



Articling Essential Areas of Knowledge (EAK) Candidate Assessment Form

Candidate Name: _____
(PRINT)

Email Address: _____

Contact Phone #: _____

INSTRUCTIONS

In order to get the most out of the Articling experience it is important for both you and your Articling Surveyor/Supervisor to know exactly what you need to learn during the term of Articles and what you may already bring to the experience as a result of prior learning through workplace experience, education, training, etc. The Candidate Assessment Form is a tool that can facilitate this process. By jointly reviewing the list of Articling Essential Areas of Knowledge (EAK) you and your Articling Surveyor/Supervisor gain an understanding of what learning needs to take place during your articling term so that you are well prepared for work as a licensed Land Surveyor in Ontario.

Some candidates may bring prior learning with them to the Articling experience as a result of working in the field or other prior learning situations (e.g. being an internationally trained professional, workplace experience, course completion, field training, etc.). In this circumstance reviewing the EAKs to determine what you already know and can do along with identifying how your knowledge and skill was gained is important for several reasons. The review process is one that will facilitate recognition of what you already know and can do and it will help you and your Articling Surveyor/Supervisor focus specifically on your gap areas (what knowledge you need to gain/skills you need to develop). This may result in a reduced articling time frame and it will also provide you and your Articling Surveyor/Supervisor with the necessary information to jointly develop a focused Learning Plan designed to specifically target your gap areas.

Please refer to the next page for instructions on how to complete the Candidate Assessment Form.

Completing the Candidate Assessment Form and Next Steps

1. Review the complete EAK list and, based on your prior education and experience, put a Y for Yes or an N for No in the Knowledge Acquired column. This indicates your current knowledge in each of these areas.
2. Where you have placed a Y, determine what documentation or information (i.e. evidence) you can provide that will prove that you have gained the knowledge or developed the skill identified. Attach a copy of this documentation or information to this form. Meet with your Articling Surveyor/Supervisor to review and discuss the form and supporting materials so that s/he can verify that you have gained knowledge or developed skill through prior learning. The form and supporting materials must be submitted to the AOLS for review if you are requesting a reduction in your term of Articles.
3. Once you and your Articling Surveyor/Supervisor have agreed on the content of the Candidate Assessment Form, etc. you can jointly prepare your Learning Plan allowing you to identify specifically what learning activity you'll undertake (identified by the EAK statements identified by N/No), when, how, where, etc. during your term of Articles. The AOLS recommends that you and your Articling Surveyor/Supervisor regularly review your Learning Plan to ensure that you remain on track to gain the knowledge or develop the skills necessary to become a successful Ontario Land Surveyor within your term of Articles.

As always the AOLS is available to support you and the Articling Surveyor/Supervisor as needed. Please contact the AOLS at 416-491-9020 or bill@aols.org.

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Ethics and Professionalism - Cadastral students must understand that protection of the public interest is the overarching purpose for acting ethically in the exercise of their profession.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (Documentation/information that proves what I've learned)
The student understands: <ul style="list-style-type: none"> the duties of a Surveyor as a Member of the AOLS 		
<ul style="list-style-type: none"> the Complaints and Discipline process of the AOLS 		
<ul style="list-style-type: none"> the role of Surveyor as an Expert Witness 		

Business Practices - Cadastral students must be able to effectively communicate with clients, surveyors and other professionals. Cadastral students must also have functional knowledge of the basics of business practices.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student is familiar with: <ul style="list-style-type: none"> Professional Writing – preparation of reports, submissions, client letters, etc. 		
<ul style="list-style-type: none"> Client Contact - effective client communications 		
<ul style="list-style-type: none"> Business Finance – invoicing, accounts receivable/payable, collection practices, business and professional liability insurance 		
<ul style="list-style-type: none"> Planning Projects/Project Management – scheduling projects and staff 		
<ul style="list-style-type: none"> Contracts – cost estimating and job specifications 		
<ul style="list-style-type: none"> General Office Organization & Procedures – filing systems, electronic record keeping, time sheets, business forms, etc. 		
<ul style="list-style-type: none"> Business Law 		

Research - Cadastral surveyors must have functional knowledge of the historical and modern sources of documentary and field research required to offer a competent opinion on a boundary retracement.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student understands the role of research in boundary retracement including : <ul style="list-style-type: none"> • Land Registry Office research 		
<ul style="list-style-type: none"> • Field Notes – sources and interpretation 		
<ul style="list-style-type: none"> • Original Township Plans, field notes and Crown Instructions 		
<ul style="list-style-type: none"> • Recognizing the existence of other resources such as Library and Archives Canada, Ontario Archives, and municipal and other archives 		
<ul style="list-style-type: none"> • Recognizing original monumentation evidence 		
<ul style="list-style-type: none"> • Verbal (oral and written) evidence from long standing owners and the use of a formal affidavit 		

General Boundary Retracement - Cadastral students must have functional knowledge of the methodologies, legal principles and case law impacting boundary retracements.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student understands and is able to apply principles of boundary retracement statute and case law including: <ul style="list-style-type: none"> • Hierarchy of evidence • Priority of registration – priority of severance • Appropriate use of proportioning 		
The student is knowledgeable about: <ul style="list-style-type: none"> • Use and effect of different types of surveys and plans 		
The student is familiar with: <ul style="list-style-type: none"> • Resolution of boundary problems and conflicting surveys • Boundaries Act Decisions • Intention of the original parties <ul style="list-style-type: none"> ○ Intrinsic and extrinsic evidence 		

Descriptions - Cadastral students must be able to interpret the various forms of legal descriptions in terms of what evidence can be used to complete boundary surveys.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student understands the nature and role of descriptions including: <ul style="list-style-type: none"> • Types of legal descriptions • Interpretation of descriptions • Land Titles Qualifiers • Conversion into Land Titles Plus 		
The student is able to apply principles of statute and case law regarding descriptions including: <ul style="list-style-type: none"> • Conventional Lines • Misdescriptions • O. Reg. 43/96 Surveys, Plans and Descriptions of Land 		

Easements - Cadastral students must understand all the nuances of easements since even the simplest of easements can create large scale liabilities.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student: <ul style="list-style-type: none"> Knows what constitutes a validly created easement 		
<ul style="list-style-type: none"> Is able to explain the Land Titles conversion rules for easements 		
<ul style="list-style-type: none"> Is able to identify steps required to assess and correct a title as it pertains to easements 		
<ul style="list-style-type: none"> Displays a basic knowledge of prescriptive easements 		

Roads - Cadastral students must be able to identify where roads originate, what their extents are, who owns them and how their ownership is transferred.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student : <ul style="list-style-type: none"> understands the process for purchasing Road Allowances 		
<ul style="list-style-type: none"> understands and is able to communicate the complexities of surveying a Road Allowance 		
<ul style="list-style-type: none"> understands road access issues 		
<ul style="list-style-type: none"> is aware of Ministry of Transportation Ontario (MTO) Plan Types and their effect 		
<ul style="list-style-type: none"> understands forced road and colonization road differences 		
<ul style="list-style-type: none"> understands the various methods of creating a public highway 		

Water Boundaries - Cadastral students must be able apply the legal principles set out in case law in their process of arriving at an opinion on the location of different types of natural boundaries.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student is able to apply principles of statute and case law regarding natural boundaries including: <ul style="list-style-type: none"> • Flooded Lands <ul style="list-style-type: none"> ○ Methods of retracing the limit prior to flooding 		
<ul style="list-style-type: none"> • Accretion and erosion <ul style="list-style-type: none"> ○ Recognizing the signs of accretion or erosion as opposed to flooding or reliction. ○ Ownership and distribution of accreted lands 		
<ul style="list-style-type: none"> • Ownership of the Bed, navigability <ul style="list-style-type: none"> ○ The Beds of Navigable Waters Act ○ Demonstrate an understanding that an OLS does not have authority to make a conclusive determination of navigability ○ Ad medium filum 		
<ul style="list-style-type: none"> • Interpret the intent on Registered Plans 		

Original Township Retracement - Cadastral students must have functional knowledge of the statutory methods of re-establishing lost lot corners, concession corners or township corners in original township Surveys as set out in the *Surveys Act*.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student understands: <ul style="list-style-type: none"> Original Township Systems 		
<ul style="list-style-type: none"> Original Township Boundary Retracement and Methods of Survey as identified in the Surveys Act 		

Adverse Possession - Cadastral students must be able to differentiate adverse possession from possessory evidence used to re-establish boundaries. Since adverse possession is a title issue, they must be able to distinguish their scope of expertise from that of a lawyer.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student: <ul style="list-style-type: none"> • Is able to identify adverse possession versus possession as evidence of a boundary • understands that adverse possession is a title issue that requires the expertise of a lawyer 		
The student is able to: <ul style="list-style-type: none"> • understand principles of statute and case law regarding adverse possession. 		
The student is able to : <ul style="list-style-type: none"> • describe the basic methods of perfecting a claim through adverse possession. 		

Spatial Reference - Cadastral students must have functional knowledge of the requirements and best practices for georeferencing, datums and projections.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student understands and is able to apply: <ul style="list-style-type: none"> Integration Requirements of Reg. 216/10 		

Condominium Act- Cadastral students must be familiar with the roles and responsibilities of the surveyor in the development of a condominium under the *Condominium Act*.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student: <ul style="list-style-type: none"> knows what's required in order to support a client's decision-making to fulfill the requirements for registering a project 		
<ul style="list-style-type: none"> knows what basic elements are to be included in a standard condominium description 		
<ul style="list-style-type: none"> understands the purpose of, and the OLS contribution to each schedule that forms part of the standard condominium Declaration 		
<ul style="list-style-type: none"> is able to complete a Schedule document (i.e. Schedule "C") 		
<ul style="list-style-type: none"> is able to describe the various roles the professionals play in the preparation and registration of a Condominium 		
<ul style="list-style-type: none"> can briefly describe the various kinds of Condominiums that can be registered in Ontario 		

Mining Act - Cadastral students must understand the types of rights that, depending on the claims' location, can append to mining claims and the unique survey requirements used to establish mining claims on the ground.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student: <ul style="list-style-type: none"> • understands Staked Mining Claims, Mining Tenure and Mining and Perimeter Surveys 		
<ul style="list-style-type: none"> • knows how to determine: <ul style="list-style-type: none"> ○ where a claim is located and who the claim holder is ○ when the claim was staked and recorded ○ if there are any encumbrances 		

Planning Act - Cadastral students must consider land use planning in light of the intended purpose(s) of the *Planning Act*, the provincial interests documented in the Provincial Policy Statement, as well as the restrictions imposed by the municipality's Official Plan and zoning by-laws.

Outcome	Knowledge Acquired (Y/N)	Evidence/Proof (documentation/information that proves what I've learned)
The student: <ul style="list-style-type: none"> knows the role in land development of the general intent of the Planning Act and other statements, plans and zoning by-law policies 		
<ul style="list-style-type: none"> understands the approval processes for the division of land under the Planning Act 		

SIGNATURES:

Candidate: _____

Date: _____

**Articling Surveyor/Supervisor
Name (Please Print):** _____

Signature: _____

Date: _____