

WIL PREPARATORY CURRICULUM: PROGRAM BASELINES

ACE-WIL BC/ YUKON: APPRENTICESHIP PROGRAM BASELINE 2020

| | College Example A | College Example B |
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| Primary Purpose | <ul style="list-style-type: none"> • Serve the highest number of Aboriginal learners in the province (student population almost equally Aboriginal and non-Aboriginal). • Make the WIL curriculum and processes welcoming and relevant. • Strive to be culturally inclusive, provide the programs and services that students, communities, and industries want and need. | <ul style="list-style-type: none"> • Support student success in education and life experiences. • Make WIL accessible to students. |
| Primary Stakeholder(s) | <ul style="list-style-type: none"> • WIL students. • Aboriginal students. • Partner with clients to offer customized, contract training and schedule tuition free programs through government funding. | <ul style="list-style-type: none"> • Vocational students: office administration, trades, and health programs. |
| Institutional Context | <ul style="list-style-type: none"> • Decentralized WIL; No collective preparation for WIL. • Every student individually participating. • Discipline-specific course/program instructor has academic freedom around WIL preparatory curriculum. • Discipline-specific courses/programs embed the WIL preparatory curriculum. | <ul style="list-style-type: none"> • Discipline-specific course/program instructor has academic freedom around WIL preparatory curriculum. • Centralized WIL department supports student preparation (content is modified from co-op) under leadership of discipline-specific course/program instructor. WIL department does not place WIL students and students are considered separate from co-op with specific needs. |
| WIL Preparation Program/ Course | <ul style="list-style-type: none"> • Workforce training and career training programs. • Applied skills training programs embed WIL student preparation curriculum in course (alongside workplace employment under qualified supervisor). • Introduction to trades and workforce training. • Community-based training opportunities focused on aboriginal students. • Established by ITA (Industry Training Authority). • Industry and safety certifications, professional development upgrading, general interest courses. • Open enrollment programs designed to provide skills necessary to acquire professional level positions for in-demand occupations. | <ul style="list-style-type: none"> • Preparatory workshops. |
| Duration | <ul style="list-style-type: none"> • No data. | <ul style="list-style-type: none"> • Instructor directed, range from two-hours to 2-3 days workshops. |
| Integration | <ul style="list-style-type: none"> • Can be delivered in the community/ job site/ classroom. • Instructor determines the integration in courses/programs. • Preparatory training is offered individually. | <ul style="list-style-type: none"> • Instructor determines the integration in courses/programs. |
| Format | <ul style="list-style-type: none"> • Various modes of delivery and tools: learning management software, email, web-conferencing, online videos, social media, printed modules. • Experiential place-based learning and experiential tasks in local context. | <ul style="list-style-type: none"> • Synchronous. • Employer events; business expo; panel events (virtual). • Employer information sessions (via online breakout rooms). • Show and shine events and local networking events (virtual). |
| Mandatory/ Optional | <ul style="list-style-type: none"> • Integral (in academic course) and additive credit. | <ul style="list-style-type: none"> • Not mandatory or part of a particular course. • Mandatory for placement and for participating in a WIL experience. |
| Educators | <ul style="list-style-type: none"> • Discipline-specific course/program instructor. • First Nations access coordinators; Aboriginal community liaison. | <ul style="list-style-type: none"> • Discipline-specific course/program instructor. |