

# Qualifications Board Update

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# Goals of the presentation

- Provide a status update on Qualifications Board's work and outputs for approval
- Provide an update on the development of the Model guide on the assessment of non-CEAB applicants
- Provide an overview of next steps

# Qualifications Board's mandate

- The Qualifications Board (QB) supports regulatory excellence as well as the sustainability and confidence in the profession by:
  - Developing new national guidelines on existing and qualifications issues and examination syllabi;
  - Maintaining 22 national guidelines/model guides;
  - Maintaining 24 examination syllabi;
  - Organizing cross-country teleconference calls for regulators; and
  - Conducting research, monitoring and providing advice on key issues and trends.

## Status update

- Since the last Board meeting, QB has:
  - Adopted a stance and position paper on QB nominations
  - Adoption a motion and provided recommendations to the Governance Committee on the governance model
  - Adopted a Guideline development and review manual
  - Approved 3 reviewed examinations syllabi
  - Finalized its 2017-19 work plan\*
  - Reviewed the Guideline on admission to the practice of engineering\*

# Background on the development of the Model Guide on the assessment of non-CEAB applicants

- CEAB accredits higher education institution; QB, provides tools for assessing non-CEAB degree applicants
- At the request of regulators, QB assessed the use of examinations syllabi to support the development of a Model guide on their use
- There are different interpretation of their use within and between jurisdictions and some regulators are looking for alternative tools
- Because of the heavy reliance of regulators on them, QB decided to undertake a two-year national conversation prior to making decisions

## Strategic role of QB

- Admission to practice is core to QB's mandate, and its services and products must meet regulators' needs
- The complexity of the issue requires that a national body engages with stakeholders
- A national consensus should be sought to foster mobility and long-term sustainability of the profession
- QB does not have an end goal in mind; it solely seeks to provide a Pan-Canadian forum for a dialogue on this issue

## Setting the stage (Fall 2016)

- In September 2016, a QB workshop was held to discuss the use of syllabi and explore if WES and AUs could be possible alternative tools
- Workshop was attended by NAOG, CEAB and Board representatives
- There was an openness to adopt the CEAB AU methodology to assess the breadth of a degree
- Some participants added that there was a need to also include the assessment of the depth of a degree and confirm the knowledge of an applicant
- Agreement was reached on the need for further discussion
- A decision was made to propose criteria before suggesting a solution

## Seeking to define criteria (Winter 2017) (1 of 2)

- In January, the Syllabus Committee submitted a Discussion Paper that proposed the following criteria for a new process:
  - Legally defensible;
  - Comparable to CEAB;
  - Harmonized while allowing for flexibility;
  - Beneficial to regulators and applicants; and
  - Individualised and transparent.
- The teleconference call was attended by NAOG, CEAB and Board representatives



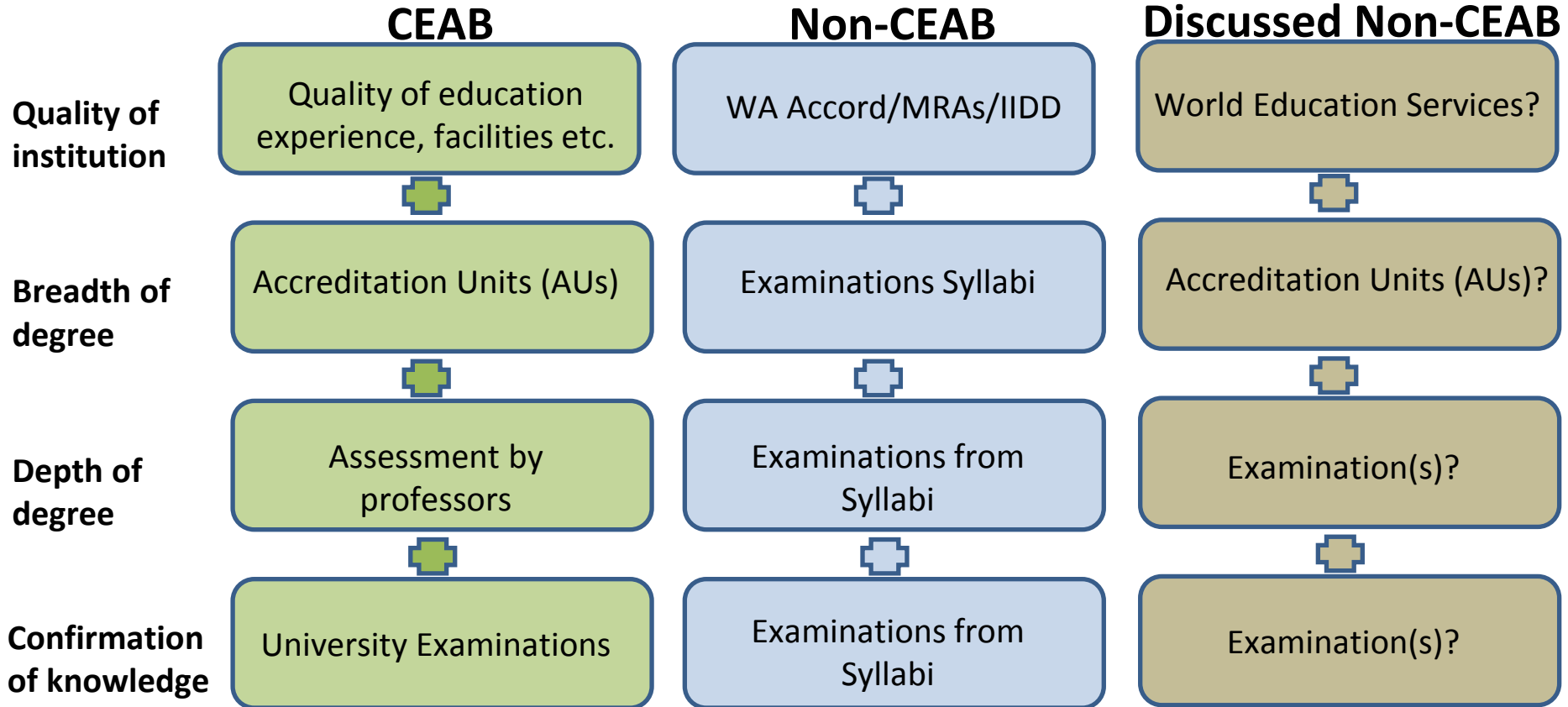
## Seeking to define criteria (Winter 2017) (2 of 2)

- In February and March 2017, QB engaged each regulator, either by phone or in-person, and some Board of examiners members
- The QB Chair also presented at the CEAB, CEOs group and Board
- This phase highlighted that processes vary across jurisdictions and a comprehensive approach is desirable
- Several participants expressed that a national discussion on this topic was welcomed and felt needed
- Agreement was reached on the general principles of the criteria

## Testing ideas (April 2017)

- During the previous engagement exercise, several tools had been proposed and discussed by regulators participants;
  - Use of WES to assess quality of degree;
  - Use of AUs to assess breadth of degree; and
  - Use of a national exam to assess the depth of the degree and confirm knowledge.
- A decision was made to discuss these tools at the QB April workshop
- The workshop was attended by NAOG, CEAB and Board representatives

# Overview of the current and discussed tools



## Next steps for the national conversation phases

- Gathering facts (May-June 2017)
- Discussing facts (Summer 2017)
- Proposing a general direction (September 2017)
- Discussing general direction (Fall and Winter 2017)
- Finalizing the draft Model guide (Spring 2018)

# List of engaged stakeholders\*, by phase

| Phase                              | NAOG | CEOs Group | Some Board of Examiners Members | Engineers Canada Board | Accreditation Board |
|------------------------------------|------|------------|---------------------------------|------------------------|---------------------|
| Setting the stage                  | ✓    | ✓          |                                 | ✓                      | ✓                   |
| Seeking to define criteria         | ✓    | ✓          | ✓                               | ✓                      | ✓                   |
| Testing ideas                      | ✓    |            |                                 | ✓                      | ✓                   |
| Gathering facts**                  | ✓    |            |                                 |                        | ✓                   |
| Discussing facts**                 | ✓    |            | ✓                               |                        | ✓                   |
| Proposing a general direction**    | ✓    | ✓          | ✓                               | ✓                      | ✓                   |
| Discussing a general direction**   | ✓    | ✓          | ✓                               | ✓                      | ✓                   |
| Finalizing draft new Model guide** | ✓    | ✓          | ✓                               | ✓                      | ✓                   |

\*Please note that these categories are not mutually exclusive

\*\* Planned engagement activities

# Comments/Questions



Follow-up comments are welcomed

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