



<b>Policy</b>  <b>Examiner/Assessor          Qualifications and          Competencies</b>	<b>Replaces former policy:</b>	
	<input type="checkbox"/>	Title:
	<input checked="" type="checkbox"/>	N/A
	<b>Date Effective:</b> 2026-04-08	
<b>Last Update:</b> 2026-04-08		<b>Contact:</b> Chris Smerdon – Director, Licensure

## Policy Statement

Examiners and assessors must meet the following eligibility criteria:

- hold a full license without limits or conditions in the profession for which the examination is intended
- be of good character and be in good standing with CHCPBC
- not be the subject of any ongoing complaints or investigations
- have at least 5 years of practice in their profession in Canada

Examiners and assessors must demonstrate the professional judgement, ethical conduct, cultural humility, and assessment competence required to make defensible decisions about entry to practice, competence, or professional suitability across the professions we regulate in accordance with Appendix A: Core Competencies of Examiners/Assessors.

Examiners and assessors are appointed by the Director, Licensure with consideration given to diverse experiences, backgrounds, and perspectives.

### 1. Policy Rationale and Purpose

Examinations and assessments play a critical role in determining eligibility for licensure, removal of limits or conditions, and equivalence determination pathways. Decisions arising from these activities can have significant impacts on applicants, licensees, and the public. This policy establishes the principles, expectations, and regulatory intent that govern examiner and assessor qualifications.

This policy exists to:

- ensure consistent, equitable, and defensible assessment practices across professions
- support equitable access to the professions while maintaining standards of practice
- reduce the risk of bias, discrimination, or arbitrary decision-making.
- reinforce public confidence in the integrity and credibility of College-administered examinations and assessments



- align assessment practices with anti-racism, cultural safety, accessibility, and trauma-responsive regulation

## 2. Policy Scope

This policy applies to all individuals appointed or contractually engaged by CHCPBC to act as examiners or assessors in College-administered examinations or assessments, including but not limited to:

- Dietetics - Practical Assessment Interview
- Hearing Instrument Dispensing (HID) – HID Practical Examination
- Psychology - Oral Examination

## 3. Duties and Responsibilities

### **Licensure Team Members**

Licensure Team members understand and uphold the principles set out in this policy and conduct themselves in ways that support equity, respect, confidentiality, and public trust.

### **Licensure Managers and Director**

Licensure Managers and the Director support training, performance oversight, and professional conduct expectations for staff involved in assessment functions and apply this policy when making recommendations related to examiner and assessor appointments or oversight, as applicable.

## 4. Legal and Regulatory Authority

This policy is linked to the following legislation and regulatory documents:

- Health Professions and Occupations Act (HPOA), s. 14-15
- CHCPBC Bylaws 6.17 and 6.28(b)

## 5. Other Relevant Policies and Documents

This policy is linked to the following other relevant policies and documents:

- Cultural Safety and Anti-Racism Commitments
- Code of Conduct and Confidentiality forms

## 6. Key Partnerships

None identified at this time.

## 7. Definitions

None identified at this time.



## 8. Process Check

The following documents have been consulted and applied to this policy.

- Policy Development Framework (required)
- Anti-Discrimination Measures (S14/15 HPOA) (required if applicable)
- Health Standards Organization BC Cultural Safety and Humility Standard policy best practices (required if applicable)
- Safe Spaces Playbook (required if applicable)
- In Plain Sight Report and Recommendations (required if applicable)

## 9. Resources/References

None identified at this time.



<b>Reviewed by the Board on:</b>		<input checked="" type="checkbox"/> N/A
<b>Reviewed by the Registrar/Deputy Registrar on:</b> 2026-02-16		<input type="checkbox"/> N/A
<b>Date Approved</b> 2026-04-08	<b>Approved By</b> <input type="checkbox"/> Board <input checked="" type="checkbox"/> Committee ( <i>Licence Committee</i> ) OR Name Title	
<b>Date Effective</b> 2026-04-08	<b>Revision history</b>	<b>Last Updated:</b> 2026-04-08
<b>Next Review</b> 2028-04-08		<b>Previous Update:</b> <b>Previous Update:</b>
<b>Drafted by:</b> Name <i>Policy Development Team</i>		



# Appendices

## Appendix A: Core Competencies of Examiners/Assessors

### **Professional Judgement and Regulatory Decision-Making**

Examiners and assessors demonstrate the ability to:

- apply professional judgement proportionate to the purpose and risk of the assessment
- distinguish between minimum competence and excellence
- make decisions grounded in evidence, standards, and regulatory intent
- understand their role within the broader public protection mandate

### **Examination Assessment Consistency and Literacy**

Examiners and assessors demonstrate the ability to:

- apply assessment criteria consistently and as intended
- understand common sources of rater error and bias
- engage in calibration and standardization activities, where applicable

### **Ethical Conduct and Integrity**

Examiners and assessors:

- act with honesty, impartiality, and integrity
- uphold confidentiality and exam security
- maintain appropriate professional boundaries with candidates
- disclose and manage conflicts of interest in good faith

### **Equitable, Anti-Racist, Culturally Safe, and Trauma-Responsive Conduct**

Examiners and assessors:

- demonstrate awareness of how systemic racism, discrimination, and bias can affect assessment
- interact with candidates in ways that maintain dignity and reduce harm
- apply assessment criteria consistently, without reliance on professional, cultural and/or social norms—such as communication style, body language, cultural expression, or gender expression—to make assumptions or draw conclusions unrelated to competence
- avoid interpreting difference as deficiency or risk
- reflect on personal assumptions, positionality, and the influence of power in regulatory assessment
- engage with humility and respect toward diverse cultural identities, lived experiences, and ways of knowing, including Indigenous perspectives.
- recognize and respond appropriately to power imbalances inherent in assessment settings



- avoid deficit-based or culturally unsafe interpretations of performance
- conduct assessments in a trauma-responsive manner, recognizing that assessments may be high-stress or vulnerable experiences
- focus on clarity, transparency, and respectful interaction, and avoid unnecessary adversarial or punitive approaches
- consider impact alongside intent when reflecting on assessment conduct and outcomes