



A P E G S

Association of Professional Engineers
& Geoscientists of Saskatchewan

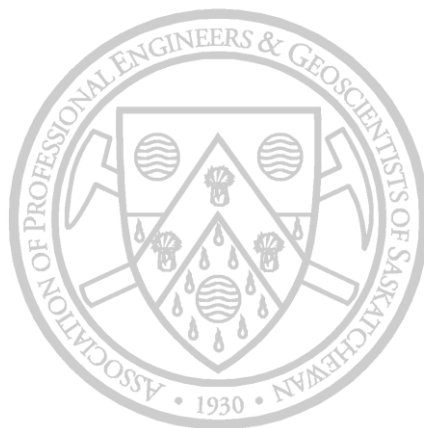
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Continuing Professional Development

Members' Guideline



January 2002
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To All Association Members

The Continuing Professional Development (CPD) program meets APEGS' statutory requirements as well as the professional obligations of our members. Section 5 of *The Engineering and Geoscience Professions Act* states that the Objects of the Association are:

- a) to ensure the proficiency and competency of members in the practice of professional engineering or the practice of professional geoscience in order to safeguard the public;
- b) to regulate the practice of professional engineering and the practice of professional geoscience by members in accordance with this Act and the bylaws;
- c) to promote and improve the proficiency and competency of members;
- d) to foster the practice of professional engineering and the practice of professional geoscience by members in a manner that is in the public interest.

Subsections a), c) and in part d) speak directly to the need for a program such as CPD.

As well, subsection 20(2)(d) of the Regulatory Bylaws (the Code of Ethics) requires APEGS members to:

keep themselves informed in order to maintain their competence, strive to advance the body of knowledge with which they practice and provide opportunities for professional development of their subordinates.

The CPD program provides members with a framework to plan and to report on their continuing professional development activities.

Your Responsibilities

Read this Guideline and become familiar with the Scope of Practice and Activity Record sheets. You can download these forms from www.apegs.ca, under Members, Continuing Professional Development.

Work through and complete your own Scope of Practice sheet to determine the knowledge, skills and judgment you need to acquire. APEGS has provided a number of completed examples on the APEGS website, under Members, Continuing Professional Development. Remember that as your job expands or changes you need to revise your Scope of Practice. Review your Scope of Practice at least once a year to ensure it is consistent with your accountability and development. Retain this document for your records.

Regularly record your activities on your Activity Record sheet, or similar, if you have an existing professional development program tracking process.

Report your development credits at the end of the year on your Member On-Line Services Portal that is accessible on the APEGS' main web page. The professional development activities recorded throughout the year will have all the information you need to report your development credits to APEGS. There is no requirement to submit the Scope of Practice and Activity Record forms to APEGS. You retain these documents in your files for ongoing professional development activity planning.

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APPENDIX A – CPD ACTIVITY RECORD SHEET

Continuing Professional Development Members' Guideline

The APEGS Continuing Professional Development (CPD) initiative establishes a benchmark against which members will evaluate their ongoing professional development activities and provides tools for analyzing needs, planning programs, and recording and reporting activities. Most APEGS members already undertake a greater level of effort than set out in this guideline. You, perhaps assisted by your employer, will be better able to assess and meet your CPD needs using this guideline.

The CPD initiative provides a great deal of flexibility. Members' special circumstances can be accommodated. Programs are tailored to meet each member's situation. You are encouraged to undertake activities that provide the greatest benefit to you in the practice of your profession. It will take a minimal amount of effort to set up your program, and to record and report activities.

Setting up a Program

This process requires a candid personal assessment of your current knowledge, skills, and abilities. It asks you to define what you need to know to competently execute your responsibilities. You may find consultations with your peers or supervisors helpful.

The structure and content of your CPD program is up to you. However, to set up an effective program, you will need to complete four essential steps presented in Table 1:

Table 1 – Essential Steps to Setting Up an Effective CPD Program

STEP ONE Identify where you are.	What combination of professional responsibilities, knowledge, skills and abilities do you currently have?
STEP TWO Decide where you want or need to be.	What knowledge, skills and abilities are required for your current career or a future one? Your plan could include not only what you do now, but also what you would like to do in the future.
STEP THREE Plan your program.	What knowledge, skills and abilities do you need or want to gain or enhance? Should your program address changes in knowledge bases, work environments and technology?
STEP FOUR Record and report your activities.	What activity categories are covered? Which categories need more attention? Is greater balance or specialized attention to activities required?

Individual Scope of Practice

Each member's CPD program must have a well-defined individual scope of practice; essentially, a description of your current or anticipated practice. Members who use their individual scope of practice for both their CPD program and their Permission to Consult and/or their Engineering or Geoscience Licensee approved scope of practice must obtain approval for their scope of practice when initially applying for their Licensee registration or their Permission to Consult, or renewing their Permission to Consult. Members who do not have Permission to Consult will not need to obtain this approval. A member with Permission to Consult who wishes to change their scope of practice could have a slightly different CPD program scope in order to accommodate the learning that would be required for the new scope of practice.

You should provide some flexibility within your individual scope of practice. A narrowly defined or restrictive scope will actually hamper an effective CPD program. In the event you assume a new position, or take on significant new responsibilities within your existing role, you may need to review and modify your CPD program plan.

You should remember that APEGGS recognizes the practice of engineering and the practice of geoscience in the broadest sense to include the teaching of engineering and geoscience, the management of engineering and geoscience, spanning traditional technology to leading edge, high-technology engineering and geoscience. Refer to *The Engineering and Geoscience Professions Act 2(m)* and *2(n)* for the full detailed description of the practices.

To define your scope of practice, describe your current position and, if appropriate, your anticipated career. Then define the knowledge, skills and abilities that you require or will require. Many members will have completed this exercise already for their employer. Possible components of an individual scope of practice are:

DUTIES AND RESPONSIBILITIES

A current and comprehensive list of your primary duties, tasks and responsibilities is essential.

LEVEL OF RESPONSIBILITY AND IMPACT OF THE INDIVIDUAL SCOPE OF PRACTICE

You should state your level of responsibility such as Municipal Engineer, Manager of Electrical Department, Design Engineer, Regional Geologist, etc. Identify the professional and technical positions under your direct supervision, if any. Describe the impact of your work (and that of your immediate subordinates, if any) on the public, the environment, your employer, other clients, and stakeholders.

KNOWLEDGE, SKILL AND JUDGMENT REQUIREMENTS

You should review the specific knowledge, skill and judgement requirements for your practice or desired practice. You might use your job description, employer core competency analysis, or the APEGGS Salary Survey point system to help determine these requirements.

Elements to consider include, but are not restricted to:

- technical
- legal
- managerial
- financial
- safety
- project management
- mentoring/developmental
- social media
- supervisory
- administrative
- ethical behaviour
- environmental
- training
- advisory
- teaching
- research

Program Plan and Content

Your next step is to develop a CPD program that will help you gain or refine required knowledge, maintain or improve required skills, or acquire new abilities. In effect, this is your personalized professional development program. The most important principle to remember is that your CPD activities must relate to your individual scope of practice. The following section provides categories of activity and levels of effort suitable for a CPD program. The activities listed in each category are not inclusive; rather, they give general guidance for the selection of activities. These lists also identify activities that comprise lifelong learning. Given the diversity of member practice, some activities may be more appropriate for you than for others. Use your own judgment in selecting activities that relate to your individual scope of practice and that work best for your continued learning. The activities you select may also embody some or all of the following concepts:

- application or development of technical theory,
- learning of new concepts,
- practical experience,
- management of engineering, geological or geophysical practice,
- communication and interpersonal skills, and
- public, community and professional service.

Activity Categories and Levels of Effort

A credible CPD program should meet minimum levels of professional development effort. A “credit” is the unit of measurement. There are six general activity categories recognized as contributing to continuing professional development and that provide the framework for credit reporting:

- i) Professional Practice
- ii) Formal Activity
- iii) Informal Activity
- iv) Participation
- v) Presentations
- vi) Contributions to Knowledge

An annual baseline of 80 credits is the reasonable minimum number of credits for members to demonstrate suitable Continuing Professional Excellence. This is comparable with other Canadian and U.S. engineering organizations, and will be useful for transferability and mobility of membership. Members in some industries may require a great deal more – double or even triple this amount – to remain abreast of their areas of expertise. Knowledge-based and rapidly changing industries, for example, require continuous professional development for survival.

Credits must be obtained from at least three of the six activity categories. This demonstrates that members are taking a balanced approach to Continuing Professional Development, rather than concentrating all their efforts into one specific area.

Members are encouraged to take part in professional development opportunities that promote professionalism and ethical behavior.

Considerations for Counting Credits

- To encourage planning over a few years, your CPD program has a three-year rolling time period.
- You are strongly encouraged to accumulate at least 80 credits per year.
- You should accumulate at least 240 credits over three years. Once you are in the third or subsequent year of the program, you should maintain a rolling total of 240 credits over a three-year period.
- You should report annual activity in at least three of the six categories.
- You should note the maximum allowed credits in each category when developing your plan.
- You can carry forward credits earned in excess of the annual maximums in any category for a maximum of two years from the date of completing the activity.
- Do not count the same effort in more than one activity. If an activity falls under two general categories, you may count it only once in what you determine is the most appropriate category.

PROFESSIONAL PRACTICE

Active professional practice is a significant factor contributing to maintaining and improving skills. It is appropriate for a member to receive credit for professional practice since significant learning occurs “on the job.” It is reasonable to assume that one hour of learning is achieved for every 15 hours of professional practice.

Claim one credit for every 15 hours of professional work within a member’s scope of practice. Claim a maximum of 50 credits per year towards the annual 80 credit total requirement (or 150 credits over three years) for professional practice.

FORMAL ACTIVITY

Formal activities are those provided as a structured course or program, often for credit, occasionally with an evaluation process. Although formal activity is not specifically required, all members should strive to include some formal activities within their CPD program. Delivery methods might include traditional classroom settings, and remote learning techniques such as written correspondence, video, Web or Internet based courses. Formal activities could include:

- under-graduate or graduate courses provided through universities, technical institutes and colleges,
- industry sponsored courses, programs, webinars and seminars,
- employer training programs and structured on-the-job training, and
- short courses provided by technical societies, industry or educational institutions.

Every hour spent in attendance at a course, (contact hour) earns one credit. For courses offering Continuing Education Units (CEUs), each CEU equates to 10 credits. Claim a maximum of 30 credits per year towards the annual 80 credit total requirement (or 90 credits over three years) for formal activities.

INFORMAL ACTIVITY

These are activities not normally offered by an educational institution or other formal organizations, but that expand your knowledge, skills or judgment. They include:

- self-directed study such as reading technical journals, books, manuals; learning new software;
- attendance at conferences, technical sessions, talks, seminars, workshops and industry trade shows;
- attendance at meetings of technical, professional or managerial associations or societies; and
- structured discussions (such as technical paper critiques or discussions) of technical or professional issues with one's peers.

Each hour of informal activity earns one credit. Claim a maximum of 30 credits per year towards the annual 80 credit total requirement (or 90 credits over three years) for informal activities.

PARTICIPATION

Activities that promote peer interaction and provide exposure to new ideas and technologies both enhance the profession and serve the public interest. These activities include:

- acting as a mentor to a Member-in-Training or other less experienced professional member or technologist,
- serving as a supervisor to a graduate student in preparation of a thesis,
- acting as a mentor to an undergraduate in an engineering or geoscience university program accredited by CEAB/CGSB,
- presenting to schools, career days, judging science fairs, etc.,

- serving on public bodies that draw on professional expertise (i.e., planning board, development appeal board, investigative commissions, review panels or community building committees),
- service on standing or ad-hoc committees of technical, professional or managerial associations, or societies,
- community service activities that contribute to the community which require professional and ethical behaviour, but not necessarily the application of technical knowledge, including active service for professional, service, charitable, community or church organizations, coaching league sports teams, or elected public service on municipal, provincial or federal levels or school boards.

Each hour of service earns one credit. Claim a maximum of 10 credits per year (or 30 credits over three years) for community service activities. Claim a maximum of 20 credits per year towards the annual 80 credit total requirement (or 60 credits over three years) for participation.

PRESENTATIONS

These activities are either technical or professional presentations made outside a member's normal job functions. Count both preparation and presentation of material. Eligible presentations might occur at:

- a conference or meeting, or
- a course, workshop or seminar either for an educational organization, within the member's company, or at an event sponsored by a technical or professional organization.

Each hour of preparation and delivery earns one credit. Claim a maximum of 20 credits per year towards the annual 80 credit total requirement (or 60 credits over three years) for presentations.

CONTRIBUTION TO KNOWLEDGE

Contribution to knowledge includes activities that expand or develop the technical knowledge base in the disciplines of engineering and geoscience, although not every member is able to make such a contribution outside his or her normal job functions. Contributions could include:

- development of published codes and standards - 1 credit per hour of committee work
- patents - 15 credits per patent registered
- publication of papers in a peer-reviewed technical journal - 15 credits per paper published
- publication of articles in non-reviewed journals - 10 credits per article, to a maximum of 10 credits per year
- reviewing articles for publication - 1 credit per hour of review, to a maximum of 10 credits per year
- editing papers for publication - 1 credit per hour of editing, to a maximum of 10 credits per year

Claim a maximum of 30 credits per year towards the annual 80 credit total requirement (or 90 credits over three years) for contributions to knowledge.

Table 2 provides a summary of the allowable credits for each activity category.

Table 2 – Summary of Allowable Credits for Each Activity Category

Activity Category	Required Activity per Credit	Annual Maximum Credits	Maximum Credits - Carry Over for two years	Total over three years
Professional Practice	15 hrs	50	100	150
Formal Activity	1 hr or 10 per CEU ¹	30	60	90
Informal Activity	1 hr	30	60	90
Participation	1hr	10 – Community Service 20 – other participation 30 - Total	20 – Community Service 40 – other participation 60 - Total	30 – Community service 60 – other participation 90 – Total
Presentations	1 hr ²	20	40	60
Contribution to knowledge ³		30	60	90
TOTALS	-	190	380	570

NOTES:

1. *CEU = Continuing Education Unit*
2. *Preparation and delivery time*
3. *There are sub-activities in this category that have different allowable credits and amounts, depending on the activity. Refer to paragraph iv) above.*

Member Record Keeping and Reporting

Each member should maintain a complete record of their CPD program for at least three years. Sample forms are available on the APEGs website and are included in Appendix A. These records will not normally be submitted to APEGs. Your records should clearly document the following information:

- your individual scope of practice,
- your program plan, and
- a detailed record of completed activities and number of credits earned.

Record the details of your activities on your Activity Record sheet (see Appendix A), or similar, if you have an existing professional development program tracking process. At the end of the year, report only the total professional development credits in each of the six categories. There is no requirement to submit the Scope of Practice and Activity Record forms to APEGs. You retain these documents in your files for ongoing development activity planning.

Some members may be required to report CPD credits to more than one professional engineering or geoscience licensing body. If this is the case, and your home jurisdiction is NOT Saskatchewan, check the box “Reporting elsewhere” next to the appropriate year and indicate to which association you reported. If your home jurisdiction IS Saskatchewan, it is expected that you would fully report your CPD credits in Saskatchewan, while meeting whatever other reporting requirements you may have for other jurisdictions in which you are licensed to practice.

Log into the Member On-Line Services portal on the APEGGS home webpage, and enter the category credits directly into your personal profile.

Follow the instructions during the login process if you require a new password.

Conveniently, you may also edit your personal information and make payments through this member services portal.

Association Monitoring and Reporting

APEGGS monitors the CPD initiative to provide an assessment of the level of participation and to provide information required to review the initiative’s effectiveness. Aggregate statistics are compiled. Data from individual profiles or forms is not public. Further monitoring and audit measures may be based on statistical and risk analysis methods.

Applicability to Members

The CPD program applies to all regularly employed members of APEGGS, be they P.Eng., P.Geo., Engineers-in-Training, Geoscientists-in-Training, Engineering Licensees, or Geoscience Licensees. Life members need not participate.

Special consideration may be given to members who have a license waiver in accordance with Section 13 of the APEGGS Regulatory Bylaws; members on parental leave; or members who feel they have a special case. Generally, members in special situations may be expected to accumulate at least 30 credits per year or 90 credits over three years.

Members not Resident in Saskatchewan

Non-residents of Saskatchewan, who participate in a similar program, will not be required to participate in the APEGS program. You will be required to indicate on your online personal profile that you are reporting elsewhere and provide the name of the association to ensure APEGS' CPD standards are met. Please be aware that each province's Association may have varying requirements for non-resident professional development reporting.

Role of an Employer

Each member's employer has a role to play in CPD and an obligation to ensure that professionals in their employ maintain and improve their skills. Every employer of professionals is encouraged to support the CPD efforts of its employees. Members are encouraged to discuss their programs and plans with their employers or mentors. Through discussion and mutual agreement, the employer and professional can create a suitable CPD program and select an appropriate type and level of employer support. Employer support results in an employee with an ongoing interest in lifelong learning. This, in turn, provides increased value and commitment to the company

Among other things, employer support can include:

- consultation with the employee during development of the employee's program,
- provision of learning opportunities,
- assistance in developing job expectations and responsibilities,
- periodic review of employee performance and progress,
- incorporation of CPD into annual performance reviews,
- assistance in documenting activities and levels of effort through company performance management systems,
- financial support of activities,
- allowing time to participate in activities,
- encouragement of professional development of employees, and
- encouragement of employee lifelong learning.

It is important to note that even though the employer has a role to play in defining requirements, the primary responsibility for a CPD program and maintaining competence rests with the individual professional. Members should be aware that APEGS could only encourage employers to support the CPD initiative. Some companies already have existing corporate training or professional development programs that will assist members to meet these requirements.

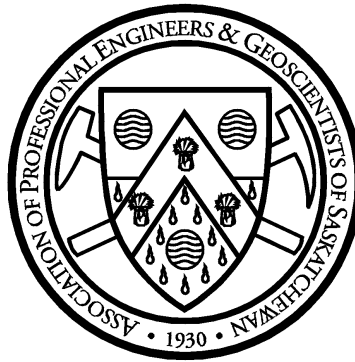
For More Information

If you have specific questions or concerns about Continuing Professional Development, or you wish to discuss your program with another member, please call or e-mail the APEGS office (apecgs@apecgs.ca). Note that APEGS offers regular seminars on CPD and reporting requirements and is willing to present at employer locations.

CPD forms and examples are available for downloading from the Continuing Professional Development section of our website, www.apecgs.ca, under Members/Continuing Professional Development.

*Our Act and bylaws require that each of us
remain competent.*

*Your personal commitment to lifelong
learning is essential.*



Appendix A

CPD Activity Record Sheet



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Annual Activity Record

Continuing Professional Development

Name:	Member Number:
From (month/year):	To (month/year):

Planned & Completed Activities	Date	Hrs	Organizer	Credits Earned	Credits Claimed	Carried Over
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Professional Practice (*Active professional work. Maximum 50 credits*)

Totals						

Formal Activity (*Structured course or program. Maximum of 30 credits*)

Totals						

Informal Activity (*Non-structured learning opportunities. Maximum of 30 credits*)

Totals						

Participation (*Activities that promote peer interaction. Maximum of 20 credits*)

Totals						

