



## Articling Essential Areas of Knowledge - Cadastral Candidate Assessment Form

Candidate Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Contact #: \_\_\_\_\_

### INSTRUCTIONS

In order to get the most out of the Articling experience it is important for both you and 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 – Cadastral 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 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 completing the Candidate Assessment Form.

## Completing the Candidate Assessment Review Form and Next Steps

1. Review the complete Essential Areas of Knowledge (EAK) – Cadastral list and, based on your prior education and experience, put a Y for Yes or an N for No in the Knowledge Acquired column.
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 and produce a copy of the documentation or information to attach 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 may also be submitted to the AOLS for review as it relates to a request for reduction of Articles, etc. as appropriate.
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 (see 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 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 [registrar@aols.org](mailto:registrar@aols.org).



**Articling Essential Areas of Knowledge – Cadastral  
Candidate Assessment Form**

**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.

| <b>Outcome</b>   | <b>Knowledge Acquired (Y/N)</b> | <b>Evidence/Proof</b><br>(Documentation/information that proves what I've learned) |
|--|---------------------------------|--|
| By the end of the articling term the student will understand: <ul style="list-style-type: none"><li>the duties of a Surveyor as a Member of the AOLS</li></ul> |                                 |  |
| <ul style="list-style-type: none"><li>the Complaints and Discipline processes of the AOLS</li></ul>  |                                 |  |
| <ul style="list-style-type: none"><li>the role of Surveyor as an Expert Witness</li></ul>  |                                 |  |

**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) |
|--|--------------------------|--|
| By the end of the articling term the student will be familiar with: <ul style="list-style-type: none"> <li>Professional Writing – preparation of reports, submissions, client letters, etc.</li> </ul> |                          |  |
| <ul style="list-style-type: none"> <li>Client Contact - effective client communications</li> </ul>   |                          |  |
| <ul style="list-style-type: none"> <li>Business Finance – invoicing, accounts receivable/payable, collection practices, business and professional liability insurance</li> </ul>                       |                          |  |
| <ul style="list-style-type: none"> <li>Planning Projects/Project Management – scheduling projects and staff</li> </ul>   |                          |  |
| <ul style="list-style-type: none"> <li>Contracts – cost estimating and job specifications</li> </ul>   |                          |  |
| <ul style="list-style-type: none"> <li>General Office Organization &amp; Procedures – filing systems, electronic record keeping, time sheets, business forms, etc.</li> </ul>                          |                          |  |
| <ul style="list-style-type: none"> <li>Business Law</li> </ul>   |                          |  |

**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) |
|---|--------------------------|--|
| By the end of the articling term the student will understand the role of research in boundary retracement including : <ul style="list-style-type: none"> <li>• Land Registry Office research</li> </ul> |                          |  |
| <ul style="list-style-type: none"> <li>• Field Notes – sources and interpretation</li> </ul>  |                          |  |
| <ul style="list-style-type: none"> <li>• Original Township Plans, field notes and Crown Instructions</li> </ul>   |                          |  |
| <ul style="list-style-type: none"> <li>• Recognize the existence of other resources such as Library and Archives Canada, Ontario Archives, and municipal and other archives</li> </ul>                  |                          |  |
| <ul style="list-style-type: none"> <li>• Recognizing original monumentation evidence</li> </ul>   |                          |  |
| <ul style="list-style-type: none"> <li>• Verbal (oral and written) evidence from long standing owners and the use of a formal affidavit</li> </ul>  |                          |  |

**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) |
|---|--------------------------|--|
| <p>By the end of the articling term the student will understand and be able to apply principles of boundary retracement statute and case law including:</p> <ul style="list-style-type: none"> <li>• Hierarchy of evidence</li> <li>• Priority of registration – priority of severance</li> <li>• Appropriate use of proportioning</li> </ul>                               |                          |  |
| <p>By the end of the articling term the student will be knowledgeable about:</p> <ul style="list-style-type: none"> <li>• Use and effect of different types of surveys and plans</li> </ul>   |                          |  |
| <p>By the end of the articling term the student will be familiar with:</p> <ul style="list-style-type: none"> <li>• Resolution of boundary problems and conflicting surveys</li> <li>• Boundaries Act Decisions</li> <li>• Intention of the original parties               <ul style="list-style-type: none"> <li>○ Intrinsic and extrinsic evidence</li> </ul> </li> </ul> |                          |  |

**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) |
|--|--------------------------|--|
| <p>By the end of the articling term the student will understand the nature and role of descriptions including:</p> <ul style="list-style-type: none"> <li>• Types of legal descriptions</li> <li>• Interpretation of descriptions</li> <li>• Land Titles Qualifiers</li> <li>• Conversion into Land Titles Plus</li> </ul> |                          |  |
| <p>By the end of the articling term the student will be able to apply principles of statute and case law regarding descriptions including:</p> <ul style="list-style-type: none"> <li>• Conventional Lines</li> <li>• Misdescriptions</li> <li>• O. Reg. 43.96 Surveys, Plans and Descriptions of Land</li> </ul>          |                          |  |

**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) |
|---|--------------------------|--|
| By the end of the articling term the student will: <ul style="list-style-type: none"> <li>know what constitutes a validly created easement</li> </ul> |                          |  |
| <ul style="list-style-type: none"> <li>be able to explain the Land Titles conversion rules for easements</li> </ul>                                   |                          |  |
| <ul style="list-style-type: none"> <li>be able to identify steps required to assess and correct a title as it pertains to easements</li> </ul>        |                          |  |
| <ul style="list-style-type: none"> <li>display a basic knowledge of prescriptive easements</li> </ul>   |                          |  |

**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) |
|--|--------------------------|--|
| By the end of the articling term the student will: <ul style="list-style-type: none"> <li>• understand the process for purchasing Road Allowances</li> </ul> |                          |  |
| <ul style="list-style-type: none"> <li>• understand and be able to communicate the complexities of surveying a Road Allowance</li> </ul>                     |                          |  |
| <ul style="list-style-type: none"> <li>• understand road access issues</li> </ul>  |                          |  |
| <ul style="list-style-type: none"> <li>• be aware of Ministry of Transportation Ontario (MTO) Plan Types and their effect</li> </ul>                         |                          |  |
| <ul style="list-style-type: none"> <li>• understand forced road and colonization road differences</li> </ul>   |                          |  |
| <ul style="list-style-type: none"> <li>• understand the various methods of creating a public highway</li> </ul>  |                          |  |

**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) |
|--|--------------------------|--|
| <p>By the end of the articling term the student will be able to apply principles of statute and case law regarding natural boundaries including:</p> <ul style="list-style-type: none"> <li>• Flooded Lands               <ul style="list-style-type: none"> <li>○ Methods of retracing the limit prior to flooding</li> </ul> </li> </ul>           |                          |  |
| <ul style="list-style-type: none"> <li>• Accretion and erosion               <ul style="list-style-type: none"> <li>○ Recognizing the signs of accretion or erosion as opposed to flooding or reliction.</li> <li>○ Ownership and distribution of accreted lands</li> </ul> </li> </ul>  |                          |  |
| <ul style="list-style-type: none"> <li>• Ownership of the Bed, navigability               <ul style="list-style-type: none"> <li>○ The Beds of Navigable Waters Act</li> <li>○ Demonstrate an understanding that an OLS does not have authority to make a conclusive determination of navigability</li> <li>○ Ad medium filum</li> </ul> </li> </ul> |                          |  |
| <ul style="list-style-type: none"> <li>• Interpret the intent on Registered Plans</li> </ul>   |                          |  |



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**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) |
|---|--------------------------|--|
| By the end of the articling term the student will understand: <ul style="list-style-type: none"> <li>• Original Township Systems</li> </ul>       |                          |  |
| <ul style="list-style-type: none"> <li>• Original Township Boundary Retracement and Methods of Survey as identified in the Surveys Act</li> </ul> |                          |  |

**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) |
|--|--------------------------|--|
| By the end of the articling term the student will: <ul style="list-style-type: none"> <li>• be able to identify adverse possession versus possession as evidence of a boundary</li> <li>• understand that adverse possession is a title issue that requires the expertise of a lawyer</li> </ul> |                          |  |
| By the end of the articling term the student will be able to: <ul style="list-style-type: none"> <li>• understand principles of statute and case law regarding adverse possession.</li> </ul>  |                          |  |
| By the end of the articling term the student will be able to : <ul style="list-style-type: none"> <li>• describe the basic methods of perfecting a claim through adverse possession.</li> </ul>  |                          |  |

**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) |
|--|--------------------------|--|
| By the end of the articling term the student will understand and be able to apply: <ul style="list-style-type: none"> <li>Requirements of Reg. 216/10</li> </ul> |                          |  |

**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) |
|--|--------------------------|--|
| By the end of the articling term the student will: <ul style="list-style-type: none"> <li>know what's required in order to support a client's decision-making to fulfill the requirements for registering a project</li> </ul> |                          |  |
| <ul style="list-style-type: none"> <li>know what basic elements are to be included in a standard condominium description</li> </ul>  |                          |  |
| <ul style="list-style-type: none"> <li>understand the purpose of , and OLS contribution to, each schedule that form part of the standard condominium declaration</li> </ul>  |                          |  |
| <ul style="list-style-type: none"> <li>be able to complete a Schedule document (i.e. Schedule "C")</li> </ul>  |                          |  |
| <ul style="list-style-type: none"> <li>be able to describe the various roles the professionals play in the preparation and registration of a Condominium</li> </ul>  |                          |  |
| <ul style="list-style-type: none"> <li>briefly describe the various kinds of Condominiums that can be registered in Ontario</li> </ul>   |                          |  |

**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) |
|---|--------------------------|--|
| By the end of the articling term the student will: <ul style="list-style-type: none"> <li>• understand Staked Mining Claims, Mining Tenure and Mining and Perimeter Surveys</li> </ul>  |                          |  |
| <ul style="list-style-type: none"> <li>• know how to determine:               <ul style="list-style-type: none"> <li>○ where a claim is located and who the claim holder is</li> <li>○ when the claim was staked and recorded</li> <li>○ if there are any encumbrances</li> </ul> </li> </ul> |                          |  |

**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) |
|---|--------------------------|--|
| By the end of the articling term the student will: <ul style="list-style-type: none"> <li>know the role in land development of the general intent of the Planning Act and other statements, plans and zoning by-law policies</li> </ul> |                          |  |
| <ul style="list-style-type: none"> <li>understand the approval processes for the division of land under the Planning Act</li> </ul>   |                          |  |

**SIGNATURES:**

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Articling Surveyor/Supervisor  
Name (Please Print):** \_\_\_\_\_



**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_