N/A

5.4. Analysis

Out of 206 students attending geomatics programs across the country 58 choose to pursue licensing, therefore 28%.

There are a total of 153 articling students across the country.

THE FUTURE NEED IS ESTIMATED AT 125 STUDENTS PER YEAR BASED ON 2500 SURVEYORS NATIONALLY WITH A 20 YEAR CAREER AVERAGE.

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Recommendations – Academic Requirements:

Resolution No. 1 - National Exemption Study

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BE IT RESOLVED that CCLS, in concert with its associations, initiate a national study of programs and courses at post-secondary institutions in Canada, with a view to developing a nationally accepted education evaluation matrix which would be endorsed and used by the participating boards of examiners; and that CCLS investigate possible external sources of funding for such a study before proposing any cost sharing approach to its members.

Resolution No. 2 - Not Looking Beyond the Degree

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WHEREAS the four western provinces recently considered resolutions calling upon the WCBELS to issue certificates of completion to all graduates of U of C and UNB geomatics engineering programs, and

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Resolution No. 4 - Major Review of Curricula

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The review should consider:

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Resolution No. 5 - Streamlining the Equivalency Process (Licensing by way of the ACLS exams)

BE IT RESOLVED that the associations consider adopting a number of initiatives to support students who are working toward a certificate of completion including:

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- supporting the development of a mentoring process which can respond to questions from students about the content of the syllabus,
- supporting development of a handbook for students who wish to get a certificate of completion without completing a university degree, and
- supporting a policy of allowing students to write common core syllabus examinations before completing their diploma/degree.

6. ARTICLES

A wide-ranging discussion took place regarding the articling process. It became clear very early on in the discussions that there was no consistency amongst the provinces. The Forum recognized that the gap between the provinces may be too wide and that harmonization may not be achievable at this time given the need to focus on other priorities. Notwithstanding this reality, the Forum recognized the need to ensure the articling process was transparent.

Recommendations – Articles:

Resolution No. 6 - Articling Standards

BE IT RESOLVED all associations consider the following recommendations.

- Each association have an articling handbook that:
 - describes the process/timelines,
 - includes forms,
 - describes time requirements, and
 - describes assignments.

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- Associations make these materials easily available in hard copy and digitally.
- Associations agree to share these materials.

Associations are further encouraged to review their articling requirements once the other initiatives are completed with a view to harmonization of articling standards.

7. CONCLUDING FORUM MOTION

NATIONAL FORUM MOTION 04-03-08 BE IT RESOLVED THAT the above Resolutions No. 1 through No. 6 be adopted as amended and presented to the CCLS Member Associations, through the CCLS Directors, and with the support and assistance of the Forum representatives.