CONTINUING EDUCATION PLAN TEMPLATE

REGISTRANT INFORMATION			
Name and designation:	Julia Chen P.Eng.	User ID:	100066
Job Title:	Mechanical Engineer - HVAC Design		
Current Area(s) of Practice:	Mechanical - Building Systems, HVAC		
Do you anticipate any change to your Industry or Area of Practice in the next 3 years? If so, please explain.	Yes, I want to transition to a green/sustainability-focus engineering role within the next 2-3 years to work on projects that reduce emissions, improve energy efficiency and integrate renewable technologies in building systems.		
Date this CE Plan was created:	February 21, 2026		
This CE Plan is 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 ongoing 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?	I completed all the planned activities from previous years. In doing so, I learned about energy modeling and lifecycle carbon assessment and now I'm interested in moving my career in this direction.

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	→	→	→	
Technical knowledge	Sustainable energy systems, energy modeling and lifecycle carbon assessment	Enroll in online courses or microcredential (e.g. renewable energy systems, zero-carbon building design)	Complete at least 2 courses or obtain a microcendential certificate.	February 2027
Area 2	→	→	→	
Regulatory and standards awareness	Building codes related to energy performance, LEED, and zero-carbon standards	Enroll in LEED certification	Obtain LEED Green Associate credential	December 2026
Area 3	→	→	→	
Project experience	Develop experience with sustainability certifications and major retrofit projects	Get involved in an internal project, and work with a senior engineer for mentorship throughout the process.	Actively contributing to projects and mentor feedback	June 2027
List at least one Ethical Learning activity or topic you plan to complete this year. *Review Table 7: Descriptions and Examples of Areas of Learning in the Guide to the Continuing Education Program for examples of Ethical Learning topics.*		Read the Engineers and Geoscientists BC Professional Practice Guidelines - Sustainability Complete online course on Equity, Diversity and Inclusion for Engineers and Geoscientists on EGBC's Knowledge Centre		

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 3.1.1 "What Counts as a CE Hour" of the Guide to the Continuing Education Program for more information.			
Name of Reviewer:	Christine Anderson	Date:	02/27/2026
Position/Relationship: (e.g., Manager, Supervisor, Mentor, Peer)	Senior Engineer		

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	Julia Chen	Date:	02/27/2026

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.

SAVING YOUR CONTINUING EDUCATION PLAN

Save your CE Plans to your personal computer or cloud storage for a minimum of 10 years after the end of this Reporting Year. Your CE Plans are not uploaded to the CE Reporting System and are only submitted during an Individual Compliance Audit or Practice Review.

Your CE Plan requirement will be marked as "Complete" in your CE Reporting System upon successfully submitting the CE Plan declaration during Annual Reporting between May 1 to June 30.

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.

CONTINUING EDUCATION PLAN TEMPLATE
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	4
2. How much of your time is supervised in your role?					
(1) Complete	(2)	(3) Partial	(4)	(5) None	2
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	3
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	1
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	3
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	3
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	4
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	4
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	1
				A: Total Likelihood Score (1-45)	25
				B: No. of Questions Answered (1-9)	9
				Average Likelihood Score (A/B)	2.8
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.

CONSEQUENCE(S) OF FAILURE					SCORE
1. How many people would be directly affected by a failure in your practice?					
(1) None	(2)	(3) Some	(4)	(5) Many	3
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
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	1
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	2
				C: Total Consequence Score (1-20)	9
				D: No. of Questions Answered (1-4)	4
				Average Consequence Score (C/D)	2.3
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?

Moderate

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					

SUPPORTING COMMENTS: 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.

Although I'm still early in my career and need more project experience, I work for a large consulting firm with many experienced engineers I can rely on. We have regular technical meetings where we share knowledge and lessons learned. We also have lunch and learn presentations about regulatory updates. I collaborate on a regular basis with other professionals which expands my perspectives.