

Provincial Instructor Diploma Program

Participant Handbook

Offered by the
School of Instructor Education



A Program of the Ministry of Advanced Education, Skills & Training

Updated November 17, 2020

Welcome to the Provincial Instructor Diploma Program

The BC Provincial Instructor Diploma Program (PIDP) provides both new and experienced instructors with the knowledge, skills and attitudes needed to instruct adults. Course activities and assignments are intended to provide the skills needed to be an effective, competent instructor.

VCC manages the BC Provincial Instructor Diploma Program on behalf of the Ministry of Advanced Education, Skills & Training. The PIDP is recognized by public and private colleges and institutes.

Upon completion of the program, students will be able to:

1. Design, deliver and evaluate adult learning and teaching on a continuum of instructional approaches.
2. Create positive and engaging learning environments that promote respect for the diversity of learners.
3. Communicate effectively and work collaboratively in the workplace and in the community.
4. Act in an ethical and professional manner when working in an adult education setting.
5. Integrate critical reflection strategies to stay current in education and bring about change in one's own practice.

Admission Requirements

- English 11 or Communications 12 with a C-, or equivalent
- Evidence of subject matter expertise (diploma, bachelor's degree, trades certification, substantial workplace experience) or departmental approval

Contact Information

School of Instructor Education, Room 2561 Building A
Vancouver Community College
1155 East Broadway
Vancouver, BC V5T 4V5

Tel: 604-871-7000, ext. 7488 or 7499

Email: sie@vcc.ca

Website: <http://www.vcc.ca/sie>

Courses

CORE COURSES (23 credits)

Course #	Course Name	Credit
PIDP 3100	Foundations of Adult Education	3
PIDP 3210	Curriculum Development	3
PIDP 3220	Delivery of Instruction	2
PIDP 3230	Evaluation of Learning	3
PIDP 3240	Media Enhanced Learning	3
PIDP 3250	Instructional Strategies	3
PIDP 3260	Professional Practice	3
PIDP 3270	Capstone Project	3

ELECTIVES (7 credits)

Course #	Course Name	Credit
PIDP 3300	Teaching Adults with the Brain in Mind	2
PIDP 3310	Intercultural Competence	1
PIDP 3320	Facilitating Learning Online Fundamentals	2
PIDP 3330	Facilitating Learning Online Design	2
PIDP 3340	Collaborative Learning in the College Classroom	2
TRAI 3001	Industry Training Authority Fundamentals	1
TRAI 3002	Trades Specific Facilitating Learning	2
TRAI 3003	Assessment and Evaluation of Vocational Training	2
TRAI 3004	Trades Specific Student Engagement Techniques	2
EDUC 4150	Online/eLearning: Principles and Processes	3
EDUC 4151	Design and Develop Interactive eLearning	3
EDUC 4152	Delivery of eLearning	3

Program Total 30

Visit our website for more information and course schedules vcc.ca/sie

Frequently Asked Questions

Why should I take this program?

The PIDP is appropriate from those with no teaching experience to those with substantial teaching experience but little training in instructional skills. Students should have:

- a willingness to participate in a wide variety of instructional strategies, both face-to-face and online
- basic computer skills
- the ability to work independently and with others

What are the admission requirements?

Completed Application Form and the following requirements to support your application:

- English 11 or Communications 12 with a C-, or equivalent
- Evidence of subject matter expertise (diploma, bachelor's degree, trades certification, substantial workplace experience) or departmental approval

Can I take the program even if I am not presently working as an instructor?

Yes. Individuals not currently employed as instructors may take all the courses in the program. In order to complete the Capstone Project, however, you must complete the practical teaching component.

Can I take the courses in any order?

Yes*, you can take the PIDP courses in any order.

* That being said, based on student feedback we recommend that:

- a) You take PIDP 3210: Curriculum Development prior to PIDP 3230: Evaluation of Learning.
- b) If you are a current instructor consider taking PIDP 3240, 3250 or 3260 first.
- c) If you are new to instruction consider taking PIDP 3100: Foundations of Adult Instruction first.

How much homework is involved?

Approximately 30-45 hours of homework are required in each course (including reading, homework and course assignments).

How long is the program?

30 credits. Completion time will vary depending on individual circumstances. The program is designed for working professionals. It is designed to allow for flexibility, and may be completed at an accelerated pace. The minimum completion time is ten months. The program must be completed within 5 years.

What kinds of activities take place during the courses?

A wide variety of instructional strategies is used in the program. Instructional strategies may include interactive lecture, presentations, assignments, guest speakers, discussions, group work, field trips, and case studies. Courses may be offered in online, face-to-face, and blended formats.

Where are courses offered?

The BC Provincial Instructor Diploma is managed by Vancouver Community College and offered at locations throughout British Columbia, Alberta and online. Courses are generally offered at local community colleges. For times and locations of the courses nearest you, please refer to our website <http://www.vcc.ca/sie>.

If your institution or agency has 18 or more people who are interested in the program, you may consider in-house training. Courses can be tailored for your organization and presented on-site to meet your specific training needs. Please phone (604) 871-7000 ext. 7488 or 7499 for more information.

How do I register for a course?

Full payment must accompany course registrations which are processed on a first-come first-served basis, so it's best to register early.

Applications are good for one year from the date of acceptance into the program. A \$35 reactivation fee will be incurred for dormant accounts of 12 months (time between courses). There is a 1 year period from your registration date to complete the PIDP 3270: Capstone Project.

The maximum time frame to complete all the credits is 5 years. Failure to do so will result in re-taking the program at full tuition.

Can my course be cancelled?

Vancouver Community College reserves the right to cancel courses if registration is insufficient. If you enrol in a course that is cancelled, you will receive a full refund of your tuition. Alternatively, you can request that the tuition be held and applied to another course.

Can I change courses?

If you are registered in a course, you may transfer to another course, 3 BUSINESS DAYS BEFORE START DATE subject to ADMINISTRATIVE CHARGES to be paid before a transfer can be applied.

Can I audit a course?

Yes, students not requiring formal evaluation may request to audit a course and receive an "R" grade. An "R" may not be applied towards the BC Provincial Instructor Diploma. The audit fee is the same as the current tuition fee.

Can I receive a refund?

Refund requests for a course must be made 3 BUSINESS DAYS (72 hrs) prior to the start date. Official withdrawals are effective as of the date they are received in writing, by our office. As student's signatures are required you must complete the form and email it to our office. Please note all refunds are subject to an administration fee.

Refund requests submitted after the 72-hour deadline may be considered for appeal under special circumstances, such as court subpoena or family bereavement, upon provision of relevant supporting documents. Applicants must submit a completed Refund Appeal Form to our office. A decision will be rendered in writing within 30 days, and all decisions are final.

To view the full VCC Refund Policy and Procedures see Policy No. D.3.4 in the Policies section on <http://www.vcc.ca>

What is Train the Trainer Short Certificate?

Participants who are unable to complete the Capstone Project may apply for the VCC Train the Trainer Certificate upon completion PIDP 3210, PIDP 3220 and PIDP 3230. Applicants must have completed at least two of these three PIDP courses (i.e., only one course exemption can be included in those three courses).

What is the grading system?

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

The transcript shows a letter grade for each course. The grade point equivalent for a course is obtained from the letter grades as follows:

Grade	Percentage	Description	Grade Point Equivalency
A+	98-100		4.33
A	94-97		4.00
A-	90-93		3.67
B+	85-89		3.33
B	80-84		3.00
B-	75-79		2.67
C+	70-74		2.33
C	65-69		2.00
C-	60-64		1.67
D	50-59		1.00
F	0-49		0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdraw	N/A
Course Standings			
R		Audit. No Credit.	N/A
EX		Exempt. Credit granted.	N/A
TC		Transfer credit.	N/A

Where can I find Vancouver Community College Policies?

As a student of a program delivered by Vancouver Community College, you are subject to the Policies of the College (e.g., Standards of Student Conduct Policy). These policies can be found on the Vancouver Community College website <http://www.vcc.ca/>

Can I receive a credit for any courses?

A credit for a course in the BC Provincial Instructor Diploma Program can be achieved in two ways. If you have previous formal education in one of the courses, you can apply for a Transfer Credit. If you do not have formal education or training in the content of a particular course, but do have extensive experience and already possess the knowledge and skills, you can apply for Prior Learning Assessment & Recognition (PLAR).

Participants can receive exemptions for a maximum of 50% of the required credits. Each equivalent credit course must be taken within 10 years of the transfer date. There is no PLAR for the PIDP 3220: Delivery of Instruction; however, the Instructional Skills Workshop (ISW) is accepted as a transfer credit. There is no transfer credit or PLAR for the PIDP 3270: Capstone Project.

Transfer Credit Process:

1. Read the Program Guide and identify courses for which you will be requesting exemption. Fill out the Application for Exemption Form.
2. Collect copies of all relevant transcripts, course descriptions and length, evaluation procedures and additional, related information. Provide as much information as possible to support your claim of similar course content. A transcript by itself is not sufficient.
3. Include a letter that clearly outlines the requested exemptions. Transcripts and course descriptions that are not accompanied by a specific course equivalency request will be delayed in processing.
4. Include payment of \$50 assessment fee per request.
5. The office will inform you on the status of your request.

Prior Learning Assessment & Recognition (PLAR) Process:

1. Read the Program Guide and identify courses for which you will be requesting PLAR. Fill out the Application for PLAR Form.
2. Submit the following to the School of Instructor Education Department Head:
 - Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.
 - An essay in which the applicant describes the development of his/her thinking related to the themes, issues, and concepts of the course.
3. A successful interview with the SIE Department Head or one of the full-time SIE faculty members. It is recommended that students contact the School of Instructor Education Department Head for further details.

Note:

The fee for Prior Learning Assessment is half the tuition in that particular course at that time. The submission of materials and information that you supply will be graded. If your submission is not accepted, you will still be charged for the process and be asked to complete the course.

What transfer agreements do you have?

The BC Provincial Instructor Diploma Program articulates with a number of degree, diploma and certificate programs at various educational institutions. Please check the [BC Council on Admissions and Transfer](#) website for additional information.

Degree Programs: The following university accepts PIDP graduates into their programs, provided they meet the master's admission requirements.

- Simon Fraser University (MEd)

Further information is available directly from the accepting institutions.

What is Principled Learning and Teaching?

1. Classrooms are microcosms of the complex and diverse society that we live in. As instructors, we must learn to tolerate views and personalities that differ from our own. More importantly, we must learn to build and maintain an environment of trust and cooperation which enable all participants to feel at ease with each other.
 - a. We must model the behaviour that we expect from our learners. Typically, positive and ethical behaviour in the PID program indicates a person's capacity to demonstrate those values and attitudes as an instructor. During the program, we expect learners and teachers to adhere to the following principles.
 - b. Do no harm to others. We must ensure that our words and actions contribute positively to the experience of others. To damage others is to undermine the very purpose of education.
2. Respect the views and values of others. Although this seems obvious, each member of the class must be given an opportunity to speak and express their ideas. Sometimes, this results in the airing of opinions that are not popular or shared by others. A climate of learning and a respect for intellectual freedom, however, require that we listen, weigh evidence and question one another in a spirit of enquiry.
3. Principled learning and teaching means setting high standards for oneself and striving to meet them. Learning is not about "just getting by" or getting assignments done. It involves commitment to grow, to enlarge one's understanding of the profession and one's role as a professional teacher. Such growth is difficult to quantify with a grade or a transcript.
4. Principled learning means setting limits on the validity of one's experience. Each of us has garnered a lifetime of memories and knowledge through our work both in and out of the classroom. Our experience is just that – our personal encounter with life and learning, not the final word on how it should be done. It is important to share what you believe to be true and correct. Teaching and learning, however, can rarely be reduced to a simple set of rules or unshakeable maxims. Dogmatic insistence on the correctness of one's views is of little benefit in the classroom.
5. Principled learning and teaching means being willing to contribute and, even sacrifice, a bit of ourselves for others. You will be called to contribute energy and time to group work and in-class assignments during the program. As teachers, you will be asked to give many hours of your valuable time.
6. Learning in the principled classroom means becoming aware of the moral and ethical character of our work. Participants in the program must avoid plagiarism and cheating. They also hold fast to the ideal of fairness in dealing with others.
7. The content and activities of the program have been designed with the needs of adult instructors in mind. Should some of the curriculum not bear direct relevance to your instructional setting, please consider the needs of others. Future instructional environments may call on some of the skills that appear less applicable today.
8. As instructors, we are expected to demonstrate fairness and sensitivity in our interaction with others. Kindness and consideration are, after all, two of the hallmarks of a good instructor. As part of the program, you are expected to show respect and consideration for other participants. Off-colour comments, sexual and racial stereotyping, etc., are unacceptable in the classroom. Other examples of behaviour that are not commensurate with the professional deportment of an instructor include: monopolizing class time and discussion, harsh, public criticism of others during class, unwillingness to compromise and cooperate with colleagues, rudeness towards instructors and program personnel, and insistence on the correctness of one's views.