

Program Review: One-Year Follow-Up

Report Plumbing & Piping Trades

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Date Submitted	5/4/2026
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A. Overview

The 2025/26 academic year has been busy for the plumbing division. The division ran a full complement of Foundations and Apprenticeship programming at the Comox Valley campus. This included one Plumbing Foundation program, two Level 1, four Level 2, one Level 3 and one Level 4 Plumbing Apprenticeship courses. During this time, several action items have seen meaningful progress.

B. Impacts on Program Structures

The program structure has remained largely consistent over the past academic year. While several initiatives and discussions have taken place following the program review, these have primarily supported existing delivery models rather than resulting in structural changes. The current framework continues to align with provincial requirements and established scheduling practices, allowing the program to operate as intended.

C. Impacts on Teaching and Learning Practices

Through the program review process, different teaching and learning practices were discussed and uncovered, which provided new insights to faculty. Each instructor has considered where and how different approaches to teaching and learning could be leveraged in their current and future courses. This is an ongoing discussion between faculty members as they experiment with different techniques. Deployment of different learning practices by faculty are informed by individual readings, communication between departments, PD opportunities, accessing the TeachAnywhere website and discussions with CTLI.

D. Impacts on the Student Experience

Each action item completed results in a better student experience for our Plumbing students. The action items completed are part of a large spectrum that all benefit the learner directly through improved pedagogical approaches or indirectly by implementing efficiencies that permit instructors to focus their finite time in a manner that supports the students experience while here at NIC.

E. Impacts on Approaches to Indigenization

Through the program review process, indigenization was discussed and unpacked in regard to the college mission and local community. Several of the faculty members in the Plumbing department planned specific indigenous related professional development activities in their yearly plan. These included third-party courses, books, and exploring the Teaching and Learning website. In addition, some faculty members participated in the campus-wide, NIC-sponsored professional development day at the beginning of May 2026.

All plumbing faculty members completed the 4–8 hour *201 Indigenous Awareness Certification* course delivered by Indigenous Awareness Canada. This information-rich online training provided essential foundational knowledge, historical context, and perspectives to faculty, and was assigned as a mandatory requirement within the School of Trades and Technology over the 2025/26 school year.

Each faculty member has come away from these learning experiences with new perspectives and ideas for classroom application. Steps to indigenize the class, course and program are done so thoughtfully by each faculty member based on their level of comfort. The different initiatives practiced by faculty have included sharing circles at the beginning of class, being sensitive to indigenous cultural norms, and demonstrating respectful discourse.

In addition, Healthy Trades initiatives have provided opportunities for students and faculty to voluntarily participate in indigenous centered activities.

F. Completed Action Items

#	Desired Outcome	Completed Actions	Challenges, Successes, and Impacts
	<i>What did you want to achieve?</i>	<i>What actions have been taken to achieve the desired outcome?</i>	<i>What challenges have you encountered, what successes have the change brought, and/or what impacts have the changes had on the student’s learning experience?</i>
1	Tour other trades shops at NIC, including the shops in Campbell River and Port Alberni.	<p>-Faculty have met with welding program faculty to review welding shop and discuss specifics of plumbing program component</p> <p>-Collaboration has also occurred with CTLI in the development of several electrical student resources for plumbing students. Through trial, and adjustment, it is hoped this can be made an ongoing resource for student use</p>	<p><i>Facilitating cross-trade collaboration has required coordination between departments with differing program structures, schedules, and priorities. Aligning discussions and ensuring that insights from one trade can be meaningfully adapted to another has presented some challenges, particularly as faculty balance these efforts alongside regular instructional responsibilities. Additionally, the development of shared resources through trial and adjustment requires ongoing refinement to ensure relevance and usability for students.</i></p> <p><i>Despite these challenges, valuable progress has been made through engagement with welding faculty and collaboration with CTLI in the development of student learning resources. These interactions have supported the sharing of practices and perspectives across trades, contributing to a more integrated approach to program development. The iterative process of testing and refining resources has also helped establish a foundation for materials that can be sustained and expanded over time.</i></p>
2	Connect with other Plumbing and Piping programs at other institutions and schedule a visit to tour their shops. This will provide the opportunity to forge new connections and see how other programs are approaching teaching and learning.	<p>-Faculty have made connections with other institutions in their trade</p> <p>-Faculty have committed PD time to travel to, and visit other institutions, thereby strengthening connections and gaining insight into approaches to the plumbing & piping programming</p>	<p><i>Faculty engagement with other institutions has strengthened professional networks and supported the exchange of ideas related to teaching and learning practices. Site visits and discussions have provided valuable insight into how other programs approach curriculum delivery, shop organization, and student engagement. These experiences have contributed to a broader understanding of practices across the sector and have informed ongoing program development.</i></p> <p><i>These efforts positively impact the student learning experience by supporting continuous improvement informed by external perspectives. Incorporating relevant insights from other institutions helps ensure that program delivery remains current and responsive, while also reinforcing consistency with broader training standards. Over time, this contributes to a more refined and effective learning environment for students.</i></p>
3	Instructors should be encouraged to participate in annual articulation meetings where they have an opportunity to network with other instructors	<p>-Faculty continue to make efforts to ensure a representative from NIC is present at articulation meetings annually.</p>	<p><i>These efforts contribute to the student learning experience by helping ensure that program delivery remains aligned with current standards and emerging practices. Faculty engagement in articulation processes supports consistency across institutions and helps integrate relevant updates into the curriculum, ultimately benefiting students through more current, coordinated, and informed training.</i></p>

	<i>and be a part of the evolution of trades education</i>		
4	Conduct more fieldtrips to see in-community projects. This will provide students with an opportunity to experience what live projects look like and observe Indigenous ways of learning and being.	<p>-Faculty continue to promote and establish connections with community members for work experience where the latest foundations cohort saw 14 of 16 students secure employment opportunities.</p> <p>-Faculty have researched opportunities for field trips at various facilities, and are weighing the logistic challenges and overall course workload in determining next steps.</p> <p>-Trades Coordinator continues to provide opportunities for indigenous approaches by offering “Walk with me” sessions through NIC “Healthy trades”</p>	<p><i>These efforts contribute to the student learning experience by enhancing exposure to real-world applications and diverse ways of learning and being. Opportunities to connect classroom learning with live projects and community contexts help deepen understanding, while also supporting student engagement and awareness of workplace and cultural considerations. While still developing, these initiatives represent a meaningful step toward integrating experiential and culturally responsive learning within the program.</i></p>
5	The dean and associate dean should have a visible presence at the Trades Training Centre in Comox Valley, engaging with students and faculty. This would allow for deeper relationships to be formed between administration and instructors and for the dean and associate dean to have a current understanding of student experiences and needs.	<p>-Coordinator & Associated Dean have planned and scheduled increased presence at all campuses to improve support and communication with all faculty members. This has been facilitated while simultaneously supporting the administrative structures while the Dean is on leave.</p>	<p><i>The increased presence of the Coordinator and Associate Dean has supported improved communication and visibility across the trades areas. Regular interaction with faculty has helped strengthen working relationships and provided more immediate opportunities to address questions, concerns, and operational needs. These efforts have also contributed to a more informed understanding of program delivery and day-to-day experiences within the Trades Training Centre.</i></p>
6	The dean’s office should consider more instructor recognition, acknowledging the good work they are doing.	<p>-NIC continues to offer annual employee recognition event</p> <p>-CTLI newsletter continues to be sent out to trades faculty, which has components of instructor showcasing</p> <p>-Plumbing faculty members are highly recognized department-wide, including administration, for their passionate commitment to student success</p>	<p><i>Enhancing instructor recognition across the institution presents challenges in ensuring that efforts are consistent, visible, and meaningful across all departments. Recognition initiatives can sometimes vary in impact depending on how they are communicated and experienced by faculty, and maintaining awareness of contributions within a large and diverse institution requires ongoing attention.</i></p> <p><i>Despite these challenges, existing initiatives such as annual employee recognition events and ongoing communication through CTLI newsletters have provided opportunities to highlight faculty contributions and showcase instructional practices within the trades. Informal and department-level recognition has also played an important role, with faculty efforts being acknowledged for their commitment to student success and program delivery.</i></p>

7	Ensure that there will be student housing available for trades students. This will be appealing to out-of-region students who need to find short-term accommodation	<p>-NIC student residence is now complete, and available for use</p> <p>-Discussions are ongoing regarding the application of this valuable resource to support students who are out-of-region, including international cohorts.</p> <p>-Department is committing key individuals to connecting with marketing in further broadcasting NIC's ability to provide trades training for out of regions students</p>	<p>The completion of the NIC student residence represents a significant step forward in supporting student access. Ongoing discussions and collaboration with relevant departments are helping to explore how this resource can be effectively utilized for trades students, while efforts to connect with marketing are increasing awareness of available supports for those coming from outside the region.</p> <p>These developments positively impact the student learning experience by reducing potential barriers to participation, particularly for students who may otherwise face challenges securing short-term accommodation. Improved access to housing supports student stability and readiness to engage in training, contributing to a more accessible and inclusive learning environment for a broader range of students.</p>
8	Consider adding a third instructor to the department so more offerings can be achieved each year.	<p>-Due to additional funding announcements by STBC, additional cohorts of plumbing are planned for the next school year</p> <p>-This increase in cohorts ensures viability of a third plumbing & piping faculty member</p> <p>-Position has been posted, hiring process is ongoing</p>	<p>Expanding instructional capacity through the addition of a third instructor involves several challenges, including aligning hiring timelines with program demand, navigating recruitment processes, and ensuring that new staffing levels can be sustained over time. Coordinating increased cohort offerings alongside staffing transitions also requires careful planning to maintain consistency in program delivery.</p> <p>Despite these challenges, recent funding announcements from SkilledTradesBC have created opportunities to expand program capacity, with additional cohorts planned for the upcoming academic year. This growth supports the viability of adding a third plumbing and piping faculty member, and the active hiring process reflects a proactive approach to meeting increased demand.</p>
9	Incorporate more time in the shop for all levels, but especially Foundations. Examine how theoretical content can be better paired with practical lessons in the shop so the shop isn't sitting empty for large blocks of time.	<p>-Faculty continue to investigate opportunities for additional student shop time, within the confines of the STBC program outline</p> <p>-There are continued discussions within the plumbing and piping articulation group in proposing future alterations and timing to the program</p>	<p>These efforts contribute to the student learning experience by supporting a more integrated approach to learning, where theoretical concepts are more closely paired with hands-on application. Enhancing opportunities for practical engagement helps reinforce skill development, improve student confidence, and ensure more effective use of shop resources, contributing to a more dynamic and applied learning environment.</p>
10	There is room for instructors to expand their pedagogical approaches in the	<p>-Faculty continue to investigate, and apply opportunities for new pedagogical methods of delivery. This is a continual process in all programs</p>	<p>Expanding pedagogical approaches within the theoretical components of the program presents challenges related to time, consistency, and alignment with existing curriculum requirements. Exploring and implementing new methods requires faculty to balance innovation with established delivery practices, while ensuring that changes remain aligned with required outcomes and program expectations.</p>

	<p>delivery of the theoretical components of the program. Integrating more advanced and robust methods would lead to a more optimized learning experience for students.</p> <p>Explore new ways to engage students in the learning process while moving towards the required outcomes.</p> <p>Consider innovative delivery formats and teaching strategies.</p>	<p>-CTLI was invited into some plumbing classes to provide an active learning session for students.</p> <p>-CTLI has assisted in creating a Brightspace question bank for student practice in preparation for standard level exams</p>	<p><i>These efforts contribute to the student learning experience by promoting more interactive and varied approaches to theoretical instruction. Increased access to practice resources and active learning opportunities supports student engagement, reinforces understanding of key concepts, and helps students better prepare for standard-level assessments. Over time, this contributes to a more balanced and responsive learning environment.</i></p>
11	<p>Explore digital assessment practices using Brightspace, especially for the SLE's and ongoing course quizzes.</p> <p>Enhance resources and content on Brightspace so it can be integrated into content delivery more effectively.</p> <p>When evaluating and refining the shop rubrics, ensure that changes are introduced that lead to more efficient grading processes.</p>	<p>-CTLI has assisted in creating a Brightspace question bank for student practice in preparation for standard level exams</p> <p>-Faculty collaborated with CTLI to have all assessments brought out of ExamView software platform, into Brightspace environment</p> <p>-Faculty are exploring different opportunities for video recorded lectures, and other resources, hosted in Brightspace</p>	<p><i>Despite these challenges, meaningful progress has been made in consolidating assessment practices within Brightspace. The development of a question bank to support student preparation for standard-level exams has enhanced available learning supports, while the migration of assessments into Brightspace has contributed to a more streamlined and integrated approach. Faculty collaboration with CTLI has also supported the exploration of additional instructional resources, including recorded lectures and digital content.</i></p> <p><i>These efforts contribute to the student learning experience by improving access to practice materials, increasing consistency in assessment delivery, and supporting more efficient feedback and grading processes. A more integrated digital environment allows students to engage with course content, assessments, and resources in a centralized platform, contributing to a more organized and accessible learning experience.</i></p>