

# GUIDE TO THE CONTINUING EDUCATION PROGRAM

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**ENGINEERS &  
GEOSCIENTISTS**  
BRITISH COLUMBIA



# 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 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 continuing education program for its Registrants.

This *Guide to the Continuing Education Program* provides the details of the Continuing Education Program (CE Program), as defined in the Bylaws of Engineers and Geoscientists BC. Included are the amount and types of continuing education 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
EIT	Engineer-in-Training
GIT	Geoscientist-in-Training

# DEFINED TERMS

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

TERM	DEFINITION
<b>Act</b>	<i>Professional Governance Act</i> [SBC 2018], Chapter 47.
<b>Engineers and Geoscientists BC</b>	The Association of Professional Engineers and Geoscientists of the Province of British Columbia, also operating as Engineers and Geoscientists BC.
<b>Bylaws</b>	The Bylaws of Engineers and Geoscientists BC made under the <i>Act</i> .
<b>Communications and Leadership Learning</b>	Activities related to advancing a Registrant’s non-technical knowledge and skills, including communications and leadership skills.
<b>Competency</b>	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.
<b>Continuing Education Hour; CE Hour</b>	One hour of a continuing education activity that contributes to a Registrant’s maintenance of Competency in their area(s) of practice.
<b>Continuing Education Plan; CE Plan</b>	A document that each Professional Registrant must complete in each Reporting Year that sets out the information outlined in <a href="#">Section 3.3.1</a> .
<b>Continuing Education Program; CE Program</b>	The program administered by Engineers and Geoscientists BC to assist in maintaining Competency among Registrants and which includes recording continuing education activities and submitting Continuing Education Plans.
<b>Ethical Learning</b>	Activities related to advancing a Registrant’s knowledge of how to act ethically and meet the ethical obligations pursuant to the <i>Act</i> , regulations, Bylaws, and the Code of Ethics.
<b>Professional Registrant</b>	A Registrant who may engage in reserved practice, as defined in the <i>Act</i> and regulations, and is registered in one of the following categories of Registrants: <ul style="list-style-type: none"> <li>(a) professional engineer;</li> <li>(b) professional geoscientist;</li> <li>(c) professional licensee engineering;</li> <li>(d) professional licensee geoscience;</li> <li>(e) life member prior to 1998;</li> <li>(f) honorary life member.</li> </ul>
<b>Registrant</b>	For the purposes of this guide, an individual who is a registered member of Engineers and Geoscientists BC.
<b>Regulatory Learning</b>	Activities related to advancing a Registrant’s knowledge of relevant regulatory requirements, including the <i>Act</i> , regulations, Bylaws, Code of Ethics, codes, standards, policies, and requirements in relevant legislation.



TERM	DEFINITION
<b>Reporting Year</b>	A one-year period starting on July 1 of a calendar year and ending on June 30 of the following calendar year.
<b>Technical Learning</b>	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.
<b>Three-Year Rolling Period</b>	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.
<b>Trainee</b>	An engineer-in-training or geoscientist-in training.

# VERSION HISTORY

VERSION NUMBER	PUBLISHED DATE	DESCRIPTION OF CHANGES
<b>1.0</b>	January 19, 2021	Initial version.

# 1.0 INTRODUCTION

The *Professional Governance Act* (the *Act*) requires that Engineers and Geoscientists British Columbia (Engineers and Geoscientists BC) establish and maintain a mandatory continuing education program for its Registrants.

This guide provides the details of the Continuing Education Program (CE Program), as defined in the Bylaws of Engineers and Geoscientists BC. Included are the amount and types of continuing education 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

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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.

Continuing education 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, continuing education is important for

reinforcing knowledge in key technical, ethical, and regulatory areas that support the protection of the public and the environment.

Continuing education is learning that contributes to the maintenance of Competency in Registrants' practices and helps them fulfill their present or future roles more effectively. Continuing education comes in many forms, from formal courses to informal 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

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Engineers and geoscientists practicing in British Columbia (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 *Professional Governance Act* (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 new 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 continuing education requirements by providing clear instruction, advice, and tools. The CE Program then proactively checks that Registrants understand and are meeting their continuing education 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

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The requirement to adhere to the 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.
- Registrants with a non-practising designation (either “Non-practising” or “Retired”) must complete at least one hour of continuing education in each Three-Year Rolling Period in the categories of Ethical Learning and Regulatory Learning (see [Section 3.2 Areas of Learning](#) for descriptions). All other requirements are optional.
  - 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 important for them to keep up to date with current ethical and regulatory issues affecting the professions in BC.
- For Trainees (EIT, GIT), the CE Program is optional, as 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.

## 2.2 EXEMPTIONS

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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.

Registrants can request an exemption from the CE Program requirements on an annual basis for the following reasons:

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

Exemption requests can be made by filling out the form in [Appendix C: Exemption Request Form](#). Registrants must provide as much detail as possible to outline the duration and reason for a leave. Exemption requests must be submitted by April 30 of the Reporting Year for which an exemption is being requested. Late exemptions, submitted between April 30 and July 31, will still be reviewed but may be subject to a late exemption fee. Exemption requests should be submitted electronically to the email address [cep-exemption@egbc.ca](mailto:cep-exemption@egbc.ca).

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. If granted, Registrants will be notified by staff of how their CE Program requirements will change for the time period requested. If an exemption is not granted, Registrants will be provided with the reason why the exemption was refused and a request for additional information or proof of CE activities, as required.

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

DESIGNATION	REQUIREMENTS			
	TOTAL CE HOURS	ETHICAL LEARNING AND REGULATORY LEARNING	TECHNICAL LEARNING AND COMMUNICATIONS AND LEADERSHIP LEARNING	CE PLAN
<b>P.Eng., P.Geo., P.L.Eng., P.L.Geo.,</b>	<ul style="list-style-type: none"> <li>60 CE Hours per 3-year rolling period</li> </ul>	<ul style="list-style-type: none"> <li>At least one CE Hour in each area (Ethical Learning and Regulatory Learning) per Reporting Year</li> <li>Additional hours at the registrant's discretion towards the 60 CE Hours requirement</li> </ul>	<ul style="list-style-type: none"> <li>The remainder of the 60 required CE Hours per 3-year rolling period</li> </ul>	<ul style="list-style-type: none"> <li>CE Plan must be uploaded per Reporting Year</li> </ul>
<b>Non-practising, Retired, Life Member, Life Limited Licensee</b>	<ul style="list-style-type: none"> <li>2 CE Hours per 3-year rolling period</li> </ul>	<ul style="list-style-type: none"> <li>At least one CE Hour in each area per 3-year rolling period</li> </ul>	<ul style="list-style-type: none"> <li>Optional</li> </ul>	<ul style="list-style-type: none"> <li>Optional</li> </ul>
<b>EIT, GIT</b>	<ul style="list-style-type: none"> <li>Optional</li> </ul>	<ul style="list-style-type: none"> <li>Optional</li> </ul>	<ul style="list-style-type: none"> <li>Optional</li> </ul>	<ul style="list-style-type: none"> <li>Optional</li> </ul>

# 3.0 CONTINUING EDUCATION PROGRAM REQUIREMENTS

To comply with the CE Program, Professional Registrants must meet four fundamental requirements:

1. CE Hours
2. Areas of learning, particularly in the categories Ethical Learning and Regulatory Learning
3. CE Plans
4. Reporting

Figure 1: Summary of Continuing Education Program Requirements summarizes these requirements. Further details are provided in the following sections.



Figure 1: Summary of Continuing Education Program Requirements

## 3.1 CONTINUING EDUCATION HOURS

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**To comply with the CE Program, Professional Registrants must complete 60 CE Hours over a Three-Year Rolling Period or 20 hours per year on average.**

### 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.

Overall, it is the responsibility of Registrants to determine which continuing education 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.

During a compliance audit, Registrants will be expected to justify their selections of continuing education activities to an assessor. See [Section 4.0 Compliance](#) 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 continuing education.

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 3.1.5 Designated Structural Engineers](#) for more information on Struct.Eng. CE requirements.

### 3.1.3 THREE-YEAR ROLLING PERIOD

[Figure 2](#) shows an illustration of the Three-Year Rolling Period and [Table 2](#) provides an example of hours to demonstrate the concept.

The first Three-Year Rolling Period will start on July 1, 2021 and end on June 30, 2024. Continuing education activities must be reported annually by June 30 for the previous Reporting Year (July 1 to June 30).

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.



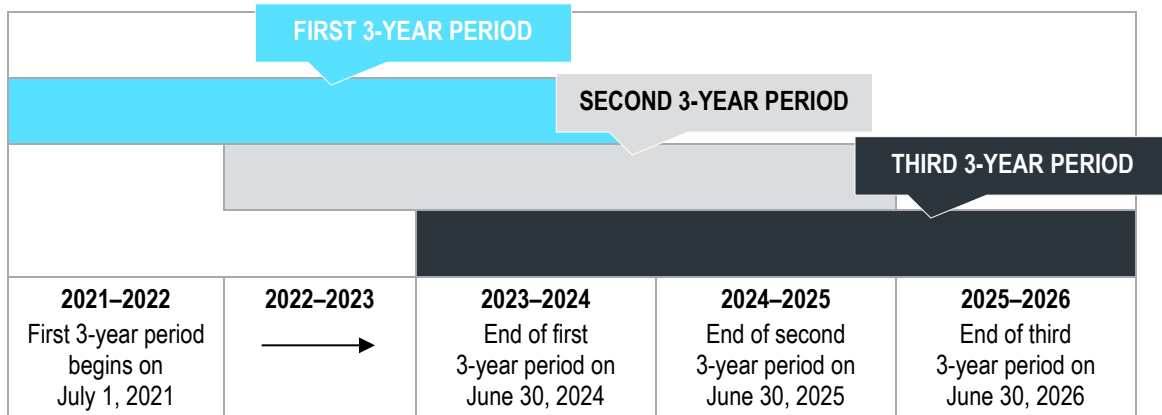


Figure 2: Illustration of a Three-Year Rolling Period

Table 2: Example of a Three-Year Rolling Period

PERIOD	NUMBER OF CE HOURS	NUMBER OF CE HOURS (3-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 = <b>60</b>	Compliant
July 1, 2024 to June 30, 2025	20	35 + 15 + 20 = <b>70</b>	Compliant
July 1, 2025 to June 30, 2026	20	15 + 20 + 20 = <b>55</b>	Not compliant

### 3.1.4 NEW REGISTRANTS

Continuing education requirements for new Registrants vary depending on when they are newly registered. See also [Table 3: Summary of Requirements for New Registrants](#):

- Registrants who are newly registered between July 1 and January 1 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 March 31 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 March 31 and June 30 must complete and submit a CE Plan by the June 30 deadline, but will otherwise be exempt from the CE Program in that Reporting Year.

To ease the transition of new Registrants into the CE Program, those who are newly registered between January and June can still complete CE activities during this period, and can log and count those activities toward the three-year running total, starting in the next Reporting Year. This way, Registrants who are newly registered in January have the first six months of their licensure as additional periods in which to obtain the 60 CE Hours needed to fulfill the three-year rolling requirements.

For example, if a Registrant is newly registered on February 1, the CE program requirements for the current Reporting Year will consist of two CE Hours: one CE Hour in Ethical Learning and one CE Hour in Regulatory Learning, which can be earned by completing the mandatory Regulatory Learning module.

The Registrant must also complete a CE Plan between the date of registration and the end of the current Reporting Year on June 30. See [Table 4: Example of a Three-year Rolling Period for a New Registrant as of February 1](#) for an illustration of this scenario.

*Table 3: Summary of Requirements for New Registrants*

DATE OF NEW REGISTRATION	REQUIREMENTS FOR THE CURRENT REPORTING YEAR (JULY 1 – JUNE 30)	START OF THREE-YEAR ROLLING PERIOD
July 1 to December 31	<ul style="list-style-type: none"> <li>• Completion of Ethical and Regulatory Learning</li> <li>• Completion and submission of CE Plan</li> </ul>	July 1, current Reporting Year
January 1 to March 31	<ul style="list-style-type: none"> <li>• Completion of Ethical and Regulatory Learning</li> <li>• Completion and submission of CE Plan</li> </ul>	July 1, next Reporting Year
March 31 to June 30	<ul style="list-style-type: none"> <li>• Completion and submission of CE Plan</li> </ul>	July 1, next Reporting Year

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

MILESTONE	PERIOD	ANNUAL CE REQUIREMENT	CE HOURS EARNED (EXAMPLE)	COMPLIANT WITH CE HOUR REQUIREMENTS?
Reporting Year 1 (starting on registration date)	February 1, 2022 to June 30, 2022	<ul style="list-style-type: none"> <li>• Complete required Ethical and Regulatory Learning</li> <li>• Complete CE Plan</li> </ul>	2	<ul style="list-style-type: none"> <li>• Reporting Year: Yes</li> <li>• Three-Year: Not Required</li> </ul>
Reporting Year 2	July 1, 2023 to June 30, 2024	<ul style="list-style-type: none"> <li>• Complete required Ethical and Regulatory Learning</li> <li>• Complete CE Plan</li> </ul>	15	<ul style="list-style-type: none"> <li>• Reporting Year: Yes</li> <li>• Three-Year: Not Required</li> </ul>
Reporting Year 3	July 1, 2024 to June 30, 2025	<ul style="list-style-type: none"> <li>• Complete required Ethical and Regulatory Learning</li> <li>• Complete CE Plan</li> </ul>	20	<ul style="list-style-type: none"> <li>• Reporting Year: Yes</li> <li>• Three-Year: Not Required</li> </ul>
Reporting Year 4	July 1, 2025 to June 30, 2026	<ul style="list-style-type: none"> <li>• Complete required Ethical and Regulatory Learning</li> <li>• Complete CE Plan</li> </ul>	25	<ul style="list-style-type: none"> <li>• Reporting Year: Yes</li> <li>• Three-Year: Yes (15 + 20 + 25 = 60)</li> </ul>

### 3.1.5 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 5: Summary of Requirements for Designated Structural Engineers](#). Complete information on the Struct.Eng. designation is available on the Engineers and Geoscientists BC website at [egbc.ca/Become-a-Member/How-to-Apply/Specialist-Designation-and-National-Registers/Designated-Structural-Engineer](http://egbc.ca/Become-a-Member/How-to-Apply/Specialist-Designation-and-National-Registers/Designated-Structural-Engineer).

Table 5: Summary of Requirements for Designated Structural Engineers

DESIGNATION	REQUIREMENT			
	TOTAL CE HOURS	ETHICAL LEARNING AND REGULATORY LEARNING	TECHNICAL LEARNING AND COMMUNICATIONS AND LEADERSHIP LEARNING	CE PLAN
Struct.Eng. (voluntary designation)	<ul style="list-style-type: none"> <li>120 CE Hours per 3-year rolling period</li> </ul>	<ul style="list-style-type: none"> <li>At least one CE Hour in each area (Ethical Learning and Regulatory Learning) per Reporting Year</li> </ul>	<ul style="list-style-type: none"> <li>At least 60 CE Hours in Technical Learning directly related to their structural area of practice per 3-year rolling period</li> </ul>	<ul style="list-style-type: none"> <li>CE Plan must be uploaded per Reporting Year</li> </ul>

## 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 at least one CE Hour that qualifies as Regulatory Learning per 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 3: Definitions of Areas of Learning](#) defines these areas of learning and [Table 6: Examples of Areas of Learning](#) provides example topics and learning opportunities for each of the four 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.

<b>ETHICAL LEARNING</b>	Activities related to advancing a Registrant’s knowledge of how to act ethically and meet the ethical obligations pursuant to the <i>Act</i> , regulations, Bylaws, and the Code of Ethics
<b>REGULATORY LEARNING</b>	Activities related to advancing a Registrant’s knowledge of relevant regulatory requirements, including the <i>Act</i> , regulations, Bylaws, Code of Ethics, codes, standards, policies, and requirements in relevant legislation.
<b>TECHNICAL LEARNING</b>	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.
<b>COMMUNICATIONS AND LEADERSHIP LEARNING</b>	Activities related to advancing a Registrant’s non-technical knowledge and skills, including communications and leadership skills.

*Figure 3: Definitions of Areas of Learning*

### 3.2.1 ANNUAL REGULATORY LEARNING MODULES

Professional Registrants are required to take at least one CE Hour of Regulatory Learning per 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, annual Regulatory Learning module 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 Regulatory Learning module will be available on the first day of each Reporting Year, and Registrants will be able to view the module online. After viewing the module, the viewing session will be recorded in the Registrant’s online reporting system, and it will be noted that the Registrant has met the annual Regulatory Learning requirement.

As Regulatory Learning is crucial for Registrants to understand their professional obligations, Registrants are encouraged to take more than the minimum one CE

Hour in this category each year. Suggestions for additional Regulatory Learning activities are in [Table 6: Examples of Areas of Learning](#).

Table 6: Examples of Areas of Learning

AREAS OF LEARNING	EXAMPLES OF TOPICS	EXAMPLES OF LEARNING OPPORTUNITIES
Ethical Learning	<ul style="list-style-type: none"> <li>• Engineers and Geoscientists BC Code of Ethics</li> <li>• Conflict of interest</li> <li>• Whistleblower obligations, rights, and protections</li> <li>• Managing professional liability</li> <li>• Reconciliation with Indigenous peoples</li> <li>• Equity, diversity, and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing published disciplinary actions</li> <li>• Reviewing engineering and geoscience failures</li> <li>• Seminars on ethical practice</li> <li>• Seminars on Indigenous engagement and reconciliation</li> <li>• Reviewing the Engineers and Geoscientists BC <i>Guide to the Code of Ethics</i> and relevant resources available in the Engineers and Geoscientists BC “Ethics, Law, and Conduct” web pages</li> <li>• Reviewing the “Ethical Practice” module from the Engineers and Geoscientists BC online seminar “Professional Engineering and Geoscience Practice in BC”</li> <li>• Reviewing Engineers and Geoscientists BC articles on ethics and conduct</li> </ul>
Regulatory Learning	<ul style="list-style-type: none"> <li>• Regulations, codes, Bylaws, and standards</li> <li>• Meeting professional obligations under the <i>Act</i></li> <li>• Engineers and Geoscientists BC quality management requirements</li> <li>• Engineers and Geoscientists BC Regulation of Firms programs</li> <li>• International quality management standards, such as ISO 9001</li> </ul>	<ul style="list-style-type: none"> <li>• Engineers and Geoscientists BC annual Regulatory Learning modules</li> <li>• Quality management seminars and webinars</li> <li>• Seminars and webinars on updates to regulations</li> <li>• Reading and/or writing articles in technical or regulatory publications regarding changes in regulations, codes, standards, and guidelines</li> <li>• Taking the courses to become an ISO 9001 certified auditor</li> </ul>
Technical Learning	<ul style="list-style-type: none"> <li>• Technical regulations, codes, and standards</li> <li>• Technical risk management and safety</li> <li>• Engineers and Geoscientists BC professional practice guidelines specific to area(s) of practice</li> <li>• Sustainability and climate change</li> <li>• New or emerging technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Technical workshops, seminars, or online courses</li> <li>• Formal technical education (e.g., certification programs)</li> <li>• Technical sales seminars, product demonstrations</li> <li>• Reading technical journals</li> <li>• Volunteering with technical or professional organizations/associations</li> <li>• Volunteering on an Engineers and Geoscientists BC practice-related committee</li> <li>• 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)</li> </ul>

AREAS OF LEARNING	EXAMPLES OF TOPICS	EXAMPLES OF LEARNING OPPORTUNITIES
Communications and Leadership Learning	<ul style="list-style-type: none"> <li>• Project management</li> <li>• Oral and written communication skills</li> <li>• Leadership</li> <li>• Financial management</li> <li>• Client management</li> <li>• Time management</li> <li>• Budgeting</li> <li>• Consulting/business skills</li> <li>• Team management</li> <li>• Conflict resolution</li> <li>• Stakeholder consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Formal business and leadership training programs, including MBA or certification programs</li> <li>• Short seminars, webinars, and presentations teaching business, communications, and leadership skills</li> <li>• Presenting on business, communications, and leadership topics</li> <li>• Formal mentoring to assist in career development</li> </ul>

### 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 7: Examples and Definitions of Avenues of Learning](#).

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).

The examples above 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 7: Examples and Definitions of Avenues of Learning

AVENUES OF LEARNING	DEFINITIONS	EXAMPLES
Formal	<ul style="list-style-type: none"> <li>Longer activities, often for academic credit and/or including an evaluation process, such as a professional development seminar, course or workshop</li> </ul>	<ul style="list-style-type: none"> <li>Courses offered by universities, technical institutes, colleges, suppliers, employers, and technical societies</li> <li>Short courses, technical sessions, seminars, and workshops provided by associations, technical societies, and industry or educational institutions</li> </ul>
Informal	<ul style="list-style-type: none"> <li>Shorter activities that do not involve any evaluation, but nevertheless expand the Registrant's knowledge, skills, and judgment</li> </ul>	<ul style="list-style-type: none"> <li>Self-directed study (e.g., private reading, including current technical, managerial, and business journals)</li> <li>Attendance at conferences and industry trade shows</li> <li>Seminars, technical presentations, facilitated technical field trips, and workshops</li> <li>Attendance at meetings of technical, professional or managerial associations or societies</li> <li>Structured discussion of technical or professional issues with one's peers</li> </ul>
Participation	<ul style="list-style-type: none"> <li>Activities that promote peer interaction and provide exposure to new ideas and technologies that both enhance the profession and serve the public interest</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring and tutoring</li> <li>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)</li> <li>Service on standing or ad-hoc committees of a technical or professional nature, or managerial associations and societies</li> </ul>
Presentations	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Presentations at conferences, meetings, courses, workshops, or seminars</li> <li>Presentations within companies or at events sponsored by technical or professional organizations</li> </ul>
Contributions to Knowledge	<ul style="list-style-type: none"> <li>Activities that expand or develop the technical knowledge base in the disciplines of engineering or geoscience</li> </ul>	<ul style="list-style-type: none"> <li>Development of published codes and standards</li> <li>Patents</li> <li>Publication of papers in peer-reviewed technical journals</li> <li>A thesis at the Masters or Ph.D. level, on a one-time basis, upon successful defense and approval</li> <li>Publication of a book</li> <li>Publication of articles in non-reviewed journals or an internal company report</li> <li>Reviewing articles for publication</li> <li>Editing papers for publication</li> </ul>

## 3.3 CONTINUING EDUCATION PLANS

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**All Professional Registrants must complete and submit a Continuing Education Plan (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 formal 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 continuing education.

### 3.3.1 REQUIREMENTS OF A CE PLAN

Professional Registrants must complete a CE Plan at least once every Reporting Year, and submit it to the online reporting system by the June 30 deadline. It is recommended to upload the most current CE Plan by the June 30 deadline; however, Registrants may upload a new or revised version throughout the year if they update their CE Plan.

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 continuing education.

### 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 a practice to the public and/or the environment. To help assess practice risks and understand the links to continuing education goals and activities, Registrants should 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 A](#), as an attachment to the CE Plan template.

The 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 continuing education 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 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 7: Examples and Definitions of Avenues of Learning](#)). When identifying suitable continuing education 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 REPORTING

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### 3.4.1 WHEN AND HOW TO REPORT ACTIVITIES

**All Registrants must report their continuing education activities and CE Hours and submit their CE Plan each Reporting Year using the online reporting system.**

The deadline for annual reporting of continuing education activities and the submission of CE Plans is June 30 at 11:59 p.m. (Pacific time). The online reporting system is available on the Engineers and Geoscientists BC website under *Practice Resources* > *Continuing Education Program*. Accessing

the system will require logging in using your Engineers and Geoscientists BC System ID and password.

Registrants should update their record of continuing education 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 continuing education activity; and,
- minimizing the possibility of not meeting the submission deadline of June 30.

Registrants who do not submit the required documentation by the June 30 deadline, and those who do not meet the program requirements, will face being charged late fees and having other penalties applied, including having their registration cancelled. (See [Section 4.0 Compliance.](#))

### 3.4.2 WHAT TO REPORT

The following information is required for each continuing education activity:

- Date (or date range) of activity
- Title of activity
- Provider of activity (if applicable); some pre-formatted options are available, including Employer and Self-study, while other providers entered by each Registrant will be retained for re-use

- Area(s) of learning into which the activity falls
- CE Hours for each activity

Registrants will also be able to provide optional information about each continuing education activity, including the following:

- Description or summary of the activity
- Learning outcomes from the activity
- 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 non-compliance.

[Table 8](#) shows an example of the entry format and required information used in the online reporting system’s continuing education activity log. Optional information will also be available to insert if desired.

*Table 8: Example of an Activity Log*

DATE	ACTIVITY	PROVIDER	AREA OF LEARNING				CE HOUR
			Ethical	Regulatory	Technical	Communications and Leadership	
Jan 3, 2022	Quality management requirements webinar	Engineers and Geoscientists BC		X			1

### 3.4.3 WHAT DOCUMENTATION TO KEEP

Supporting documentation for continuing education 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 for a minimum of five 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. This could come in a variety of forms, depending on the Avenue of Learning employed.

Table 9: Examples of Documentation

AVENUE OF LEARNING	DOCUMENTATION EXAMPLES
Formal	<ul style="list-style-type: none"> <li>• Receipts for courses, seminars, workshops, or webinars</li> <li>• Registration confirmations</li> <li>• Certificates of completion</li> <li>• Exam results</li> <li>• Course materials and notes</li> </ul>
Informal	<ul style="list-style-type: none"> <li>• Receipts for courses, seminars, workshops, or webinars</li> <li>• Conference materials, including notes, receipts, and planners</li> <li>• Confirmations of attendance at lunch and learns or seminars</li> <li>• Notes from a structured discussion with a colleague</li> <li>• Journal subscriptions and notes from self-study</li> </ul>
Participation	<ul style="list-style-type: none"> <li>• Confirmation of mentoring program participation</li> <li>• Agendas, minutes, or notes from committee meetings</li> </ul>
Presentations	<ul style="list-style-type: none"> <li>• Invitations and confirmations of a presentation opportunity</li> <li>• Presentation materials, including slide decks and speaker notes</li> </ul>
Contributions to Knowledge	<ul style="list-style-type: none"> <li>• Correspondence showing contributions to the development of codes, standards, and regulations</li> <li>• Patent applications and confirmations</li> <li>• Masters thesis or PhD thesis</li> <li>• Published books, journal articles, or papers</li> </ul>

# 4.0 COMPLIANCE

The 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
3. Practice reviews

## 4.1 ANNUAL REPORTING AND COMPLETION CHECKING

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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 annual CE Program and mandatory information reporting requirements;
- checking if they have met their annual CE Hour and CE Plan requirements, as entered into the online reporting system, and
- confirming that they have met their applicable three-year CE Hour requirements.

Non-practising Registrants (either “Non-practising” or “Retired”) do not have to fulfill CE Plan requirements, but they must still report eligible Ethical Learning and Regulatory Learning activities completed within the last three years in the online reporting system.

All Registrants, including non-practising Registrants, must complete their reporting in each Reporting Year, even if they have not met all of 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 completing the annual declarations, missing annual requirements (e.g., not completing Ethical or Regulatory Learning or not submitting 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 eventually meet their CE Program reporting and/or completion requirements during the late period or while being suspended will be charged a late reporting fee and/or a late completion fee, according to the current fee schedule available on the Engineers and Geoscientists BC website.

## 4.2 COMPLIANCE AUDIT PROGRAM

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

Compliance audits will be initiated using a random selection process based on risk, 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 continuing education program.

When selected for an audit, the Registrant will be required to complete the compliance audit questionnaire and submit the records of their continuing education 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 – Individual Registrants*.

## 4.3 PRACTICE REVIEWS

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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 a conducting a targeted review of the identified issues, a practice review will 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 – Individual Registrants*.

## 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 will be 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 CE Program. Employers can set standards that empower Registrants to undertake appropriate and adequate continuing education 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 continuing education
- Time off, paid and/or unpaid, to attend learning activities
- Financial support available for learning activities
- 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 requirements of the annual CE Plan submission, 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*.

# 6.0 APPENDICES

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# APPENDIX A: CONTINUING EDUCATION PROGRAM ANNUAL COMPLIANCE CHECKLIST



## CONTINUING EDUCATION PROGRAM ANNUAL COMPLIANCE CHECKLIST

REQUIREMENT	COMPLETED?	
<ul style="list-style-type: none"> <li>• Have you completed at least one CE Hour of Ethical Learning activities in this Reporting Year?</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• Have you completed the Regulatory Learning module for this Reporting Year?</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• Have you met your three-year CE Hour requirements by completing 60 CE Hours of activities over the last Three-Year Rolling Period?  <ul style="list-style-type: none"> <li>– Note: This may not be applicable for newly registered Registrants.</li> </ul> </li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• Have you recorded all of your continuing education activities for the past Reporting Year in the online reporting system?</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• Have you completed a CE Plan during this Reporting Year?</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• Have you completed a risk-assessment and signed the confirmation on your CE Plan?</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• If possible, have you had your CE Plan checked by a peer or manager?</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• Have you successfully uploaded your CE Plan to the online reporting system?</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>• Have you successfully completed the annual continuing education reporting process in the online reporting system? (Note: Successful completion will be confirmed by a confirmation screen and confirmation email)</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No



# APPENDIX B: CONTINUING EDUCATION PLAN TEMPLATE



# CONTINUING EDUCATION PLAN TEMPLATE

REGISTRANT INFORMATION			
<b>Name and Designation:</b>		<b>User ID:</b>	
<b>Job Title:</b>			
<b>Industry of Practice:</b>			
<b>Area(s) of Practice:</b>			

REVIEW OF PREVIOUS YEAR'S LEARNING	
<b>Did you complete your learning goals for the previous year? Why or why not?</b>	

PRACTICE RISK ASSESSMENT		
<b>By which method have you assessed your practice risks?</b>	<input type="checkbox"/> Engineers and Geoscientists BC Practice Risk Assessment Tool (attached)	<input type="checkbox"/> Other risk assessment
<b>If you have used another risk assessment, please briefly describe the method and outcomes.</b>		
<b>Declaration:</b> I have assessed the risks of my practice and will use continuing education opportunities to learn about and reduce those risks where necessary.		
<b>Signature:</b>		

REVIEW OF LEARNING NEEDS			DEVELOPMENT PLAN		
	In what area of my practice do I need to improve my performance, skills, or knowledge?	What do I need to learn to achieve or maintain Competency in this area?	What activities do I need to obtain this learning?	How will I evaluate a successful outcome?	What is my deadline for meeting this outcome?
<b>Area 1</b>					
<b>Area 2</b>					
<b>Area 3</b>					

## CONTINUING EDUCATION PLAN TEMPLATE

<b>Based on the above development plan, please list at least three activities you plan to complete in the upcoming Three-Year Rolling Period.</b>	Activity 1:
	Activity 2:
	Activity 3:
	Activity 4:
<b>Please list at least one Ethical Learning activity you plan to undertake this year.</b>	

REVIEWER INFORMATION (IF APPLICABLE):	
<b>Name:</b>	
<b>Position/Relationship:</b> (e.g. Manager, Supervisor, Mentor, Peer)	

DECLARATION			
I hereby declare that the information presented above is true to the best of my knowledge and that I have not withheld any information that may have a bearing upon the consideration of this application.			
<b>Signature:</b>		<b>Date:</b>	



# APPENDIX TO THE CONTINUING EDUCATION PLAN TEMPLATE

## PRACTICE RISK ASSESSMENT TOOL

The risk of your practice is defined here as a function of the likelihood of failure and the consequence of failure.

Using the risk assessment matrix and questions below, rate the risk of your practice for both likelihood and consequence. 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.

*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	Moderate	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						

**LIKELIHOOD OF FAILURE:** Answer the following questions about factors that may affect the likelihood of failure in your practice, then select the likelihood based on the average scoring of your responses.

RISK FACTORS RELATED TO A REGISTRANT'S ROLE					
1. What is your level of experience?					
(1) Senior	(2)	(3) Intermediate	(4)	(5) Junior	
2. How much supervision do you receive 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?					
(0) Not applicable	(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., <i>Professional Governance Act</i> , 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	
<p>To calculate your risk rating for likelihood, add up your scores and divide by the number of questions answered; round any decimal to the nearest whole number.</p>					

**CONSEQUENCE(S) OF FAILURE:** Answer the following questions about factors that may affect the consequence of errors in your practice, then select the probability based on the average scoring of your responses.

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
<p>To calculate your risk rating for probability, add up your scores and divide by the number of questions answered; round any decimal to the nearest whole number.</p>				

**USE THE RISK MATRIX IN [Table B - 1](#) ABOVE:** Based on these questions and any other practice-specific risks that you may have identified, what is your risk rating?



**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.



# APPENDIX C: CONTINUING EDUCATION PROGRAM EXEMPTION REQUEST FORM



# CONTINUING EDUCATION PROGRAM

## EXEMPTION REQUEST FORM

REGISTRANT INFORMATION			
<b>Name and Designation:</b>		<b>User ID:</b>	
<b>Job Title:</b>			
<b>Industry of Practice:</b>			
<b>Area(s) of Practice:</b>			

EXEMPTION INFORMATION			
<b>Reason for Exemption:</b>	<input type="checkbox"/> Parental Leave	<input type="checkbox"/> Medical Leave	
	<input type="checkbox"/> Compassionate Care Leave	<input type="checkbox"/> Other	
<b>Please provide additional relevant details to support your exemption request:</b>			
<b>Length of Leave: (Estimated if not known)</b>			
<b>Start Date of Leave:</b>		<b>End Date of Leave:</b>	
<b>Note:</b> If granted, exemptions will apply to one full Reporting Year (July-June) and must be reapplied for annually.			

DECLARATION			
I hereby declare that the information presented above is true to the best of my knowledge and that I have not withheld any information that may have a bearing upon the consideration of this application.			
<b>Signature:</b>		<b>Date:</b>	

Once complete, please submit the exemption request form to [cep-exemption@egbc.ca](mailto:cep-exemption@egbc.ca)

Note: Additional documentation supporting your exemption request can be included as an attachment to this form.

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