

Self Assessment Matrix Assessors' Gap Analysis

Applicant's Name:	Date Submitted:	Applicant's Province of Practice:			Assessors' Gap Analysis - for office use only (not to be completed by applicant).			
A. Demonstrable Competencies & Related Performance Indicators	B. Course Title & Number & Institution (from transcripts).	C. Line # in CV (experience-based learning, workshops, extension sessions, volunteer activities, membership in professional organizations, etc in Canada and abroad).	D. Other evidence including examples of professional work products.	E. Explain how you have met the specified indicators of demonstrable competency, paying particular attention to the language used in the indicator. Avoid use of acronyms. Remember that assessors may not have experience in your province of practice and may not be familiar with provincial forestry jargon.	Sufficient	Deficient	More info req'd	Comments - Assessors to make comments here on whether the indicator/demonstrable competency/standard is adequately addressed.
<b>Standard 1 - Tree and Stand Dynamics</b>								
<b>1. Identify plants and describe their physiology, growth, morphology, autecology, and synecology.</b>								
1a. Identify indicator plants in a regional context.	FRST 201, 211, 200, 210, 351 University of British Columbia	167, 160		During my course work I spent many days and weeks studying how to identify all the west coast and interior plant and tree species, learning their Latin names, how they grow, what soil, moisture, and site specific characteristics they require, and many other plant morphology attributes.				
1b. Describe anatomy, morphology and physiology of plants.	FRST 200, 210, 201, 211 UBC	167, 160, 163						
1c. Explain the interaction between plants and environment.	FRST 201, 211, 200, 210, 436, 351 UBC	167, 160		During my time in the field I spent many months doing regeneration surveys on 2-5-year-old saplings and was required to make note of competing vegetation and their associated Latin names. I also spent time in the field doing site plans, and it was essential to correctly identify the fauna in the areas. The plant communities while doing site plans would indicate site series, and this described ecosystem function and how plants interact with one another in specific site conditions and will give insight to future predictions around the regeneration of the forest post-logging. I learned how the site can indicate what plant species are expected to grow there, and how the plant communities can identify the site series.				
1d. Describe plant communities.	FRST 200, 201, 211 UBC	167, 160						
1e. Explain the relationships between and within plant communities.	FRST 200, 201, 211, 210 UBC	167		During my time in the field I spent many months doing regeneration surveys on 2-5-year-old saplings and was required to make note of competing vegetation and their associated Latin names. I also spent time in the field doing site plans, and it was essential to correctly identify the fauna in the areas. The plant communities while doing site plans would indicate site series, and this described ecosystem function and how plants interact with one another in specific site conditions and will give insight to future predictions around the regeneration of the forest post-logging. I learned how the site can indicate what plant species are expected to grow there, and how the plant communities can identify the site series.				Meets DC through courses and work experiences
<b>2. Describe current and past tree and stand conditions and the processes that led to them and articulate possible future conditions.</b>								
2a. Measure tree attributes of interest (e.g. age, form, size, leaf index).	FRST 305, 351 UBC	137, 136, 142, 152		During my course work I learned about succession processes and how to recognize past disturbances within an area with both biotic and abiotic agents. I also spent time learning about the processes that have led to the successional state the forest is in, and possible future outcomes relating to the signs and regeneration stage of a forest.				
2b. Determine tree quality (e.g. health, wood quality, snag potential, visual quality).	FRST 210, 305, 351 UBC	136, 162, 137, 142, 152		With my time in the field I have learned about the regeneration of saplings and key components to their survival such as proper micro-sites, soil, and climate, as well as the key role that competition of surrounding fauna plays on the regeneration of saplings. I have also learned to see past disturbances in the forest that relate to logging operations, fire, and different silvicultural practices. This helps determine future stand development if logging were to happen on the site again.				
2c. Explain tree-related resource potential (e.g. habitat, shade, wood fibre).	FRST 210, 201, 211, 305, 351 UBC	136, 174						
2d. Explain the processes that have influenced the size, health and vigour of the tree.	FRST 200, 305, 307, 210, 351 UBC	162, 163, 165,						
2e. Measure and describe stand species composition, size distributions, age and spatial arrangement of plants.	FRST 305, 351, 436, 201, 211 UBC	137, 136, 142						
2f. Determine stand origin.	FRST 320, 307, 305, 436 UBC	174						
2g. Recognize the range of values found in a stand.	FRST 395, CONS 370, FRST 305, 201, 211, 351 UBC	174						
2h. Define succession and stand dynamics.	FRST 436, 320, 201, 305 UBC							
2i. Describe and analyse the biotic/abiotic agents driving stand dynamics.	FRST 307, 320, 305 UBC							
2j. For a range of different stands, be able to describe the dynamics that have led to the correct stand structure and be able to predict future stand structures.	FRST 320, 436, 305, 307, 351	167, 163						Probably Meets DC through courses and work experiences although difficult to tell DC2 for a range of stand conditions
<b>3. Describe and apply models to articulate present and future stand conditions.</b>								
3a. Identify, use and explain predictive tools/models.	FRST 495, 231, 430, 436 UBC	156						
3b. Explain the strengths and weaknesses of the tools/models	FRST 495, 231, 430, 498, 436 UBC			During course work I spent a significant amount of time working with statistics within the faculty of forestry as it relates directly to models that could be used to show present and future stand conditions. I learned the basics of statistics, as well as advanced statistical runs using the program 'R'. During my thesis I applied statistics to specific scenarios I had collected my own data on.  I also spent time in the field using statistic sampling procedures to properly account for stems per hectare of a logged area. Mostly, we used the 3.99m plot chord with 1 plot per hectare to determine species stocking within a block.				Gap.. Limited courses and no Witnesses to support competency with predictive tools etc. No course description for 498 and no copy or even title for thesis
<b>4. Demonstrate the integration of the individual competencies within Standard 1.</b>								
4a. Prepare a defensible stand management prescription /intervention for a given set of management objectives.	FRST 305, 351, 495, 307, 320 UBC	165, 162, 137, 174, 176, 118		Within my courses FRST 305 and 351 we were required to build and defensible management plan, with a list of objectives and constraints to work within. This was a helpful experience in learning the level of detail and thinking that is required to develop a management plan.				
				During my field work, the majority of it was spent developing logging cutblocks, or building management plans for the landbase. Everything from First Nations input, stream assessments, site conditions, disease, species at risk, and tree size and merchantability needed to be considered in the development of these plans. A good understanding of forest characteristics was required during this, as well as providing evidence-based proof of what is on the site to defend your standpoint on what should and can be done with the area. Providing evidence that can be defensible required modelling and statistically based proof that what we were saying was on the site was truly there. This is all a part of due diligence.				More info required. Silviculture and field camp probably covers but not in an integrated sense