

PSB Competency Assessment Summary

Groups Included: OPPI, APPI, SPPI, MPPI, PIBC, API (PEIPP, NBAP, NLAPP), APC, PLAR
Assessors and Question Writing Group (QWG)

1

How to read this summary

- This summary uses thematic analysis of open-ended responses.
- Themes highlight patterns across responses, not scores or rankings.
- Themes do not represent the views of every individual respondent or group.
- This summary is intended to be directional rather than exhaustive.

Summary compiled from survey responses.

2

Overall Themes

High-level themes relevant across all groups

3

Streamline the Competency Framework

- Many groups noted that the number of competencies feels excessive.
- Broad definitions and overlap lead to duplication across competencies.
- Collapsible sections proposed to allow for greater detail where needed.
- Desire for a set of core, required competencies.

Summary compiled from survey responses.

4

Define Measurable Behaviours and Indicators

- Respondents emphasized the need for observable actions associated with each competency.
- There is a desire to update the 0-5 scale to include behavioural indicators.
- Fewer, yet more detailed examples are preferred over numerous high-level ones.
- Indicators need to be evidence-based, defensible and aligned with professional standards.

Summary compiled from survey responses.

5

Embed DEI, Reconciliation and Systems Thinking Across Competencies

- Integration of DEI and reconciliation should occur across all competencies, not as an add-on.
- Language should address colonial assumptions and be broadened to promote inclusivity.
- Competencies should acknowledge workload, wellbeing and mental health considerations.

Summary compiled from survey responses.

6

Future-Proof and Modernize the Competency Framework

- Incorporate emerging areas such as AI and climate change explicitly within competencies.
- Establish a periodic review process to manage future changes.
- Develop a structured assessment framework that supports ongoing updates opposed to relying on the current broad, conceptual competency map.

Summary compiled from survey responses.

7

Group Breakdown

What success would look like from each group's perspective alongside expectations

8

API (PEIPP, NBAP, NLAPP)

(1/2)

Priorities:

- Measurable and defensible competencies, given legal considerations in some provinces.
- Competencies that support registration, professional learning, academic programming and assessment of competence.
- Consistent application and regulation.
- Alignment with codes of conduct, ethics and fair registration acts (eg. NB and NL).

Expectations:

- Development of a clear competency profile, followed by supporting curriculum map.
- Clear and ongoing communication with each PITIA as the process rolls out.
- Timely completion of work, emphasizing on efficiency and practicality.

Summary compiled from survey responses.

API (PEIPP, NBAP, NLAPP)

(2/2)

Priorities:

- Structured and clearly defined framework.
- Clear distinction between foundational knowledge and applied skills within competencies.
- Publicly available competencies and framework.
- Inclusion of climate change, AI and indigenous experience within competency language.

Expectations:

- Alignment of revised competencies with University curriculum, the profession sets standards and schools align programs accordingly.
- Use of previous consultant work as a foundation for this work.
- Support for PSB/SAC through engagement of a specialist consultant in professional competency development and refinement.

Summary compiled from survey responses.

APPI

Priorities:

- Measurable and defensible competencies.
- Narrower, more focused competency definitions.
- Updated competencies reflecting changes since initial 2010 adoption.

Expectations:

- Consultation with members across the various institutes.
- Ongoing communication to keep members informed throughout the process.
- Timely review and ratification.

Summary compiled from survey responses.

11

MPPI

Priorities:

- Retention of core competencies related to land use planning, including zoning analysis, development viability and impact of regulations on housing provision.
- Ensure that essential planning competencies are not lost within broader frameworks.

Expectations:

- Address the unique needs of the diverse group of planners.
- Implementation guided by clear goals and milestones to ensure efficiency and effectiveness.

Summary compiled from survey responses.

12

OPPI

Priorities:

- Updated competencies reflect recent developments including AI, digital systems, climate change and DEI.
- Regular competency reviews and updates, ideally every 5 years.
- Observable indicators or defined behaviours to demonstrate proficiency within competencies.
- Standards that consider the employer perspective, reflecting the critical role of hiring for professional planners.

Expectations:

- Inclusion of consultants with experience in competency development during all phases.
- Change management support for individuals pursuing certification.
- Clear timelines provided to PTIAs to ensure consistent understanding of expectations.

Summary compiled from survey responses.

13

PIBC

Priorities:

- Competencies that address contemporary and emerging topics.
- Clear, precise and measurable competencies with defined metrics to support defensible assessment.
- Competencies that are clearly understood and easily applied within processes and practices.

Expectations:

- A thorough yet efficient PSB-led review, building on previous competency work and engaging relevant stakeholders and subject-matter experts.
- Approval by PSB, followed by consideration and adoption by member organizations.
- Regular, ongoing communication and updates throughout the process.

Summary compiled from survey responses.

14

SPPI

Priorities:

- Incorporation of reconciliation, DEI, AI and other profession-relevant topics that have emerged since creation.
- More focused competencies that are clearly defined, measurable and assessable.
- Clearly articulated levels of proficiency for each competency, supported by observable outcomes and metrics.

Expectations:

- Timely and appropriate consultation with relevant stakeholders throughout the process.
- Regular updates on the initiative through clear, ongoing communications and bulletins.

Summary compiled from survey responses.

APC

Priorities:

- Establishment of core, basic competencies as requirements for planners.
- Measurable and transparent metrics to support fair, defensible assessment.
- Alignment between accreditation program and the revised competencies.

Expectations:

- Clear communication that things are progressing.
- Visible incorporation of new feedback.

Summary compiled from survey responses.

PLAR assessors

(1/2)

Priorities:

- Simplified competencies and clearly define a responsible, professional planner across practice contexts.
- Observable behavioural descriptors to support fair, consistent and defensible assessment.
- Clear distinction of core competencies and advanced/specialized competencies.
- Competencies should be applicable beyond municipal planning.

Expectations:

- An updated self-assessment grid aligned with revised competencies and including cross-references.
- Clear definition of a transition period for adoption of new framework.
- Clarification of how part-time work is prorated toward experience.
- Draft versions of updated competencies shared for input.

Summary compiled from survey responses.

17

PLAR assessors

(2/2)

Priorities:

- Integration of DEI, reconciliation, AI, ethics and global issues throughout the framework.
- Explicit competencies for public-facing practice, including empathy, professionalism under pressure and de-escalation.
- Clear inclusion of foundational urban design knowledge within the principles of community planning.

Expectations:

- Ongoing updates supported through periodic review.
- Online training sessions, calibration tools and sample portfolios to support consistent application of new standards by assessors.
- Change management supports for smooth adoption of updated competencies.
- Continuous improvement mechanisms to ensure the framework remains current over time.

Summary compiled from survey responses.

18

Question Writing Group

Priorities:

- Inclusion of Indigenous Peoples and perspectives throughout.
- Updated competencies that reflect emerging and evolving topics including climate change, digital planning, equity, reconciliation and inclusion.
- Competencies that are measurable and assessable across all areas.

Expectations:

- Involvement of educational specialists in the review and refinement to ensure they are defensible and fit for assessment
- Development of concise educational guidance materials to demonstrate how competencies are applied.
- Orientation sessions and exemplars to support consistent application by question writers.
- Pilot testing of the framework with a small group of question writers to gather feedback prior to implementation.

Summary compiled from survey responses.

Key Considerations Across Groups

Areas of alignment and implications to inform next-phase discussions

What Was Consistent Across Groups

- Need for clearer, more measurable and defensible competencies.
- A modernized framework to remain credible and future-ready.
- Integration of DEI and reconciliation throughout the framework.
- Competencies that define professional identity across diverse planning contexts.

Summary compiled from survey responses.

21

Where Nuance Emerged

- Mixed views on the degree of streamlining, with some favouring fewer competencies while others value greater detail, especially for supporting student development.
- Balancing regulatory defensibility with flexibility to accommodate diverse practice settings across the country.

Summary compiled from survey responses.

22

Common Expectations Across Groups

- Inclusive and expert-led development.
 - Engagement of subject-matter experts, educational specialists and relevant stakeholders.
- Clear implementation pathway.
 - Defined transition periods, pilot testing, feedback and structured rollout to support adoption.
- Transparent and ongoing communication.
 - Regular updates, bulletins and feedback loops for stakeholder groups.
- Commitment to continuous improvement.
 - Periodic review and ongoing updates to remain current.

Summary compiled from survey responses.

23

Implications for the Next Phase

- Design choices will need to balance simplification with sufficient detail for assessment and learning.
- Early decisions on measurability and observable behavioural indicators will be key to assessment credibility.
- Implementation planning (transition, training and calibration) is as critical as framework content.

Summary compiled from survey responses.

24

About This Summary

- This deck presents a synthesis of key themes, priorities, and expectations gathered from all groups.
- For more detailed input, including full responses and examples, please refer to the original survey data.
- This summary is intended to guide discussion and decision-making, rather than capture every individual comment.

Summary compiled from survey responses.