Continuing Competence Program

Version 5.0 Approved – March 15, 2005
Version 7.5 Approved – June 30, 2009
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INTRODUCTION

This document presents the requirements of the College of Alberta Professional Foresters (CAPF/College) Continuing Competence Program (CCP). CAPF Council has approved the Continuing Competence Program (March 15, 2005) for implementation. A copy has been provided to Alberta Human Resources and Employment for their information.

- Reporting requirements are effective April 1, 2005.
- The full program is effective beginning April 1, 2007.
- Audits of regulated member compliance begin in September 2010.

Guiding Principles

1. Our continuing competence program will be efficient, fair and effective.
2. Our continuing competence program will be publicly credible and respect member confidentiality.
3. Our College, its members, and their employers are encouraged to share responsibility in the delivery and success of our continuing competence program.
4. Our continuing competence program will ensure that accountability to the College for continued competence rests with the individual member.
5. Our continuing competence program will promote continuous learning and career-long professional development.
6. Our continuing competence program will recognize that professional competence requirements change over time as industries evolve and new technologies emerge.
7. Our College is responsible for periodically monitoring the competence of its regulated members.

Commitments

- CAPF will administer a continuing competence program with due diligence to demonstrate the on-going competence of professional foresters to the public.
- The Continuing Competence Program will focus on encouraging and assisting members to be compliant, because compliance is necessary to demonstrate to the public that the College is capable of self-regulation.
- The Continuing Competence Committee will define consequences for non-compliance and communicate them to members.

Acknowledgements

In developing the program model, the Competence Committee drew upon the experience of several other professional organizations including:

- The College of Psychologists of Ontario
- The College of Alberta Pharmacists
- The Alberta Association of Registered Nurses
- College of Physical Therapists of Alberta
CONTINUING COMPETENCE PROGRAM OVERVIEW

Maintaining the competence of regulated professionals is a key objective of professional regulation. The Regulated Forestry Profession Act assigns the College of Alberta Professional Foresters the responsibility for establishing a Continuing Competence Program. The College’s standards of practice require regulated members to "remain competent in their area of practice and only claim to be competent in those areas where they have specialized training or experience".

Competence is not permanent; it must be continually reviewed in light of evolving science and increasingly stringent professional standards and public expectations. The College addresses this changing environment in its standards of practice by requiring its members to: "apply the best knowledge that is reasonably available to them and make a personal commitment to a process of continuous learning to keep current in the skills and knowledge of the professional practice of forestry."

The College, the regulated member, and, to a lesser degree, the employer all share some responsibility in ensuring that professional competence is maintained. CAPF believes that regulated members are best able to assess their professional development needs and pursue these in a professional manner. Regulated members are expected to engage in activities directed toward maintaining and enhancing their levels of knowledge and skills in their field(s) of practice.

Maintaining competence is the professional’s responsibility and self-assessment is an important component. Members are required to keep records of their continuing competence activities and report them to the College. The College is responsible for ensuring that members are meeting the program requirements. Audits of member compliance will be conducted.

Updates To Continuing Competence Program Guide

Version 7.5 (June 30, 2009) - Updates have been made to the March 15, 2005 CCP Guide to reorganize components for clarity and fluidity, adjust formatting for consistency and to streamline and simplify text. Modernization of the web based CC reporting and submission procedures has been captured in Steps 2 and 3 of the “Three Step Approach”. Reference to the “Level III Learning” category has been removed. Descriptions of acceptable “Self-study” learning options have been added under Level I. A “Reporting and Submission Deadlines” section has been added. The “Program Implementation” Section has been removed.

CONTINUING COMPETENCE PROGRAM REVIEW

The Competence Committee will conduct a full review of the Continuing Competence Program in 2012 and provide a report to CAPF Council. The report shall recommend modifications, if any, necessary to improve the administration of the program and/or attain improved competence of the membership.
A THREE-STEP APPROACH

Step 1. Conduct a Practice Self-Assessment and develop an Enhancement Plan

Understanding where individual effort should be directed to maintain or enhance skills and knowledge is imperative. The Practice Self-Assessment may take many forms, depending on the type of work, location, and personal preference.

The CAPF does not dictate a methodology for Practice Self-Assessment. It is user-defined and may vary widely from member to member. CAPF does require members to conduct an annual Practice Self-Assessment and develop an Enhancement Plan according to members’ individual preferences.

Many institutions have processes to assess annual performance and training needs. These types of planning tools may be effective for practice assessment and eliminate duplication of effort. Individuals may also have their own formalized process to carry out this assessment.

For those who prefer to think and act without formal documentation, the CAPF accepts this diversity of approach. However, a structured and documented method is preferable. Documentation is imperative to proving due diligence in all aspects of professional activities and should be practiced. Furthermore, a deliberate review of your practice that results in a defined Enhancement Plan can be referred to throughout the year to aid in selection of competency enhancement activities.

Audits will not review the specific details of the Practice Self-Assessment but only require the regulated member’s declaration that the requirements of the Continuing Competence Program have been met, of which Practice Self-Assessment is a component.

Upon request, an example of Practice Assessment forms are available from the CAPF to help members evaluate their current levels of knowledge and skills in a variety of areas, including current areas of practice, legislation and policy and professional practice.

An Enhancement Plan sets out the member’s learning focus to address the continued professional development needs identified as priorities for the upcoming years. The plan may include both areas of current practice and areas of future practice.

Mandatory minimum competence unit credits must be considered when planning these activities.

Step 2. Record continuing competence activities

Members shall maintain records of all completed continuing competence program activities for a period of 5 years to demonstrate their participation and have supporting documentation in case of audit or complaint. Continuing competence activities shall be recorded and reported on the CAPF website, www.capf.ca under the Members’ Area > My Continuing Competence > CC Reporting Form, "Member Continuing Competence Form". Drop down lists of common learning events with maximum CU are available for your convenience, or individual learning events and CU may be entered.
Members may and are encouraged to continually enter and update their CC Learning Events on the web form throughout the year. This will ensure your learning events are not lost or forgotten and the CC Committee will be able to better monitor Member’s progress towards achieving the 3-year mandatory minimums.

**Step 3. Submit the required reporting forms.**

Members shall **submit annually between April 1st and June 30th** the required reporting web forms on the CAPF website, ensuring all information is complete and accurate. Members can “Export CC Event Info to MS Excel / Create CSV List” from the web at any time during the year. A numerical summary of the continuing competence activities completed during the reporting year is calculated automatically.

**Signatures**

CAPF deems complete forms submitted on-line as equivalent-to-original signed forms.

**CONTINUING COMPETENCE ACTIVITIES**

Continuing competence is gained by periodic and on-going educational or training experiences for personal or professional development, in which participants are assumed to have previously attained a basic level of education, training, or experience. These experiences may serve to gain new, or update existing competencies necessary for effective forestry practice, or be in ancillary competencies that can be applied to improve practice.

**Competence Unit** - A CU is a learning contact time equivalent. (i.e., Learning experiences are assessed based on the number of hours spent in that learning activity.) **Each activity claimed will be rounded to the nearest ½ CU.**

**Mandatory Minimums**

Mandatory minimums are set for the 3-year total CU. **A 3-year total of 84 CU is required, of which 14 CU must be achieved from training activities in relevant Legislation, Policy, or Professional Practice (LPPP).** The balance of up to 70 CU can be made up of General / Technical (Gen/Tech or G/T) over the 3-year period. General / Technical material may be specified within the Scope of Practice of Forestry, or related professional or business activities such as GIS, First Aid, WHMIS, business management or leadership.

For reporting and totalling purposes, the 3-year required total will continue on a rolling basis, so that year-four CUs will replace year-one CUs. CAPF recommends members attain approximately 30 CU each year, to avoid “hills and valleys”, which may make it difficult to maintain the mandatory minimums.
**Legislation, Policy, and Professional Practice Requirement (LPPP)**

Over the three-year period, 14 CU must be achieved from activities specific to legislation, policy, or professional practice and may be comprised of any combination of Level I and Level II activities. CAPF recommends obtaining about 5 LPPP CU annually, to maintain the 3-year requirement.

Examples of these learning activities are:

- CAPF AGM (Level I)
- CAPF Designated Workshops (Level I)
- CAPF Professional Exam study session (Level I)
- CAPF Professional Exam (passing) – (Level II for 4 hrs)
- Seminars / Workshops on Professional Sign-off Requirements (Usually Level I)
- Forestry Commons Distance Learning Modules (Forest Tenure 100) (Level II)
- Seminars / Workshops on Aboriginal Consultation Legislation and Practical Implementation (Usually Level I)
- Professional Ethics – University, College, (Usually Level II) and Professional Association courses (Usually Level I)
- Sponsoring Forester: for active fulfilment of the “Sponsoring Forester Responsibilities” as per the Registration Policy - revised January 2009. Documentation should be kept of meeting times, discussion topics, etc. As well, you must submit the Competency Development Plan as per the Registration Policy (January 2009) etc. (Level I, up to 2 hrs annually, regardless of how many FITs you sponsor).

**Learning Categories**

Members participating in learning activities may claim CU credits to achieve the Continuing Competence Program mandatory requirements.

There are two learning categories for which competence unit credits may be claimed.

**Level I Learning:**

The Level I learning category includes learning experiences that would be classified as a formally organized session of information exchange where the mode of learning is a “lecture” to impart information from an expert to an audience. The communication is largely unidirectional (from presenter to audience) and there is minimal active participation of the audience, with no pre or post session preparation required by the member. The objective of the session is to increase the technical understanding in the audience of the subject matter being presented.

Alternatively, Level I learning also includes member initiated learning through self- study. The member identifies the material to be learned, as well as when, and where the learning will take place. The mode of learning is primarily “reading”. Appropriate documentation is
the responsibility of the member, and should include a copy of the material as well as the
date(s). These CU are available to be claimed by members as of the 2008-2009 reporting
year.

**Credit - Level I activities shall be assessed 1 CU per 1 hour.**

For use as a Level I CU each learning experience must have at least **3 of the following characteristics or be self-study:**

- Session agenda/outline/learning objectives made available prior to session
- Registration necessary for attending
- Hosted and/or presented by a formalized body (institutionally supported activity)
- Outcomes/proceedings (formal or informal) produced from session (record of the
  information presented is made available)
- Session leader/presenter has specialized/advanced knowledge of subject matter
  being shared with audience

Examples of Level I Learning (lectures) include:

- Forest Industry Lecture Series (FILS) lectures (1.5 CU – from 1.5 hr talk)
- CIF Technical Sessions (usually 5 to 6 CU)
- CIF E-Lectures in the current “real-time” series or past series by downloading
  the PowerPoint and WAV files for viewing and original lecture presentation.
  (usually 1 – 1.5 CU depending on the length of presentation.)
- Sustainable Forests Management Network of Centres of Excellence (SFMN-NCE)
  conferences, Knowledge Exchange and Technology Exploitation (KETE)
  workshops
- Workshops/seminars put on by institutions such as the Forest Engineering
  Research Institute (FERIC), Alberta Research Council (ARC), Canadian Forest
  Service (CFS), Alberta Conservation Association (ACA), Foothills Model Forest,
  and others.

Level I Learning (self-study) includes:

- Professional Presentations: for preparing and delivering an original, professional
  presentation. (e.g. at a conference, seminar, workshop, university, public
  advisory committee, study session or AGM). Depending on the material you are
  presenting, it may be Gen/Tech or LPPP. All listed authors may claim CU.
  (Examples: If you gave a 45 minute presentation on the CAPF code of ethics at
  the annual CAPF Study Session, you would claim 1.5 hours under Level I;
  LPPP. If you gave a 30-minute general presentation on forest management, you
  would claim 1 hour under Level I; Gen/Tech.)
- Professional Papers: for writing and publishing an original professional or
  refereed paper. Depending on the material you are writing, it may be Gen /
  Tech or LPPP. All listed authors may claim CU.
  (Example: If you published a paper (e.g., research findings, forestry practices
  or policy, professional ethics, etc.) in a peer-reviewed publication, you
  can claim 2 hours for that under Level I; Gen/Tech or Level I; LPPP.)
- **Reading:** of Legislation, refereed or professional articles. Depending on the
  material you are reading, it may be Gen / Tech or LPPP.
  (Tip: Use the Forestry Commons weblink to review Legislation and Policy for
  LPPP credit. [http://www.environment.ualberta.ca/Forestry_Commons/] )

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College of Alberta Professional Foresters
Continuing Competence Program
Self Study CU Summary Table

<table>
<thead>
<tr>
<th>Type of Self-Study</th>
<th>Annual Maximum CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsoring Forester</td>
<td>Up to 2 CU, LPPP</td>
</tr>
<tr>
<td>Presentations</td>
<td>2x presentation length, 4 CU max</td>
</tr>
<tr>
<td>Papers</td>
<td>Up to 2 CU / paper, 4 CU max</td>
</tr>
<tr>
<td>Reading</td>
<td>Up to 1 CU /document, 3 CU max</td>
</tr>
</tbody>
</table>

Organizational meetings, administrative meetings, board meetings etc. where the objective is administration, are not acceptable Level I learning experiences.

**Level II Learning:**

The Level II learning category includes learning experiences that are significantly more interactive with greater emphasis on the learning process at the participant level. Pre and/or post session effort will likely be required of the member.

Level II CU recognizes the increased effort and expectations for active involvement by the participants. (e.g., whereas a 1 hr FILS seminar would be assigned 1 CU, a 7 hour EMS training session would yield 14 CU.)

**Credit - Level II activities shall be assessed 2 CU per 1 hour.**

For use as a Level II CU each learning experience must have at least 5 of the following characteristics:

- Session agenda/outline/learning objectives made available prior to session
- Hosted and presented by a formalized body (institutionally supported activity)
- Learning material (textbooks, class handouts) required for meaningful participation
- Individual work (outside of session) required for meaningful participation and an expectation of ‘homework’ is part of the session’s learning process
- Testing/evaluation of participant’s learning is part of session (may include simple leader/teacher evaluation or formal written/oral testing)
- Interaction among participants and/or with leader/teacher is a functional part of the learning experience
- Session is offered as part of a formalized learning program leading to a certificate, diploma or degree.
- Session is a minimum of one half day in length (contact time)

Examples of Level II learning include:

- Module-type learning experiences (e.g., Silviculture Institute of BC)
- Formal courses from a university, college, or technical institute
- Courses from training agencies such as those delivered by the Hinton Training Centre, First-Aid/EMS, TDG, WHMIS, consultants/experts or software companies training in technical (non-administration-type) software usage.
• Canadian Forest Service’s Interactive Fire CD-ROM

**Practical (Work) Experience**

Members are asked to report on their practical work experience although it does not contribute towards their CC requirements.

The CAPF acknowledges that for various reasons (such as Leave of Absence / Maternity Leave, extended travel, layoff), members may maintain their “Active” status while not actually practicing forestry, or not practicing forestry on a full-time basis. Declaring less than full time practice if appropriate will allow the CC Committee to exercise appropriate judgement when reviewing CC accomplishments in the three-year period.

**The Registrar will assess registration status of regulated members who claim zero (‘0’) in any year.**

**ANNUAL REPORTING**

Annual reporting as prescribed under Section 34(1)(b)(i) of the *RFPA* shall be done by each regulated member and submitted to the College.

Annual Reports are complete if:

1. All reported information is complete and accurate.
2. Valid Competence Units have been tallied and reported for 3 years. (*Zeros are valid and must be reported.*)
3. Competence Units have only been claimed for the reporting period in which they were earned. (i.e., carry forward or back between reporting years is not permitted.)
4. Declarations have been made by selecting and entering declaration letter(s) in the report form.
5. Where a declaration of non-compliance has been made a detailed statement explaining the reasons for the non-compliance is included.
6. All personal and registration information has been completed. (i.e., Name, Location, Regulated Title (RPF, FIT), CAPF Registration Number and Date)

**Reporting Periods and Submission Deadlines**

<table>
<thead>
<tr>
<th>Reporting Periods</th>
<th>Submission Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1, 2008 – March 31, 2009</td>
<td>April 1, 2009 – June 30, 2009</td>
</tr>
<tr>
<td>April 1, 2009 – March 31, 2010</td>
<td>April 1, 2010 – June 30, 2010</td>
</tr>
</tbody>
</table>
Audit Periods     Notification by September 1 annually

Record Keeping / Documentation

Members are required to keep an updated list of professional development efforts as well as all agendas, outlines, course syllabuses, Journal and article cover page documents dated when read for self-study CU, copy of authored profession papers or presentations, Table of Contents for major workshops or course binders, receipts for registration fees, attendance lists for in-house presentations, certificates, copy of FIT/SF Competency Development Plan, etc., where applicable for a period of 5 years.

This list can be maintained throughout the year on the CAPF website and can be exported periodically, including a progress summary of your CU obtained to-date.

This documentation will be examined when a member’s file is selected for audit.

Declaration

When completing the form each member will make one of two declarations.

The first declaration (A) indicates the member has met the requirements of the Continuing Competence Program and the report is complete and accurate.

The second declaration (B) indicates the member has not met the requirements of the Continuing Competence Program, but the report is complete and accurate. (This declaration can only be made when the three-year reporting has been completed (in the 2010 reporting year and thereafter). Until that time, it is assumed each member is planning to achieve the mandatory CU minimums.)

Declaration Options

A. I have met the requirements of the CAPF Continuing Competence Program. The information contained herein is true, accurate and complete to the best of my knowledge. I understand that my records pertaining to this information may be audited at the discretion of the CAPF Competence Committee.

- OR -

B. I have not met the requirements of the CAPF Continuing Competence Program. The information contained herein is true, accurate and complete to the best of my knowledge. A statement outlining in detail the reasons for not meeting the Continuing Competence Requirements is attached. I understand that my records pertaining to this information will be referred to the Complaints Director and audited by the CAPF Competence Committee*.

*Note: Making declaration “B” will initiate an automatic referral to the Complaints Director. The Complaints Director will note the non-compliance and refer the issue to the Competence Committee for investigation and assessment. The Competence Committee will report back to the Complaints Director with its findings.
Confidentiality of Continuing Competence Materials

The security and confidentiality of the information (records and documents) accumulated or produced to demonstrate continuing competence is a sensitive issue.

All material associated with participation in a continuing competence program is confidential as per Section 43.2(1) of the RFPA, which states:

Information related to participation in a continuing competence program under this Part is confidential, and any person who has access to or comes into possession of such information shall not publish, release or disclose the information in any manner except as is necessary to carry out powers and duties under this Part.

Continuing competence information is confidential and will not be provided to your employer or clients.

Continuing competence documentation cannot be requested during an investigation of a complaint about your practice.

However, under the RFPA, the Competence Committee may:

- Publish or provide information obtained from members in a summarized or statistical form that does not compromise the identity of a specific member.
- Provide specific member audit information to the Complaints Director for consideration for non-compliance in the CCP.
- Release or disclose to the counsel of a regulated member in connection with specified College proceedings.

AUDITS AND APPEALS

The Competence Committee shall conduct audits of regulated members to ensure consistent and on-going compliance with the requirements of the CAPF Continuing Competence Program.

Audits shall be performed annually by the Competence Committee, beginning in September 2010 at the completion of the first 3-year reporting period (2007-08, 2008-09, 2009-10).

Audits

Annual audits of regulated members will have the following components:

1. The Registrar shall review annual reporting forms from regulated members and file complete documents upon receipt.
2. A sample of 5% of the total number of regulated members will be selected for audit.
3. Members will be selected based on a random selection of registration numbers.
4. Where a member has been audited in the previous audit year, a replacement registration number will be drawn to complete the audit sample selection process.

Notification

5. The Chair of the Competence Committee shall advise in writing each regulated member selected for audit that his/her file has been selected by September 1 annually.
**Requirement for Documentation**

6. Selected members shall submit documentation supporting competence units claimed to the Registrar within 45 days of receipt of audit notification.
7. Failure to provide documentation or to provide such within specified periods will result in the Competence Committee Chair filing a complaint with the Complaints Director.
8. The Competence Committee may at its discretion contact the member to confirm information/documentation provided for audit.

**Audit Parameters**

9. The audit will determine the regulated member’s status (i.e. Compliant or Non-compliant) with the provisions of the Continuing Competence Program by verifying the following.
   9.1 Reporting forms submitted.
   9.2 Valid categorization of competence units.
   9.3 Accurate reporting of practical (work) experience.
   9.4 Complete, accurate and acceptable supporting documentation.
   9.5 Declaration of compliance/non-compliance with Continuing Competence Program.
   9.6 Accurate and timely self-reporting (Annual Reports).

**Audit Reports**

10. The Chair of the Competence Committee will prepare a detailed audit report for each member audited, including specific directions to the regulated member and Registrar for follow-up action.

   The Chair of the Competence Committee,
   a. may direct a member to complete courses/training in a specified period of time,
   b. may direct the Registrar to place conditions on a regulated member’s practice permit,
   c. may register a complaint with the Complaints Director regarding a regulated member’s professional practice,
   d. shall provide the regulated member with the audit report concerning their status (compliant/non-compliant) within 45 days of completing the audit of the regulated member’s file.
Appeals

Where the audit finds a regulated member non-compliant with the provisions of the Continuing Competence Program, the regulated member may appeal the finding.

Appeal Process

1. The regulated member may make a written request to the Registrar to appeal the findings of the Competence Committee audit within 30 days of receipt of the Audit Report.
2. The Registrar will forward requests to appeal Audit Reports to the Competence Committee Chair.
3. The Competence Committee Chair, at its discretion, may grant appeal hearings where requests for such are made in writing past the 30-day period where the Competence Committee Chair believes valid and extenuating circumstances exist.
4. The Competence Committee Chair will schedule a mutually acceptable date for an appeal hearing within 60 days of receiving the request for a hearing. The hearing shall be held within the next 60 days.
5. The Competence Committee Chair is the Chair of the appeal panel.
6. The Competence Committee Chair, the Registrar, and one or more public members will hear the argument of the appellant.
   6.1 The appellant,
       a. may use the services of a representative to present the argument to the appeal panel.
       b. must attend the hearing in person and be available to answer questions of the appeal panel.
   6.2 The decision of the appeal panel is final and binding on the regulated member.
   6.3 Subsequent requests to appeal previously appealed Audit Reports or to appeal the decision of the appeal panel shall not be granted.

Records

7. Decisions of the appeal panel may be published in ProNews at the discretion of the Competence Committee Chair. Personal information of individuals will not be published.
8. Audit Reports and decisions of the Appeal Panel will be retained by CAPF for a period of 3 years. The Registrar shall destroy the audit reports in the 4th year. Decisions of the Appeal Panel shall be retained for reference.
DEFINITIONS

Audit Report – Document prepared by the Competence Committee Chair following an audit of a regulated member’s Continuing Competence Forms and supporting documentation.

Appeal Panel – a committee comprised of the Chair of the Competence Committee, whom also serves as Chair of the Appeal Panel, the Registrar of the CAPF and one or more public members of the CAPF Council.

Competence – the combined knowledge, skills, abilities and judgment required to provide professional services (Section 1(1)(d) Regulated Forestry Profession Act).

Competence Unit (CU) - A CU is a learning contact time equivalent. (i.e., Learning experiences are assessed based on the number of hours spent in that learning activity.) Each activity claimed will be rounded to the nearest ½ CU.

Compliant – Audit finding of the Competence Committee following an audit of a member’s Continuing Competence records where all the requirements of the Continuing Competence Program have been met.

Continuing Competence – the ongoing or continued capacity to apply current knowledge, skills and attitudes. Continuing competence is the outcome of the continuing professional development process undertaken by a practitioner, that reflects their commitment to lifelong learning (CAPF Continuing Competence Program Guiding Principles).

Continuing Competence Activities - Activities foresters undertake to gain competencies that are necessary for effective forestry practice and/or ancillary competencies that can be applied to improve practice. It includes organized programs and independent learning activities. It is broader than continuing forestry education1.

Continuing Education and/or Training - Structured educational and/or training experiences for personal or professional development in which participants are assumed to have previously attained a basic level of education, training, or experience. It is also used to describe education and/or training beyond the basic education, training, or experience required for a license, certification, degree, or beyond the entry-level position of a job1.

Declaration – A prepared statement selected on the annual reporting form by a regulated member indicating compliance or non-compliance with the Continuing Competence Program.

Learning Activity - Any activity that enables learning to take place. Learning activity is a generic term, which may refer to Continuing Education / Training programs, courses, or smaller portions of either. A learning activity may be taught in different time frames, such as one hour, one day, one week, or over a period of days, weeks, or months1.

1 College of Alberta Pharmacists
**Learning Contact Time Equivalent** – The cumulative total of time spent in a particular learning activity (Level I or Level II) tallied in hours (i.e., attending two 30 minute sessions = 1 hour equivalent).

**Level I Learning** – The Level I learning category includes all learning experiences that would be classified as a formally organized session of information exchange where the mode of learning is a “lecture” to impart information from an ‘expert’ to an audience. The communication is largely unidirectional (from presenter to audience) and there is minimal active participation of the audience. The objective of the session is to increase the technical understanding in the audience of the subject matter being presented. Level I activities shall be assessed 1 CU per 1 hour equivalent.

**Level II Learning** – All learning experiences (as in Level I above) but where the learning experience is significantly more interactive with greater emphasis on the learning process at the participant level. Level II activities shall be assessed 2 CU per 1 hour equivalent.

**Non-compliant** - Audit finding of the Competence Committee following an audit of a member’s Continuing Competence records where all the requirements of the Continuing Competence Program have been not been met.

**Professional Practice** – Relating to ethical behaviour, professional accountability, and conduct of a regulated professional forester.

**Reporting Forms** – Documents required by the CAPF to be completed by regulated members annually to report required information (i.e., register update, practice permit application, continuing competence activity reporting). The forms are prescribed by the CAPF and may be amended from time to time. Currently available on-line at www.capf.ca

**Self-assessment Programs** - Structured programs designed to help individuals assess their competence in an area through the use of tools such as checklists, rating scales, questionnaires and/or case studies. Sometimes self-assessment programs include content to help learners upgrade areas of weakness identified through the self-assessment process.