

FOREST TECHNOLOGIST PROFESSIONAL STANDARDS

FOREST PROFESSIONAL REGULATORS OF CANADA



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OF CANADA

ORGANISME DE
RÉGLEMENTATION
DES PROFESSIONNELS
DE LA FORÊT DU CANADA

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Standards Development

These standards were developed through collaboration and consultation with a number of allies in the Canadian forest industry.

The following organizations contributed directly to writing the standards:

Professional Regulators

The following members of the Forest Professional Regulators of Canada (FPRC) have contributed to the development of these standards:

- Forest Professionals British Columbia
- Association of Alberta Forest Management Professionals
- Association of Saskatchewan Forestry Professionals



Post-secondary Institutions

The following post-secondary institutions have contributed to the development of these standards:

- British Columbia Institute of Technology
- Northern Alberta Institute of Technology
- Saskatchewan Polytechnic
- Maritime College of Forest Technology



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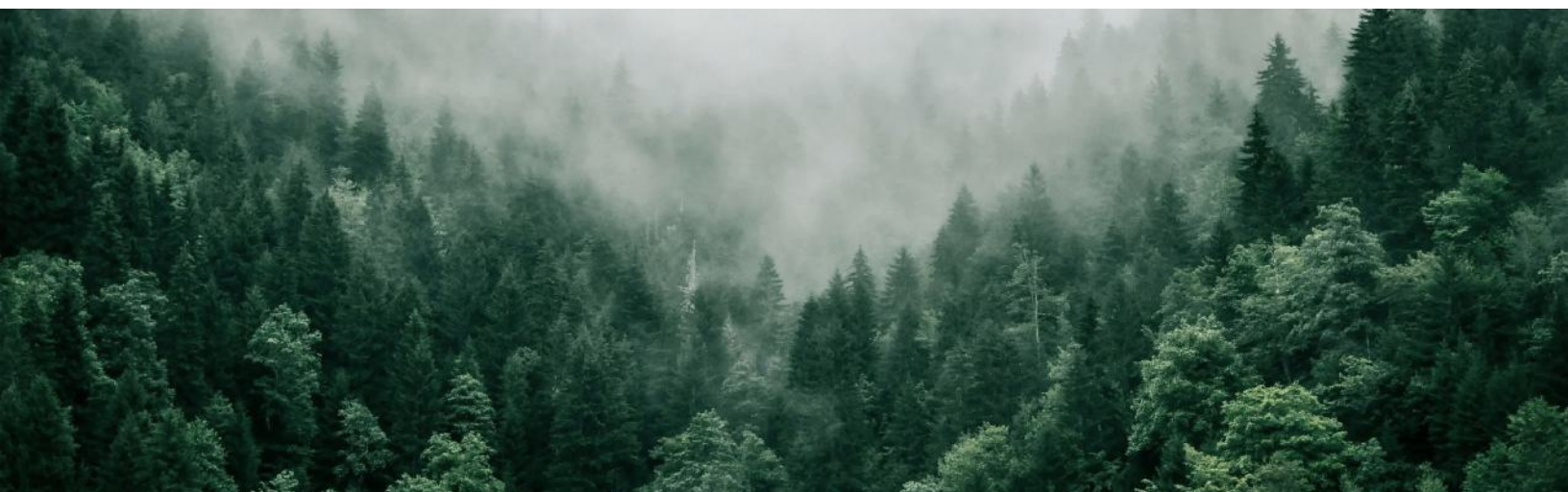
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About Forest Professional Regulators of Canada

The Forest Professional Regulators of Canada (FPRC) is an advisory group composed of representatives of forest professional regulatory organizations across Canada and the Canadian Institute of Forestry (representing those jurisdictions in which forestry is not a regulated profession).

FPRC's mission is to provide coordination of programs and services enabling transparent, impartial and procedurally fair registration practices of forest professionals by regulators in Canada.

FPRC's purposes are to:

- promote consistency in the regulation of forest professionals in Canada,
- coordinate and communicate issues that affect the regulation of forest professionals,
- enable movement for forest professionals between jurisdictions,
- define professional standards* for entry-to-practice*, accredit forest professional post-secondary programs, and conduct credential assessments.

FPRC sets national professional practice standards for registration to practice as a forestry professional in Canada.

Forest Professional Regulatory Organizations In Canada

These regulators are legislated provincially to regulate forest technologists in Canada:



Glossary

Throughout this document words and terms are used that have specific meaning. It is important to know, at the outset, definitions in the context of these standards.

Note: Terms identified in the glossary are marked with an asterisk (*) in the first occurrence in the document.

Accreditation: The documented independent evaluation by an authorized governing body that a program has met accepted Standards of Practice. In the context of post-secondary forestry programs, the Canadian Forest Accreditation Board is authorized by FPRC to assess compliance of a program with academic requirements for registration as a regulated forestry profession in Canada.

Allied science education: programs that are delivered through recognized academic institutions which cover principal areas of practice in the natural, physical, and social sciences, but are not accredited by a the Canadian Forestry Accreditation Board.

Canadian Forestry Accreditation Board (CFAB): The Board is responsible for the accreditation of post-secondary forestry programs for the purpose of graduates meeting the requirements for registration as forestry professionals in Canada.

Demonstrable competency: A grouping of related measures within a standard

Note: An applicant shall be able to demonstrate entry-to-practice level competence in each of the demonstrable competencies of a standard and shall be able to do so in a manner that corresponds accurately with the “learning outcomes” level prescribed by a competency’s action verb(s).

Entry-to-practice: the stage at which an individual demonstrates the minimum foundational competencies defined by a profession, qualifying them to register and begin supervised practice.

Measure: a comprehensible statement of the knowledge, skills, and attitudes that entry-to-practice forest technologists are able to demonstrate.

Professional practice: the conduct and work of someone registered in a particular profession.

Professional practice standards: the complete, authoritative set of standards that define the expectations for entry-to-practice professional practitioners in a given profession.

Risk: involves uncertainty about the effects/implications of an activity with respect to something that humans value (such as health, well-being, wealth, property, cultural or the environment), often focusing on negative, undesirable consequences.

Standard: the individual thematic groupings of related demonstrable competencies.

Professional regulatory organization: (also regulator) is organization with the legislated authority to exercise autonomous authority over a defined area of professional practice in a regulatory capacity.

Introduction

Professional practice standards are an authoritative document that sets out the legal and professional basis of the practice of a profession and contribute to public protection by informing the public and forest technologists of their accountabilities. These standards provide an overall framework for determining the competencies for registration as a forestry professional and describe, in broad terms, the entry level expectations of forest technologists, regardless of area of practice.

Professional practice standards* provide an overall framework for the practice of forest technologists. The standards describe, in broad terms, the professional expectations of forest technologists and apply to all forest technologists, regardless of area of practice.

Each standard includes a broad description, one or more demonstrable competencies* and multiple measures* articulating how the standard is demonstrated.

The standards provide the framework for forest technologist practice in Canada by:

- describing performance criteria for forest technologists,
- defining scope of practice to the public and other professionals,
- providing a framework for professional practice*, and
- providing a foundation to all aspects of the regulation of the profession, including determining the competency requirements for registration, practice standards, and professional exams.

Forest technologists applying for registration as a professional must meet all the measures within the standards.

These standards were developed with a holistic view of the work that forest technologists undertake while looking to the future and how the breadth of the work forest technologists carry out may change as societal expectations evolve.

FPRC recognizes that a broad variety of user groups, First Nations and/or Indigenous groups have vested interests in the forest as an ecosystem and that a broad variety of values are identified with forest resource utilization and intrinsic attributes.

Specific examples of industry tools are not provided in the measures as it is recognized that different tools may be developed and implemented over time.

Who is a Forest Technologist?

A forest technologist, as a practitioner of forest management, has:

- the background to research, select, design, supervise, and apply different methodologies, technical procedures, and equipment options required to complete assigned tasks given environmental conditions and project objectives,
- completed a two to three year diploma, advanced diploma or applied degrees (or equivalent) in forestry or related natural resources,
- completed sufficient hours in order to satisfy the measures within these standards, which has typically meant programs of 1800 to 2500 instructional hours.

Typical Duties May Include:

- Supervise forest inventory surveys and field measurements,
- Prepare operational management plans and related activities,
- Make operational decisions,
- Coordinate field activities,
- Implement silviculture programs,
- Analyze and report on data,
- Monitor resource management, and
- Communicate and coordinate activities with other qualified professionals, individuals, and groups.

FPRC recognizes these standards are relevant at the time of adoption change in the future and will be adjusted accordingly.

Indigenous Acknowledgement

The Forest Professional Regulators of Canada acknowledge that its member organizations and registrants work and reside in the ancestral lands and territories of First Nations, Inuit, and Métis peoples across Canada.

The standards incorporate the recognition of Indigenous rights¹ and titles and the expectation of skills forest technologists must have in order to effectively respect and honour those rights and titles.

Where measures identify Indigenous measures, a forest technologist would be applying or incorporating information that has been provided by Indigenous peoples / communities.

¹ For more information on Indigenous Rights, see: <https://www.canada.ca/en/canadian-heritage/services/rights-indigenous-peoples.html>

Structure

All standards have equal importance and are interconnected.

The professional practice standards articulate the knowledge, skills, attitudes, and values that are required by forest technologists in professional practice. The standards describe what each forest technologist is responsible and accountable for in their practice.

Each standard includes one or more demonstrable competencies (DC) and measures that indicate how the competency must be demonstrated.

A demonstrable competency is a comprehensive statement of the nature of the work forest technologists can do.

A measure is a comprehensive statement of the knowledge, skills, and attitudes that entry-to-practice forest technologists are able to demonstrate. Each measure must be considered in the context of both the demonstrable competency area and the standard in which it is located. Although presented

as a unified set of standards, organized into demonstrable competencies, the measures themselves are the key elements.

The measures are written using action verbs such as “recognize”, “apply”, “analyze”, “design” or “develop” as commonly found in Bloom’s Taxonomy Revised (2001). The taxonomy classifies verbs into levels of complexity and specificity. The taxonomy has been used to articulate the required level of understanding and ability that forest technologists must demonstrate for each of the measures.

When a measure corresponds to a variety of skills / knowledge, footnotes are provided as guidance for users of the standards.

Measures focused specifically on Indigenous peoples' contemporary and traditional practices are coloured in orange.

1. Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved June 2023 from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Purpose & Guiding Principles

The professional practice standards provide an overall framework for the practice of forest technologists. This document is intended to define the entry-to-practice competencies of a forest technologist. It is not intended to prescribe the scope of practice of the profession.

Purposes of the Standards:

- Aid in facilitating labour mobility for regulated professions.
- Define the entry-to-practice scope of practice for forest technologists.
- Determine registration eligibility for individuals that have completed non-accredited allied science education* and have work experience.
- Help individuals to determine which pathway to professional registration would be best suited for them.
- Set minimum requirements for entry-to-practice into the forest technologist regulated profession.
- Define educational foundations content.
- Aid in developing a better understanding and respect for the various and complementary roles that forest technologists have.

Guiding Principles

- The knowledge, skills, and abilities of foresters and forest technologists is different.
- There are areas of overlap in education between forest technologists and other regulated professions, including foresters.
- Competency standards are developed to ensure public protection and to support forest technologist practice in Canada.
- Competency standards are broad in nature to capture forest technologists working in a variety of roles and areas of practice.
- The demonstrable competencies and measures are relevant for, and must be met by, all forest technologists.
- The standards are interrelated; an indicator used to illustrate one standard may also demonstrate the application of other demonstrable competencies.

