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Provincial Instructor Diploma Program

Program Content Guide

EFFECTIVE DATE

January 2023

PURPOSE

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.

ADMISSION REQUIREMENTS

- [English language proficiency](#) at an English 11 level
- Evidence of subject matter expertise as demonstrated by a diploma, bachelor's degree, trades certification, substantial workplace experience, or departmental approval

PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.

PLAR is available for all courses in the program, except:

- PIDP 3270 Capstone Project

Applying for PLAR:

- Identify courses for which you will be requesting PLAR.
- Submit the following to the department:
- 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 their thinking related to the themes, issues, and concepts of the course.
- A successful interview with the department.

Students may apply for a maximum of 12 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

To request PLAR, please contact the department directly.

See the D.3.5 Prior Learning Assessment and Recognition [Policy](#) and [Procedures](#) for more information.

PROGRAM DURATION & MAXIMUM TIME FOR COMPLETION

30 credits (450 hours)

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.

PROGRAM LEARNING OUTCOMES

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.

INSTRUCTIONAL STRATEGIES, DESIGN AND DELIVERY MODE

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.

EVALUATION OF STUDENT LEARNING

The PIDP consists of eight core courses (23 credits) and electives (7 credits) to total 30 credits.

Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course. Students must achieve a minimum grade of 'C' in each course with letter grades, or S in each course with successful/unsuccessful grades to be awarded the PIDP.

To achieve the Provincial Instructor Diploma, students must successfully complete 23 credits from eight core courses and seven (7) credits from elective courses for a total of 30 credits.

To achieve the Train the Trainer Short Certificate, students must successfully complete PIDP 3210 Curriculum Development, PIDP 3220 Delivery of Instruction, and PIDP 3230 Evaluation of Learning.

RECOMMENDED CHARACTERISTICS OF STUDENTS

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

COURSES

Code	Title	Credits
Core Courses (23 credits)		
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

Code	Title	Credits
Electives (7 credits)		7
Total Credits		30

Code	Title	Credits
Electives (7 credits)		
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
PIDP 3350	Supporting Multilingual Learners	2
PIDP 3351	Feedback Strategies	2
EDUC 4250	Foundations of Online Teaching and Learning	3
EDUC 4251	Developing and Designing Online Learning	3
EDUC 4252	Facilitation of Online Learning	3
TRAI 3001	Industry Training Authority Fundamentals	1
TRAI 3002	Trades Specific Facilitating Learning	2
TRAI 3003	Trades Specific Assessment and Evaluation	2
TRAI 3004	Trades Specific Student Engagement Techniques	2

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

TRANSCRIPT OF ACHIEVEMENT

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of each course. The transcript typically shows a letter grade or S/U (successful/unsuccessful) for each course. The grade point equivalent for a course is obtained from letter grades as follows:

GRADING STANDARD

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	61 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		Withdrawal	N/A

Grade	Percentage	Description	Grade Point Equivalency
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

GRADE POINT AVERAGE (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Notes:

- Program contents and descriptions, offerings and schedules are subject to change without notice.
- Students are required to follow all College policies including ones that govern their educational experience at VCC. Policies are available on the VCC website at: <https://www.vcc.ca/about/governance--policies/policies/>.

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