CONTINUING EDUCATION PLAN TEMPLATE

REGISTRANT INFORMATION			
Name and Designation:	Jamie Engineer, P.Eng.	**User ID:**	101000
Job Title:	Intermediate Engineer		
Industry of Practice:	Consulting Engineer - Civil		
Current Area(s) of Practice:	Civil – Municipal/Urban/Town Planning, Water/Sanitary		
Do you anticipate any change to your Industry or Area of Practice in the next 3 years? If so, please explain.	No, I intend to stay in my current area of practice		
Reporting year that this CE Plan is being prepared for: (e.g., 2021-2022, or 2022-2023)	2022-2023		

Note: The CE Plan should be 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.

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?	No, I did not meet all of the planned activities from my previous CE Plan due to a change in my job responsibilities. I have adjusted my CE Plan for this year to reflect my new role and the learning goals associated with that role.

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.	n/a	
☒	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 Overview 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 $\longrightarrow$	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
Project management and time management	I need to improve my time management and communication skills to ensure I keep my clients notified of upcoming deadlines	A course or webinar on time management and sending effective emails	Completing the course or webinar and if there is an improvement in my post-project evaluations	June 30, 2023
Area 2 $\longrightarrow$	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
Management of subordinates and delegation	I need to be more organized about delegating work to junior engineers and technologists to ensure they have enough information to complete the work with proper supervision	Mentoring with senior staff on improving my delegation skills	Finding a mentor and having quarterly (or more frequent) meetings	Engaging a mentor by Dec 2022 and holding quarterly meetings by June 2023
Area 3 $\longrightarrow$	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$	$\longrightarrow$
Water modeling	I would like to take an introductory course on water modeling, so I have a better understanding of the process. This will allow me to better interpret the results of water modeling work being completed on my projects	An introductory course or seminar on water modeling, preferably half day to full day	Completing the course	June 30, 2023

List at least one Ethical Learning activity or topic you plan to complete this year. *Review Table 6: Examples of Areas of Learning in the Guide to the Continuing Education Program for examples of ethical learning topics.*	1) Corporate ethics training 2) Reading disciplinary decisions from Engineers and Geoscientists BC

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 for more information.			
Name of Reviewer:	Alex Manager, P.Eng.	**Date:**	September 18, 2022
Position/Relationship: (e.g., Manager, Supervisor, Mentor, Peer)	Direct supervisor / group manager		

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:	Jamie Engineer	**Date:**	September 22, 2022

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 Overview webpage.

APPENDIX TO THE CONTINUING EDUCATION PLAN TEMPLATE
PRACTICE RISK ASSESSMENT TOOL

Using the risk assessment matrix and questions below, 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.

RISK FACTORS RELATED TO A REGISTRANT'S ROLE					SCORE
1. What is your level of experience?					
(1) Senior	(2)	(3) Intermediate	(4)	(5) Junior	3
2. How much of your time is supervised in your role?					
(1) Complete	(2)	(3) Partial	(4)	(5) None	3
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

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	2

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	2
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	2

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	2

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)					20
B: No. of Questions Answered (1-9)					9
Average Likelihood Score (A/B)					2.2
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
10. How many people would be directly affected by a failure in your practice?					
(1) None	(2)	(3) Some	(4)	(5) Many	4
11. 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
12. 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	2
13. 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	3
C: Total Consequence Score (1-20)					12
D: No. of Questions Answered (1-4)					4
Average Consequence Score (C/D)					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	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					

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.

The moderate rating seems to apply well to the type of work that I do; the possible consequences are high from a failure of my work (e.g. watermain burst, construction impacts on homes and pedestrians) but I have lots of access to expertise for checking of work and reviews, so I just need to follow the procedures to ensure those checks are done. I could reduce the risk even more with more lessons learned reviews, additional supervision, and continuing to improve my technical skills.