

Education & Training Profile

September 2016

ID	Competency Statement	Type
CATEGORY I: Policy Development & Planning		
SUB-CATEGORY 15: Liaising and Partnering with Stakeholders		
123	Identifies ethical and cultural concerns regarding the economic, social, cultural, and spiritual valuing of specific natural resources, and the implications for informed decision-making regarding sustainability.	1
124	Builds consensus regarding the goals and timelines of sustainable development initiatives (e.g. use of natural resources), considering the competing interests of all stakeholders (e.g. economics, increased productivity or harvesting, protecting habitats, access and rights to land, etc.).	2
126	Develops partnership and stewardship agreements which incorporate sustainable development guidelines, indicators, targets, and processes for measuring progress related to specific environmental issues.	3
CATEGORY K: Corporate Environmental and/or Sustainability Program Planning & Implementation		
SUB-CATEGORY 20: Implementing Environmental and/or Sustainability Management Systems		
733	Delivers training programs on environmental reporting, environmental recording and/or environmental management systems	2
CATEGORY N: Environmental Education & Training		
SUB-CATEGORY 27: Developing Environmental Curricula and Programs		
233	Demonstrates a knowledge of environmental science and technology that enables the educational professional to understand the fundamental relationships between human activities and the natural environment.	1
234	Demonstrates an understanding of how the educational professional's specific body of knowledge can be applied to address the economic, social, cultural and political impacts of human activities on the natural environment.	1
236	Participates in taskforces and committees (set up by educational institutions, industry, governments or professional associations) to identify emerging needs and issues in environmental education and strategies to address these needs.	2
238	Conducts needs assessments/gap analysis to determine environmental education requirements, considering existing and proposed academic education and industry training programs/courses.	1
239	Determines strategy on how the program will be coordinated/integrated with other programs, departments, faculties, and other disciplines and institutions.	1
240	Develops proposals for approval and/or funding of environmental education and training programs/courses.	2

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241	Contributes to the development of a curriculum that addresses the full range of identified environmental education requirements.	1
242	Stays abreast of industry feedback generated through associations, councils, etc. to ensure the curriculum and learning sessions stay relevant to trends in the industry.	1
243	Designs the individual education and training courses to facilitate the development of the relevant environmental competencies in specific subject areas.	1
SUB-CATEGORY 28: Implementing Environmental Education and Training		
244	Determines the appropriate presentation approach for each environmental education and training course, e.g. classroom, distance interactive, workshops, etc.	1
245	Delivers the course/training using a variety of learning modes, incorporating practical and on-site/field experiences that facilitate the application of learning to current environmental practice.	1
246	Completes regular program/course reviews, including evaluation of impact on students and other stakeholders.	1
247	Assesses environmental expertise of instructional staff regarding current and emerging environmental issues and practice.	1
248	Develops opportunities and processes to facilitate effective continuous learning of self and others regarding environmental issues and techniques.	1
SUB-CATEGORY 29: Evaluating/Mentoring/Supervising Students/Practitioners		
249	Mentors students and environmental practitioners by advising, supervising, and challenging them to facilitate the development and application of new knowledge in their role as environmental practitioners and community partners in their role in the delivery of sustainable environmental practices.	2
250	Cultivates a stewardship approach within students and practitioners in the application of sound environmental practices within specific industries.	2
251	Evaluates the transfer of knowledge and skills, including comprehension of: the multidisciplinary nature of environmental practice, current best practices in industry, and the need for a global perspective for solving environmental problems.	1

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CATEGORY O: Environmental Research		
SUB-CATEGORY 30: Designing/Developing Environmental Research and Development Proposals, Programs, and Projects		
253	Identifies research priorities and opportunities for funding, considering financial viability and other indicators such as, current environmental conditions, scientific knowledge gaps, need for industrial improvements, socio-economic and cultural factors.	3
255	Conducts review of literature and existing data pertinent to the potential environmental research program/project.	3
256	Defines the scope, strategy and objectives for specific environmental research projects and programs, including appropriate quantitative and qualitative methodologies and tools.	3
257	Writes a proposal, communicating the scientific rationale behind the environmental research project to obtain funding and/or approval from internal, industry, government, or other sources.	3
259	Develops a research action plan for the environmental project (e.g. establish budget, deliverables, timelines and human resource needs) for consideration by stakeholders and decision-makers.	3
260	Identifies the laboratory, equipment and other site-specific needs for the environmental research program.	3
SUB-CATEGORY 31: Conducting Environmental Research/Publishing Results		
262	Establishes the framework, baselines and benchmarks against which environmental research outcomes can be measured.	3
263	Defines the specific methodologies and protocols appropriate to the environmental research project.	3
264	Conducts science and social science environmental research (e.g. eco-toxicology studies, developing models, identifying optimal agri-chemical application rates, studies on environmental perspectives and the effectiveness of public education programs, etc.).	3
266	Analyzes the environmental research findings to determine if research objectives have been met, or if research methodologies need to be modified.	3
CATEGORY Q: Environmental and/or Sustainability Communications & Public Awareness		
SUB-CATEGORY 34: Developing/Implementing Environmental and/or Sustainability Communications and Awareness Programs		
288	Demonstrates an understanding of the fundamental relationships between human activities and the natural environment.	1
289	Demonstrates an understanding of the Canadian environmental sector and sustainability issues.	1
291	Demonstrates an understanding of the role of communications in increasing public awareness of environmental and/or sustainability issues.	1

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297	Establishes goals for environmental and/or sustainability awareness programs that will help ensure the intended message is accurately conveyed to the appropriate target audience.	2
299	Makes presentations to a variety of audiences to build awareness of environmental and/or sustainability issues, concerns and/or programs.	3
SUB-CATEGORY 35: Presenting Expert Information on Environmental Matters		
305	Conducts informational meetings to identify community and stakeholder priorities on environmental issues and concerns.	3
307	Participates as a speaker, panellist, witness, or expert in conferences, public forums on environment-related topics and issues, or hearings (such as defending the Environmental Impact Assessment report).	3
308	Critiques environmental reports, proposals, and publications of peers or staff.	3