GUIDE TO THE CONTINUING EDUCATION PROGRAM

VERSION 4.0
PUBLISHED APRIL 17, 2024

ENGINEERS & GEOSCIENTISTS
BRITISH COLUMBIA

REVISED: VERSION 4.0, APRIL 17, 2024
REVISED: VERSION 3.0, MAY 1, 2023
REVISED: VERSION 2.1, JUNE 2, 2022
REVISED: VERSION 2.0, MARCH 31, 2022
FIRST PUBLISHED: VERSION 1.0, JANUARY 19, 2021

PREFACE

One of the foundational principles of every profession is the maintenance of Competency. Until recently, the requirement that engineers and geoscientists in British Columbia (BC) must adhere to this principle was defined in the Engineers and Geoscientists BC Code of Ethics; however, Registrants were not required to report their continuing education (CE) activities to Engineers and Geoscientists BC.

But society's expectations have changed, and now the public demands greater accountability and transparency from professionals. In response, the *Professional Governance Act,* which came into force in November 2020 and replaces the *Engineers and Geoscientists Act*, requires that Engineers and Geoscientists BC establish a mandatory CE Program for its Registrants.

This *Guide to the Continuing Education Program* provides the details of the CE Program, as defined in the Bylaws of Engineers and Geoscientists BC. Included are the amount and types of CE activities that Registrants must undertake to maintain Competency, and the requirements for documentation Registrants must submit to Engineers and Geoscientists BC to show their compliance with the CE Program.

The CE Program has been designed to provide flexibility and acknowledge the diversity among Registrants of Engineers and Geoscientists BC. Nevertheless, compliance with the CE Program is mandatory; Registrants who do not meet these requirements may be subject to disciplinary action.

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ABBREVIATIONS

ABBREVIATION	TERM
BC	British Columbia
CE	continuing education

DEFINED TERMS

The following definitions are specific to these guidelines. These words and terms are capitalized throughout the document.

TERM	DEFINITION
Act	*Professional Governance Act* [SBC 2018], Chapter 47.
Annual Reporting	The process by which information is collected annually and updated in the Register. Registrants input information and complete declarations as part of the Annual Reporting process from their Engineers and Geoscientists BC online account.
Engineers and Geoscientists BC	The Association of Professional Engineers and Geoscientists of the Province of British Columbia, also operating as Engineers and Geoscientists BC.
Bylaws	The Bylaws of Engineers and Geoscientists BC made under the *Act*.
Communications and Leadership Learning	Activities related to advancing a Registrant's non-technical knowledge and skills, including communications and leadership skills.
Competency	The ability to perform the tasks and roles of an occupational category to the recognized standard expected of a qualified and prudent professional operating in the community.
Continuing Education Hour; CE Hour	One hour of a continuing education activity that contributes to a Registrant's maintenance of Competency in their area(s) of practice.
Continuing Education Plan; CE Plan	A document that each Professional Registrant must complete in each Reporting Year that sets out the information outlined in Section 3.3.1.
Continuing Education Program; CE Program	The Program administered by Engineers and Geoscientists BC to assist in maintaining Competency among Registrants and which includes recording continuing education activities and completing Continuing Education Plans.
Ethical Learning	Activities related to advancing a Registrant's knowledge of how to act ethically and meet the ethical obligations pursuant to the *Act*, regulations, Bylaws, and the Code of Ethics.
Mandatory Regulatory Learning Module	A module covering topics identified as important to all Registrants, to keep them informed about their obligations and responsibilities under the *Professional Governance Act*, regulations, and Bylaws, at least one module every three years will also focus on topics related to Indigenous history, Indigenous engagement, and reconciliation.

TERM	DEFINITION
Professional Registrant	A Registrant who may engage in reserved practice, as defined in the *Act* and regulations, and is registered in one of the following categories of Registrants: (a) professional engineer; (b) professional geoscientist; (c) professional licensee engineering; (d) professional licensee geoscience; (e) life member prior to 1998; (f) honorary life member.
Registrant	For the purposes of this guide, an individual that is registered with Engineers and Geoscientists BC in any category or subcategory of Registrant in accordance with the Bylaws.
Registrant Firm	A firm (as defined in section 1(1) of the *Act*) that is registered with Engineers and Geoscientists BC as a Registrant.
Regulatory Learning	Activities related to advancing a Registrant's knowledge of relevant regulatory requirements, including the *Act*, regulations, Bylaws, Code of Ethics, codes, standards, policies, and requirements in relevant legislation.
Reporting Year	A one-year period starting on July 1 of a calendar year and ending on June 30 of the following calendar year.
Technical Learning	Activities related to advancing a Registrant's technical and professional knowledge and skills within their area(s) of practice, including any anticipated future changes to the area(s) of practice.
Three-Year Rolling Period	A period of three consecutive Reporting Years, with a new period starting on the first day of each Reporting Year. For example, Reporting Years 1, 2, and 3 equal one period; Reporting Years 2, 3, and 4 equal one period; and Reporting Years 3, 4, and 5 equal one period, with the pattern continuing.
Trainee	An engineer-in-training or geoscientist-in-training.

VERSION HISTORY

VERSION NUMBER	PUBLISHED DATE	DESCRIPTION OF CHANGES
4.0	April 17, 2024	Minor revisions to tables, figures, and appendices. Addition of sections 2.3 and 3.5.
3.0	May 1, 2023	Revisions to Program applicability for Non-Practising and Life - Non-Practising individuals, the Continuing Education Program requirements, and requirements of a CE Plan, and exemption deadline. Requirements for reinstating Registrants added. Minor changes to recording activities, annual Regulatory Learning Module, and the Continuing Education Plan template (Appendix B).
2.1	June 2, 2022	Minor updates to continuing education requirements for new Registrants and to the Continuing Education Plan template (Appendix B).
2.0	March 31, 2022	Revisions to continuing education requirements for Non-practising Life Members and new Registrants; minor updates to exemptions, avenues of learning, and Annual Reporting.
1.1	July 12, 2021	Minor updates to designations, reporting directions, CE Plan template, and exemption request form.
1.0	January 19, 2021	Initial version.

1.0 INTRODUCTION

The *Professional Governance Act* (the *Act*) requires that Engineers and Geoscientists British Columbia (BC) establish and maintain a mandatory Continuing Education (CE) Program for its Registrants.

This guide provides the details of the CE Program, as defined in the Bylaws of Engineers and Geoscientists BC. Included are the amount and types of CE activities that Registrants must undertake to maintain Competency, and the requirements for documentation Registrants must submit to Engineers and Geoscientists BC to show their compliance with the CE Program.

The CE Program has been designed to provide flexibility and acknowledge the diversity among Registrants of Engineers and Geoscientists BC. Nevertheless, compliance with the CE Program is mandatory; Registrants who do not meet these requirements may be subject to disciplinary action.

1.1 PURPOSE

The practices of engineering and geoscience are constantly evolving, whether through updates and changes to regulations, codes, and standards; the development of new techniques and technologies; the creation of entirely new industries and areas of practice; changes in societal values; or the need to respond to new environmental and security threats.

CE supports Registrants in their efforts to stay current with changes, which is necessary for maintaining Competency and fulfilling Registrants' primary duty to protect the public and the environment with respect to the practice of professional engineering and geoscience. In addition to keeping up with changes in the practice of the professions, CE is important for reinforcing knowledge in key technical, ethical, and regulatory areas that support the protection of the public and the environment.

CE is learning that contributes to the maintenance of Competency in Registrants' practices and helps them fulfill their present or future roles more effectively. CE comes in many forms, from courses to seminars, from participation on technical committees to attending conference workshops, and from self-directed study to mentorship.

Competency is defined as the ability to perform the tasks and roles of an occupational category to the recognized standard expected by employers and the community at large. Registrants have a professional responsibility to develop and maintain their knowledge and skills to ensure Competency throughout their careers.

To meet the requirements of the *Act*, Engineers and Geoscientists BC has established a CE Program through the Engineers and Geoscientists BC Bylaws. This guide outlines the ways in which the CE Program applies to Registrants and provides details about the Program's requirements.

1.2 BACKGROUND

Engineers and geoscientists practicing in BC have always had an ethical obligation to maintain their Competency according to the Engineers and Geoscientists BC Code of Ethics; however, there has never been a requirement to report activities that contribute to Competency. In the absence of a mandatory CE Program, Engineers and Geoscientists BC had a voluntary reporting program in place since 2011 and actively encouraged Registrants to participate in this program.

In 2018, the *Act* was introduced. This *Act* replaced the *Engineers and Geoscientists Act* and came into full force in the fall of 2020. The *Act* requires Engineers and Geoscientists BC to "establish and maintain a continuing competency program to promote high practice standards amongst Registrants". With this new requirement in mind, the CE Program was developed through a Competency-focused, risk-informed, and proactive approach:

- **Competency-focused:** The top priority of the CE Program is to support Registrants in maintaining Competency. While the CE Program may also help Registrants foster excellence in the profession, enhance their professional image, and facilitate the mobility of their practice, it is the primary regulatory duty of Engineers and Geoscientists BC to help protect the public and the environment by focusing on Competency.
- **Risk-informed:** The CE Program was developed by reviewing evidence on the risks to the public and the environment and developing a Program that helps address those risks while also prioritizing simplicity and flexibility.
- **Proactive:** The CE Program focuses on empowering Registrants to meet their CE requirements by providing clear instruction, advice, and tools. The CE Program then proactively checks that Registrants understand and are meeting their CE requirements by using compliance audits as learning opportunities.

The CE Program was developed by a committee of Registrants and was presented to the Engineers and Geoscientists BC Council in November 2019 and May 2020. Council passed the final version of the recommendations in May 2020, establishing the framework of the new CE Program.

2.0 APPLICABILITY

2.1 WHO IS REQUIRED TO PARTICIPATE

The requirement to adhere to the Continuing Education (CE) Program depends on the Registrant's professional designation. A summary of how the CE Program applies to different types of Registrants is provided in Table 1: Summary of Requirements According to Registrants' Professional Designations.

- Professional Registrants, (i.e. Registrants with practice rights) must complete the mandatory requirements of the CE Program, including those completing a CE Program elsewhere in Canada.
- For Trainees (engineers-in-training and geoscientists-in-training), Registrants with a non-practising designation (either "Non-Practising" or "Retired"), and non-practising life members, the CE Program is optional. However, Trainees and non-practising Registrants must submit their Annual Reporting declaration each year.
- It is acknowledged that Trainees are continually learning as they prepare for professional registration. However, Trainees are still encouraged to follow the requirements of the CE Program during their training years, to help prepare them to meet the full CE Program requirements once they are registered.
- Since non-practising Registrants are still considered active Registrants for most interactions with Engineers and Geoscientists BC, maintain their right to vote, and can participate in certain non-technical Engineers and Geoscientists BC advisory groups, it is encouraged for them to keep up to date with current ethical and regulatory issues affecting the professions in British Columbia (BC).

Table 1: Summary of Requirements According to Registrants' Professional Designations

DESIGNATION	REQUIREMENTS		
	THREE-YEAR ROLLING PERIOD	ANNUAL REQUIREMENTS	DECLARATION
P.Eng., P.Geo., P.L.Eng., P.L.Geo., Life Member Prior to 1998, Honorary Life Member	• 60 CE Hours of activities in the four areas of learning	• Record at least one CE Hour of Ethical Learning • Complete the Mandatory Regulatory Learning Module • Complete a CE Plan and Practice Risk Assessment	• Submit Annual Reporting to declare CE requirements have been completed

Struct.Eng.	• 60 CE Hours of activities in the four areas of learning • Additional 60 CE Hours of Technical Learning activities directly related to structural practice	• Record at least one CE Hour of Ethical Learning • Complete the Mandatory Regulatory Learning Module per Reporting Year • Complete a CE Plan and Practice Risk Assessment	• Submit Annual Reporting to declare CE requirements have been completed
Engineer-in-training, Geoscientist-in-training, Non-practising, Retired	• Optional	• Optional	• Submit Annual Reporting declaration

2.2 EXEMPTIONS

Beyond those specific Registrants listed in Section 2.1 who are not required to fully participate in the CE Program, there may be circumstances that prevent a Registrant from being able to complete annual CE Program requirements.

Who should apply for an Exemption?

Practising Registrants can request an exemption from the CE Program requirements for the following reasons:

- Parental leave
- Medical leave
- Compassionate care leave
- Other leaves due to extenuating circumstances

To be eligible for an exemption, the Registrant must not be doing any engineering or geoscience work in BC during their leave of absence.

How does an Approved Exemption impact Continuing Education?

An approved exemption will reduce the number of CE Hours that an individual Registrant is required to complete for the applicable Three-Year Rolling Period and remove any or all of the CE Program requirements for one Reporting Year.

How do I apply for an Exemption?

Exemption requests can be made by filling out the online Application for Exemption Form. Registrants must provide as much detail as possible to outline the duration and reason for an exemption. The deadline to submit an exemption request without incurring late fees is June 30. Late exemption applications are accepted until December 31 of the next Reporting Year (up to six months after the deadline) but will incur late fees. Exemption requests are only accepted through the online exemption form.

How do I choose a Reporting Year?

Exemptions can only be granted for a single Reporting Year (July 1 – June 30). Registrants who will be on an extended leave of absence may re-apply for another exemption for the next Reporting Year. Registrants on a long-term disability leave or those who do not intend to return to practice within the next 24 months are encouraged to apply for "non-practising status". For more information on non-practising status, see our Overview and FAQ of Non-Practising Status.

When completing the Application for Exemption Form, select the Reporting Year when you will be most absent and/or the reporting deadline (e.g., June 30, 2024) that you wish to be exempted from.

All exemption requests will be reviewed by CE Program administrative staff, and, if applicable, by the Engineers and Geoscientists BC Audit and Practice Review Committee, to determine the eligibility for an exemption.

Additional information or documentation may be requested. If granted, Registrants will be notified by staff of how their CE Program requirements will change for the time requested.

If an exemption is not granted, Registrants will be provided with the reason why the exemption was refused.

2.3 LATE FEE, SUSPENSION, OR CANCELLATION DISPUTES

To apply for a deferral, or to dispute a late fee, suspension, or cancellation, please review the acceptable criteria and complete the online Application Form. Log in with your six-digit user ID and password to access the form.

- **Annual Reporting Deferral:** Registrants with an extenuating circumstance such as illness, injury, or loss can request to defer the June 30 Annual Reporting deadline. Applications are accepted between May 1 and June 30 of the Reporting Year. An approved deferral will extend the reporting deadline by up to 3 months (until September 30) and late fees are not applicable during the deferral period. Registrants who fail to complete their reporting by the deferred deadline will be subject to late fees, suspension, and cancellation of their registration.
- **Late Fee Waivers or Refund:** Registrants who missed the June 30 reporting deadline due to circumstances beyond their control may apply for a late fee waiver. Applications are accepted between July 1 and September 30 (up to three months after the deadline). An approved late fee waiver will remove the late fee or refund a payment already made, but Registrants will still be required to submit their Annual Reporting to avoid the suspension and cancellation of their registration.
- **Dispute Suspension or Cancellation:** Registrants who believe their registration was suspended or cancelled in error can apply for reconsideration between October 1 and December 31 (up to six months after the deadline). If successful, the suspension or cancellation will be reversed, and the record removed from the Registrant Directory. Registrants may be granted a short extension to complete overdue reporting requirements and pay any applicable late fees. Registrants who fail to complete their Annual Reporting will be subject to suspension and cancellation of their registration.

3.0 CONTINUING EDUCATION PROGRAM REQUIREMENTS

To comply with the Continuing Education (CE) Program, Professional Registrants must meet three fundamental requirements:

1. Annual Requirements
2. Annual Declaration
3. Three-Year Rolling Period

Annual Requirements

Every Reporting Year between July 1 and June 30, Professional Registrants must:

- Complete the Mandatory Regulatory Learning Module
- Record 1 CE Hour of Ethical Learning
- Complete a CE Plan and practice risk assessment

Annual Declaration

Every Reporting Year between May 1 and June 30, Professional Registrants must submit a declaration confirming all CE requirements have been completed. The declaration is completed in the Annual Reporting system.

Three-Year Rolling Period

The first Three-Year Rolling Period started on July 1, 2021 and ends on June 30, 2024. A new Three-Year Rolling Period starts on the first day of each Reporting Year. In each period, Professional Registrants must:

- Record 60 CE Hours of activities (20 hours per year on average)
- Designated structural engineers must record an additional 60 CE Hours of Technical Learning directly related to their structural engineering practice.

Registrants can review their Account Dashboard for a personalized list of these reporting requirements and deadlines.

3.1 CONTINUING EDUCATION HOURS

3.1.1 WHAT COUNTS AS A CE HOUR

One CE Hour is one hour of learning that contributes to maintaining Registrants' Competency in their area(s) of practice. Competency is defined as the ability to perform the tasks and roles of an occupational category to the recognized standard expected of a qualified and prudent professional operating in the community. Areas of practice are current and anticipated future areas of professional responsibility. A learning activity counts towards your CE Hours if it meets all of the following criteria:

1. it is relevant to your area(s) and industry of practice;
2. it contributes to the development or maintenance of your skills and/or knowledge; and
3. it is outside of your day-to-day job duties.

Overall, it is the responsibility of Registrants to determine which CE activities are most relevant to their specific circumstances, and only claim credit for activities that contribute to the maintenance of Competency. Simply attending a seminar, webinar, or conference may not actually mean that the activity can be claimed. Registrants must ask themselves what they learned from the activity, if it was relevant to their area(s) of practice, and if it contributed to their Competency.

CE Hours must be recorded for the Reporting Year in which the CE activity took place and cannot be carried over to future years. However, they do contribute to a Registrant's three-year rolling total, allowing for flexibility over time to meet CE Program requirements.

During a compliance audit, Registrants will be expected to justify their selections of CE activities to an assessor. See Section 4.0 for more information about compliance.

3.1.2 WHY THIS MANY CE HOURS

Requiring Registrants to complete an average of 20 CE Hours per year is consistent with the approach of regulators from across Canada and the world.

Completing 60 CE Hours over a Three-Year Rolling Period can help Registrants maintain their Competency, but this number is a minimum standard. Some Registrants may benefit from more than 60 CE Hours to maintain Competency: for example, those early in their career, those working in emerging or quickly changing areas of practice, those in a new role, or those who have been identified by their peers, manager, or employer as one who would benefit from additional CE.

Registrants who hold a designated structural engineer (Struct.Eng.) designation must complete an additional 60 CE Hours of Technical Learning over a Three-year Rolling Period. Refer to Section 3.1.6 for more information on Struct.Eng. CE requirements.

3.1.3 THREE-YEAR ROLLING PERIOD

Figure 1 shows an illustration of the Three-Year Rolling Period and Table 2 provides an example of Three-Year Rolling Period hours.

CE activities can be recorded at any time throughout the Reporting Year (July 1 to June 30), but the final declaration must be completed between May 1 and June 30.

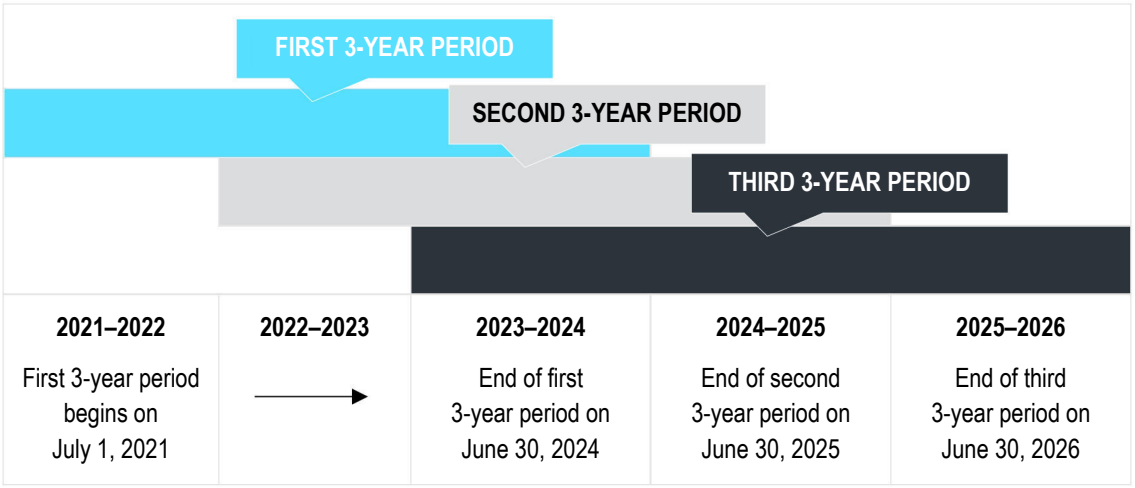

Figure 1: Illustration of a Three-Year Rolling Period

Table 2: Example of a Three-Year Rolling Period

PERIOD	NUMBER OF CE HOURS	NUMBER OF CE HOURS (THREE-YEAR RUNNING TOTAL)	COMPLIANT WITH 60 HOUR CE REQUIREMENT?
July 1, 2021 to June 30, 2022	10	–	–
July 1, 2022 to June 30, 2023	35	–	–
July 1, 2023 to June 30, 2024	15	10 + 35 + 15 = **60**	Compliant
July 1, 2024 to June 30, 2025	20	35 + 15 + 20 = **70**	Compliant
July 1, 2025 to June 30, 2026	20	15 + 20 + 20 = **55**	Not compliant

3.1.4 NEW REGISTRANTS

CE requirements for new Registrants vary depending on when they are newly registered. Newly registered means a Professional Registrant who is first registered with Engineers and Geoscientists BC during the current Reporting Year (see Bylaw 7.6.13 for more detail on newly registered Professional Registrants) or has reinstated as a Professional Registrant following a registration lapse of 6 months or more.

Registrants who are newly registered between July 1 and December 31 must still meet their annual requirements for that Reporting Year, and must consider the current Reporting Year as the first year of their Three-Year Rolling Period.

Registrants who are newly registered between January 1 and April 30 must still meet their annual requirements for the current Reporting Year, but will start their Three-Year Rolling Period on the following July 1, which is the start of the next Reporting Year.

Registrants who are newly registered between May 1 and June 30 are exempt from the CE Program in that Reporting Year and Annual Reporting may not be applicable. See

Table 3: Summary of Requirements for New Registrants

Reporting will be required and is reported between May 1 and June 30 of each Reporting Year.

For example, if a Professional Registrant is newly registered on February 1, the CE Program requirements for the current Reporting Year will consist of three CE activities: one CE Hour in Ethical Learning, the Mandatory Regulatory Learning Module for the current Reporting Year, and the completion of a CE Plan between the date of registration and the end of the current Reporting Year on June 30. Annual

Table 4: Example of a Three-year Rolling Period for a New Registrant as of February 1 shows an illustration of this scenario.

Registrants can review their Account Dashboard for a personalized list of reporting requirements and deadlines.

Table 3: Summary of Requirements for New Registrants

DATE OF NEW REGISTRATION	REQUIREMENTS		
	REQUIREMENTS FOR THE CURRENT REPORTING YEAR (JULY 1 – JUNE 30)	ANNUAL DECLARATION	START OF THREE-YEAR ROLLING PERIOD
July 1 to December 31	• Complete required Ethical Learning • Complete Mandatory Regulatory Learning Module • Complete CE Plan and practice risk assessment	• Submit Annual Reporting to declare CE requirements have been completed	July 1, current Reporting Year
January 1 to April 30	• Complete required Ethical Learning • Complete Mandatory Regulatory Learning Module • Complete CE Plan and practice risk assessment	• Submit Annual Reporting to declare CE requirements have been completed	July 1, next Reporting Year
May 1 to June 30	• None	• Annual Reporting may be required, check your account dashboard	July 1, next Reporting Year

Table 4: Example of a Three-year Rolling Period for a New Registrant as of February 1

MILESTONE	PERIOD	REQUIREMENTS		
		ANNUAL REQUIREMENTS	ANNUAL DECLARATION	THREE-YEAR ROLLING PERIOD
Reporting Year 1 (starting on registration date)	February 1, 2022 to June 30, 2022	• Complete required Ethical Learning • Complete Mandatory Regulatory Learning Module • Complete CE Plan and practice risk assessment	• Submit Annual Reporting to declare CE requirements have been completed	Not applicable
Reporting Year 2	July 1, 2022 to June 30, 2023	• Complete required Ethical Learning • Complete Mandatory Regulatory Learning Module • Complete CE Plan and practice risk assessment	• Submit Annual Reporting to declare CE requirements have been completed	Year 1 of 3
Reporting Year 3	July 1, 2023 to June 30, 2024	• Complete required Ethical Learning • Complete Mandatory Regulatory Learning Module • Complete CE Plan and practice risk assessment	• Submit Annual Reporting to declare CE requirements have been completed	Year 2 of 3

Reporting Year 4	July 1, 2024 to June 30, 2025	• Complete required Ethical Learning • Complete Mandatory Regulatory Learning Module • Complete CE Plan and practice risk assessment	• Submit Annual Reporting to declare CE requirements have been completed	Year 3 of 3

3.1.5 REINSTATING REGISTRANTS

CE requirements for former Professional Registrants whose registration was resigned, revoked, or changed to another status, such as non-practicing, will vary depending on how long their professional registrations have been lapsed for.

For registration lapses of 0–6 months:

- Applicants whose professional registrations have lapsed for 0–6 months are required to complete CE requirements that were missed during the period of the lapse and any CE requirements which were incomplete when the license ended.
- Applicants are notified by email when CE activities have been assigned. Assignments can be reviewed in your Application Status Portal.
- Once reinstated, Three-Year Rolling Periods will continue from the previous license and can be reviewed from the account dashboard.
- Applicants whose license lapsed due to a medical, parental, or compassionate care leave may apply for a CE exemption (see Section 2.2) to have their Three-Year Rolling Period requirement reduced.

For registration lapses greater than 6 months:

- Applicants whose professional registrations have lapsed for more than 6 months may have their Competency evaluated by the Credentials Committee.
- Once reinstated, CE requirements will follow the same rules as a new Registrant, as outlined in Section 3.1.4 New Registrants

3.1.6 DESIGNATED STRUCTURAL ENGINEERS

Registrants who hold a designated structural engineer (Struct.Eng.) designation must complete an additional 60 CE Hours of Technical Learning directly related to their structural area of practice during the Three-Year Rolling Period, beyond the 60 CE Hours required of other Professional Registrants. For more information, see Table 6: Summary of Requirements for Designated Structural Engineers.

Complete information on the Struct.Eng. designation is available on the Engineers and Geoscientists BC website.

Please note that Table 5 has been removed in this version of the *Guide to the Continuing Education Program*.

Table 6: Summary of Requirements for Designated Structural Engineers

DESIGNATION	REQUIREMENTS		
	ANNUAL REQUIREMENTS	ANNUAL DECLARATION	THREE-YEAR ROLLING PERIOD
Struct.Eng. (voluntary designation)	• Complete required Ethical Learning • Complete the Mandatory Regulatory Learning Module • Complete CE Plan and practice risk assessment	• Submit Annual Reporting to declare CE requirements have been completed	• 60 CE Hours of activities in the four areas of learning • Additional 60 CE Hours of Technical Learning activities directly related to structural practice

3.2 AREAS OF LEARNING

The CE Program defines four areas of learning in which Professional Registrants should maintain Competency:

1. Ethical Learning
2. Regulatory Learning
3. Technical Learning
4. Communications and Leadership Learning

The CE Program recognizes that ethical behavior and regulatory awareness and compliance are of paramount importance to all Registrants.

Accordingly, all Professional Registrants must complete at least one CE Hour of activity that qualifies as Ethical Learning and the Mandatory Regulatory Learning Module each Reporting Year.

It is then expected that the amount and mix of activities in the remaining areas—Technical Learning and Communications and Leadership Learning—will vary among Registrants, depending on their individual area(s) of practice, roles, and responsibilities.

Figure 2 defines these areas of learning and Table 7: Examples of Areas of Learning provides example topics and learning opportunities for each of the four areas of learning.

ETHICAL LEARNING	Activities related to advancing a Registrant's knowledge of how to act ethically and meet the ethical obligations pursuant to the *Act*, regulations, Bylaws, and the Code of Ethics
REGULATORY LEARNING	Activities related to advancing a Registrant's knowledge of relevant regulatory requirements, including the *Act*, regulations, Bylaws, Code of Ethics, codes, standards, policies, and requirements in relevant legislation.
TECHNICAL LEARNING	Activities related to advancing a Registrant's technical and professional knowledge and skills within their area(s) of practice, including any anticipated future changes to the area(s) of practice.
COMMUNICATIONS AND LEADERSHIP LEARNING	Activities related to advancing a Registrant's non-technical knowledge and skills, including communications and leadership skills.

Figure 2: Definitions of Areas of Learning

As technical professionals, engineers and geoscientists may assume that Technical Learning is the most important area to focus on. In fact, each Registrant must identify the correct mix of learning to fit their specific roles and responsibilities, to maintain Competency, and to meet their obligations as Professional Registrants under the *Act* and Bylaws.

For example, Registrants in strictly technical roles may require primarily Technical Learning to maintain Competency, with enough Ethical Learning and Regulatory Learning to stay knowledgeable about their responsibilities, and a minimal amount of Communications and Leadership Learning to fulfill their job duties and communicate effectively in their roles. In contrast, Registrants in management roles may benefit more from focusing on the three non-technical areas to meet their CE Program requirements.

Registrants are expected to categorize each activity into one area of learning on their annual documentation of activities and CE Hours.

Some activities may be easily identifiable as falling into only one area of learning, while other activities may cross categories and could be applicable to two or more areas of learning. Registrants should use their judgment to categorize each activity into the area of learning that best applies to the activity and the learning they have received. To assist Registrants in identifying and categorizing possible learning activities, the areas of learning are defined below, along with examples for each.

3.2.1 MANDATORY REGULATORY LEARNING MODULES

Professional Registrants are required to complete the Mandatory Regulatory Learning Module per each Reporting Year.

Since this requirement is intended to keep Registrants informed about their obligations and responsibilities under the *Act*, regulations, and Engineers and Geoscientists BC Bylaws, Engineers and Geoscientists BC will produce a free, Mandatory Regulatory Learning Module annually that all Professional Registrants will be required to take. This module will cover either a single topic or multiple topics identified as important to all Registrants, to keep them informed about applicable regulations.

At least one module every three years will also focus on topics related to Indigenous history, Indigenous engagement, and reconciliation.

The Mandatory Regulatory Learning Module will be available to view online. After viewing the module, the session will be recorded in the Registrant's CE Reporting System, and it will be noted that the Registrant has met the annual requirement.

As Regulatory Learning is crucial for Registrants to understand their professional obligations, Registrants are encouraged to complete other activities in this category, in addition to the Mandatory Regulatory Learning Module, each year. Suggestions for additional Regulatory Learning activities are in Table 7: Examples of Areas of Learning.

Table 7: Examples of Areas of Learning

AREAS OF LEARNING	EXAMPLES OF TOPICS	EXAMPLES OF LEARNING OPPORTUNITIES
Ethical Learning	• Engineers and Geoscientists BC Code of Ethics • Conflict of interest • Whistleblower obligations, rights, and protections • Managing professional liability • Reconciliation with Indigenous peoples • Equity, diversity, and inclusion	• Reviewing published disciplinary actions • Reviewing engineering and geoscience failures • Seminars on ethical practice • Seminars on Indigenous engagement and reconciliation • Reviewing the Engineers and Geoscientists BC *Guide to the Code of Ethics* and relevant resources available on Engineers and Geoscientists BC's Ethics, Law, and Conduct web pages • Reviewing the "Ethical Practice" module from the Engineers and Geoscientists BC online seminar "Professional Engineering and Geoscience Practice in BC" • Reviewing Engineers and Geoscientists BC articles on ethics and conduct
Regulatory Learning	• Regulations, codes, Bylaws, and standards • Meeting professional obligations under the *Act* • Engineers and Geoscientists BC quality management requirements • Engineers and Geoscientists BC regulation of firms programs • International quality management standards, such as ISO 9001	• Engineers and Geoscientists BC Mandatory Regulatory Learning Modules • Quality management seminars and webinars • Seminars and webinars on updates to regulations • Reading and/or writing articles in technical or regulatory publications regarding changes in regulations, codes, standards, and guidelines • Taking the courses to become an ISO 9001 certified auditor

AREAS OF LEARNING	EXAMPLES OF TOPICS	EXAMPLES OF LEARNING OPPORTUNITIES
Technical Learning	• Technical regulations, codes, and standards • Technical risk management and safety • Engineers and Geoscientists BC professional practice guidelines specific to area(s) of practice • Sustainability and climate change • New or emerging technologies	• Technical workshops, seminars, or online courses • Technical education (e.g., certification programs) • Technical sales seminars, product demonstrations • Reading technical journals • Volunteering with technical or professional organizations/associations • Volunteering on an Engineers and Geoscientists BC practice-related committee • Attending professional development offerings at conferences delivered by technical societies/associations relevant to area(s) of practice (e.g., IEEE, ASHRAE, Association of Mineral Exploration of BC, Canadian Geotechnical Society, Society of Fire Protection Engineers)
Communications and Leadership Learning	• Project management • Oral and written communication skills • Leadership • Financial management • Client management • Time management • Budgeting • Consulting/business skills • Team management • Conflict resolution • Stakeholder consultation	• Business and leadership training programs, including MBA or certification programs • Short seminars, webinars, and presentations teaching business, communications, and leadership skills • Presenting on business, communications, and leadership topics • Mentoring to assist in career development

3.2.2 AVENUES OF LEARNING

While the focus of the CE Program is on mandatory and optional areas of learning (i.e., *what* Registrants learn), the Program also recognizes the importance of *how* Registrants learn. There are many different ways to undertake CE activities, and Registrants should be aware of these different avenues of learning. A variety are discussed in detail in Table 9: Examples of Documentation

When identifying suitable CE activities, Registrants should choose the avenues of learning that are most effective and accessible to them. A mix of avenues of learning may be the best way for Registrants to gain diverse learning activities that will help maintain Competency.

3.2.2.1 Volunteering

Volunteer activities and groups can be important sources of CE Hours and could potentially fit into any of the areas of learning, including:

- Technical Learning, if the activity or group focuses primarily on technical issues (e.g., professional bodies like IEEE or ASCE);
- Communications and Leadership Learning, if the activity or group focus primarily on communications, leadership, or business issues (e.g., consulting engineering advisory groups);
- Regulatory Learning, if the activity or group focuses primarily on regulatory issues (e.g., code committees); or

- Ethical Learning, if the activity or group focuses primarily on ethical or conduct issues (e.g., Engineers and Geoscientists BC's Discipline Committee)

These examples are not intended to be comprehensive; volunteer activities vary widely and may apply to multiple areas of learning.

Volunteer hours recorded as CE Hours should be related to a Registrant's professional practice.

Volunteer hours that seem unrelated to a Registrant's practice, such as community or religious groups, youth organizations, or sports teams may still be able to be recorded as CE Hours, provided Registrants can justify how the activity is contributing to their professional Competency.

Registrants are responsible for keeping a record of their CE Hours spent volunteering and maintaining documentation of their participation in volunteer roles. See Section 3.4.3 What Documentation to Keep for more information.

Table 8: Examples and Definitions of Avenues of Learning

AVENUES OF LEARNING	DEFINITIONS	EXAMPLES
Structured Training	• Structured training activities, such as a professional development seminar, course, or workshop	• Courses offered by universities, technical institutes, colleges, suppliers, employers, and technical societies • Short courses, technical sessions, seminars, and workshops provided by associations, technical societies, and industry or educational institutions • Attendance at conferences and industry trade shows • Seminars, technical presentations, facilitated technical field trips, and workshops
Unstructured Learning	• Unstructured activities that expand the Registrant's knowledge, skills, and judgment	• Self-directed study (e.g., private reading, including current technical, managerial, and business journals) • Attendance at meetings of technical, professional, or managerial associations or societies • Structured discussion of technical or professional issues with one's peers

AVENUES OF LEARNING	DEFINITIONS	EXAMPLES
Participation	• Activities that promote peer interaction and provide exposure to new ideas and technologies that both enhance the profession and serve the public interest	• Mentoring and tutoring • Service on public bodies that draw on professional expertise but are outside of day-to-day job duties (e.g., planning boards, development appeal boards, investigative commissions, review panels, community building committees) • Service on standing or ad-hoc committees of a technical or professional nature, or managerial associations and societies
Presentations	• Presentations of a technical or professional nature that are discretionary—that is, outside the Registrant's normal job functions; multiple deliveries of the same presentation count as only one presentation	• Presentations at conferences, meetings, courses, workshops, or seminars • Presentations within companies or at events sponsored by technical or professional organizations
Contributions to Knowledge	• Activities that expand or develop the technical knowledge base in the disciplines of engineering or geoscience	• Development of published codes and standards • Patents • Publication of papers in peer-reviewed technical journals • A thesis at the Masters or Ph.D. level, on a one-time basis, upon successful defense and approval • Publication of a book • Publication of articles in non-reviewed journals or an internal company report • Reviewing articles for publication • Editing papers for publication

3.3 CONTINUING EDUCATION PLANS

Professional Registrants must complete a CE Plan in each Reporting Year. It is the Registrant's responsibility to ensure the content of the CE Plan meets the minimum criteria requirements.

Creating and maintaining a CE Plan helps Registrants identify gaps in their knowledge and allows them to be deliberate in choosing activities that help fill those gaps. Without a written CE Plan, Registrants may be tempted to choose learning activities that are convenient, rather than those that are valuable for maintaining Competency.

Having a written CE Plan also allows Registrants to openly discuss their goals and plans for learning with peers and employers, to gain valuable feedback into gaps they may not have identified themselves.

The process of creating a CE Plan will also help Registrants reflect on what they need to learn to stay competent in their fields of practice. It will help with planning how to access that learning—whether through courses, shorter seminars or workshops, self-study, or other methods. It will also help Registrants reflect on the risks that their practices have on the public and the environment, with the goal to find ways to mitigate those risks through CE.

3.3.1 REQUIREMENTS OF A CE PLAN

Professional Registrants must complete a CE Plan at least once every Reporting Year, and declare it is completed by the June 30 deadline. All completed CE Plans must be kept by each Registrant in their personal records (e.g., computer or cloud storage) and are not submitted unless requested during a compliance audit or practice review. See section 3.4.3 What Documentation to Keep.

Registrants can use any template for a CE Plan (e.g., the Engineers and Geoscientists BC template, a template from an employer, or one from other professional association), provided it meets the minimum criteria below.

To meet the requirements of the CE Program, a CE Plan must:

- define the Registrant's area(s) of practice, including any anticipated or desired changes;
- contain a declaration that the Registrant has assessed the risks of their practice to the public and the environment, and provide a description of how they have done this;
- outline learning goals and priorities; and,
- identify the activities that the Registrant plans to undertake to advance those learning goals and priorities.

More information on the above minimum criteria is provided in the following sections. A CE Plan template is available from Engineers and Geoscientists BC (see Appendix B: Continuing Education Plan Template). If Registrants choose to use a template other than that provided by Engineers and Geoscientists BC, they may have to adapt the template to meet the above criteria.

All Registrants are highly encouraged to review their CE Plan with a peer or manager. As noted above, discussing the CE Plan with someone else can help Registrants identify any unrecognized knowledge and/or skill gaps. A manager may also help identify future work responsibilities that a Registrant can prepare for through CE.

3.3.2 MORE ABOUT THE CRITERIA

3.3.2.1 Defining Area(s) of Practice

Defining one's role and area(s) of practice is an important step in determining learning goals, as it allows Registrants to identify activities that are most relevant to both their day-to-day duties and any future duties that they may be required to or want to perform. Clearly laying out one or more areas of practice will help Registrants, peers, and managers differentiate activities that will contribute to maintaining Competency from those that will not.

3.3.2.2 Assessing Practice Risks

Assessing the risks that a practice poses to the public and/or the environment can help Registrants choose learning goals and activities that focus on mitigating those risks. Public and environmental protection should be paramount when thinking about professional Competency.

The CE Plan must include a declaration that a Registrant has assessed the risks of their practice to the public and/or the environment. To help assess practice risks and understand the links to CE goals and activities, Registrants can use the practice risk assessment tool developed by Engineers and Geoscientists BC and attach it to their CE Plan.

This tool is available in Appendix B.

This tool was developed to apply across a wide range of areas of practice. If Registrants have another risk assessment method that is more applicable to their sector and/or area(s) of practice, they may use that method but must describe the method in their CE Plan.

If selected for a compliance audit, Registrants will be asked to describe their risk assessment method used and how it was incorporated into their CE Plan.

3.3.2.3 Outlining Learning Goals and Priorities

Once a Registrant's area(s) of practice and risks have been clearly laid out, a Registrant can more easily identify learning goals for the coming CE cycle.

Learning goals should be laid out using the SMART approach, with Registrants asking themselves if their learning goals meet the following goals:

- **Specific:** Are the learning goals well defined and clear?
- **Measurable**: Do the learning goals have metrics built in to measure when they have been completed?
- **Attainable:** Are the learning goals realistic, while also causing the Registrant to stretch professionally?
- **Relevant:** Are the learning goals worthwhile and do they align with the Registrant and the firm's other goals and priorities?
- **Time-bound:** Do the learning goals have a deadline?

3.3.2.4 Identifying Suitable Activities

Once a Registrant has identified their learning goals, the CE Plan should identify the activities that will advance those goals. The CE activities that a Registrant actually completes may not match those listed on the CE Plan exactly, but the overall focus should be consistent between planned and completed activities. There are many different ways to learn or avenues of learning (see Table 8: Examples and Definitions of Avenues of Learning

When identifying suitable CE activities, Registrants should choose the avenues of learning they find most effective and accessible.

The following questions might be helpful to ask:

- Through what delivery method do I learn best? In a classroom? Virtually? Through self-study?
- What types of learning are available based on my area(s) of practice and/or my location?
- What support might I need to complete activities that are important but are not readily available or are cost-prohibitive?

3.4 RECORDING ACTIVITIES

3.4.1 WHEN AND HOW TO RECORD ACTIVITIES

All Registrants must record their CE activities and CE Hours each Reporting Year using the CE Reporting System.

Registrants can access the CE Reporting System through the Engineers and Geoscientists BC website, either by logging in directly under the Account page (egbc.ca/Account) or via the link at the bottom of every CE page (egbc.ca/Continuing Education/Program Overview). Accessing the system will require logging in using your Engineers and Geoscientists BC system ID and password.

Registrants should update their record of CE activities on an ongoing basis after each activity. This approach serves multiple purposes, including:

- heightening the awareness of the number of CE Hours completed over the year and the number of CE Hours remaining to meet compliance requirements;
- allowing Registrants to record learning outcomes from activities and consolidate the benefits of attending a CE activity; and,
- minimizing the possibility of not meeting the submission deadline of June 30.

The deadline to declare your compliance with the continuing requirements is June 30 at 11:59 p.m. (Pacific time).

Registrants who do not complete their CE Declaration as a part of their Annual Reporting process by the June 30 deadline, and those who do not meet the Program requirements, will be subject to late fees and have their registration suspended, then cancelled. (See Section 4.0 Compliance).

3.4.2 WHAT TO RECORD

The following information is required for each CE activity:

- date (or date range) of activity;
- title of activity;
- organizer of activity; some pre-formatted options are available, including Engineers and Geoscientists BC and Self-directed, while other providers entered by each Registrant will be retained for re-use;
- area(s) of learning into which the activity falls; and,
- CE Hours for each activity.

Registrants can also provide optional information about each CE activity, including the following:

- notes about the activity (e.g., description, summary, or learning outcomes); and
- supporting documentation (see Section 3.4.3 What Documentation to Keep).

Submitting the optional information listed above when recording an activity ensures all documentation is filed in one place in the Engineers and Geoscientists BC system. This will help Registrants in the event of a compliance audit or practice review, since Registrants will not need to search for documentation that might be many years old.

It will also allow the compliance audit or practice review assessor to quickly ascertain that Registrants have met their CE Program requirements and resolve any issues of minor noncompliance.

The CE Reporting System is only able to accept documents saved in .jpeg, .jpg, .pdf, .png, .tif, or .txt file formats.

Figure 3 shows the entry format to create an activity in the CE Reporting System. The required information is notated with a red asterisk and optional information can be inserted, if desired.

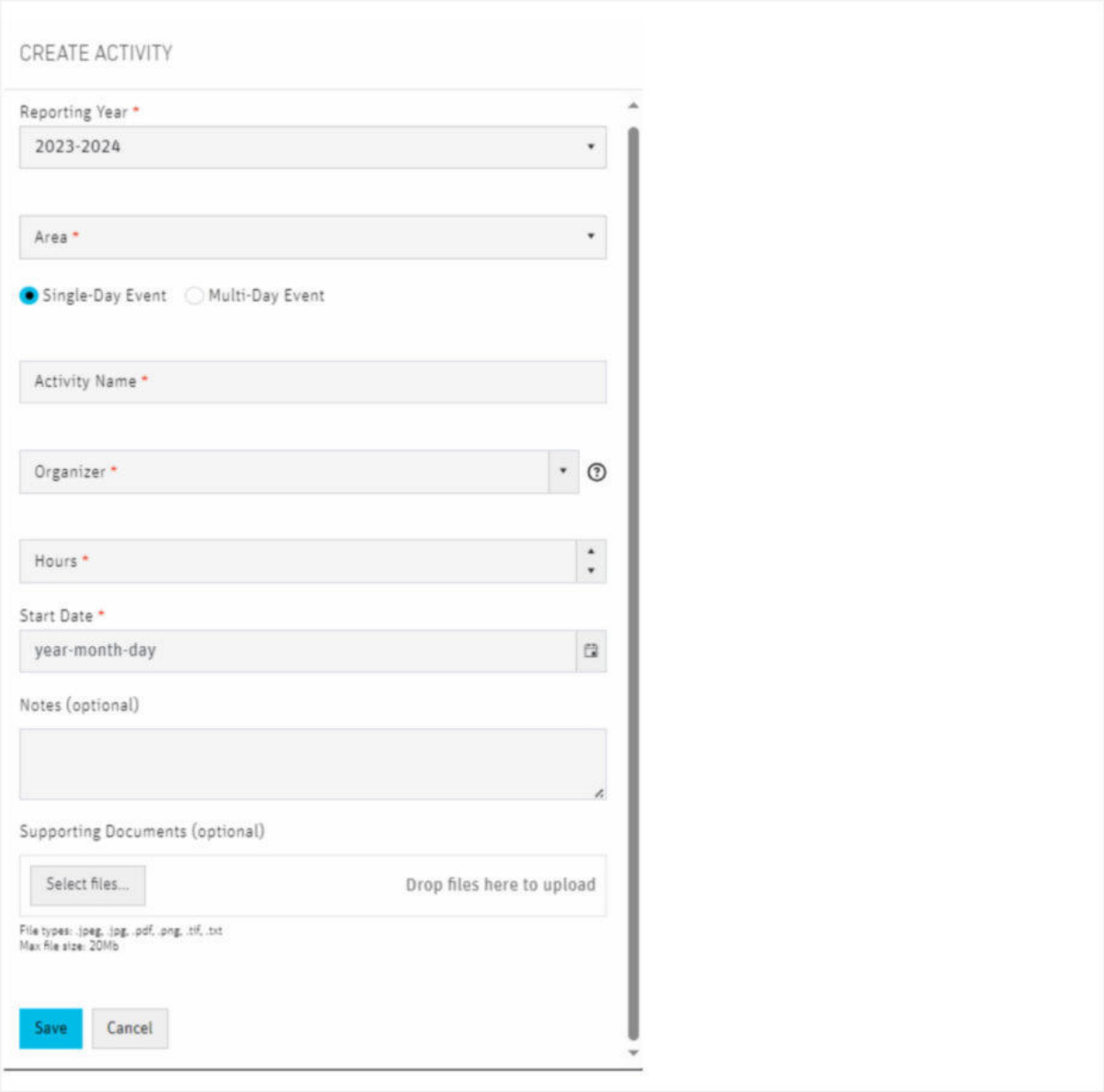

Figure 3: Create an Activity in the CE Reporting System

3.4.3 WHAT DOCUMENTATION TO KEEP

Supporting documentation for CE activities must be kept by each Registrant but does not need to be submitted except if requested during a compliance audit or practice review.

Registrants must keep documentation, including their completed CE Plans, for a minimum of 10 years after the end of the Reporting Year in which the activity took place. This documentation must meet a level of detail that demonstrates that the Registrant completed the activity they have claimed. These come in a variety of forms, depending on the Avenue of Learning employed. See Table 9: Examples of Documentation

Table 9: Examples of Documentation

AVENUE OF LEARNING	DOCUMENTATION EXAMPLES
Structured Training	• Receipts for courses, seminars, workshops, or webinars • Conference materials, including notes, receipts, and planners • Registration confirmations • Certificates of completion • Exam results • Course materials and notes
Unstructured Learning	• Confirmations of attendance at lunch and learns or seminars • Notes from a structured discussion with a colleague • Journal subscriptions and notes from self-study
Participation	• Confirmation of mentoring program participation • Agendas, minutes, or notes from committee meetings
Presentations	• Invitations and confirmations of a presentation opportunity • Presentation materials, including slide decks and speaker notes
Contributions to Knowledge	• Correspondence showing contributions to the development of codes, standards, and regulations • Patent applications and confirmations • Masters thesis or PhD thesis • Published books, journal articles, or papers

3.5 ADDITIONAL SUPPORT

For additional support with completing the requirements of the CE Program, please review our Continuing Education webpage.

4.0 COMPLIANCE

The Continuing Education (CE) Program uses three compliance mechanisms to verify that Registrants are meeting the requirements of the Program:

1. Annual Reporting and completion checking;
2. compliance audits; and,
3. practice reviews.

4.1 ANNUAL REPORTING AND COMPLETION CHECKING

The records of Registrants will be checked for compliance on July 1 of each year to see if they have met CE Program requirements, including:

- confirming whether they have completed the CE Declarations within the Annual Reporting process;
- checking if they have met their annual CE requirements, as entered into the CE Reporting System; and,
- confirming that they have met their applicable three-year CE Hour requirements.

Registrants must complete their reporting in each Reporting Year, even if they have not met all the Program requirements. This allows Engineers and Geoscientists BC to identify Registrant non-compliance and work with the Registrant to help them meet their requirements and avoid penalties, such as suspension or cancellation of registration.

Registrants who do not meet these requirements by the Reporting Year deadline of June 30 will have until the late reporting and completion deadline of September 30 to correct their missed requirements, after which time their registration will be automatically suspended. Suspensions can result from not submitting the Annual Reporting, missing annual CE requirements (e.g., not completing Ethical or Regulatory Learning Module or not completing a CE Plan), or by failing to complete the three-year CE Hour requirements. Registrants who do not meet the requirements by December 31 will then have their registration automatically cancelled.

Registrants who will not meet their CE Program requirements and/or have missed the Annual Reporting deadline will be charged a late completion fee, according to the current fee schedule available on the Engineers and Geoscientists BC website.

4.2 COMPLIANCE AUDIT PROGRAM FOR INDIVIDUAL REGISTRANTS

A subset of randomly selected Registrants will have their CE activities and CE Plan reviewed in detail, as part of the Compliance Audit Program for Individual Registrants. The Compliance Audit Program for Individual Registrants is a proactive program intended to ensure Registrants understand and are meeting their requirements under the *Act*, regulations, Bylaws, and associated guidance.

Compliance audits are initiated using a random selection process and will focus on assessing whether Registrants have met their obligations with respect to standards of competence, quality management requirements, relevant professional practice guidelines, and the CE Program.

When selected for an audit, the Registrant will be required to complete the compliance audit questionnaire and submit the records of their CE activities and CE Plan. After review of the audit questionnaire, an assessor may interview the Registrant to gain additional information.

The compliance audit will result in one of three findings: in compliance, minor non-conformances, or major non-conformances. Where an audit results in major non-conformances, a practice review may be initiated, or the file may be referred to the Investigation Committee.

During the compliance audit process, the Registrant may be asked to discuss choices of activities and how these activities contribute to continuing Competency in the Registrant's area(s) of practice. The Registrant's CE Plan will be reviewed against the activities completed and may be discussed with the Registrant to identify possible gaps and areas for improvement.

For more information on audits, Registrants can refer to the *Guide to the Compliance Audit Program for Individual Registrants* (Engineers and Geoscientists BC 2023).

4.3 PRACTICE REVIEWS

A practice review is a reactive review of a Registrant's practice that is initiated when significant issues have been identified through the compliance audit process, a practice review of another Registrant (including a Registrant Firm), and/or the complaint process. In addition to conducting a targeted review of the identified issues, a practice review may include a review of a Registrant's CE Program records and documentation.

If a practice review identifies non-conformances, the resulting measures may include requiring corrective actions or remedial training, applying practice restrictions, or referring the Registrant's file to the Investigation Committee.

For more information on practice reviews, Registrants can refer to the *Guide to the Practice Review Program for Individual Registrants* (Engineers and Geoscientists BC 2023).

5.0 THE ROLE OF THE FIRM

Under the *Act,* any entity in the private or public sector that provides products and/or services requiring the practice of professional engineering and/or professional geoscience services is required to hold a license, called a Permit to Practice, and become a Registrant Firm. This includes companies, partnerships, corporations, sole proprietorships, or other entities, including provincial ministries and local governments.

Registrant Firms play an important role in their Registrant employees' ability to meet the requirements of the Continuing Education (CE) Program. Employers can set standards that empower Registrants to undertake appropriate and adequate CE activities.

Under the *Act* and Permit to Practice requirements set out in the Engineers and Geoscientists BC Bylaws, all Registrant Firms must develop, maintain, and follow documented procedures to support their Registrant employees in meeting their CE Program requirements and maintaining their Competency with respect to their role and the services or products provided by the Registrants on behalf of the Registrant Firm.

These internal procedures will vary among Registrant Firms but should outline the following:

- overall vision and goals for supporting CE;
- time off, paid and/or unpaid, to attend learning activities;
- financial support available for learning activities; and,
- firm-organized learning opportunities (e.g. conferences, seminars, lunch and learns, mentoring programs.)

Registrant Firms that have more than one Registrant employee must also provide support in meeting individual CE Program requirements by conducting an annual documented review with each Registrant in order to confirm that they are maintaining Competency in their area(s) of practice.

The most common way to do this is through an annual performance review process. The evaluation and goal-setting tasks within a performance review process can also be adapted to meet the annual CE Plan requirements, eliminating the requirement for an employee to create a separate CE Plan.

Managers and peers should make time to assist professionals to review their CE Plans; the value of a CE Plan is greatly enhanced through peer or manager review and feedback.

For more information on the Permit to Practice Requirements, Registrants can refer to the *Regulation of Firms Permit to Practice Manual* (Engineers and Geoscientists BC 2021).

6.0 APPENDICES

Appendix A: Continuing Education Program Annual Compliance Checklist

CONTINUING EDUCATION PROGRAM COMPLIANCE CHECKLIST

REQUIREMENT	COMPLETED?
ANNUAL REQUIREMENTS	
• Recorded one CE Hour of Ethical Learning	☐ Yes
• Completed the Mandatory Regulatory Learning Module	☐ Yes
• Completed a CE Plan including: - practice risk assessment; - review by another person, like a peer or manager; and - saving the completed CE Plan to my personal records.	☐ Yes
• Practice Risk Assessment	☐ Yes
• Review by another person like a peer or manager	☐ Yes
ANNUAL DECLARATION	
• Submitted Annual Reporting to declare CE requirements have been completed.	☐ Yes
THREE-YEAR ROLLING PERIOD	
• Completed 60 CE Hours of activities during your Three-Year Rolling Period • Struct.Eng. Registrants must complete an additional 60 CE Hours of Technical Learning during the Three-Year Rolling period. *Note: This may not be applicable for newly registered Registrants. Check your Account Dashboard for a personalized list of your requirements.*	☐ Yes
• Finished recording all of your continuing education activities for the current Reporting Year in the CE Reporting System	☐ Yes

For more information about continuing education requirements please visit egbc.ca/CE-Requirements

Appendix B: Continuing Education Plan Template

CONTINUING EDUCATION PLAN TEMPLATE

REGISTRANT INFORMATION			
Name and Designation:		**User ID:**	
Job Title:			
Industry of Practice:			
Current Area(s) of Practice:			
Do you anticipate any change to your Industry or Area of Practice in the next 3 years? If so, please explain.			
Date this CE Plan was created:			
CE Plan are a forward-looking document that covers the learning and activities you plan to take between the date that this CE Plan is created, and the date that you plan to create your next CE Plan. For activities that will take more than one year to complete, e.g., a three-year post-secondary program, Registrants should include the on-going activity on each CE Plan created during those three years. It is mandatory to create one CE Plan in every Reporting Year (July 1 to June 30).			

REVIEW OF PREVIOUS YEAR'S ACTIVITIES	
In reviewing your CE Plan for the previous year, did you complete all of your planned activities? Why or why not?	

PRACTICE RISK ASSESSMENT		
Note: You must complete a practice risk assessment before moving onto the next section of this CE Plan template. The goal of the risk assessment is to think about what activities could help you reduce the risks of your practice and decrease the likelihood of failure.		
By which method have you assessed your practice risks?	☐ Engineers and Geoscientists BC Practice Risk Assessment Tool*	☐ Other risk assessment
If you have used another risk assessment, please briefly describe the method and outcomes.		
☐	I have assessed the risks of my practice and will use continuing education opportunities to learn about and reduce those risks where necessary.	
** Note: See the "Appendix to the Continuing Education Plan Template – Practice Risk Assessment Tool" that follows this form. To review examples of completed CE Plans, visit our Continuing Education Resources webpage.*		

CONTINUING EDUCATION PLAN TEMPLATE

REVIEW OF LEARNING NEEDS		DEVELOPMENT PLAN		
In what areas of your current practice could you improve your performance, skills, or knowledge?	What do you need to learn or develop to maintain your Competency in this area?	What CE activities could you undertake to address your learning needs in this area over the next three years?	How will you know that your performance, skills, or knowledge are improving in this area?	By what date do you expect your learning to be completed in this area?
Area 1 →		→	→	→
Area 2 →		→	→	→
Area 3 →		→	→	→
List at least one Ethical Learning activity or topic you plan to complete this year. *Review Table 7: Examples of Areas of Learning in the Guide to the Continuing Education Program for examples of Ethical Learning topics.*				

CONTINUING EDUCATION PLAN TEMPLATE

REVIEWER INFORMATION (IF APPLICABLE):			
Note: All Registrants are highly encouraged, but not required, to review their CE Plan with another person, such as a peer or manager. Please refer to Section 3.3.1 of the *Guide to the Continuing Education Program* for more information.			
Name of Reviewer:		**Date:**	
Position/Relationship: (e.g., Manager, Supervisor, Mentor, Peer)			

CE PLAN DECLARATION			
I, the Registrant who created this CE Plan, hereby declare that the information presented above is true and complete to the best of my knowledge.			
Name:		**Date:**	

Note: See the "Appendix to the Continuing Education Plan Template – Practice Risk Assessment Tool" that follows this form. To review examples of completed CE Plans, visit our Continuing Education Resources webpage.

CONTINUING EDUCATION PLAN TEMPLATE

PRACTICE RISK ASSESSMENT TOOL

Using the risk assessment matrix and questions, rate the risk of your practice for both likelihood and consequence. The risk of your practice is defined here as a function of the likelihood of failure (i.e., how likely is a failure in my practice and what factors contribute to that likelihood) and the consequences of failure.

The questions will help you evaluate the risk of your practice by helping you to think about the elements of your practice that decrease the likelihood of failure as well as the consequence(s) if failure were to occur.

The questions acknowledge two types of risk factors:

- Some risk factors may be inherent to your practice; the risk level for these may be difficult to change without changing the nature of your role. It can still be useful to identify these risk factors and think about how they might change with changes in your roles and responsibilities.
- Other risk factors may be directly affected by the amount and type of CE learning you choose to undertake. When choosing your CE activities, think about what activities could help you reduce the risk of your practice in these areas.

Note that this tool is meant to aid with reflecting on practice risks and does not attempt to be a comprehensive or definitive assessment of practice risks. Registrants are encouraged to adapt this tool as necessary to better fit their particular circumstances. For example, the questions may not include all risk factors for your specific area(s) of practice; where appropriate, you can include any other factors affecting your likelihood or consequence of failure.

In addition, the assessment uses a simple average across the scores for each risk factor in the questionnaire. If you feel that some risk factors are more important than others, you can consider giving more weight to these factors in assessing your overall rating for likelihood or consequence of failure.

LIKELIHOOD OF FAILURE: Answer as many of the following questions that are relevant to you about factors that may affect the likelihood of failure in your practice, then select the likelihood score based on the average scoring of your responses. Leave the score blank for any questions that are not applicable.

PRACTICE RISK ASSESSMENT TOOL

RISK FACTORS RELATED TO A REGISTRANT'S ROLE					SCORE
1. What is your level of experience?					
(1) Senior	(2)	(3) Intermediate	(4)	(5) Junior	
2. How much of your time is supervised in your role?					
(1) Complete	(2)	(3) Partial	(4)	(5) None	
3. How frequently do you take part in lessons-learned exercises following the completion of a project?					
(1) Frequently	(2)	(3) Occasionally	(4)	(5) Never	
4. How much access to expertise in your area(s) of practice do you have?					
(1) Regular/frequent	(2)	(3) Occasional	(4)	(5) No access	
RISK FACTORS INFLUENCED BY ETHICAL LEARNING					
5. How familiar are you with the Code of Ethics and your obligations under it?					
(1) Very familiar	(2)	(3) Somewhat familiar	(4)	(5) Not at all familiar	
RISK FACTORS INFLUENCED BY TECHNICAL LEARNING					
6. How familiar are you with current codes, standards, and regulations in your technical area(s) of practice?					
(1) Very familiar	(2)	(3) Somewhat familiar	(4)	(5) Not at all familiar	
7. What is your level of knowledge and skills in the technical aspects of your practice?					
(1) High proficiency	(2)	(3) Medium proficiency	(4)	(5) Low proficiency	
RISK FACTORS INFLUENCED BY REGULATORY LEARNING					
8. How familiar are you with the regulations and standards governing you as a Registrant of Engineers and Geoscientists BC (e.g., *Professional Governance Act,* regulations, Bylaws, standards of competence, quality management requirements, and professional practice guidelines)?					
(1) Very familiar	(2)	(3) Somewhat familiar	(4)	(5) Not at all familiar	
RISK FACTORS INFLUENCED BY COMMUNICATIONS AND LEADERSHIP LEARNING					
9. What is the proficiency of your verbal and oral communication skills in relation to the needs of your role?					
(1) High proficiency	(2)	(3) Medium proficiency	(4)	(5) Low proficiency	
				A: Total Likelihood Score (1-45)	
				B: No. of Questions Answered (1-9)	
				Average Likelihood Score (A/B)	
ROUND ANY DECIMAL TO THE NEAREST WHOLE NUMBER AND USE ON TABLE B-1.					

CONSEQUENCE(S) OF FAILURE: Answer as many of the following questions that are relevant to you about the consequence of errors in your practice, then determine the consequence score based on the average scoring of your responses.

					SCORE
1. How many people would be directly affected by a failure in your practice?					
(1) None	(2)	(3) Some	(4)	(5) Many	
2. How serious would the impacts be on those people from a failure in your practice?					
(1) Not serious	(2)	(3) Moderately serious	(4)	(5) Very serious	
3. How serious/how large would the damage to the environment be if there was a failure in your practice?					
1) Not serious/no damage	(2)	(3) Moderately serious/ some damage	(4)	(5) Very serious/ major damage	
4. How serious/how large would the damage to property be if there was a failure in your practice?					
(1) Not serious/no damage	(2)	(3) Moderately serious/ some damage	(4)	(5) Very serious/ major damage	
				C: Total Consequence Score (1-20)	
				D: No. of Questions Answered (1-4)	
				Average Consequence Score (C/D)	
ROUND ANY DECIMAL TO THE NEAREST WHOLE NUMBER AND USE ON TABLE B-1.					

Based on these questions and any other practice-specific risks that you may have identified, **WHAT IS YOUR RISK RATING?**

Table B - 1: Risk Assessment Matrix

LIKELIHOOD OF FAILURE	Highly Likely (5)	Moderate	High	High	Very High	Very High
	Likely (4)	Moderate	Moderate	High	High	Very High
	Possible (3)	Low	Moderate	Moderate	High	High
	Unlikely (2)	Low	Low	Moderate	Moderate	High
	Rare (1)	Low	Low	Low	Moderate	Moderate
		Very Low (1)	Low (2)	Medium (3)	High (4)	Very High (5)
	CONSEQUENCE(S) OF FAILURE					

ADD ANY COMMENTS THAT SUPPORT YOUR RATING: For example, you may want to list additional factors not captured in these questions or explain the reasoning behind your scoring.

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