

PROFESSIONAL DESIGNATIONS PROGRAM

Credentialed Evaluator Continuing Education Requirements, Effective July 1, 2015

Approved by National Council, June 14, 2014

Credentialed Evaluators (CEs) are required to declare, on a three year basis, the continuing education activities they have completed to maintain their competence as evaluation professionals. This document sets out the philosophy, criteria, and guidelines for this declaration.

Philosophy

The CES Professional Designations Program (PDP) has two equally important components: **acquisition** of the Credentialed Evaluator (CE) designation through demonstration of education and experience, and **maintenance** of the Credential through continuing education and on-going learning.¹ The purpose of the continuing education requirement is to ensure that the Program contributes to strengthening the competency of the evaluation workforce over time, and ultimately that the Program contributes to the quality and utility of evaluations. Evaluation being an evolving field, there is a need to actively stay current with the theory and practice of evaluation.

The CE designation is awarded for three-year periods. In order to renew their Credential, Credentialed Evaluators must demonstrate that they have completed **40 hours of continuing education activity** since their last renewal date. Under the auspices of the CES' PDP, continuing education is defined as an **on-going approach undertaken by the evaluator towards improving and refining his or her effectiveness in fulfilling the competencies for Canadian evaluation practice**.

CEs demonstrate that they have fulfilled the continuing education requirement by maintaining records of their learning activity and logging these on the PDP Web site.² As part of the professionalism that the Credential signifies, the learning requirement system relies on the integrity of CEs to assess their own level of learning acquired within continuing education activities and to **log hours that have genuinely contributed to maintaining or developing their competencies** in the CES Evaluation Competency Domains³ (Reflective Practice, Technical Practice, Situational Practice, Management Practice, and Interpersonal Practice).

The present Continuing Education Requirement guidelines identify eligible categories for learning activities. To ensure continuing education across all competency domains, **utilization of more than one category of learning activity is encouraged** but not mandatory. CEs are encouraged to seek high quality and up to date activities that, where relevant, are organized, sponsored or led by formally recognized organizations (e.g. CES, AEA, EES, RELAC, IDEAS, IPDET) or institutions (e.g. a university).

¹ The maintenance of the Credential also requires continued CES membership and signing the Renewal Declaration Form.

² If a Credentialed Evaluator does not meet the continuing education requirement at renewal time, their designation is suspended and they are given six months to complete the requirement.

³ See <http://evaluationcanada.ca/en/50/8>

Criteria for determining whether learning activities can be counted toward the 40-hour requirement:

- ✓ The learning activity is relevant to the CES Competency Domains and the connection must be indicated by the CE when reporting.
- ✓ The learning activity has a clear goal or outcome for participants.
- ✓ The CE has a clear learning goal or outcome for the activity and achieved it.

Eligible Categories of Learning Activities

1. Conference attendance

Attendance at plenary, paper, panel and other sessions at conferences, for example: CES Annual National Conference, AEA Annual National Conference, other evaluation societies' conferences, other conferences.

2. Workshop, course and other organized learning event attendance (half a day or longer)

Facilitated and structured learning activities undertaken through in-person or online learning workshops, courses, or other organized learning events, with clear learning goals or outcomes, for example: workshops offered by local CES chapters, workshops offered by other professional associations, The Evaluator's Institute sessions, workshops offered pre- and post- conferences (e.g. CES, AEA, EES, RELAC, IDEAS). This also includes attendance at university or college courses.

3. Short learning event attendance (less than half a day)

Facilitated and structured learning activities undertaken through in-person and on-line learning events, with clear learning goals or outcomes, for example: webinars, breakfast sessions, brownbag ("lunch and learn") sessions.

4. Development of learning activities for others and learned writing

Research, analysis and preparation of a workshop, seminar, presentation, university/college course, article, book chapter, or other writing on evaluation, for example: background reading, determination of appropriate content, development of learning materials, preparation of speaking notes, drafting of article or chapter.

5. Self-Directed Learning

Learning which occurs through informal mechanisms determined and/or organized by an individual or group not aimed at the production of tangible outputs (such as training or writing), for example: learning circles, journal clubs, independent attentive reading of professional or academic literature.