

Quality Assurance Committee Composition Matrix

(All competencies in alphabetical order)

Individual Committee Member	Committee	
every committee member will bring, <u>or be willing to learn</u> , the following SKILLS and KNOWLEDGE :	the Committee will reflect the following DIVERSE EXPERIENCE, BACKGROUNDS and PERSPECTIVES :	one or more committee members will have the following specific PROFESSIONAL EXPERIENCE, KNOWLEDGE and SKILLS :
<p>Anti-racism and Allyship Understanding of what it means to be anti-racist and an ally and knowledge of how to actively model this behaviour; ability to speak up and acknowledge instances or systems of oppression; and ability to hold self and others accountable for creating safe and inclusive spaces in which honest conversations about racism and privilege can occur.</p>	<p>First Nations and Indigenous Diverse perspectives from First Nations and Indigenous people embedded within the College’s governance structure to ensure that: deliberations include and are informed by firsthand knowledge and experiences of First Nations and Indigenous communities in BC; decisions include and respect key rights, protocols and perspectives; collective biases are identified, questioned and mitigated; and the College’s cultural safety and humility journey continues to be supported in order to contribute to positive systemic change.</p>	<p>Committee/Panel Leadership Experience in facilitating committee meetings, developing a positive culture, creating safe collaborative environments, leading sensitive conversations, resolving conflicts, and fostering effective decision making.</p>
<p>Collaboration and Conflict Management Ability to work with people with different opinions, perspectives and backgrounds in a way that creates an environment of mutual respect and reinforces trust. Ability to work with conflict, support others through conflict, and help to ensure decisions benefit from the diverse perspective within the conflict.</p>	<p>Ableness/Lived Experience Varied perspectives arising from participation of people with lived experience advocating for, accommodating, or navigating a spectrum of physical, mental health, or cognitive abilities, to help ensure that the perspectives of people with a range of disabilities inform decision-making.</p>	<p>Continuing Professional Development Experience Experience in academia and/or professional education to provide support to discussion about continuing professional development and assessment.</p>
<p>Confidentiality Understanding and acceptance of the need for protecting the privacy and confidentiality of all college and registrant data and information, including the security of all data and documents.</p>	<p>Age Representation across a variety of adult age groups to reflect the diverse experiences and perspectives of registrants and the public served by the College.</p>	<p>Innovation Experience in or exposure to developing environments that foster new thinking.</p>
<p>Cultural Safety and Humility Ongoing learning, appreciation and respect for the distinct and important First Nations and Indigenous-specific rights, approaches, protocols and perspectives, in particular those peoples and communities whose traditional territory existed in the lands prior to the creation of BC, that inform discussion and decision-making; ability to contribute to and support the College as it works to develop a culturally safe organization and health</p>	<p>Culture A variety of cultural and historical backgrounds and experiences that reflect the communities the College serves and the cultural context within BC’s health care system.</p>	<p>Policy Development and Oversight Experience Experience developing or overseeing the development of policy, including defining policy objectives, developing consultation and communication strategies, complex project planning and oversight, and navigating various levels of decision making.</p>

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<p>system (through the continuous practice of cultural humility); and an ability to support and respect those who communicate they are feeling unsafe.</p>		
<p>First Nations and Indigenous Context in BC Understanding of the social, legislative, and political histories of First Nations and Indigenous people in BC from a distinctions-based approach; the impact of settler colonialism in Canada and its enduring traumatic legacy; the effects of widespread Indigenous-specific racism within the healthcare system; and knowledge of how Indigenous self-government and self-determination works in this province; and a commitment to Indigenous Specific Anti-Racism practice.</p>	<p>Education Local, national, and international academic backgrounds and experiences that reflect the diverse education and knowledge of registrants and the public served by the College.</p>	<p>Quality Improvement Experience in and understanding of the quality assurance and quality improvement programs and assessments in health care, and experience in developing tools that enable meaningful feedback and continuous improvement.</p>
<p>Health Professions Regulation Understanding of the role and philosophy of health profession regulators, the public protection mandate of the College, the applicable legislation, regulations, bylaws and policies, and the core work of the College and its committees.</p>	<p>Gender and Sexual Orientation A range of gender identities and gender expressions, and individuals who self-identify as LGBTQIA2S+, to promote knowledge and understanding of societal attitudes around gender and sexual orientation and the impact this has on access to and experiences within the health care system.</p>	
<p>Indigenous Specific Anti-Racism A commitment to proactively eliminate structural and interpersonal Indigenous Specific Racism as an essential priority of the work of the Board, including actively participating in individual and collective learning/unlearning journeys as required.</p>	<p>Region Regional diversity, including rural, remote, and First Nations communities in BC (which also encompass on-reserve and treaty settlement lands), to reflect the reality that practice, access to health care, and the public’s expectations of the health care system varies throughout the province.</p>	
<p>Information Analysis and Decision-making Ability to carefully review voluminous material within set timelines, assess implications, identify patterns, make connections, and narrow the issues to support good decision-making in the public interest.</p>	<p>Registrant Professions Diverse experience from all of the professions regulated and the various legacy college QA philosophies and programs. Consideration should also be given to diversity within the professions, including areas of practice, clinical experience, and management/leadership experience.</p>	

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<p>Procedural Fairness Ability to understand the basic principles of administrative law, and quasi-judicial processes; bring a commitment to the unbiased balancing of issues, declaring biases and conflicts of interest, meticulously weighing evidence and thinking critically about issues at hand; ability to consider options within the scope of the College’s mandate and power; and bring consistency and sound judgment to decision-making in accordance with procedural fairness principles set out in common law.</p>	<p>Sector Diverse leadership experience in the public, private, healthcare, and not-for-profit sectors, to understand health care delivery systems.</p>	
<p>Quality Assurance Methodology Knowledge of how to use methods that align with the developmental intention of the College’s quality assurance program and philosophy.</p>	<p>Socio-Economic Background Varied perspectives arising from the complex, multifaceted, and intersectional measures of social and economic standing, the lived experience of which will promote recognition of inequities and privilege and ensure that solutions can be universally applied without causing unintended barriers or consequences.</p>	
<p>Self-Awareness Understanding of personal strengths and privileges, influence of self on other committee members, the consequences of bias and potential conflicts of interest; recognize the value of continuous development and improvement; and be open to reflection, feedback, and opportunities to learn, relearn and unlearn.</p>		
<p>System Thinking Awareness of the complex system in which the College works, including the partners within that system, and the impact that College decisions have on health care and the greater community.</p>		
<p>Technological Competence Ability to efficiently navigate and use the College’s computer and conferencing systems, adhering to applicable security and privacy policies.</p>		