



CBEPS Perspectives / Perspectives du CCEAG

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Canadian Board of Examiners for Professional Surveyors (CBEPS) establishes, assesses and certifies the academic qualifications of individuals who apply to become land surveyors and/or geomatics professionals in Canada, except for Quebec.

Contents

1. Message from the Chair - Introducing CBEPS Perspectives.....	1
2. Pathways for Candidates.....	2
3. Recognition of Courses Delivered Outside of a Publicly Funded Post-Secondary Institutions.....	2
4. What was TOLD and how does it help candidates today?	4
5. Accreditation Update.....	5
6. Statistics	6
7. Retirement of M. Robidoux (2027) & Launch of Search for Successor	7
8. CBEPS Secretariat.....	8

1. Message from the Chair - Introducing CBEPS Perspectives

For many years, communication from the Canadian Board of Examiners for Professional Surveyors (CBEPS) has been limited, at best. While important work has continued behind the scenes, there has been a noticeable gap in consistent, transparent communication with candidates, regulators, and the broader surveying community. We acknowledge that gap has existed, in various forms, for over a decade. *CBEPS Perspectives* is intended to change that.

This newsletter has been created to provide clear, timely, and meaningful insight into the work of CBEPS. It will serve as a regular touchpoint, offering updates on syllabus development, policy considerations, process improvements, and the evolving national landscape of professional surveying education and assessment. More importantly, it aims to bring greater visibility to the work being done and rationale behind decisions, helping stakeholders better understand what's happening, evolving or staying the same, and why.

At its core, *CBEPS Perspectives* is about connection. It is an opportunity to strengthen transparency, build trust, and ensure that candidates and stakeholder regulators across the country feel informed and engaged. Whether you are navigating the syllabus, reporting to government, supporting candidates, or simply interested in the direction of the profession, this communication tool is intended to help.

After years of limited communication, this is a step toward a more open and responsive dialogue. If there are subjects or information you would like included in future issues, please reach out to executivedirector@cbeps-cceag.ca.

CBEPS Perspectives will be published bilingually three (3) times per year, in May/June, September/October, and January/February.

2. Pathways for Candidates

The current CBEPS candidate handbook details the process for candidates to obtain their Certificate of Completion:

Pathways for Canadian Trained Candidates

The process to obtain a CBEPS Certificate of Completion can occur in the following ways:

1. Completing a degree from a CBEPS accredited university program (geomatics/survey engineering for example) through in-person, hybrid or online courses;

OR

2. Meeting the requirements of the eight sections of the CBEPS National Syllabus through a combination of in-person, hybrid learning or online courses accepted by CBEPS.

Pathway for Foreign Trained Candidates

The process to obtain a CBEPS Certificate of Completion is somewhat different than for Canadian trained candidates and can only occur in the following way:

Meeting the requirements of the eight sections of the CBEPS National Syllabus either through their recognized international academic credentials and/or through in-person, hybrid or online courses recognized by CBEPS as satisfying its requirements.

3. Recognition of Courses Delivered Outside of a Publicly Funded Post-Secondary Institutions

CBEPS's goal is to ensure that candidates entering the profession have acquired the knowledge and competencies required to meet the standards expected of a future professional land surveyor. To

fulfill this responsibility, CBEPS applies rigorous assessment standards when evaluating courses, programs, and other learning opportunities. Recognition is based on demonstrated achievement of prescribed learning outcomes and competency requirements, not necessarily on the delivery model.

At the same time, the application of rigorous standards does not preclude innovation. The surveying profession continues to face challenges related to limited educational capacity, geographic barriers, and access to learning opportunities across Canada. In response, CBEPS recognizes that there may be multiple pathways through which candidates can acquire the required knowledge and skills. Innovative delivery models, including online learning, modular coursework, private training providers, and other alternative educational approaches, can create valuable opportunities for candidates to progress toward their Certificate of Completion, provided they meet the same standards of quality and competency expected of traditional academic offerings.

Accordingly, CBEPS evaluates the substance of the learning rather than the source alone. Any course or learning opportunity, whether delivered by a university, college, private organization, or independent instructor, must undergo a rigorous assessment process before it can be recognized. Recognition is granted only where equivalency to CBEPS syllabus requirements can be demonstrated and should not be interpreted as accreditation or endorsement of the provider itself. This approach allows CBEPS to maintain high standards while supporting broader access to the education needed to enter the profession.

Assessment Criteria:

- **Curriculum content and learning resources**
A clear outline of course topics and supporting materials demonstrating appropriate scope and depth.
- **Total instructional time and delivery format**
Total instructional hours and method of course delivery (e.g. in-person, online, hybrid).
- **Defined learning outcomes**
- **Details about assessments and academic integrity standards**
- All assessments must be explicitly aligned with stated course learning outcomes, with each outcome evaluated by at least one corresponding assessment method. Reasonable measures must be in place to ensure authenticity of learner work.
- **Minimum passing standard**
Learners must achieve a minimum overall score , as determined by CBEPS, to successfully complete a course, unless otherwise specified.
- **Instructor qualifications**
Instructors must demonstrate relevant subject matter expertise and instructional capability. This may include academic credentials, professional designations, and/or significant industry experience in the subject area.

4. What was TOLD and how does it help candidates today?

The **TOLD Project (“Towards an Online Degree”)** was a strategic initiative to modernize how future Lands Surveyors meet their academic requirements and obtain a Certificate of Completion (CofC) from CBEPS.

Traditionally, becoming a professional surveyor in Canada required completing very specific university-level courses. Unfortunately, access to learning resources depended on geography and institutional offerings or students faced financial difficulties by needing to move away and incur additional costs to complete the required education. With the required courses not being fully accessible online, it created bottlenecks for candidates trying to complete their education. TOLD stepped in to remove those barriers.

TOLD focused on developing a pathway **toward a fully accessible, online academic route** for surveyor candidates. That included:

1. **Updated syllabus to reflect current professional requirements**
Redesigned through industry and academic consultation, the syllabus aligns with the core competencies and applied knowledge expected of practicing land surveyors today.
2. **Expanded online course availability**
Working with post-secondary institutions to ensure required surveying courses could be taken remotely.
3. **Standard academic pathways**
Aligning courses with CBEPS requirements so candidates could clearly understand what they needed to qualify.
4. **Increased accessibility and flexibility**
Allowing candidates, especially those already working or in remote regions, to complete their education without relocating.
5. **Support for a broader, more diverse pipeline**
Lowering structural barriers to make it easier for more people to enter the profession.

This wasn’t just a convenience upgrade. It was about **future-proofing the profession** and addressing workforce shortages, making the profession more inclusive and reachable, and modernizing education delivery in line with how people actually learn today. It laid the groundwork for a more **flexible, scalable, and accessible path to certification** in Canada’s surveying profession.

Within TOLD, CBEPS has also purposely built something just as impactful behind the scenes: an **ever-growing body of knowledge (or matrix) of course equivalencies**.

This matrix:

- Catalogues courses from **academic institutions across Canada**;
- Includes both **current offerings** and **historical courses** from a decade or more ago; and

- Maps those courses directly to **CBEPS competency requirements** within the new syllabus.

Course content evolves constantly and syllabi tend to change year to year, even semester to semester within the same institution. **Candidates don't always have perfect records.** People relocate, institutions change systems, documents get lost.

Not all courses have obvious one-to-one matches, especially across different institutions. The matrix steps in as a **practical bridge**, allowing CBEPS to assess prior learning more **accurately and consistently**, recognize credentials **faster and with greater confidence** and reduce the need for candidates to “start over” or hunt down old materials.

The CBEPS Matrix is a very important tool within the TOLD objectives. The matrix ensures candidates aren't slowed down by administrative or documentation hurdles once they're in the system. It results in accessible education pathways, meaning more people can avoid duplication of learning, and save time meeting the requirements for the Certificate of Completion and realistically enter the profession faster.

TOLD wasn't just about developing a new syllabus and putting courses online, it was about **rethinking the entire academic journey** for potential land surveyors. With the addition of CBEPS' equivalency matrix, candidates now have a system that's not only more flexible, but also **smarter, faster, and far more forgiving of real-world complexity** – and that system will soon be online through the next step, the online platform, for CBEPS, stakeholders, and candidates to leverage.

5. Accreditation Update

CBEPS recently completed its 2026 accreditation review of the **University of New Brunswick (UNB) Geodesy and Geomatics Engineering (GGE) program**, and the outcome was positive. The program continues to demonstrate strong alignment with the academic and competency requirements expected for entry into the Canada Lands Surveying profession. Its curriculum remains well-structured, technically rigorous, and responsive to the evolving demands of modern surveying practice.

As part of the review process, several opportunities were identified to further strengthen specific areas of content delivery. These have been addressed collaboratively with program faculty, who have already incorporated enhancements into course planning for the upcoming academic cycle. This proactive approach reflects the program's commitment to continuous improvement and ensures ongoing alignment with current professional expectations.

Based on the overall quality of the program, the responsiveness of faculty, and confidence in the planned updates, the GGE program at UNB was **recommended for continued accreditation. The recommendation was accepted by the CBEPS Board of Directors at its meeting in March 2026.** The UNB program remains a key academic pathway supporting the development of highly qualified surveying professionals in Canada.

In 2025, the **Geomatics Engineering program** at the **University of Calgary (UofC)** received **accreditation approval, for the period of 2026 to 2031**. The UofC Geomatics Engineering program offers a strong academic foundation with a focus on emerging technologies and applied learning, preparing graduates for the evolving demands of the profession. Its current accreditation status reflects confidence in both the quality of instruction and its alignment with CBEPS requirements with the new syllabus, and the UofC program also continues to serve as an important pathway for candidates pursuing professional surveying credentials in Canada.

British Columbia Institute of Technology (BCIT) Geomatics is the only provider of Geomatics education in British Columbia. BCIT has not yet formally applied for accreditation of its program but has indicated that it may do so by the end of 2026. In the meantime, the program continues to operate under the previous syllabus and is being assessed on a course-by-course basis until the end of 2026, pending a program review for accreditation. This individualized process involves evaluating each course against CBEPS standards to determine equivalency.

Under ABCLS Board Policy 6.8, graduates of the BCIT Geomatics degree program have the option of applying directly to the Association of British Columbia Land Surveyors (ABCLS) for an academic credential evaluation, rather than obtaining a *Certificate of Completion* (CoC) from CBEPS. As a result, both pathways, the ABCLS academic credentials evaluation and the CBEPS CoC process, are currently available to BCIT graduates.

Accreditation Quick Reference:

- British Columbia Institute of Technology's accreditation has been tentatively scheduled for the end of 2026.
- University of Calgary's accreditation was renewed in 2024, for the period of 2025 to 2031.
- The University of New Brunswick accreditation was renewed in 2026 and will run until the end of 2031.

6. Statistics

Domestically-educated candidates accepted:

- 60 in 2023
- 67 in 2024
- 77 in 2025

Foreign-educated candidates accepted:

- 8 in 2023
- 13 in 2024
- 20 in 2025

FTLS candidates from more than 18 different countries are represented in CBEPS, mostly from Nigeria or Ukraine. Approximately 75% are licenced surveyors in their home countries.

Certificates of Completion issued:

- 44 in 2023
- 34 in 2024
- 42 in 2025

CBEPS data shows steady, meaningful growth in both participation and outcomes, with a particularly notable rise in internationally trained candidates.

Since 2023, the number of domestically educated candidates accepted into CBEPS has climbed consistently, from 60 to 77 by 2025, reflecting sustained interest and likely increased awareness of the program. At the same time, foreign-trained candidates have grown at an even faster rate, more than doubling from 8 in 2023 to 20 in 2025. This signals a strengthening global pipeline and suggests that CBEPS is becoming a more recognized pathway for internationally educated professionals.

That international presence is also becoming more diverse. Candidates now represent over 18 countries, with the largest groups coming from Nigeria and Ukraine. Notably, about 75% of these individuals are already licensed surveyors in their home countries, which underscores both the depth of experienced candidates applying to CBEPS, and the opportunity to integrate highly skilled professionals into the Canadian workforce.

On the completion side, certificate issuance has remained relatively stable, with some fluctuation year to year: 44 in 2023, dipping to 34 in 2024, and rebounding to 42 in 2025. While not perfectly linear, the numbers suggest a consistent throughput overall.

Since inception, **CBEPS has issued 1,196 Certificates of Completion** -- a strong indicator of long-term impact and a growing alumni base. Taken together, the trends point to a program that is expanding its reach, diversifying its intake, and maintaining steady outcomes, all while playing an increasingly important role in supporting both domestic and internationally trained professionals.

7. Retirement of M. Robidoux (2027) & Launch of Search for Successor

At its AGM on May 27, ACLS announced that ACLS/CBEPS **Registrar, Marie Robidoux**, has advised ACLS Council of her intention to retire following many years of dedicated service to ACLS and the entire profession of land surveying. Marie's leadership and commitment have played an important role in strengthening the regulatory framework that supports Canada Lands Surveyors and protects the public interest.

With Marie's upcoming retirement, effective immediately, ACLS is launching the search for the next **ACLS and CBEPS Registrar**. This is a unique opportunity for a qualified land surveyor to

contribute to the governance and regulatory oversight at ACLS, and to work with CBEPS Stakeholder regulators on operational matters related to the ACLS Secretariat Contract with CBEPS.

ACLS looks forward to welcoming a new Registrar who will build on the strong foundation established by Marie Robidoux and help guide ACLS and CBEPS into their respective next chapter. Applications will be accepted until 12pm ET on **August 28, 2026**. The successful candidate is expected to assume the position **in early 2027**, allowing for a transition and overlap with the current Registrar until the **ACLS AGM in spring 2027**.

Interested candidates should submit their application at: <https://acls-aatc.jotform.com/260906524052048>

8. CBEPS Secretariat

ACLS serves as the secretariat for CBEPS, a role that is largely behind the scenes, but essential to providing CBEPS support. In practical terms, this means ACLS provides the operational backbone that supports CBEPS in carrying out its mandate, from coordinating examinations (until the end of 2026) and managing candidate records to supporting accreditation reviews and Board governance.

Acting as secretariat also means ensuring continuity, consistency, and responsiveness across all CBEPS activities. ACLS staff work closely with Board members, volunteer assessors, academic institutions, and candidates to manage processes, maintain standards, and implement decisions. It's a blend of administration, coordination, and subject-matter support that allows CBEPS to focus on setting and upholding professional requirements.

CBEPS Secretariat Team:

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