

ACTION PLAN: PLUMBING AND PIPING Programs

***Legend:** Summary of priorities of faculty-informed self-study and cross-referenced with draft action plan:

1. enhance the student learning experience with greater breadth and depth of instructional skills, particularly in assessment and evaluation
2. further engage in professional development through internal CTLI workshops and courses, department PD, Indigenous learning, department plans etc.
3. build stronger relationships and more frequent engagement with industry for work-integrated learning, demos and talks, program advisory committee and job fair enhancements
4. develop more relationships within North Island College and externally with other post-secondary institutions
5. expand the impact of work experiences by considering ideas such as requiring work experience of all Foundations students

Desired Outcome	Actions	Lead Person(s)	Dates	Resources	Results	External Review Report Recommendations ✓ Depicts Alignment				Priorities Presented in Faculty Informed Self-Study *See Legend
What do you want to achieve?	What actions will be taken to achieve desired outcome?	Who will be responsible for leading this action?	Month/year	Required Resources	How will you know that you have achieved your desired outcome?	Enhance industry connections	Instructional enhancements	Student supports	Making more connections	Alignment of action plan priorities with self-study priorities.
Theme 1: Enhancing Relationships and Connections Recommendation #1 Explore Experiences Outside the NIC Shops										
Tour other trades shops at NIC, including the shops in Campbell River and Port Alberni.	Continue to tour of other training space. Collaborate with colleagues to refine common core curricula requirements – for example welding. Collaborate with colleagues to build out inter-trade curricula resources.	Faculty, Coordinator and Associate Dean	2026 and ongoing	Professional development time and travel budget.	Update to date reference of all training spaces; coordination of shared resources and training aids where applicable. Specific to Welding, which is a module within Plumber, by visiting the training space and meeting with the welding instructors, there is an opportunity to review required core competencies while collaborating on applied welding tasks and assignment as customized to meet plumber	✓	✓	✓	✓	Aligned with priority #1, #2, #3, #4.

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					<i>training requirements.</i> <i>In collaboration with CLTI Teaching and Learning Consultant refine electrical plumbing course modules and learning resources while ensuring consistency and continuity with the electrical trade.</i>					
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.	<i>Gain insight on instructional strategies, training aid deployment, approaches to enhance and innovate.</i>	<i>Faculty</i>	<i>2026 and ongoing</i>	<i>Professional development time and travel budget.</i>	<i>Update to date reference of all training spaces; coordination of shared resources and training aids and strategies where applicable.</i>	✓	✓	✓	✓	<i>Aligned with priority #1, #2, #3, #4, \$5.</i>
Instructors should be encouraged to participate in annual articulation meetings where they have an opportunity to network with other instructors	<i>Engage virtually with articulation meeting and when possible, in person, while rotating opportunities for all faculty.</i>	<i>Faculty, Associate Dean and Dean</i>	<i>2026 and ongoing</i>	<i>Time, sub coverage and budget. When possible align meeting dates with Work Experience for Foundation programming.</i>	<i>Insights regarding provincial developments, potential for collaboration</i>	✓	✓	✓	✓	<i>Aligned with priority #2, #3, #4.</i>

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and be a part of the evolution of trades education.										
Theme 1: Enhancing Relationships and Connections Recommendation #2: Engage with Local Communities More										
Desired Outcome	Actions	Lead Person(s)	Dates	Resources	Results	External Review Report Recommendations ✓ Depicts Alignment				Priorities Presented in Faculty Informed Self-Study *See Legend
What do you want to achieve?	What actions will be taken to achieve desired outcome?	Who will be responsible for leading this action?	Month /year	Required Resources	How will you know that you have achieved your desired outcome?	Enhance industry connections				Instructional enhancements
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.	Provide students will real world view of technical applications in collaboration with industry and Nations.	Faculty, Coordinator, Associate Dean, and Elders Gain accessing to NIC capital projects – further discussion needed to review and formalize this option. For ongoing access to NIC facilities, the team will work directly with the Facilities Manager.	Ongoing	Expand access to PAC table industry-based projects. Find the means to gain access to NIC based capital builds during construction phase which is critical and invaluable. Formalize continuous access to new builds once occupancy status is confirmed. Research facility access options for example - VIHA CV hospital and the Comox Valley Aquatic Centre which	Increased opportunities for field trips, in region and industry-based site	✓	✓	✓	✓	Aligned with priority #1, #2, #3, #4, #5.

		Coordinate communications with VIHA and CV Aquatic Centre.		are ideal sites for apprenticeship tours given the close proximity to the trades training facility.						
Theme 1: Enhancing Relationships and Connections										
Recommendation #3: Engage with Local Communities More										
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><i>Plumbing faculty did not inform this recommendation and have connected with the internal member of the review committee who noted there was a misunderstanding.</i></p> <p><i>Faculty are seeking confirmation of enhanced educational policy as the trades and technical program considerations are complex and differ in general to academic programs.</i></p> <p><i>Faculty have ongoing concerns of waitlist model and request a means by which the Faculty can monitor students demand. Section and thus workload schedules are continuously monitored to meet STBC contract obligations while honoring the importance of strategic and integrated enrolment management practices.</i></p> <p><i>Faculty look forward to future priorities which they can advance in collaboration with CLTI Teaching and Learning</i></p>	Faculty, Coordinator, Associate Dean and Dean, Registrar, CTLI liaison, and Student Affairs.	Ongoing	<p><i>The Faculty is supported through a strengthened admin model and as of Winter 2025 faculty have access to a full time Coordinator, and an experience Associate Dean, and Administrative Support who on a weekly basis works out of the CV campus and are available as needed. In addition, the faculty have the additional expertise of dedicated CLTI Teaching and Learning Consultant.</i></p> <p><i>Request for the updated policy (3-06) which faculty have provided input on over the last two years and are needing policy to accounts for trades and technical program and students.</i></p> <p><i>Ongoing Access to the Registrar and opportunities to review waitlists and related</i></p>	<p><i>A vibrant admins support model as Coordinator, AD and also Admin Support work out of the CV campus weekly as deployed during 2024-2025.</i></p> <p><i>Approved and implemented policy which supports trades and technical programs, student, faculty, and learning community.</i></p> <p><i>Refined waitlist process.</i></p> <p><i>As grading out of TT courses is quite complex given the combined NIC and STBC requirements, in collaboration with CLTI Teaching and Learning Consultant.– formalize a standardized grading reporting spreadsheet.</i></p> <p><i>Expertise and support provided by the CLTI Teaching and Learning Consultant will continue to result in efficiencies while ultimately having a positive impact of faculty workload.</i></p>	✓	✓	✓	✓	Aligned with priority #1, #2, #3, #4.

	<i>Consultant.</i>			<i>monitoring processes.</i>						
The dean's office should consider more instructor recognition, acknowledging the good work they are doing.	<p><i>Plumbing faculty did not inform this recommendation and have connected with the internal member of the review committee who noted there was a misunderstanding.</i></p> <p><i>Faculty generally feel recognized and valued for their instructional leadership and expertise and value the admin has demonstrated holding trust and faith in their instructional abilities.</i></p>	<i>Faculty, Coordinator, CLTI Teaching and Learning Consultant, Associate Dean and Dean</i>	<i>Ongoing</i>	<p><i>Ensure faculty are aware of Annual Employee Recognition event.</i></p> <p><i>Faculty have noted that the faculty newsletter and faculty and staff profiles are a great addition as prepared by CTLI Teaching and Learning Consultant.</i></p>	<i>Celebrate faculty successes throughout the year and integrate faculty led knowledge sharing during such gatherings as the Annual August Meeting while promoting inter-trades program information sharing.</i>	✓	✓	✓	✓	<i>Aligned with priority #1, #2, #3, #4.</i>
Theme 2: Enhancing and growing the Plumbing and Piping Program Recommendation #1: Consider how to Expand the Plumbing Program Further										
Explore how more out-of-region students could be recruited to the program. Plumbing and Piping is only offered at NIC and the South Island, so there is an opportunity there to capture more of the mid-island audience.	<p><i>Continue to monitor waitlist to ensure that NIC can meet existing level of demand prior to expanding recruitment.</i></p> <p><i>Continue to advocate for training funds as there is an opportunity to always add additional program should there be the resources to support.</i></p>	<i>Faculty, Coordinator, Associate Dean and Dean</i>	<i>Ongoing</i>	<i>Financial resources, instructional expertise, consideration of afternoon/evening instructional schedule given space considerations.</i>	<i>Potential for expanded programming.</i>	✓	✓	✓	✓	<i>Aligned with priority #1, #2, #3, #4.</i>
Ensure that there will be student housing available for trades students. This will be appealing to out-of-region students who	<i>Faculty have articulated the need and opportunity to serve trades and technical students who pursue programming off-cycle. Conversations during project concepts phase includes consideration to</i>	<i>Dean, Associate Dean and Coordinator, with Faculty who have direct insight of student needs</i>	<i>Ongoing</i>	<i>Ongoing access to planning and management tables.</i>	<i>Housing model which supports the off-cycle scheduling needs of Trades and Technical students.</i>	✓	✓	✓	✓	<i>Aligned with priority #1, #2, #3, #4.</i>

need to find short-term accommodation.	<i>room blocks to support apprentice as housing has been a limiting factor for trades and technical students. Priority at this time has been outlined as full time on cycle tenants and further review will be requested.</i>									
Consider adding a third instructor to the department so more offerings can be achieved each year.	<i>Demand for plumber training is consistent and warrants consideration of another instructor.</i>	<i>Dean, Associate Dean and Coordinator, with Faculty</i>	<i>Ongoing</i>	<i>Financial resources, instructional expertise, consideration of afternoon/evening instructional schedule given space considerations.</i>	<i>Potential for expanded programming.</i>	✓	✓	✓	✓	<i>Aligned with priority #1, #2, #3, #4.</i>
Theme 2: Enhancing and growing the Plumbing and Piping Program										
Recommendation #2: Increase Shop Time for all Levels										
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.	<i>Faculty do not concur with this observation as the applied training directly aligns with theoretical studies and the weighting of theory and applied training is in alignment with program DACUMS. However, faculty did articulate that they are exploring innovative opportunities to build-out additional training aids and on-site interactive training tools.</i> <i>This priority aligns with apprentices who are lacking direct industry experience and technical hours. Apprentices who can benefit from fulsome WBT under a sponsor. WBT is an essential component to the apprenticeship training</i>	<i>Faculty and Coordinator, STBC</i>	<i>Ongoing</i>	<i>Development time, training aid budgets.</i> <i>Continue discussions with STBC regarding the gap in WBT experience and hours while aiding to inform the needs as heard from sponsors who value direct support and insights into their role as on the job trainers which are an integral component to the pan-Canadian apprenticeship training model and learning ecosystem.</i>	<i>Potential for integrating innovative training aids to demonstrate applied applications.</i> <i>Increased regional and provincial engagement and understanding of WBT requirements amongst sponsors and apprentices.</i>	✓	✓	✓	✓	<i>Aligned with priority #1, #2, #3, #4.</i>

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