



REQUEST FOR QUALIFICATIONS: PROFESSIONAL SERVICES FOR COMPETENCY FRAMEWORK ADVISORY AND QUALITY ASSURANCE WITH A FOCUS ON ENTRY-TO-PRACTICE STANDARDS

ABOUT THE PROFESSIONAL STANDARDS BOARD (PSB)

In 2012, the Professional Standards Board for the Planning Profession in Canada (PSB) was established to administer the certification process of professional planners on behalf of the Provincial and Territorial Institutes and Associations (PTIAs), which regulate the planning profession across Canada, and the Canadian Institute of Planners.

Vision: Public trust in the planning profession and planning education in Canada.

Mission: Deliver a rigorous and measurable assessment of competency for individuals and academic institutions seeking planning certification or accreditation across Canada.

Currently, the PSB administers the certification process for all PTIAs except l'Ordre des urbanistes du Québec (OUQ). PSB is a separately incorporated body, headed by an independent Board of Directors, and operates under agreements with its members. For more information about the PSB, please visit our website: psb-planningcanada.ca

STATEMENT OF WORK: COMPETENCY FRAMEWORK ADVISORY & QUALITY ASSURANCE WITH A FOCUS ON ENTRY-TO-PRACTICE STANDARDS

1. Project Overview

The PSB is seeking a consultant/firm to provide expert advisory services, training, and peer review for the updating of the **Professional Competency Framework** for planners in Canada. The professional services may be provided by any of the following:

- Industrial-Organizational (I-O) Psychologists; and/or,
- Occupational Standards Consultants; and/or,
- Competency-Based Education (CBE) Experts.

The current competencies are available on the PSB's website at: <https://psb-planningcanada.ca/wp-content/uploads/2025/10/Registered-Professional-Planner->



[Competencies.pdf](#). These competencies were previously approved in 2010 and are due for an update.

The consultant/firm will engage directly with the PSB's Competencies Subcommittee, which is a standing subcommittee of the PSB's Standards Advisory Committee. The Standards Advisory Committee makes recommendations to the PSB's Board of Directors which is the decision-making entity of the PSB.

It will serve as the foundational standard for:

1. **University Accreditation:** Setting the learning outcomes that university programs must meet to be "Accredited" by the PSB;
2. **The Log and Mentorship/Sponsorship Process:** Guiding the work-based learning period prior to examination/registration so that expectations are clear for the Candidate, and the roles of the Mentor and the Sponsor are effective:
 - The Candidate prepares their Log demonstrating alignment/relevancy of their work to the competencies;
 - The Mentor validates that the Candidate has accurately recorded their work in the Log; and,
 - The Sponsor validates that the work of the Candidate recorded in their Log is meeting the competencies.
3. **PLAR (Prior Learning Assessment & Recognition):** Providing the criteria against which a non-traditional applicant (e.g., international or mid-career) must demonstrate equivalency via a portfolio to become a Candidate that allows them to later seek registration through the final Exam.

It should be noted that the Competencies are not used for the profession's final Exam.

2. Objectives

The objectives of this assignment are:

- **Capacity Building:** Equip the PSB's Competencies Subcommittee with the tools to draft updated and technically sound competency standards, that are both aspirational for students/Candidates and measurable for assessors.
- **Standardization:** Help the PSB's Competencies Subcommittee create a unified language that bridges the gap between academic theory (Accreditation) and professional application (Mentorship/PLAR).



- **Mentorship Utility:** Help the PSB's Competencies Subcommittee ensure that competencies are written as "observable behaviors" so that Sponsors can accurately validate a Candidate's progress.
- **Overall Defensibility:** Help ensure that the framework meets the psychometric and other appropriate standards required for planning professionals at the point of "Entry-to-Full-Practice".
- **Defensible Equivalency:** Help ensure the competencies allow for a "fair and transparent" assessment of portfolios in the PLAR process.

3. Scope of Work and Timelines

Phase I: Training & Methodology (The Preparatory Phase)

1. **High-Level Training:** Conduct a workshop for the PSB's Competencies Subcommittee on writing outcome-based competencies.
2. **Taxonomy Alignment:** Provide tools for the PSB's Competencies Subcommittee to ensure competencies can be mapped to both Educational Levels (for Accreditation) and Workplace Performance (for PLAR and Mentorship).
3. **Accreditation Mapping:** Advise the PSB's Competencies Subcommittee on how the drafted competencies (some or all being required to be taught in an accredited program) could be structured so that universities can easily demonstrate to the PSB how their courses "map" to these standards.
4. **Drafting Toolkit:** Provide one or more "Writing Guides" that ensure statements are high-level enough for a curriculum, yet granular enough for a portfolio rubric.

Phase II: Interim Support (The Writing Phase)

1. **Advice As-and-When Needed:** Provide support on an ad hoc basis to the PSB's Competencies Subcommittee as they go through the exercise of drafting the competencies. Please note: The PSB's Competencies Subcommittee will craft the competencies once they have received the training, having regard for measurability, defensibility, and suitability for the planning profession.

Phase III: Peer Review & Quality Assurance

1. **Holistic Audit:** Review the draft suite of updated competencies developed by the PSB's Competencies Subcommittee for consistency across all three pillars (Accreditation, PLAR, Mentorship/Sponsorship).
2. **Mentorship/Sponsorship Blueprinting:** Help ensure the competencies are "observable" for mentors/sponsors and "testable" for those reviewing PLAR applications.



3. **PLAR Framework Design and Equivalency Check:** Consult on the development of Evidence Requirements (e.g., "If the competency is X, what specific evidence must a PLAR applicant provide in their portfolio?"). Evaluate whether the competencies provide a clear, defensible benchmark to judge if a PLAR applicant's experience is truly equivalent to an accredited degree.
4. **Refinement Session:** Facilitate a final workshop to "stress-test" the draft against the university accreditation, mentorship/sponsorship, and PLAR scenarios.

Timelines

The PSB expects to shortlist consultants, request quotes, and have a consultant retained for the work to begin by early July 2026. The training in Phase I is expected to occur before the end of July 2026. Completion of Phase III is expected by October/November 2026.

4. Required Expertise

- **Psychometrics & Professional Regulation:** Deep knowledge of the "Fair Access to Regulated Professions" requirements in Canada.
- **Experience with PLAR/Equivalency:** Proven history of designing portfolio-based assessment systems.
- **Academic Accreditation:** Experience working with university-level learning outcomes.
- **I-O Psychology:** Expertise in job analysis and standard-setting for entry-to-practice.

5. Budget

The PSB has allotted approximately \$30 000 for these professional services, including disbursements. The contracted party shall not exceed this budget without prior authorization from the PSB.

REQUEST FOR QUALIFICATIONS SUBMISSION REQUIREMENTS

All interested persons/firms are invited to submit their Qualifications for consideration by the PSB. The submission requirements are:

- **Training Philosophy:** How do you move an internal committee towards "measurable standards"?
- **Experience with Multi-Stakeholder Standards:** Demonstrate how you have balanced the needs of academia (universities) and practitioners (mentors) in one framework.
- **Assessment Philosophy:** Describe your approach to defining "Entry-to-Practice" vs. "Senior Expert" levels.



- **Mentorship/Sponsorship Integration:** Provide one or two examples of how you have made competencies "user-friendly" for mentors/sponsors in the field.
- **Sample Map:** Provide an example of a "Competency-to-Evidence Map" used for portfolio assessment or accreditation.
- **Peer Review Philosophy:** Explain the principles you will use to "audit" the PSB Competencies Subcommittee's draft to ensure they are legally and technically defensible for professional practice.

Submissions must be a **maximum of ten (10) pages** including any attachments.

Deadline, Selection Process, and Next Steps

The deadline for submissions is **May 15, 2026**. Please compile your Qualifications package into a single Adobe Acrobat (PDF) file and submit it by email to Phae Eckhart, Executive Director, at: executivedirector@psb-planningcanada.ca.

Any questions will be addressed as addendums to be posted on the PSB website by May Wed May 6, 2026.

The Standards Advisory Committee (SAC) will review all submissions, short-list three (3) individuals/firms, and request a detailed work plan with a firm price from those short-listed.

- All applicants will be contacted by SAC by May 30, 2026.
- The three short-listed firms will be asked to submit detailed workplans which will be due by June 5, 2026
- Selection of successful candidate will be notified by **June 19, 2026** with contract and work to be initiated by **July 1, 2026**.

QUESTIONS/CLARIFICATIONS

Please email any questions or clarification requests to Phae Eckhart, Executive Director, at: executivedirector@psb-planningcanada.ca.

We thank all those interested that submit their qualifications.