

CONTINUING EDUCATION PROGRAM GUIDE

Examples of CE Activities

MARCH 3, 2023



ENGINEERS &
GEOSCIENTISTS
BRITISH COLUMBIA

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

See the [CE Requirements](#) webpage for a list of the requirements for the current reporting year.

AREAS OF 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 Ethical Learning and the Regulatory Learning Module 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.

The next slide defines these areas of learning.

DEFINITIONS OF AREAS OF LEARNING

ETHICAL LEARNING	Activities related to advancing a Registrant's knowledge of how to act ethically and meet the ethical obligations pursuant to the <i>Act</i> , regulations, Bylaws, and the Code of Ethics
REGULATORY LEARNING	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.
TECHNICAL LEARNING	Activities related to advancing a Registrant's technical and professional knowledge and skills within their area(s) of practice, including any anticipated future changes to the area(s) of practice.
COMMUNICATIONS AND LEADERSHIP LEARNING	Activities related to advancing a Registrant's non-technical knowledge and skills, including communications and leadership skills.



CATEGORIZING ACTIVITIES INTO THE AREAS OF LEARNING

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, [examples of CE activities are included on the next slide.](#)

EXAMPLES OF AREAS OF LEARNING

AREAS OF LEARNING	EXAMPLES OF TOPICS	EXAMPLES OF LEARNING OPPORTUNITIES
Technical Learning	<ul style="list-style-type: none"> • Technical regulations, codes, and standards • Technical risk management and safety • Engineers and Geoscientists BC professional practice guidelines specific to area(s) of practice • Sustainability and climate change • New or emerging technologies 	<ul style="list-style-type: none"> • Technical workshops, seminars, or online courses • Technical education (e.g., certification programs) • Technical sales seminars, product demonstrations • Reading technical journals • Volunteering with technical or professional organizations/associations • Volunteering on an Engineers and Geoscientists BC practice-related committee • Attending professional development offerings at conferences delivered by technical societies/associations relevant to area(s) of practice (e.g., IEEE, ASHRAE, Association of Mineral Exploration of BC, Canadian Geotechnical Society, Society of Fire Protection Engineers)
Communications and Leadership Learning	<ul style="list-style-type: none"> • Project management • Oral and written communication skills • Leadership • Financial management • Client management • Time management • Budgeting • Consulting/business skills • Team management • Conflict resolution • Stakeholder consultation 	<ul style="list-style-type: none"> • Business and leadership training programs, including MBA or certification programs • Short seminars, webinars, and presentations teaching business, communications, and leadership skills • Presenting on business, communications, and leadership topics • Mentoring to assist in career development

EXAMPLES OF AREAS OF LEARNING

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



CHOOSING CE ACTIVITIES IN ALL 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.