Board of Canadian Registered Safety Professionals

Conseil Canadien Des Professionnels En Sécurité Agréés

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RECERTIFICATION

A Guide to Maintaining Your BCRSP Certification

Board of Canadian Registered Safety Professionals

Conseil Canadien Des Professionnels En Sécurité Agréés

Congratulations on earning a BCRSP certification. Earning a BCRSP certification represents a deep personal commitment to the safety profession and the protection of people, property, and the environment. The professional accomplishment you achieved by becoming BCRSP certified demonstrates a passion for greater competency, knowledge, and skills.

BCRSP credentials are conferred for a period of five (5) years. To demonstrate your continued competency, you must recertify your credential through the continuing professional development (CPD) program.

If you have questions about your certification, please visit www.bcrsp.ca or email us at info@bcrsp.ca or call us at 905-567-7198.
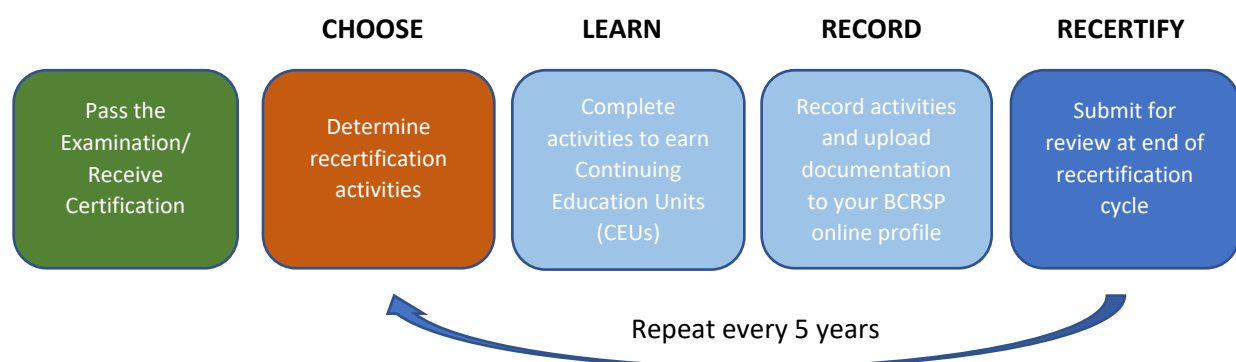
We commend your dedication to safety in the workplace.

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BCRSP Recertification

Earning a BCRSP certification provides recognition and professional credibility to the OHS practitioner. Employers, and other stakeholders use BCRSP certifications to identify qualified individuals and it is essential that the BCRSP certifications provide assurance that individuals have met, and will continue to meet, a professional standard and that they will perform safely and effectively in their designated role.[1]

BCRSP Recertification Cycle

CHOOSE	LEARN	RECORD	RECERTIFY

Pass the Examination/ Receive Certification	Determine recertification activities	Complete activities to earn Continuing Education Units (CEUs)	Record activities and upload documentation to your BCRSP online profile	Submit for review at end of recertification cycle

Repeat every 5 years

Recertification Steps

Know Your Recertification Period

For certificants certified prior to 2019, the **LAST DIGIT** of your registration number determines your CPD cycle (e.g. for the registration number 01-187<u>3</u>, "3" is the CPD cycle number). If you were certified in 2019 or later, your cycle begins the year following certification for a five-year period.

Registration # (1976-2018) or Certification Year (2019 and beyond)	The CPD cycle period is:	Deadline to submit
4 or 9	January 1, 2016 through December 31, 2020	March 30, 2021
0 or 5	January 1, 2017 through December 31, 2021	March 30, 2022
1 or 6	January 1, 2018 through December 31, 2022	March 30, 2023
2 or 7	January 1, 2019 through December 31, 2023	March 30, 2024
3 or 8	January 1, 2020 through December 31, 2024	March 30, 2025
Certified in 2019	January 1, 2020 through December 31, 2024	March 30, 2025
Certified in 2020	January 1, 2021 through December 31, 2025	March 30, 2026
Certified in 2021	January 1, 2022 through December 31, 2026	March 30, 2027

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[1] METHODS FOR ENSURING CONTINUING COMPETENCE: PART I, Institute for Credentialing Excellence, 2013

Certificants have until the end of March, after the end of their CPD cycle, to submit worksheets and supporting documentation.

Choose Recertification Activities

Determine which recertification activities are right for you, and complete the professional development activities during your five-year period.

There are many activity categories in which you may earn CPD points. Information about each category appears on the following pages.

Complete Recertification Eligibility Requirements

The following recertification eligibility requirements must be met:

- Complete CPD activities that meet the 25-point minimum requirement in the last five years
- Complete an Ethics Course that has been approved by BCRSP (see list of providers on website). This is a mandatory requirement, that an ethics course be completed every five years.

Record CPD Activities

It is your responsibility to keep track of your own activities, CPD points and supporting documentation.

At least once a year you should review and update your CPD records.

Retain original documentation supporting your CPD activities. Acceptable documentation is listed under each activity category.

Record all CPD points accurately as they are earned.

You may claim activities only once and in only one category (no double dipping). For example, if you teach or develop OHS-related courses or seminars as part of your current position description, you will already be receiving credit for this under continued work in the OHS field (Category D1 OHS Practice), and therefore could not claim points for these courses/seminars (under C3 or C4).

Points earned during a 5-year cycle may be claimed for that cycle only. **Points may not be carried over to another cycle.**

Recertification Reporting

You must report your CPD once your cycle ends prior to the deadline. (All cycles end on December 31 and the reporting deadline is March 30.

CPD reporting completed after March 30 is subject to a late fee penalty that must be paid at the time of submission. BCRSP recommends that you maintain a back-up copy of your submission in the event of any loss in transmission.

You will receive notification from the BCRSP office when your CPD requirements are met.

CPD Requirement Met

BCRSP issues you a *continuance of certification* email. You may then retain the certification through the next 5-year CPD cycle, provided annual renewal requirements (payment of fees and declaration of continuing practice) are met.

CPD requirement Not Met

Should the CPD submission not meet the requirements (short necessary points or missing supporting documentation), you will be advised as to what requirements were not met. At this time, you will have the opportunity to resubmit additional documentation for points.

Should the minimum point requirement not be met, and no further documentation can be submitted for the given CPD period, one would be permitted to obtain the additional points in the current year in order to meet the necessary requirements. However, if points in the current year are applied to the previous CPD cycle, **they may not be claimed in the next five (5) year CMP cycle.**

Alternatively, you may meet the recertification requirements by retaking and passing the certification examination.

Begin Next Five (5) Year Cycle

Upon successful recertification, your new five-year CPD period begins.

Educational and Certification Standards

Continuing Education Units (CEUs)

Continuing education courses and conferences provide one of the main methods for staying current with professional practice.

Under the CPD program requirements, points are calculated as 0.1 points for each hour of content/instruction. For example;

- 10 contact hours = 1.0 CEUs
- 6 contact hours = 0.6 CEUs
- 2 contact hours – 0.2 CEUs
- 1 contact hour = 0.1 CEUs

Acceptable Courses and Degrees from Institutions Outside of Canada

College and university courses from institutions located outside of Canada must be evaluated for equivalence by a recognized credential assessment and evaluation agency. See the BCRSP website for details (www.bcrsp.ca). If an American college or university is recognized by the Board of Certified Safety Professionals (USA) for the purposes of CSP certification (or recertification), it will be recognized by BCRSP without undergoing an equivalency evaluation.

Acceptable OHS-Related Subjects

BCRSP defines 'OHS-related' as any subject identified in the Examination Blueprint. The complete Examination Blueprint outlines the domains and competencies of professional OHS practice. The Examination Blueprints may be found on the BCRSP website at www.bcrsp.ca

Continuing Professional Development Activity Categories

Complete professional activities in any of these categories during your CPD cycle to earn 25 points to meet your recertification eligibility requirement. Category A8 Professional Ethics Course is mandatory for all certificants. Please refer to the section on A8 for more information.

Category A: Continuing Education

Activities Include:
- A1. Career Development Plan
- A2. University or College Courses related to OHS, Management, or Leadership
- A3. Foundational OHS Skills and Knowledge
- A4. OHS-related courses/seminars/workshops/conferences/roundtables
- A5. BCRSP or other OHS certification board item writing workshop
- A6. Self-Directed Learning
- A7. Executive/Management Development Program, Seminar, Conference, Workshop
- **A8. Professional Ethics Course**
- A9. Achieving additional certification or license (pre-approval by BCRSP required see Appendix for list of accepted certifications/licenses)

Category B: Leadership

Activities Include:
- B1. Mentoring
- B2. Being Mentored
- B3. Supervising Students in the Workplace
- B4. Volunteer Service on a Committee/Taskforce or Board
- B5. Volunteering in an unpaid OHS consultative role
- B6. Completion of a BCRSP Competency Survey
- B7. Personal Membership in an OHS-related organization

Category C: Instruction

Activities Include:
- C1. Developing a new and first time University, College or Institute Course or redeveloping an existing program
- C2. Teaching a University, College or Institute Course for the first time
- C3. Developing a new Course, Workshop or Seminar (not taught at a university/college or Institute)
- C4. Facilitating a new Course, Workshop or Seminar (not taught at a university/college or Institute)
- C5. Guest Lecturer at a College/University OHS Program
- C6. Keynote, plenary, or workshop speaker
- C7. Panel Member

Category D: Professional Practice

Activities Include:
- D1. OHS Practice
- D2. Pandemic Response Reflective Learning Exercise

Category E: Research and Publications

Activities Include:
- E1. Authoring of a published OHS-research related paper
- E2. Authoring or co-authoring of a published OHS-related textbook
- E3. Authoring of a published OHS-related Book Review, Editorial, Article or Chapter
- E4. Conducting Formal Research Related to OHS knowledge

Professional Activity Point Values

Earn 25 points during your cycle to recertify.

Category A: Continuing Education						
Code	Activity	Description	Points per activity	Limitations	Activity Maximum	Documentation Requirement
A1	Career Development Plan	Submission of a career development plan that shows demonstrated outcomes as part of your CPD submission	1 CEU per year	1 CEU for initial plan and 1 CEU for each reflective learning update	5 CEUs	Career Development Plan (Template A) OR Professional Development plan developed by employer
A2	University or College Courses related to OHS, Management, or Leadership	Successful completion of post-secondary course(s) from an accredited institution. This may include: • Distance education equivalents/face-to-face or online • Continuing education programs • Undergraduate courses • Graduate courses • Acceptance of Master's thesis or graduating paper at a Masters level	3.0 credit course = 4.5 CEUs 6.0 credit course – 9 CEUs Course taken through university continuing education/faculty of extension (non-credit) 30-hour course length minimum = 3.0 CEUs		25 CEUs	An official transcript in the sealed envelope from the issuing college/university sent directly to the BCRSP. **Photocopied, faxed or emailed documentation will not be accepted.** Regardless of audit requirement, an official transcript must be sent to the BCRSP office in a sealed envelope from the issuing college/university to claim points in this category.

Category A: Continuing Education

Code	Activity	Description	Points per activity	Limitations	Activity Maximum	Documentation Requirement
A3	Foundational OHS Skills and Knowledge	Support performing tasks in a safe manner or general courses such as First Aid. Each course may only be claimed once per 5-year cycle. Course examples include First Aid (Standard and Emergency), H2S Alive, WHMIS/GHS, Confined Space Entry, Fall Protection, Rigging Basics/Safety, Lock Out-Tag Out, Legislation Awareness, Environmental Awareness, Transportation of Dangerous Goods, Scaffolding Safety, etc.	10 course hours = 1 CEU If less than 10 hours, claim at point value (e.g. 4-hour course is 0.4 CEUs, 8-hour course is 0.8 CEUs, etc.)	Recertification or repeat instances of a course, where there has been no change to the training material, cannot be claimed.	25 CEUs[2]	Proof of course completion such as: - Letter of verification from course provider - Course certificate of completion - Official training record from employer
A4	OHS-related courses, seminars, workshops, conferences, or roundtables	Attendance at courses, seminars, workshops, conferences, roundtables – online (if verifiable) or in person. This may include company offered, national or regional conferences, seminars, workshops, breakfast meetings or dinners with an educational component.	10 course hours = 1 CEU If less than 10 hours, claim at point value (e.g., 4-hour course is 0.4 CEUs, 8-hour course is 0.8 CEUs, etc.)		25 CEUs[3]	Proof of attendance such as: - Letter of verification from course provider - Certificate of Attendance - Registration Confirmation and Name Badge - Official training record from employer

[2] Normally there is an activity maximum of 10 on this category, however due to COVID-19 impacts, the point maximum has been lifted.
[3] Normally there is an activity maximum of 10 on this category, however due to COVID-19 impacts, the point maximum has been lifted.

			Category A: Continuing Education			

Code	Activity	Description	Points per activity	Limitations	Activity Maximum	Documentation Requirement
A5	BCRSP or other OHS certification board item writing workshop	Attendance at an item writing workshop (2-day session)	1.0 CEU/workshop (2020 point claim based on points awarded on certificate issued by BCRSP)		2 CEUs	Certificate of attendance issued by certification board In 2020 the BCRSP Item Writing workshop awarded points based on # of items generated. Certificate of points awarded must be submitted as documentation
A6	Self-Directed Learning	This includes readings of periodicals and research, and online learning that is unverified such as webinars, MOOCs, etc.	0.25/CEU/single research paper 0.50/CEUs/Journal 1.0/CEUs/Textbook Claim CEUs for webinars or MOOCS based on contact hours (e.g. 1-hour webinar – 0.1 CEUs, 2-hour webinar = 0.2 CEUs, etc.)		25 CEUs[4]	Completion of Appendix B template for each activity claimed

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[4] Normally there is an activity maximum of 5 on this category, however due to COVID-19 impacts, the point maximum has been lifted.

Category A: Continuing Education					
Code	Activity	Description	Points per activity	Limitations	Activity Maximum	Documentation Requirement
A7	Executive/Management Development Program, Seminar, Conference, Workshop	Attendance in an executive/management development program, seminar or conference This category may include courses on: Leadership, Communications, Conflict Resolution, Negotiation, General Business, Management, Coaching, etc.	10 course hours = 1 CEU If less than 10 hours, claim at point value (e.g. 4-hour course is 0.4 CEUs, 8-hour course is 0.8 CEUs, etc.)		20 CEUs	Proof of attendance such as: - Letter of verification from course provider - Certificate of Attendance - Registration Confirmation and Name Badge - Official training record from employer
A8*	**Professional Ethics Course** ***Mandatory Requirement as of January 1 2021**	A professional ethics course approved by the BCRSP is mandatory to be claimed once in each five-year cycle. An ethics course standard has been approved by the BCRSP Governing Board and can be found on the BCRSP website along with the application form for a course provider to submit for approval.	1.0 CEU	All courses must be pre-approved via submission of the approval form by the course provider to the BCRSP.	1 CEU	Proof of attendance such as: - Letter of verification from course provider - Certificate of Attendance

Category A: Continuing Education					
Code	**Activity**	**Description**	**Points per activity**	**Limitations**	**Activity Maximum**	**Documentation Requirement**
A9	Achieving additional certification or license	Obtaining a BCRSP approved certification or license. See Appendix C for list of accepted certifications/licenses. If you have obtained a certification/license that is not on the list, please contact BCRSP to request review prior to your submission period.	See Appendix C for applicable CEUs	Credit is allowed only for those programs that have undergone a complete review by the CPD Committee. (See Appendix C) Only initial certification/licensing can be claimed. Maintaining another certification does not qualify.	25 CEUs	Proof of obtaining certification or license during cycle period. (Certification or license approval letter or certificate)

Category B: Leadership					
Code	**Activity**	**Description**	**Points per activity**	**Limitations**	**Activity Maximum**	**Documentation Requirement**
B1	Mentoring	Acting as a mentor outside normal job duties (i.e. not direct reports) under a formal agreement to develop specific skills.	2 CEUs per mentorship		10 CEUs	Record of contact with signatures of mentor/mentees and/or mentorship contract Or Letter of verification from mentee
B2	Being Mentored	Being mentored under a formal agreement to develop specific skills.	2 CEUs per mentorship		10 CEUs	Record of contact with signatures of mentor/mentees and/or mentorship contract Or Letter of verification from mentor
B3	Supervising Students in the Workplace	Supervising students in the workplace during a formal co-op, internship or work-experience placement related to an OHS domain where written appraisal is provided along with regular feedback.	2 CEU per student supervised.		10 CEUs	Verification from the student's academic institution of co-op, internship or work-experience placement.

Category B: Leadership					

Code	Activity	Description	Points per activity	Limitations	Activity Maximum	Documentation Requirement
B4	Volunteer Service on a Committee/Taskforce or Board	Volunteer service must be for a period of no less than a year and/or minimum 24 hours per year including meetings and meeting preparation. a) Active Committee/Taskforce Voluntary Service to a professional society, OHS organization or OHS units of another organization. Organization can be local, provincial, regional, national, or international. (includes BCRSP) b) Active Chair/Co-Chair of a committee/task force of a professional society, OHS organization or OHS units of another organization. Organization can be local, provincial, regional, national, or international. (includes BCRSP) c) Active Board Member (in an OHS Association) For a minimum of one-year term. (includes BCRSP) d) Active Board Member in Not-for-profit Organization (not restricted to OHS) for a minimum of a one-year term.	a) 1 CEU for each 24 hours of volunteer service b) 2 CEUs for acting as chair or co-chair of committee or task force c) 3 CEUs for board service in an OHS org d) 2 CEUs for board service in a NFP (non-OHS)		10 CEUs	Letter of verification from organization you volunteer with
B5	Volunteering in an unpaid OHS consultative role	Volunteering in an OHS capacity for a minimum of 20 hours.	1 CEUs for 24 hours of pro-bono work		10 CEUs	Log of volunteer hours and letter of verification from organization you provided pro-bono services to
B6	Completion of a BCRSP Competency Survey	CRSP Competency Survey and/or CRST Competency survey completion	0.5 CEU per survey		1.0 CEUs	Verification email or copy of final screenshot from survey

Category B: Leadership					
Code	**Activity**	**Description**	**Points per activity**	**Limitations**	**Activity Maximum**	**Documentation Requirement**
B7	Personal Membership in an OHS-related organization	Personal membership in an OHS-related organization such as: ASSE, CSSE, IOSH, SIA, AIHA, OHAO, ACE, ASHSP, WOHSS, etc. If membership in a local chapter involves a separate membership fee from the national membership, credit can be earned for both if the annual point limit is not exceeded.	0.5 CEU per year of membership within cycle	BCRSP, BCSP, and other certification **boards DO NOT** qualify as they are **not** membership organizations.	5.0 CEUs	Proof of membership documentation such as receipt of payment, membership card, letter of verification from organisation, screen shot of online membership profile showing dates of membership

Category C: Instruction

Code	Activity	Description	Points per activity	Limitations	Activity Maximum	Documentation Requirement
C1	Developing a new and first time University, College or Institute Course or redeveloping an existing program	Courses related to OHS knowledge base for which students receive credits towards a degree, diploma or certificate in OHS and for which assignments, papers and/or exams must be marked. The course must be offered at an accredited post-secondary institution. Credit will only be granted for the first time the course is developed. Courses may include: • Continuing Education Programs • E-learning/online courses • Executive/Management or Development Programs • Undergraduate Courses • Graduate Courses • Certification Course	5 CEUs per course	If developing OHS-related courses or seminars is part of a certificants job description, the activity does not earn CEUs under this category. In such cases, points are awarded under category D1 OHS Practice.	25 CEUs	Letter of verification of course development from university, college or institute.
C2	Teaching a University, College or Institute Course for the first time	Courses for which students receive credit towards a degree, diploma or certificate in OHS and for which assignments, papers and/or exams have to be marked. The course must be taught at an accredited postsecondary institution.	5 CEUs for the first-time course taught 1 CEU for each repeat instance	If teaching OHS-related courses or seminars is part of a certificants job description, the activity does not earn CEUs under this category. In such cases, points are awarded under category D1 OHS Practice.	25 CEUs	Letter of verification of course instruction from university, college or institute.

Category C: Instruction					
Code	**Activity**	**Description**	**Points per activity**	**Limitations**	**Activity Maximum**	**Documentation Requirement**
C3	Developing a new Course, Workshop or Seminar (not taught at a university/college or Institute)	Credit is only granted for the first time the course, workshop or seminar is developed for a non-post-secondary institution, workplace or client.	2 CEUs per course	If developing OHS-related courses or seminars is part of a certificants job description, the activity **does not** earn CEUs under this category. In such cases, points are awarded under category D1 OHS Practice.	10 CEUs	Letter of verification from non-post secondary institution, workplace, or client of course developed.
C4	Facilitating a new Course, Workshop or Seminar (not taught at a university/college or Institute)	Credit is only granted for the first time the course, workshop or seminar is facilitated for a non-post - secondary institution, workplace or client.	1 CEU for the first-time course facilitated 0.5 CEUs for each repeat instance	If facilitating OHS-related courses or seminars is part of a certificants job description, the activity **does not** earn CEUs under this category. In such cases, points are awarded under category D1 OHS Practice.	5 CEUs	Letter of verification from non-post secondary institution, workplace, or client of course developed.
C5	Guest Lecturer at a College/University OHS Program	Speaking to a college/university OHS program as a guest lecturer.	0.5 CEU/lecture		12.5 CEUs	Letter of verification from faculty regarding guest lecture

Category C: Instruction

Code	Activity	Description	Points per activity	Limitations	Activity Maximum	Documentation Requirement
C6	Keynote, plenary, or workshop speaker	Speaking/Presenting at a an OHS related international, national, provincial or regional or chapter conference/event.	0.5 CEU/keynote, plenary or workshop speaking engagement	Presentation must be a minimum of 45 minutes to qualify	12.5 CEUs	Letter of verification from organisation hosting the conference/event
C7	Panel Member	Participating as a panelist or moderator at an OHS related international, national, provincial or regional or chapter conference	0.25/panel		5 CEUs	Letter of verification from organisation hosting the conference/event

Category D: Professional Practice					
Code	**Activity**	**Description**	**Points per activity**	**Limitations**	**Activity Maximum**	**Documentation Requirement**
D1	OHS Practice	Engaged in OHS practice full-time or part-time (minimum of 900 hours/year)	1.0 CEU/year	If working in OHS less than 900 hours/year you are not eligible for points in this category	5 CEUs	Letter of verification from employer OR If self-employed, copies of employment contracts which demonstrate OHS practice (Please redact confidential information)
D2	Pandemic Response Reflective Learning Exercise	Submission of a reflective learning summary in relation to your pandemic response experience (see template D2)	5.0 CEU/cycle	D2 Submission Template must be completed	5 CEUs	D2 Submission Template must be completed

Category E: Research and Publications					
Code	Activity	Description	Points per activity	Limitations	Activity Maximum	Documentation Requirement
E1	Authoring of a published OHS-research related paper	Authoring of a published OHS-research related paper published in a peer-reviewed or evidence-based journal.	3.0 CEUs/paper		10 CEUs	Copy of research paper that shows name of journal published in, date published.
E2	Authoring or co-authoring of a published OHS-related textbook	You must be the author or co-author of the entire book (single chapters would qualify under E3)	10.0 CEUs/textbook		10 CEUs	Copy of the title page indicating the title, publisher, date of publication, your name as author. For self-published works, documentation to include title page (title, date of publication, author name) and copies of three published reviews.
E3	Authoring of a published OHS Related Book Review, Editorial, Article or Book Chapter	Authoring of a published OHS-research related book review, editorial, article, or book chapter either by a 3rd party or self-published.	0.5 CEUs/article published by 3rd party 0.25 CEUs/self-published article		10 CEUs for published 3 CEUs for self-published Overall maximum 10 CEUs	Copy of published piece with publisher clearly identified For self-published works, documentation to include a copy of the work that also shows where published (URL).

Category E: Research and Publications					
Code	**Activity**	**Description**	**Points per activity**	**Limitations**	**Activity Maximum**	**Documentation Requirement**
E4	Conducting Formal Research Related to OHS knowledge	Conducting Formal Research Related to OHS knowledge base but not part of normal responsibilities, culminating in either a significant client or company report or published work (e.g. white paper.) This is also applicable to OHS consultants, both internal and external.	2.0 CEUs/Research or White Paper		4 CEUs	Appendix D must be completed as documentation.

Recording Activities

All CPD activities should be recorded in the on-line CPD Portfolio by logging in to your BCRSP profile.

My CPD Worksheets

Show credits: Current | All

No CM points

Add CPD

BCRSP strongly recommends that you update your CPD record at least once per year to ensure you have an accurate record of activities. Activities will be logged until you are ready to 'submit' your information to BCRSP for review.

You can also edit information up until the time it is submitted.

Add Item ✕

Date Earned	📅 01/28/2020
Category	▼
Title	
Credits	
Source	CMW ▼
Documentation ❶	Select file
	➕ Add More...

Close | Save Changes

Be sure to review the documentation requirements for each category and upload the appropriate documentation to support your CPD activity claim.

Audited Submissions

Approximately 15% of certificants due for submission are audited. Certificants are randomly selected for audit by the system once a submission is made. If you are audited, and you did not include documentation with your original submission, you will be requested to upload the documentation before your submission is reviewed.

The online system will show you your progress towards the 25-point total requirement, and the end of cycle date. Once 25 points have been submitted, the 'finish and pay' button will be active. Click the button to submit. Payment is only required if your submission is past the March 30 deadline.

The Board is introducing a 'late fee' for submission received after the March 30 deadline. This fee will be $100.00 + GST/HST commencing in 2021.

Recertification Program Policies

Participation and General Requirements

If you hold a BCRSP certification, you must participate in the CPD Program and report your activities every five years. Certificants must achieve a minimum of 25 CPD points during each five (5) year cycle. Failure to meet this requirement will render your certification invalid as per the BCRSP bylaws.

Definition of Continuing Competence:

Continuing competence is demonstrating 'specified levels of knowledge, skills, or abilities not only at the time of initial certification but also throughout an individuals' career.'

New Certificants

Your first CPD cycle begins January 1 the year following certification. For example, if you were certified in 2020, your CPD cycle commences January 1, 2021.

Notification of Program Changes

Program changes are published on the BCRSP website and communicated in the BCRSP Report.

Extensions

In extenuating circumstances, a deadline extension may be granted for you to report your CPD points. Please submit extension requests in writing to the BCRSP office at info@bcrsp.ca.

CPD Program Exemptions

If during the CPD cycle for which you are submitting worksheets/documentation, you have been absent from work through parental leave, LTD, lay off, etc., for a period of time greater than:

- 3 months in a 1-year cycle
- 5 months in a 2-year cycle
- 8 months in a 3-year cycle
- 10 months in a 4-year cycle
- 12 months in a 5-year cycle

and if the total CPD points submitted is less than required, please include details of this absence along with supporting documentation for review by the CPD Committee.

Certificants who wish to apply for CPD exemption as a result of such things as parental leave, loss of employment, long term disability, etc. must submit their written requests detailing the reasons for the exemption for review by the CPD Committee Chair. **Requests for exemption should be submitted prior to the March 30 deadline.**

Late Submissions

Following the March 30th deadline, certificants who have not yet submitted their CPD points (and documentation if required) are provided with a final notice to submit and are placed on probation until such time as the documentation has been submitted. Submissions made after the March 30th deadline are also subject to a late submission fee.

Failure to Report

Certificants whose designation is suspended for non-submission of CPD worksheets by the June 30 deadline, must submit documentation for all points claimed as part of the reinstatement process regardless of whether or not they were initially required to supply such documentation. Failure to submit by the prescribed deadline may also result in referral to the P*rofessional Conduct Committee* for failing to comply with the relevant provisions of the certification scheme. Failure to meet the CPD requirements will render your certification invalid as per the BCRSP bylaws.

Reinstating an Invalid Certification

If BCRSP notifies you that your certification is suspended because you did not meet the CPD requirements, you have one opportunity for reinstatement.

Within five years you will be required to submit:

- Proof of continued practice in the OHS field and a job description on company letterhead
- The CPD submission and all supporting documentation along with a letter to the Chair of the CPD committee explaining why the submission was not originally received by the submission deadline
- Payment of all outstanding renewal fees owed for annual renewal, should any payments have been missed

After five years following the end of the CPD cycle, you may also register, pay for and pass the certification examination in order to reinstate your certification. You must also pay any delinquent renewal fees and any other reinstatement fee assessed by the BCRSP.

Non-Practicing Status

Certificants who have reclassified as non-practicing are exempt from the CPD Program.

Should a certificant reclassify to non-practicing status the year that they are asked to submit CPD, this documentation may be submitted at that time if there is a chance that reclassification back to practicing status is inevitable in the future. **Certificants reclassifying back to practicing status in the future that have not submitted the required CPD documentation previously will be asked to submit this documentation for the time that they held practicing status during the five-year period.**

Dual Certifications

If you hold a CSP, CMIOSH, or COHSProf/ChOHSP certification, and your CPD cycles for these certifications overlaps that of your BCRSP CPD cycle, you may submit your continuance of certification/verification letter from BCSP or IOSH or AIHS (formerly SIA) as documentation in support of your BCRSP CPD submission. Should there only be a partial overlap in cycles, you would still be required to claim points outside of the period of overlap. **We are not able to change your recertification cycle to make it synchronize with another organization.**

Appendix A Career Development Plan Template (Sample)

Name	
Date Completed	
Knowledge & Skills Assessment (completed by certificant)	
Complete a skills assessment to identify strengths and opportunities for development. *Please refer to the sample Self-Evaluation Tool (Appendix E) or use a self-evaluation matrix from your employer.*	

Area requiring improvement	Current activity in this area	Strategy/activity to improve	Barriers to implementation	Resources required	I will hold myself accountable by:	Completion Date (Estimate)	Completion Date (Actual)

I am committed to this career development plan.

Signature: Date:

Appendix B Self-Directed Learning Tracking Tool

CPD Program Category A6: Self Directed Learning.

A certificant may apply reading of periodicals, research, texts, and online learning that is unverified such as webinars, MOOCs, etc.

Please copy this sheet as required.

Name of Journal/Article/Text/Webinar/MOOC	
APA Citation or Article Source (if applicable)	
Date Read/Completed	
Synopsis of knowledge obtained	
How will this knowledge be applied to your OHS practice?	

Appendix C Recognized Certifications/Licenses

The following certifications/examinations have been assessed and awarded points under category A9 of the CPD program. If you have earned a certification that is not currently recognized, please contact the BCRSP at info@bcrsp.ca for information on what is required for a certification to be assessed.

Please note that due to their structure, CHSC and CSO/NCSO do not qualify for points under this category – the individual courses taken towards each of those designations may be claimed under the appropriate category A activities.

Certifications and Licenses Approved for CPD Points Awarded		CEU
	Licensed Toxic Substance Reduction Planner, Ontario Ministry of the Environment	5.0
AMTA External Auditor	Alberta Motor Transport Association External Auditor	1.0
C.Tech.	Certified Technician, OACETT, ASET, ASTTBC, SASTT	1.0
CCEP	Certified Compliance & Ethics Professional, Society of Corporate Compliance & Ethics	3.0
CCPE	Canadian Certified Professional Ergonomist, Canadian College for the Certification of Professional Ergonomists	3.0
CCPSC	CCPS Process Safety Professional Certification, AIHCE	3.0
CDMP	Certified Disability Management Professional, International Disability Management Standards Council	3.0
CET	Certified Engineering Technologist, OACETT, ASET, ASTTBC, SASTT	3.0
CFIOSH	Chartered Fellow, Institution of Occupational Safety and Health (UK)	25.0
CHO	Chemical Hygiene Officer, National Registry of Clinical Chemistry	5.0
ChOSP or COHSProf	Charted Professional or Professional Certification from the Australia Institute of Health & Safety	25.0
CHSMA	Certified Health & Safety Management Systems Auditor, Auditing Association of Canada	3.0
CHST	Construction Health & Safety Technician, Board of Certified Safety Professionals	10.0
CIC	Certification Board of Infection Control and Epidemiology, Inc.	10.0
CIE	Certified Indoor Environmentalist, American Indoor Air Quality Council	3.0
CIH	Certified Industrial Hygienist, American Board of Industrial Hygiene	20.0
CIT	Certified Industrial Trainer, Board of Certified Safety Professionals	5.0
CLTD	Certified in Logistics, Transportation & Distribution, Association for Supply Chain Management	1.0
CMIOSH	Chartered Member, Institution of Occupational Safety and Health (UK)	25.0
C-NRPP	Canadian National Radon Proficiency Program, CARST	1.0
COHN(C)	Canadian Occupational Health Nurse, Canadian Nurses Association-Specialty Practice	5.0
CPEA	Certified Professional Environmental H&S Auditor, Institute of Internal Auditors	3.0
CPHI	Certified in Public Health Inspection, Canadian Institute of Public Health Inspectors	3.0
CPHR or CHRP or CHRL	Charter Professional in HR (CPHR), Chartered Professionals in Human Resources (Provincial Bodies)	1.0
CRM	Certified Risk Manager, National Alliance for Insurance Education & Research	1.0

Certifications and Licenses Approved for CPD Points Awarded		CEU
CRTWC	Certified Return to Work Coordinator, International Disability Management Standards Council	3.0
CSHM	Certified Safety and Health Manager, Institute for Safety & Health Management	10.0
CSP	Certified Safety Professional, Board of Certified Safety Professionals (USA)	25.0
CTDP	Certified Training & Development Practitioner, Institute for Performance and Learning	1.0
CTSP	Certified Transportation Safety Professional, Alberta Motor Transport Association	1.0
CUSP Green	CUSP Green (Safety Management), Utility Safety & Ops Leadership Network	3.0
EMSLA	Environmental Management Systems Lead Auditor, Canadian Environmental Certification Approvals Board	5.0
EMT	Emergency Medical Technician – College of Paramedics of Alberta (EMT licenses from other provinces would also qualify)	3.0
Energy Safety Canada External Auditor	Energy Safety Canada External Auditor, Energy Safety Canada	1.0
EP (CEA)	EP (CEA) Eco Canada	5.0
HSP	Health and Safety Professional (HSP) Certificate Designation, Safety Services Nova Scotia	1.0
OHST	Occupational Hygiene and Safety Technician, Board of Certified Safety Professionals	10.0
P.Eng.	Professional Engineer (Provincial or State Licensing Board)	10.0
P.Tech.	Professional Technologist, ASET/APEGA	3.0
Paralegal License	Paralegal License – Ontario, Law Society of Upper Canada	5.0
PMP	Project Management Professional, Project Management Institute	1.0
RHFAC Professionals	RHFAC Professional, Rick Hansen Foundation	1.0
ROH	Registered Occupational Hygienist, Canadian Registration Board of Occupational Hygienists	5.0
ROHT	Registered Occupational Hygiene Technologist, Canadian Registration Board of Occupational Hygienists	3.0
SMS	Safety Management Specialist, Board of Certified Safety Professionals	20.0
STS	Safety Trained Supervisor, Board of Certified Safety Professionals	3.0

Appendix D BCRSP Formal Research Reporting Tool

CPD Program Category E4: Conducting Formal Research Related to OHS Knowledge base

Conducting Formal Research Related to OHS knowledge base which is not part of normal job responsibilities, culminating in either a significant client or company report or published work (e.g. research report, white paper, etc.) This is also applicable to OHS consultants, both internal and external.

BCRSP Formal Research Reporting Tool	
Name of Research	
Abstract	
Description of how and when the information was disseminated and shared with other professionals to validate it	
How the research informs professional practice	

BCRSP Formal Research Reporting Tool	
How the research contributes to the OHS body of knowledge	
How has it been disseminated/shared with other professionals (knowledge transfer)	
If the document is not proprietary/please provide a copy **Link to Journal & Issue #/ISBN #/ Publishing Date**	
Publication Notification	

Appendix E Self-Evaluation Tool – Knowledge Matrix, Skills Matrix

Research undertaken by the International Network of Safety and Health Professional Organizations (INSHPO) and published in the OHS Global Capability Framework has identified skills and knowledge for the OHS professional and OHS technician. By self-evaluating your competencies against an established standard, you are measuring your knowledge and skills against the OHS Global Capability Framework.

An electronic version of this assessment tool is available on the INSHPO website at www.inshpo.org.

How to use this tool

Self-Assessment Steps

For each of the items listed, apply a rating that applies to you. You may also want to consider having your mentor or manager complete the document and provide an assessment. Complete both the knowledge and skills rating.

For those areas rated below the mastery level identified, complete the *Career Development Plan*. The Career Development Plan requires you to identify a general strategy for making the improvement for the area of concern. Identify your current activity in this area, identify possible barriers to implementing the strategy. List the required activity to be undertaken and any resource or target considerations. Finally, indicate how you will hold yourself accountable and demonstrate your commitment by signing the *Career Development Plan*.

Knowledge Matrix – from the Occupational Health and Safety (OHS) Professional Capability Framework: A Global Framework for Practice
(inshpo.org/docs/INSHPO_2017_Capability_Framework_Final.pdf)

You can complete this assessment online at: https://inshpo.org/self-assessment-tool

Rating Scale

Level	Knowledge
1	**Awareness:** Understands the need for and general principles of application of the knowledge.
2	**Routine application:** Applies the knowledge to routine, well-known situations, with depth in some areas.
3	**Comprehensive application:** Integrates, adapts and applies the knowledge to all relevant areas and situations.
4	**Creative mastery:** Applies the theoretical concepts and applied knowledge critically and creatively to new situations.

Code	Knowledge category	Illustrative generic topics	OHS Professional Expected Rating	Self-Assessment Rating
A	**Hazards and risks**			
1.	Causation – Health & Psychosocial	• Chronic and cumulative impacts	3	
		• Multifactorial nature of health determinants	3	
		• Work-related impacts on health	3	
		• Concept and models of "healthy work" and "wellness"	3	
		• Models of causation of fatigue and stress	2-3	
		• Mental illness in the workplace	2-3	
2.	Causation – Safety	• Models of accident causation (linear to complex)	3-4	
3.	Causation – Environmental	• Models of environmental harm (air, water, soil)	2-3	
4.	Risk	• Difference between hazard and risk	4	
		• Risk as a complex concept (uncertainty)	3-4	
		• Prioritization of critical risk	3-4	
		• Qualitative/quantitative aspects of risk)	3-4	
5.	Hazards	• Process and task safety analysis methods (e.g., Job Safety Analysis)	3-4	
		• Complex hazard analysis methods (i.e., FMEA, HAZOP, Fault Tree, Bowtie, etc.)	2-4	
		• Knowledge of exposure standards and their application	2-3	
		• For each specific hazard:	3-4	

Code	Knowledge category	Illustrative generic topics	OHS Professional Expected Rating	Self-Assessment Rating
		○ Basic underpinning science to understand the hazard's behavior, how it causes damage and how it can be controlled ○ Relevant definitions, units and methods of measurement ○ Mechanisms of damage, injury and health outcomes, including those leading to material unwanted events ○ How the hazard is used/occurs in the occupational environment and specific industries ○ Risk factors		
		• Hazard-specific legislation and standards	2-3	
B	**Hazard and risk controls**			
6.	Control – Principles	• Time sequence of pre-event, event and post event and relevant control/intervention points	3-4	
		• Hierarchies of control, barriers and defenses, critical controls, requisite variety of controls	4	
		• Criteria for critical controls and principles of critical control management	3-4	
		• Health protection and promotion	3	
		• Hazard-specific risk control strategies	3	
7.	Control – Process and workplace design	• Concept of inherent safety and engineered safe design	3	
		• Process and equipment instrumentation and control	2-3	
		• Human factors and ergonomics (including physical and cognitive ergonomics)	2-4	
		• User-centered design	3	
		• Workplace layout	3	
		• Impact of technology, including automation	3	
8.	Control – Barriers	• Types of barriers (machinery guarding, access control, separation, containment, work skills, PPE, etc.)	3-4	
		• Role and limitations of barriers	3-4	
		• Barrier maintenance requirements	3-4	
		• Establishing and managing a PPE program (including selection, fitting and maintenance)	3-4	
9.	Control – Procedural and administrative controls	• Systems of work	3-3	
		• Handovers, permit to work systems, lock out/tag out	2-3	
		• Inspection, maintenance and testing	2-3	
		• Competent workers: recruitment and selection processes, fitness for work	3-4	
		• Competent workers: training; needs analysis; development and documentation of training; multimodal delivery; assessment of individuals and training programs; mentoring	3	
		• Rules and procedures, factors affecting procedural compliance	3-4	

Code	Knowledge category	Illustrative generic topics	OHS Professional Expected Rating	Self-Assessment Rating
		• Licensed operators	2-3	
		• Outsourcing, contractor management	3	
		• Supply chain management	3	
10.	Mitigation – Emergency preparedness	• Liaison with external agencies: chain of command	3-4	
		• Relevant standards	3	
		• Detection and mitigation methods	3	
		• Development of emergency preparedness plans and arrangements	3-4	
		• Implementation of preparedness, including testing of preparedness	2-3	
		• Recovery, including organization continuity plans and management	3-4	
11.	Mitigation – Health Impacts	• Provision of first-aid services	1	
		• Provision of medical services	2-3	
		• Workers' compensation and local legal requirements	1-3	
		• Injury management, case management and claims management	1-3	
		• Role of work and the workplace in worker recovery (establishing and managing a return-to-work program)	2-3	
C	**Safety & health management**			
12.	Safety management	• OHS management systems (structure and elements, relevant standards, limitations)	4	
		• Processes for implementing a critical control management program	3-4	
		• System safety	3-4	
		• Systems of work, work procedures and instructions	3-4	
		• Decision making	3-4	
		• Theories of safety management, including new and emerging theories and insights	3-4	
		• Relationship of safety management systems to environmental, quality and business management approaches	3-4	
		• OHS roles and responsibilities	4	
		• Principles of assessing and managing contractors	3-4	
13.	Organizational culture	• Organizations as complex sociotechnical systems	3-4	
		• Concepts of national, organizational and safety culture	3-4	
		• Relationship between employee (manager and workforce) behavior, organizational culture, safety culture and safety climate	3-4	
		• Organizational maturity	3-4	
		• Role of leadership	4	
		• Healthy work	3	

Code	Knowledge category	Illustrative generic topics	OHS Professional Expected Rating	Self-Assessment Rating
		• Limitations of the role and use of safety and health incentives, awards and competitions in relation to culture	3-4	
14.	Law, regulation and societal context	• International regulatory context	2-4	
		• Regional and national regulatory context	3-4	
		• Legal principles and comparative legal systems and regulatory frameworks	3-4	
		• Criminal and civil law and effect on OHS	3-4	
		• OHS-specific law	3-4	
		• Compliance and enforcement policies and strategies in the jurisdiction	4	
		• Workers' compensation law	1-2	
		• Product liability law	1-2	
		• Basics of contract law	1-3	
		• Best practice as it affects due diligence, common law, standard of care and regulation	3-4	
		• ILO, ISO and other international standards	3-4	
		• Market and societal influences	2-3	
15.	Risk assessment and decision making on risk	• Sources of information on risk	3-4	
		• Methods of risk assessment and their application for specific hazards	3-4	
		• Qualitative methods for estimating levels of risk, including issues and limitations	4	
		• Quantitative methods for estimating levels of risk, including issues and limitations	3	
		• Defining acceptable levels of risk (legal requirements, internal standards, ALARP)	3-4	
		• Risk and decision making (individual and organizational decision-making processes, balancing priorities, risk perception and risk communication, role of workforce, trades unions, public and other stakeholders)	3-4	
		• Risk management standards (process, application and limitations)	4	
		• Risk perception and risk communication, role of workforce, trade unions, public and other stakeholders	3-4	
16.	Monitoring, evaluating and validating controls	• Potential sources/modes of failure in controls	3-4	
		• Risk control and hazard monitoring techniques (including inspections and maintenance)	3	
		• Structures and processes for managing critical controls	3-4	
		• Work environment monitoring (required equipment and programs)	3	
		• Investigation methods (incidents, nonconformities)	3-4	
		• Role of health surveillance and health risk assessments	2-3	

Code	Knowledge category	Illustrative generic topics	OHS Professional Expected Rating	Self-Assessment Rating
		• Auditing (hazard audits, compliance audits, OHSMS audits, protocols and procedures, relevant standards)	3	
		• Principles for selecting performance measures	4	
		• Key performance indicators (qualitative, quantitative, lead and lag)	3-4	
		• Criteria and processes for monitoring and validating critical controls	3-4	
		• Benchmarking	3-4	
		• Basic principles of quantitative and qualitative evaluation methodologies	3-4	
17.	OHS information management	• Sources of OHS information (internal and external)	4	
		• Workplace requirements for OHS information	4	
		• External agencies' requirements for information	4	
		• Documentation requirements (organizational and external)	4	
		• Systems for managing OHS information	4	
		• Data collection by research, investigation, interview and observation	3-4	
18.	Communication and consultation	• Organizational channels of communication (formal and informal, internal and external and barriers to communication)	3-4	
		• Consultative structures (e.g., safety committees)	4	
		• Participatory management as it relates to OHS	4	
		• Models of communication, influence and factors contributing to influence	3-4	
		• Conflict management	3	
19.	Change management	• Strategies for defining problems	3-4	
		• Strategies for analyzing and understanding problems (e.g., affinity diagrams, flow charts, cause and effect, system diagrams)	3-4	
		• Potential for change to affect work equipment, work processes and work environment	3-4	
		• Psychology of change as it relates to individuals	3-4	
		• Innovation and change management processes (planning, consulting, promoting, reviewing and consolidating including role of Practitioner/Professional)	3-4	
D.	**Professional role and functioning (See also skills)**			
20.	Ethics and professional practice	• Corporate governance	3-4	
		• Corporate Social Responsibility and sustainability	3-4	
		• Roles, responsibilities and rights	3-4	
		• Professional ethics and codes of conduct	4	
		• Models of ethical practice and ethical decision making	3-4	

Code	Knowledge category	Illustrative generic topics	OHS Professional Expected Rating	Self-Assessment Rating
		• Professional role (independence, impartiality, confidentiality, competence, evidence base, collegiality, practice within competence)	4	
		• Professional liability and indemnity	3-4	
		• Theories of communication, advocacy, persuasion and documentation	3-4	
		• Setting up and participating in team work	3-4	
		• Research methodologies relating to OHS and work-based research	3-4	
E.	**Underlying technical, human and social sciences**			
21.	Systems	• Systems as a concept, including variability	3	
		• Systems thinking in an OHS context	2-4	
22.	Human as a biological system	• Basic human biology	2	
		• Physiology as it relates to work	2	
		• Biomechanics as it relates to work	2-3	
		• Cumulative compared with acute impacts on the body	3	
		• Basic principles of toxicology	2	
23.	Individual Psychology	• Psychobiology (structure and function of the brain and nervous systems, role of endocrine systems in response)	2	
		• Cognitive psychology (situation awareness, memory, cognitive biases in decision making)	2-3	
		• Behavioral psychology (learning, conditioning, motivation)	3	
		• Communication	3	
		• Human error	3	
		• Fatigue and stress	3	
		• Impact of aging on work capability	3	
24.	Social psychology	• Perceiving individuals (attribution theory and biases)	3	
		• Self in relation to others (social comparison theory)	2-3	
		• Group membership (development of groups, in-groups and out-groups; social identity and self-categorization theories; stereotypes, prejudice and discrimination, contact hypothesis)	3	
		• Groups as they relate to team work	3	
		• Norms and group pressure to conform	3	
		• Task performance (decision-making biases; group task performance)	2-3	
		• Power (sources of power, compliance, inequality, obedience to authority)	3	
		• Attitudes and behavior (e.g., theory of planned behavior; cognitive dissonance theory, persuasion theory)	2-3	
		• Understanding and resolving conflict (competition and cooperation; conflict management styles; distributive and procedural justice)	2-3	
25.	Statistics and quantitative analysis	• Basic arithmetic and algebraic manipulation	4	
		• Units of measurement, prefixes and logarithmic scales	4	

Code	Knowledge category	Illustrative generic topics	OHS Professional Expected Rating	Self-Assessment Rating
		• Data display and reporting	4	
		• Probability, sampling distribution and confidence levels	3	
		• Basic statistical measures, including sources of error	3	
		• Principles of survey methods	3	
		• Principles of epidemiological analysis	2-3	
		• Principles of designing assessments of intervention effectiveness	3-4	
26.	Science and engineering	• Basic science and technology to understand the damage and control mechanisms of hazards covered; types of machinery and processes; and their functioning and hazards.	4	
		• Standards relating to "state of the art and best available technology"	3	
		• Use of technical standards	3	
		• Use of hazard monitoring equipment (e.g., noise, ventilation, chemicals, etc.)	2	
		• Interpretation of results of hazard monitoring	3	
F.	**Underlying management sciences:**			
27.	Organizations	• Governance arrangements	3	
		• Impact of reporting structures	3	
		• Organizational structure, departments' functions, roles and responsibilities, authority and accountability	3-4	
		• Organizational goals and strategy	4	
		• Resource allocation processes	3-4	
		• Principles of change management	4	
28.	Project management	• Key requirements for successful projects	3-4	
		• Project conceptualization and design	3-4	
		• Project planning, budgeting, implementation and monitoring	3-4	
		• Project evaluation	3-4	
29.	Strategic and operational planning	• Managing self	4	
		• Operational and strategic planning	3-4	
		• Managing others	3-4	
		• Human resources management/management of people	2-4	
30.	Business imperatives	• The Organization operating as a commercial entity with a range of stakeholders and attendant pressures, including costing and budgeting in their own area of responsibility	3-4	
		• Financial literacy in a business context, including budgeting	3	
		• Business case development and cost-benefit analysis	3	

Code	Knowledge category	Illustrative generic topics	OHS Professional Expected Rating	Self-Assessment Rating
		• Legislation and organizational arrangements relating to terms and conditions of employment, employee rights, consultation and participation	3	
		• Understanding of external environment, including legal and market pressures	3-4	

Skills Matrix – from the Occupational Health and Safety (OHS) Professional Capability Framework: A Global Framework for Practice

Rating Scale

Level	Skill
1	**Awareness:** Understands the need for and general principles of skill application.
2	**Routine application:** Applies the skill independently to well-known, routine tasks and to nonroutine tasks under supervision.
3	**Skilled application:** Adapts and applies the skill independently and effectively, also to nonroutine tasks.
4	**Creative mastery:** Applies the theoretical concepts and the practiced skill critically and creatively to new situations.

	Skill	Performance criteria	Professional	Self-Assessment Rating
A: Personal skills				
A1	**Verbal communication**	**Selects** an appropriate time, format and venue taking into account the nature of the communication and the other person's needs.	3-4	
		Focuses by giving full attention to the speaker. Puts the speaker at ease. Uses nonverbal cues appropriately.	3-4	
		Uses language appropriate to the nature of the communication and the other person; is clear and concise and uses questioning techniques as appropriate.	3-4	
		Respects people by demonstrating empathy, open-mindedness and respect. Looks at issues from others' perspective. Lets go of preconceived ideas. Builds on others' perspectives to enhance effectiveness and quality of outcomes.	3-4	
		Encourages and receives feedback with an open mind, listens, questions for clarification, reflects on the implications for own behavior and expresses appreciation for the feedback.	3-4	

	Skill	Performance criteria	Professional	Self-Assessment Rating
		Gives feedback, including praise, which is timely, specific and focused on behaviors, not the person.	3-4	
		Confirms and closes communication by summarizing and clarifying the outcomes.	3-4	
A.2	**Professional presentation skills**	**Documents** by completing forms and preparing reports and documentation that are easily understood by the intended audience, demonstrating appropriate selection and structuring of information and correct spelling, grammar and industry-specific terminology.	3-4	
		Prepares professional reports and documentation that are easily understood by the intended audience, demonstrating appropriate selection and structuring of information and writing style.	3-4	
		Customizes information in a variety of formats and communication channels that take into account audience characteristics, needs and cultural sensitivities.	3-4	
		Uses information technology effectively in preparing OHS documentation.	3-4	
		Uses information technology effectively in communicating OHS information.	3-4	
		Makes presentations (informal and formal) that clearly communicate the topic to a range of audiences, using a variety of media.	3-4	
		Engages and works with the interests of people from a range of disciplines, backgrounds and workgroups.	3-4	
B. Professional skills				
B1	**Evidence-based practice**			
B1.1	**Knowledge management**	**Accesses** information from a range of workplace sources using digital skills and a variety of strategies.	3-4	
		Uses literacy skills to read and interpret OHS legislation, codes of practice, guidance material, policies and procedures.	3-4	
		Investigates and assesses the credibility of sources and information reliability and validity.	3-4	
		Collates information to identify common themes.	3-4	
		Critically **evaluates** and validates results through challenging information, concepts and theories.	2-4	
		Synthesizes information to identify implications for practice.	2-4	
		Applies information, concepts and theories to inform practice.	3-4	
B1.2	**Problem solving and critical thinking**	**Identifies** a problem(s) by application of informal and structured strategies.	3-4	
		Analyzes and applies a range of information gathering and analytical strategies to clarify the nature of the problem and the contributing factors.	3-4	
		Generates potential solutions by applying consultative and creative processes.	3-4	

	Skill	Performance criteria	Professional	Self-Assessment Rating
		Evaluates systematically and considers potential solutions against preset criteria in a consultative process	3-4	
		Applies consultative and creative processes for evaluating potential solutions.	3-4	
		Decides on a strategy based on evaluation.	3-4	
		Implements by supporting change management processes to implement selected solutions.	3-4	
		Reviews outcomes using prescribed processes to monitor the implementation and effectiveness of solutions implemented.	3-4	
		Seeks information and feedback to evaluate and validate the effectiveness of solutions.	3-4	
		Improves outcomes by recommending/taking action based on the review's outcomes to optimize OHS outcomes.	3-4	
B1.3	**Evidence-based practice**	**Accesses** OHS handbooks and standards for evidence to inform OHS practice.	3	
		Accesses OHS research papers and reports for evidence to inform OHS professional practice.	3-4	
		Designs workplace-based studies that have rigor and ethical integrity to clarify issues and contributing factors and to evaluate the effectiveness of interventions.	2-4	
		Implements action by applying information from OHS handbooks and standards as part of OHS practice.	3	
		Systematically **implements** workplace-based research studies.	3-4	
		Analyzes and evaluates OHS research papers, reports and workplace studies for evidence to inform OHS professional practice.	3-4	
		Synthesizes OHS research information and outcomes to inform OHS practice.	3-4	
B2	**Influence**			
B2.1	**Engaging**	**Interacts** to develop relationships with operational staff and consultative group(s).	3-4	
		Networks by identifying champions and other stakeholders (including managers, technical staff, employees, consultants, regulators and local residents) and creates positive relationships.	3-4	
		Informs others by providing technically correct information informed by conceptual models that takes into account current OHS thinking.	3-4	
		Empathizes with others by identifying their needs and perspective, including the organizational environment. Generates their respect.	3-4	
		Provides advice that others can understand and takes into account the needs and perspectives of others and the organizational environment.	3-4	
		Relates to others by becoming a trusted resource through establishing credibility and demonstrating reliability.	3-4	

	Skill	Performance criteria	Professional	Self-Assessment Rating
		Provides support to others by both actions and communications.	3-4	
		Takes action to implement strategy and management decisions.	3-4	
B2.2	**Mentoring and being mentored**	**Engages to establish** a relationship as a basis for learning and development of another.	3-4	
		Clarifies by engaging with others as a proposed mentor or mentee to clarify their current knowledge, skill and perspective basis, their goals and factors that may affect goal achievement.	3-4	
		Engages to share knowledge, skills, information and perspective to foster others' personal and professional development.	3-4	
		Supports others by providing constructive feedback to enable transferable learning.	3-4	
		Reflects and engages with others to review their learnings and strategy for achieving the goals.	3-4	
B.3	**Leadership**			
B3.1	**Teamwork**	**Understands** different traits, styles and team roles.	3-4	
		Understands and recognizes the steps in group/team formation and supports the maturation of a group to form an effective team.	3-4	
		Supports discussion to ensure that team members have a common understanding of the goals and individual roles and a shared commitment to the activity.	3-4	
		Shares information and ideas openly and willingly inside and outside formal team processes and offers assistance to others in performing their tasks.	3-4	
		Respects and listens to the opinion of others, has patience and respects and trusts others to complete their assigned tasks.	3-4	
		Actively participates in team processes and demonstrates commitment by attending meetings and other activities.	3-4	
		Demonstrates flexibility in own role in team, and openness to the opinions of others and in dealing with changing conditions.	3-4	
		Identifies the phenomenon of "group think" and **challenges** the group to open the discussion to apply broader thinking.	3-4	
B3.2	**Negotiation and management of conflict**	**Understands** that differences of opinion are a healthy part of management decision making and, in that context, affirms their own position.	3-4	
		Ensures that all pertinent facts and context of the situation are known.	3-4	
		Identifies the background and reason for differences in opinion and **respects** those differences.	3-4	
		Applies interpersonal skills of listening, questioning and reflecting to facilitate discussion to **clarify** goals and common ground.	3-4	

	Skill	Performance criteria	Professional	Self-Assessment Rating
		Facilitates discussion to identify alternative strategies and compromises, which may achieve greater benefit for all concerned than original positions.	3-4	
		Confirms clearly the agreement reached so that all involved have a similar understanding of the outcome.	3-4	
B3.3	**Personal Leadership**	**Shows self-awareness** by identifying own leadership style and the need for both further development and situational adaptation to enhance leadership capabilities.	3-4	
		Demonstrates up-to-date knowledge on OHS and current issues and an ability to explain complex/technical topics in a way that others can understand.	3-4	
		Creates an imperative for change and a clear vision to bring people along.	3-4	
		Engages people in the process, comprehends and accepts emotions, feelings and others' perspective and is able to build rapport with and empathy for others.	3-4	
		Demonstrates assertiveness where needed in subtle, constructive ways.	3-4	
		Leads by setting an example and by demonstrating confidence, optimism and interest in others, which, in turn, generates confidence in others.	3-4	
		Generates the respect of others.	3-4	
		Builds consensus and constructive problem solving.	3-4	
		Provides support to people to make them comfortable, bases change on learning and **enables** people to have ownership of the outcome.	3-4	
		Perseveres and recognizes that change takes time.	3-4	
B4	**Management**			
B4.1	**Project management and management of change**	**Identifies and clearly communicates** the need for improvement and change and the benefits of change.	3-4	
		Identifies options for change to address needs and realize benefits.	3-4	
		Applies consultative processes to developing implementation plan.	3-4	
		Defines and clarifies scope of change, parameters, objectives, budget, stakeholders, roles and timelines and interaction with other processes and activities.	3-4	
		Identifies key players and **establishes** the project team to facilitate change and give people ownership of outcomes.	3-4	
		Collaborates to develop project plan, identify project risks and required resources and potential impact on other groups.	3-4	
		Uses formal processes to plan, sequence and prioritize own activities and activities for implementation of change.	3-4	
		Identifies and assesses appropriate project management tools, develops operational plans, accesses required resources, defines and communicates and delegates roles and	2-4	

	Skill	Performance criteria	Professional	Self-Assessment Rating
		responsibilities. Establishes monitoring processes. Influences, mentors and supports others in managing change.		
		Administers, establishes and maintains required recordkeeping systems, including financial recordkeeping and project progress.	3	
		Plans, prepares and conducts structured meetings with clear outcomes.	3-4	
		Administers by using digital systems and programs to assist planning and tracking of communications for implementation activities.	3	
		Communicates with all affected groups to support change.	3-4	
		Completes activities, including required reports.	3-4	
		Administers approved processes for monitoring the outcomes of change processes.	3-4	
		Reviews and evaluates project processes and outcomes against project scope and plan with input from project team. Documents lessons learned. Recognizes input of others and shares credit for achievements.	3-3	
B4.2	**Managing others**[5]	**Identifies** and clarifies the role of others from both strategic and operational perspectives with an understanding of what is reasonable given the circumstances.	3	
		Plans and allocates appropriate resources and allocation of personnel to OHS and company priorities.	3	
		Reviews and monitors the processes and outputs of those being managed.	3	
		Creates opportunities to **support** and develop the capability of those being managed.	3	
B5	**Professional and ethical practice**			
B5.1	**Professional practice**	**Manages own activities** and is reliable with regard to agreed deliverables and timelines.	3-4	
		Undertakes formal and informal CPD[6] activity to ensure currency and capability.	3-4	
		Works effectively as a leader or as part of a team while respecting differences and diversities.	3-4	
		Recognizes the value of professional, enterprise and industry collaboration.	3-4	
		Consults by seeking information or informed opinion from others as part of decision making.	3-4	
		Seeks further advice within the OHS profession and across other professions and stakeholders as appropriate.	3	
		Engages to establish a relationship with a higher-level/peer professional or other appropriate mentor as a basis for self-development.	3-4	

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[5] Others include OHS staff and contractors. Not all OHS professionals will be involved in managing others. The degree of involvement will govern the knowledge and scope of the skill required under this heading.
[6] Continuous Professional Development: structured ways to develop competence and keep it up to date.

	Skill	Performance criteria	Professional	Self-Assessment Rating
		Engages in professional discussion with peers with a view to advance professional practice.	3-4	
		Engages appropriately and effectively with technology to access information, collect and collate information, produce documents and engage with people in appropriate ways. This includes providing information, communicating as well as developing and delivering training.	3-4	
		Applies formal and informal processes to reflect on current and past practice to identify areas for improvement or development.	3-4	
B5.2	Ethical Practice	**Recognizes the limits** of own knowledge, skills and experience.	4	
		Complies with relevant codes of conduct and laws.	4	
		Treats all individuals with respect and maintains confidentiality of personal and business-sensitive information.	4	
		Examines critically the ethics of proposed courses of action.	4	
		Provides unbiased and impartial advice.	4	
		Provides advice informed by technical and conceptual knowledge.	4	
		Acts with honesty and probity. Sets example of good OHS behavior.	4	
		Takes responsibility for and demonstrates the conceptual and technical underpinning of own practice.	4	
		Recognizes when disclosure and whistleblowing may be appropriate and takes action in an ethical manner.	4	
C. OHS professional technical skills				
C1	Training	**Identifies** knowledge and skill gaps and training needs for specific groups.	3	
		Develops appropriate learning outcomes to address knowledge and skill gaps.	3	
		Prepares appropriate training material to address learning outcomes and defined competencies.	3	
		Organizes appropriate planning processes and logistics to deliver training to specified groups.	3	
		Communicates effectively during training with a range of people.	3	
		Engages with supervisors, workers and managers to help them acquire and use their skills and knowledge for improving OHS.	3	
		Assesses learning outcomes for individuals and provides feedback.	3	
		Evaluates training outcomes and makes modifications as necessary.	3	
C2	Surveying, inspecting and auditing	Systematically **observes** the workplace, state of technology, processes and behaviors to evaluate their conformity with requirements.	3	
		Designs a comprehensive monitoring system to collect and analyze information to evaluate risk controls and OHS management processes.	3-4	

	Skill	Performance criteria	Professional	Self-Assessment Rating
		Interviews by meeting with, collecting information from and discussing OHS with all levels of employees and managers to gain insight into their work practices, beliefs and attitudes toward OHS.	3-4	
		Combines and critically assesses information from inspections, surveys and audits to determine the state of OHS.	3-4	
		Contributes to the development of written and oral reports to managers as a basis for decisions about improvement.	3-4	
		Provides formal written and oral **reports** to stakeholders and decision makers as a basis for improvement.	3-4	
C3	**Investigating**	**Coordinates/supports** identification and collection of evidence associated with accidents and nonconformances to determine the sequence of events and assist in uncovering causal links.	3-4	
		Interviews leads/participates in collection of information from people involved in the development of the accident/event, while avoiding hindsight and other biases and ensuring that conclusions are soundly based.	3-4	
		Collates the evidence about the development of the incident/accident in a critical way to understand and chart that scenario and its links to underlying practices and conditions.	3-4	
		Supports the analysis and synthesis of evidence to understand and chart scenarios and links to risk controls.	3-4	
		Recognizes the difference between superficial and underlying causes of incidents and unsafe conditions. Identifies ineffective and missing barriers and assesses possible improvements to avoid the scenario revealed and any other related scenarios.	3-4	
		Synthesizes data and evidence to develop recommendations for future prevention.	4	
		Writes and communicates reports to meet organizational standards on accidents with nonfatal potential.	3-4	
		Contributes to the reports of OHS and other professionals on accidents with fatal potential.	3-4	
		Writes and communicates reports to organizational, professional and legal standards.	3-4	
		Recommends based on appropriate use of analysis improvements in the work processes and organizational environment.	3-4	
		Implements/supports changes to implement recommendations.	3-4	
		Collects information as a basis for **monitoring** effectiveness of recommendations.	3-4	
		Assesses the implementation of recommended controls and their effectiveness.	3-4	
C4	**Measuring and monitoring**	**Selects** the appropriate tools to assess the organization's processes, workplaces and working environments.	3-4	
		Applies appropriate tools to gather information to assess the effectiveness of risk controls.	3	

	Skill	Performance criteria	Professional	Self-Assessment Rating
		Implements appropriate strategies and tools to gather information as per agreed performance criteria as part of assessing the risks and effectiveness of hazard controls.	3	
		Uses technology to analyze data to identify trends.	3-4	
		Interprets data to evaluate OHS performance, the factors affecting performance and areas for improvement.	3-4	
		Uses technology to develop graphical presentations as part of reporting.	3-4	

Information in this Guide represents current policies and procedures for the BCRSP's CPD Program. Information in this Guide supersedes information contained in any previously published Guides.

All information and guidelines are subject to change.

Please read and understand the entire Guide, including all policies, procedures and consequences.

ABOUT THE BCRSP

The BCRSP is a public interest, not-for-profit association dedicated to the principles of health and safety as a profession in Canada.

Established in 1976, BCRSP sets certification standards for occupational health and safety professionals and administers the CRSP®/PSAC® and CRST/TSAC certifications.

BCRSP certifications are a widely accepted form of recognition by industry and government in Canada. Many employers require a BCRSP certification to qualify for a safety position.

ABOUT THE CPD PROGRAM

Earning a BCRSP certification provides recognition and professional credibility to the OHS practitioner. Employers, and other stakeholders use BCRSP certifications to identify qualified individuals and it is essential that the BCRSP certifications provide assurance that individuals have met, and will continue to meet, a professional standard and that they will perform safely and effectively in their designated role.[1]

The five (5) year CPD Program cycle was reviewed in 2014 by the CPD Committee (CPDC). As a result of this review process, the CPDC determined that the five (5) year cycle was an appropriate length of cycle for certificants to be required to submit evidence of continuing competency. Factors that were considered in this determination were the examination blueprint review cycle, recertification practices with other certifying bodies, and the pace of change in the industry.

[1] METHODS FOR ENSURING CONTINUING COMPETENCE: PART I, Institute for Credentialing Excellence, 2013

Appendix F D2 Template - Pandemic Response Reflective Learning Exercise

Completion and submission of this reporting template is mandatory requirement in order to claim points in category D2. A maximum of 5 points can be claimed.

The Coronavirus/COVID-19 pandemic has caused significant upheaval in both professional and personal contexts. As leaders in workplace health and safety many of you were on the front lines with the activation of emergency/pandemic response plans and responding to the arising issues in the workplace and in the community.

The BCRSP recognizes that this is experience is also an opportunity for you to check the plans that were made, and the activities undertaken to increase one's understanding and to professionally and personally develop from the experience.

By completing the template and submitting to BCRSP, you also agree that BCRSP may use your responses as part of an aggregate data compilation. This data will be utilized to highlight some of the shared learnings across the profession and industry sectors.

A form version of this template can be completed here: https://app.smartsheet.com/b/form/1eab35a387c04d338b09c7308ff3ba4d (character limit on the entry fields applies). Upon completion of the online form, request a copy to be emailed to you. The email confirmation will serve as your documentation to upload to your CPD record.

You may also create a facsimile of this form in and submit.

FName	
LName	
BCRSP Registration #	
Industry Sector Employed In	
Primary Location of Work	Province/Territory or if outside of Canada Country

Critical Incident	*Please describe the context and background of the direct impact of the COVID-19 pandemic on your workplace and/or personal life*
Reflective Account	*Please provide a narrative regarding your professional or personal response to the incident and impact as outlined above. Questions to get you started (you do not need to directly respond to these questions, rather, these are provided to help you generate a response if you are new to the reflective learning process.)* • What was expected to happen? • What approach did you take and the reasons for it? • What actually happened? • What went well and why? • What can be improved and how?

Impact on Practice of OHS	*How do you think the COVID19 pandemic may impact upon your professional practice as an OHS practitioner?*

Signature of Certificant	
Date of completion	