CREDENTIAL ASSESSMENT PROCESS

Example Learning Narrative

STANDARD 4: Trees and Stands
4.1. Identify trees and other plants and their growth characteristics
4.1.1. Tree and other plant identification (regional context), including keys

Through my courses at UBC, I developed a deep understanding of the components of physiology and ecology and applied them in a practical sense in the field. I learned to identify plants in a regional context (including the use of identification keys) and can explain the interaction between plants and the environment. At West Fraser, I also gained experience in this standard by performing stand and vegetation analyses for silvicultural prescription data collection in a variety of biogeoclimatic (BEC) zones, ranging from IDF dry-belt fir, through to Engelman Spruce-Subalpine Fir (ESSF) wet ecosystems. This involved identifying and classifying plants and stratifying their communities in order to better understand the broader forest ecology. I used indicator plants to help stratify communities, as various herb, shrub and tree species would provide indications of moisture and temperature regimes. I also used indicator plants to help guide my soil assessments, linking plant physiology to the abiotic components. I also assessed forest stand structure for timber types to facilitate more consistent layout for planning foresters. At Forest District, I perform field reviews, before, during and after harvest, which have further demonstrated the relationship between various plant communities, plant morphology and plant physiology through the various silviculture systems, succession and regeneration patterns. The district covers a broad geographic and ecological range, with dry, desert bunchgrass (BG)ecosystems in valley bottoms, through to wet and cold ESSF at higher elevations. Through differences in moisture and temperature regimes, these different ecosystems demonstrate a range of regeneration delays, tree densities, crown closure, time to free-growing, yield and mortality rates, to name a few. These field reviews have also been helpful in broadening my silviculture experience, as stand establishment techniques vary across the district.