WORK EXPERIENCE COMPETENCY ASSESSMENT GUIDE

FOR APPLICANTS, VALIDATORS AND ASSESSORS

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INTRODUCTION

This guide is intended to assist users of the Competency-Based Assessment system for the evaluation of geoscience work experience. It is designed to assist Applicants for professional geoscience (P.Geo.) licences in completing their Competency-Based Assessment application, as well as to guide Validators and Assessors in verifying and evaluating these applications. The contents are intended to enhance your understanding of geoscience professional competencies and how they should be met and presented in a Competency Self-Assessment.

The Competence Assessment System is intended to preserve the valued reputation, responsibility, and professionalism of the professional designation. The online Competency Assessment System was designed to ensure that professional regulator requirements uphold and protect the public interest while maintaining an equitable, transparent, consistent and efficient registration process. The Competency Assessment System comprises the required proficiencies for entry to the profession and provides clear guidance on the path to registration for Applicants, Validators, Assessors, and employers alike.

To achieve registration as a Professional Geoscientist (P.Geo.), Applicants must also meet a set of requirements that include acceptable academic qualifications and may include such items as Canadian citizenship or Permanent Resident status depending on the regulatory body to which the Applicant is applying. Please visit your regulatory body's website for a complete listing of requirements for registration. Competency-Based Assessment is conducted in order to determine whether Applicants have progressed to a professional level of competency in their field during their geoscience work experience.

The P.Geo. designation is a professional licence allowing you to practice geoscience in the province or territory where it was granted. Only those licensed in the jurisdiction in which they are working, or, in some cases, practicing under the direct supervision of a P.Eng. or P.Geo., have a legal right to practice professionally in the regulated jurisdiction in which they are working.

COMPETENCY-BASED ASSESSMENT OVERVIEW

ELEMENTS AND DEFINITIONS

COMPETENCY

Competency can be defined as the ability to perform the tasks and roles of an occupational category to standards expected and recognized by employers and the community at large. The Competency Framework outlines the common competencies related to work experience that are essential for Professional Geoscientists in all disciplines to ensure effective practice and public safety. Competency is a measure of ability. To demonstrate the competency has been met or exceeded, examples drawn from an Applicant's actual work experience are required.

In assessing the competency of an Applicant for Professional Geoscientist licensure/registration, it needs to be clear that they have not only performed well in the circumstances they have encountered to date, but that they have demonstrated the capacity to handle situations likely to be encountered in the future. Therefore, a competency-based system requires Applicants to demonstrate the ability to apply their geoscience knowledge reliably and safely across different circumstances; to recognize their professional limitations; and to be prepared, when necessary, to either extend and develop their expertise or to call for assistance from other sources.

Providing detailed examples as part of a Competency Self-Assessment allows professional geoscience regulator assessors to have a clear picture of an Applicant's knowledge and experience in all areas essential to safe and effective geoscience practice.

COMPETENCY CATEGORY

The Professional Geoscience Competency framework includes four Competency Categories, which are categorical groupings of competencies or skills. The four categories represent the essential areas in which Professional Geoscientists of all disciplines must have expertise in order to ensure effective practice and public safety. Each Category contains a list of the competencies required in that area. Applicants must meet the required average level of competence in each Competency Category in order to meet the professional geoscientist competency requirements.

WORK EXPERIENCE COMPETENCIES

Competencies are defined as an identified skill-set or knowledge-base which the candidate must have attained to achieve professional registration. They are behavioural-type descriptions of what an Applicant should demonstrate they have done in practice to meet the required level of expertise in each Competency Category. There are 29 Competencies to be demonstrated. Competencies may be viewed on pages 22 and 23.

A successful candidate must meet each competency to a minimum of level one (1) on the Competency Rating Scale (a training level), while achieving the required average level of three (3) for each category.

LEVEL OF COMPETENCE

Achievement of each category is measured through a **Competency Rating Scale** that outlines six different levels of competence (0-5). Each category has a required overall level of competence of three (3), and the average of an Applicant's Competency scores within each category must meet or exceed the required level. Applicants must also achieve a minimum of level of one (1) (a training level) in each Competency. Please see page 6 for a more detailed description of the Competency Rating Scale and a table outlining each level.

WORKPLACE EXAMPLES

Workplace Examples are defined as specific examples of activities, actions, skills or behaviours that an Applicant could use to demonstrate the existence and achievement of a competency. Workplace Examples are provided for each Competency in order to help Applicants to understand what types of experience examples are required to meet each requirement, or what specific knowledge-base, experience or skill they must develop before achieving registration. The Workplace Examples provided are typically common to all geoscience disciplines, but discipline-specific Examples are also available. The Workplace Examples are not an exhaustive list. They are designed to provide guidance as to the type of workplace activities an Applicant may use to demonstrate the Competency.

COMPETENCY ASSESSMENT REPORTING SYSTEM

The Competency-based assessment system operates through an efficient, easy-to-use online system. Through the Competency Assessment Reporting System, geoscience regulator student members, GITs/MITs and Applicants can save their work experience information, monitor their progress towards meeting the competency requirements, and submit this information for online validation and assessment.

The Competency Rating Scale is used to determine whether a candidate has achieved the required level of competence to gain registration as a professional geoscientist. A successful application for registration will require that a candidate attains the minimum defined average competence level of three (3) in all four Competency Categories, with no score lower than level one for any Competency (that is, for successful registration, no Competency may be at a zero (0) level).

 Please see Table 1 for a brief outline of the Competency Rating Scale.

Table 1 – Competency Rating Scale	
Competence Level	**The candidate's provided example demonstrates:**
0	No exposure to the competency.
1	A general awareness of the competency and its significance in practice.
2	Application of the competency, or components of the competency, with considerable supervision, in situations of low complexity and low risk.
3	Application of all components of the competency with limited supervision, in situations of moderate complexity and moderate risk. This may include situations in which the candidate supervises others in application of aspects of the competency, while maintaining accountability for their work.
4	Application of the competency with minimal supervision, in situations of considerable complexity and moderate risk. This may include situations in which the candidate supervises others in application of aspects of the competency, while maintaining accountability for their work.
5	Application of the competency without supervision, in situations of significant complexity and high risk. This may include situations in which the candidate supervises others in application of aspects of the competency, while maintaining accountability for their work.

CATEGORIES

The four Competency Categories that applicants must demonstrate in order to achieve professional registration are:

1. **PROFESSIONAL COMPETENCIES**
2. **COMPETENCIES IN SCIENTIFIC METHOD**
3. **COMPETENCIES IN AREA OF GEOSCIENCE**
4. **COMPLEMENTARY COMPETENCIES**

ROLES AND RESPONSIBILITIES

The following is an overview of the roles and responsibilities of each participant in the Competency Assessment system.

- **APPLICANT**
  - Provides work experience details through Competency Assessment Reporting System, including work experience chronology and specific examples to address each Competency
  - Provides self-assessed competence level for each Competency according to the Competency Rating Scale
  - Provides contact information for a minimum of four individuals to act as Validators and to verify and provide feedback on their competency assessment
  - Provides further information as requested

- **VALIDATORS** (Supervisor/Employer/Colleague/Client – Ideally P.Geo. Supervisor)
  - Confirms the work experience information provided by the Applicant, of which the validator has personal knowledge
  - Provides competence level scores for each of the Competencies the validator is assigned by the Applicant (if applicable)
  - Provides overall feedback on the Applicant's readiness for registration

- **ASSESSORS** (Qualified regulator volunteers)
  - Review Applicant's submission as well as validators' feedback
  - Provides scores for each Competency
  - Makes a recommendation to the regulator on Applicant's readiness for registration

- **INTERVIEWERS**
  - Assess Applicant further if necessary

APPLICATION DOCUMENTATION AND INSTRUCTIONS

APPLICATION COMPONENTS

There are two main components that Applicants must complete as part of their Competency-Based Assessment, both of which are submitted through the Competency Assessment Reporting System:

1. A brief, chronological **Employment History**. This provides a short form overview of an Applicant's experience.

2. A **Competency Self-Assessment** using examples drawn from work experience to demonstrate achievement of each Competency.

BEFORE YOU APPLY

WE RECOMMEND THAT APPLICANTS TAKE THE FOLLOWING INITIAL STEPS:

- Ensure that your CV is kept up to date to include key job roles, projects and achievements over the period of work experience you are claiming (a minimum of four years). This will save you time in completing the Employment History and selecting projects to use as examples in the Competency Self-Assessment.

- Ensure you maintain a record of all of your Continuing Professional Development goals and activities.

- Familiarize yourself with the Geoscience Work Experience Competencies and Workplace Examples.

- For key learning activities please take the time to reflect briefly on the key learning that you gained, how it may have impacted your practice, and contributed to demonstrating fulfillment of any of the competencies.
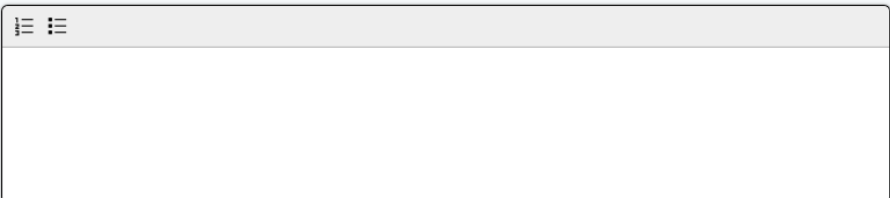
COMPILING AN EMPLOYMENT HISTORY

All Applicants must complete an **Employment History** summary through the Competency Assessment Reporting System. The Employment History section creates a chronological, short form overview of an Applicant's experience, including brief additional detail regarding their responsibilities in each position. This summary can be edited at any time before an Applicant submits their final competency self-assessment.

Please remember to:

- Briefly explain any gaps or overlaps in time periods

- Demonstrate evidence of progression of experience and responsibility throughout your career

FORMAT AND INFOMATION

The format of entries in the Employment History section is as follows:

Experience Type *	Work Experience ▼
Employer *	
City *	
Province/State *	Select State/Province ▼
Country *	Select Country ▼
Start Date *	Select month ▼ Select year ▼
End Date	Select month ▼ Select year ▼
Job Title *	
Primary Area of Practice *	Select Primary Area of Practice ▼
Supervisor *	
Overview of Major Responsibilities and Projects *	

For each item, you will select "add employment history" and enter the relevant information. You will be asked to classify each item as "work experience", "other/non-geoscience" or "thesis."

In the "**Overview of Major Responsibilities and Projects**" section, please provide a brief outline of the major projects you worked on in each position, including a description of your role and the project scope. Point form is permitted.

COMPETENCY SELF-ASSESSMENT

SELECTING VALIDATORS

Through the Competency Assessment Reporting System, Applicants are asked to provide the names and contact e-mail addresses of **a minimum of four validators**. Validators confirm your work experience examples and provide overall feedback on your readiness for professional licensure. Ideally, validators will be professional geoscientists; however, if it is not possible that all validators are professional geoscientists, review the reference requirements for your geoscience regulator available on your geoscience regulator's website. One validator must be a direct supervisor. Consider whom you report to or who signs off on your work when listing validators. Clients and consultants may count as validators. Please note that validators must have first-hand knowledge of your work.

As you complete your Competency Self-Assessment, you will assign each Competency with its Workplace Example to a validator with fist-hand knowledge of the work described. This validator will be asked to provide a competence level score for the example, and will have the option of providing a comment. All validators are also asked to provide overall feedback on your experience and readiness for registration.
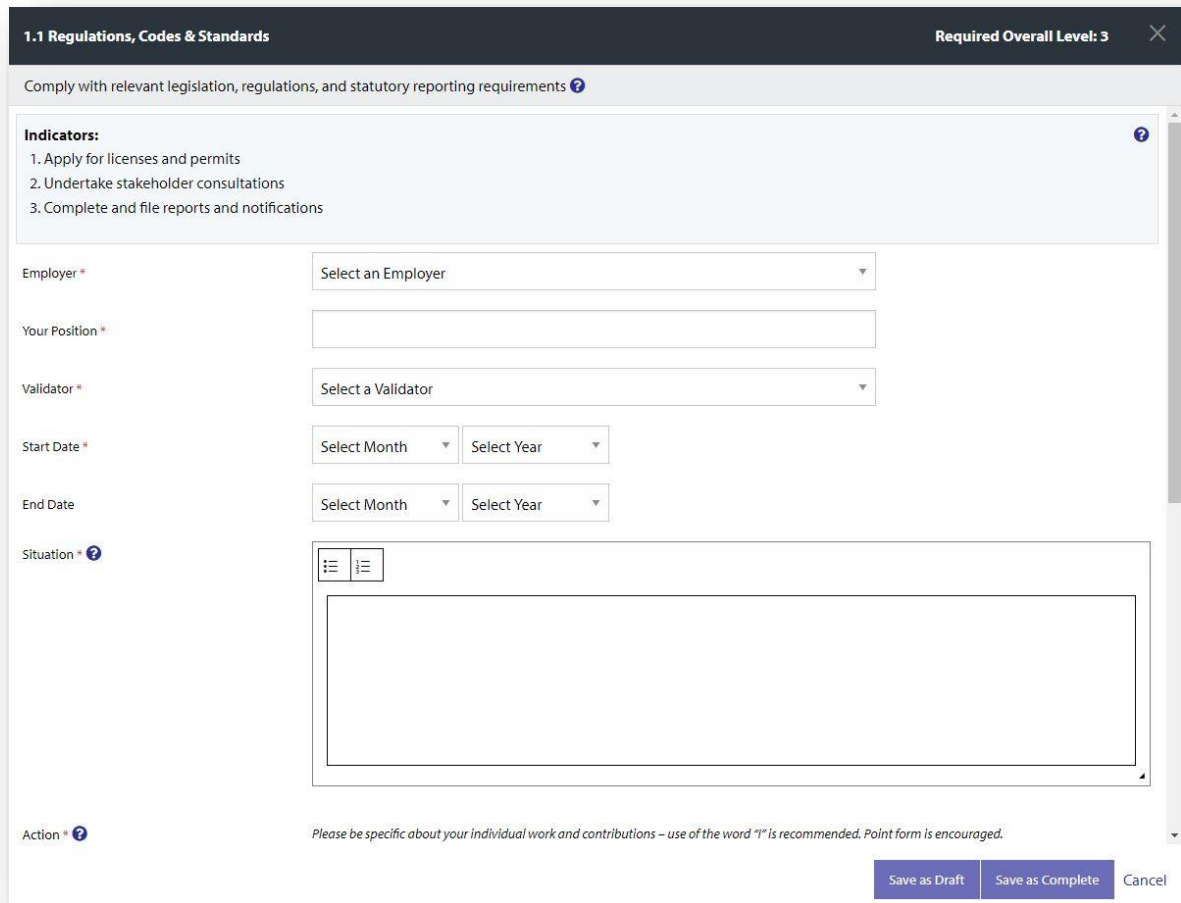
There is no requirement to assign all validators to Competencies; validators not assigned to any Competencies will be asked to provide overall feedback. For example, co-op supervisors who do not need to validate any Workplace Examples may be included as validators to provide overall feedback, which will allow them to comment on and confirm your experience during the co-op period.

PROVIDING COMPETENCY WORKPLACE EXAMPLES THROUGH THE COMPETENCY ASSESSMENT REPORTING SYSTEM

The Competency Self-Assessment section is divided into the four categories. Under each category heading – such as Competencies in Scientific Method – the required **Competencies** are listed. A Workplace Example must be provided for all Competencies prior to final submission. Each Competency must be achieved at a minimum of level one (1) on the Competency Rating Scale, while **achieving the required average level of three (3) (the entry to practice level) for each category as a whole**.

When filling in the Competency Self-Assessment, please use both the Competencies and their Workplace Examples as guidelines to identify suitable and relevant projects and activities from your geoscience experience that will best **demonstrate your achievement of each Competency**. Please be specific about your individual actions and contributions. For each example, you are asked to identify a self-assessed competence level that you believe you have demonstrated. The descriptions of each level of competence on page 6 of this guide will help you to determine which level on the Competency Rating Scale you should cite for each Competency.

An image of the window for entering Competency Workplace Examples is included below.

EXAMPLE REQUIREMENTS

SELECTING, DRAFTING AND SAVING EXAMPLES

Under each Competency you are asked to describe the example of your recent geoscience activities that best demonstrates your achievement of the competency. The examples you select should reflect activities or projects in which you had responsibility. Detail is encouraged; please be specific in describing how you have met the Competency. When selecting geoscience activities examples it is recommended that you review the provided Workplace Examples; they are intended to assist you in identifying typical evidence to submit.

 For each Competency generic Workplace Examples are listed. You do not need to demonstrate all Workplace Examples listed. They provide a helpful guide as to the types of activities assessors are looking for to demonstrate the achievement of the Competency. Workplace Examples are **examples to guide you in determining the type of work that would satisfy each Competency**. Workplace Examples are not an exhaustive list.

Each example requires the following information:

- **Employer and Position**: Your employer and position at the time of the work described in the example.

- **Validator:** The Professional Geoscientist or reference as required by your geoscience regulator that has first-hand knowledge of your work who you are asking to validate this example. This is ideally a supervisor, but may also be a colleague or client.

- **Start Date and End Date (Month/Year)**: The time period covered by your example.

- **Situation**: A brief overview of a specific situation or problem. The same situation can be used to cover multiple Key Competencies.

- **Action**: The actions that you took in response to the situation, including geoscience judgments made or solutions found. This section is typically the longest portion of the example and should include details about the specific actions that you took that demonstrate completion of the Competency. **Please be specific about your individual work and contributions** – **use of the word "I" is encouraged**. Point form is permitted.

- **Outcome**: The impact that your actions, solutions or judgments generated.

- **Self-Assessed Competence Level**: The level on the Competency Rating Scale that you believe that you demonstrated in the example.

- **Canadian environment example or equivalent**: Whether this experience was gained in a Canadian environment or one equivalent. Please consult your geoscience regulator for more detailed information on requirements.

Examples are valid if:

- They are related to unique problems without obvious pre-determined solutions; and

- You had partial or full responsibility for delivering the outcome; and

> *Use "I" statements as opposed to "we"*

- They typically took at least a cumulative of one month to accomplish (although there will be variation; use your best example).

Depending on the Competency, is recommended to include the significance of the project (e.g. size), your role in the project and the key issues and outcomes. Make the technical or managerial complexity of the project clear. Be specific about your role and level of responsibility.

Applicants are encouraged to exercise judgement over the level of detail provided with different examples. Less detail may be needed for substantial, obviously complex projects or activities than for smaller scale projects where the complexities my not be immediately apparent to the assessors. The objective is to supply sufficient information to enable straightforward verification of your evidence by geoscience regulator assessors, and not to leave assessors with substantive questions or information gaps that require further investigation before they can verify that the required competence level has been met.

Assessors cannot rely on 'implied evidence' – they can only use evidence which clearly shows you are able to do the things required by the Competency Framework. For this reason it is important to identify specific examples that best demonstrate your competence. For example, in your Competency Self-Assessment it is not acceptable to state: "I am a Project Manager and must be able to communicate clearly to perform my job". You must give specific examples of your communication requirements (e.g. chairing client meetings, managing contractors, reporting to senior management).

When completing your Competency Self-Assessment form, **always write in the first-person. Use "I" statements as opposed to "we"** - even if you were working as part of a group. **It is important to identify your personal contribution and those things for which you took responsibility.**

REMEMBER:

- Please be specific about your contributions when describing your experience. Avoid general terms such as "participated in" or "involved with", and **state your exact duties.**
- Always write in the person using "I" statements – even if you were working as part of a group.
- Wherever possible use point form when describing the actions you took to resolve the situation described in your example.
- As an applicant it is your responsibility to pick your best evidence for your application. Don't wait to be asked!
- Assessors cannot rely on 'implied evidence'. - You must use specific examples that best

demonstrate your competence. For example, for Competency Category 4, in which Applicants must show that they communicate clearly with others as part of their geoscience activities:

Poor Example: "I am a Project Manager and must be able to communicate clearly to perform my job."

Good Example: "As a Project Manager I chair client meetings, manage contractors and report to senior management. For example…"

VALIDATION AND ASSESSMENT OF AN APPLICATION

VALIDATING AN APPLICATION

VALIDATION REQUIREMENTS

An Applicant's competency submission, including all Competencies in the **Competency Self-Assessment,** must be verified by their Validators. Applicants are asked to nominate a **minimum of four** individuals who can confirm and provide feedback on their geoscience experience to act as Validators. Validators are typically P.Geo. supervisors but may also be colleagues or clients with first-hand knowledge of an Applicant's work experience. Please refer to your geoscience regulator for any specific requirements regarding the distribution of designated professionals who can act as a validator. Ensure that at least the minimum number of professional references are among your validators. Validators nominated by the Applicant for a specific competency example must have direct personal and professional knowledge of that example.

Combined, the Validators should cover as much of an Applicant's experience as possible but a minimum of four years must be covered. An Applicant's Validators are required to confirm the examples that the Applicant cites to demonstrate competency, and the Validator is required to provide overall feedback on the Applicant's readiness for licensure. No additional reference forms are required to be submitted for users of the Competency Assessment Reporting System; all supervisor feedback must be provided through the validation process.

VALIDATION PROCESS

The online validation process proceeds as follows:

1. Validators cited by the Applicant will receive a link by email which will include login information to complete their validation through the online tool. This e-mail will only be sent when an Applicant submits a completed Competency Self-Assessment.
   Note: Check in with your Validator. If the Validation e-mail has not been received, please ensure that the spam filter is checked.

2. Following the link, the Validator will enter the Competency Assessment Reporting System.

3. The Validator will first view the Applicant's education and employment history. No input is required from the Validator in these sections, but they provide the Validator with the opportunity to review chronological summaries of the Applicant's education and experience.

4. Validators will then have an opportunity to decline to complete the process if they are not willing or able to verify the Applicant's experience. A reason must be provided if the

validation is declined, and a comment box is provided. The reason, along with all validator feedback, is confidential and is not visible to the Applicant.

5. If the validation process is not declined, the Validator will then be asked to review the Applicant's Competency Self-Assessment and provide feedback on any examples that the Applicant has assigned to them. Applicants select the appropriate Validator for each example they provide, and Validators will only see the Competencies for which they have been selected to provide a review. The Validator will provide a rating on the Competency Rating Scale and will have the option to provide a comment for each Competency they have been selected to review. Descriptions of each competency level are available in the Competency Rating Scale on page 6 of this guide. The Competency Rating Scale is also available for viewing in the online tool by clicking on an information button. Validator comments on the examples are encouraged and help to provide valuable additional feedback and information to the Assessors.

6. Finally, Validators will be asked to provide overall feedback on the Applicant's readiness for licensure. The overall feedback section generally includes the questions previously found on regulator reference forms.

ASSESSING AN APPLICATION - OVERVIEW

Each competency submission is reviewed by two regulator Assessors. The online assessment process proceeds as follows:

1. Assessors will be notified by email once the application is ready for review, once the Applicant has completed and data entry and all validators have completed their reviews, and will login to the Competency Assessment Reporting System.

2. The Assessor will examine the candidate's education and employment history. No input is required from the Assessor in these sections, but they provide the Assessor with the opportunity to review chronological summaries of the Applicant's education and experience. The employment history section also provides Assessors with an opportunity to look for a progression of responsibility in the Applicant's experience.

3. The Assessor will then review the candidate's Competency Self-Assessment and determine for each Competency whether the example(s) provided represent sufficient evidence that the Competency has been met. While reviewing each example, Assessors will note the competence level claimed by the Applicant and Validator for each Competency. Based on the breadth, depth, and quality of the example provided they will determine the competence level demonstrated for each Competency. Descriptions of each competency level are available in the Competency Rating Scale on page 6 of this guide. The Competency Rating Scale is also available for viewing in the online tool by clicking on an information button. Assessors also have the option of providing a comment for each Competency; these comments are confidential to the

assessment process and cannot be viewed by the Applicant or Validators.

4. The system will calculate the average Competence Level achieved for each category according to each Assessor.

5. In the "Supporting Documents" section, Assessors may review any supporting documents uploaded by the Applicant. The inclusion of supporting documents by the Applicant is optional.

6. In the "Validator Overall Feedback" section, Assessors will review the feedback of the Applicant's Validators.

7. The Assessor will then be asked to confirm their final recommendation on whether the Applicant has met the competencies at the required level for registration.

RATING AN EXAMPLE

Assessors will grade an Applicant's Competency Self-Assessment by rating the examples provided for each Competency according to the Competency Rating Scale. An Assessor's role is to examine the examples provided for each Competency and determine the Competence Level that has been demonstrated; Applicants must have met the required average Competence Level for each category to be granted registration.

EXAMPLE REVIEW PROCESS – CATEGORY ONE

An evaluation of Competency Category 1, Professional Competencies, will serve as an example of the Review process. Seven (7) Competencies (1.1-1.7) are included in this category.

The Assessor will read and assess the examples for each Competency, keeping in mind the following:

- Examples must be related to unique problems without obvious pre-determined solutions

- The candidate must have had responsibility for delivering the outcome

- Examples must typically have taken at least a cumulative of one month to accomplish (although there will be variation

- Examples must be **clear and specific** examples that demonstrate the candidate's competence in a particular area. Assessors cannot rely on implied evidence.

Based on the evidence provided in the examples, the Assessor will assign the Applicant a score on the Competency Rating Scale for each Competency in the category – in this case, the seven (7) Competencies under the Professional Competencies category. The Applicant self-assessed score, as well as the validator's feedback, are available for reference. Descriptions of each competency level are available in the Competency Rating Scale on page 6 of this guide. The

Competency Rating Scale is also available for viewing in the online tool by clicking on an information button.

The online tool will calculate the average that the Applicant has achieved for each Competency Category. For all Competence categories, if the average score is equal to or higher than the required minimum overall competence level of 3, the Applicant has satisfied the requirements for the Competency Category. If this number is below 3, the Applicant has failed to satisfy the requirements for the Competency Category.

A successful application for registration will require that a candidate attains, at minimum, the required average competence level of three (3) in all Competency Categories, with no score lower than level one (1) for any Competency.

> ➢ Assessors may look to the Competency Rating Scale and Workplace Examples for guidance in determining whether candidates have met the required standard for each Competency. Note that the Workplace Examples are not an exhaustive list and are designed to provide guidance as to the type of activities that may be sufficient to demonstrate a competency.

INTERVIEWING TO ASSESS COMPETENCY

In cases where further clarification or detail is required, Applicants may be asked to attend an interview, depending on the jurisdiction to which the applicant is applying. These interviews provide Applicants with an opportunity to present in person a summary of their experience, to further expand on their project work, and/or to better explain how they apply geoscience theory in their everyday working life. The interview helps to determine whether a candidate has satisfied all of the experience requirements and has demonstrated a progression of experience and responsibility to a professional level.

Competency Categories or Competencies in which an Applicant was rated as below the required competence level may be areas of focus for the interview.

THE ASSESSMENT PROCESS

WHAT HAPPENS AFTER I APPLY?

Once all required documents are received in support of your P.Geo. application, an academic review is done to determine if you meet minimum academic requirements. If these requirements are not met, academic examinations may be assigned. Next, your experience will be reviewed through the Competency Assessment process to determine whether it meets minimum requirements. Dependent upon the jurisdiction to which you are applying, an interview may be required as part of the experience review process.

All Applicants for professional membership are required to pass a Professional Practice Examination. Visit your geoscience regulator's website for information on any other requirements or processes.

TRACKING PROGRESS OF YOUR ASSESSMENT

Once you have submitted your Competency Self-Assessment through the Competency Assessment Reporting System, you are able to log back into the system at any time to track the progress of your validators in verifying your submission. You will not be able to view Validator input, but you will be able to determine if the validation has been completed. This information will be available in the Competency Self-Assessment section of the system.

How much information am I required to submit as part of my application?

On the Competency Assessment Reporting System, Applicants are required to submit two main components:

- An **Employment History**: This section is essentially a "resume builder" in which you provide a brief description of your periods of employment.

- A **Competency Self-Assessment:** This section asks you to select examples from your work experience to demonstrate how you have achieved each Competency. There are character limits for each example, with 300 characters permitted for the "Situation" and "Outcome" sections and 1200 characters permitted for the "Action" section.

How many hours will it take to put together my application?

This will vary, but you can make it easier for yourself by maintaining records of your work history, the projects that you have been involved in and any CPD records. You can use the Competency Assessment Reporting System to record your employment history and examples in draft form and build your self-assessment as you gain further experience.

My work conditions are confidential. How do I get around this in submitting my Competency Self-Assessment?

Generally Assessors do not need a high level of detail on confidential information – they need sufficient evidence to be satisfied that you are able to practice competently as a professional geoscientist. It is expected that this could be demonstrated by documentation that describes the nature of your work and its complexities without disclosing confidential details about solutions or business processes. All Assessors are bound by confidentiality.

I have only worked on two major projects over my four years of experience. Do I need to use a different project for each Competency?

It is acceptable to reference the same major project in multiple Competency examples as long as you describe the specific actions that you took to demonstrate each Competency. Portions of the "situation" section may be repeated, but entire examples may not be. The "action" section in particular should be specific to each Competency.

Do I need to spread out my examples from all four years of my work experience, or can I focus on the most recent and highest level experience?

There is no requirement to cover the entire four years of experience through competency examples. Applicants are encouraged to select their strongest examples for each Competency, so focusing on recent experience is acceptable.

Can I provide a Validator who will not be verifying any specific Competencies to comment on my overall readiness for licensure, such as a Co-op experience supervisor?

Yes; you can name additional validators who will be asked to provide overall feedback on your readiness for professional licensure without asking them to verify any Competencies.

How long should my Competency Self-Assessment examples be?

While there is no required length, examples must be sufficiently detailed to provide the assessor with a clear picture of the nature and level of the work performed and how it pertains to the Competency being addressed. The "Situation" and "Outcome" sections are intended to be brief; both have 300 character limits in the online system. The "Action" section is where the assessors are looking for a detailed description of the specific actions taken that demonstrate the Competency, and it has a 1200 character limit. Point-form is optional in all three sections and is recommended for the "Action" section.

GEOSCIENCE WORK EXPERIENCE COMPETENCIES FOR PROFESSIONAL REGISTRATION

1. PROFESSIONAL COMPETENCIES

1.1	**Comply with relevant legislation, regulations, and statutory reporting requirements**
1.2	**Practice within the bounds of personal expertise and limitations**
1.3	**Increase relevant knowledge, skills and level of performance over time**
1.4	**Maintain constructive working relationships**
1.5	**Apply ethical principles**
1.6	**Respond to obligations and responsibilities to the public, to the natural environment, to clients and to employers**
1.7	**Contribute to health and safety in the workplace**

2. COMPETENCIES IN SCIENTIFIC METHOD

2.1	**Apply scientific principles**
2.2	**Effectively utilize scientific literature**
2.3	**Identify uncertainty and ambiguity in data, and limits to knowledge**
2.4	**Apply principles of quality assurance and quality control (QA / QC)**
2.5	**Undertake relevant investigation and due diligence**

3. COMPETENCIES IN AREA OF GEOSCIENCE PRACTICE

3.1	Plan investigations based upon purpose of study, incorporating existing site-specific information and appropriate approaches
3.2	Acquire, process and analyze data using appropriate methodologies
3.3	Incorporate relevant data from other sources
3.4	Interpret and evaluate data to construct models consistent with purpose of investigation
3.5	Critically evaluate models
3.6	Formulate conclusions and recommendations
3.7	Adapt methodologies to address unfamiliar situations

4. COMPLEMENTARY COMPETENCIES

4.1	Deliver and comprehend oral communication
4.2	Deliver and comprehend written communication
4.3	Communicate technical information effectively to a variety of audiences
4.4	Manage activities
4.5	Use time management skills
4.6	Provide direction to others
4.7	Contribute to budgetary management
4.8	Apply basic principles of risk management
4.9	Contribute to secure data management
4.10	Maintain comprehensive professional records