



# ACE-WIL BC/YUKON WIL PREPARATORY CURRICULUM: QUALITY FRAMEWORK

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# PROJECT DELIVERABLES

- ▶ Provided detailed information regarding WIL preparatory curriculum using the data collected from participating post-secondary ACE-WIL BC / Yukon institutions.
- ▶ Designed a conceptual framework for Quality WIL Preparatory Curriculum using the scholarship in the field of learning and teaching, sample WIL student preparation curriculum, and quality attributes of high-impact WIL.
- ▶ Interviewed 17 ACE-WIL BC/ Yukon member institutions regarding their preparatory curriculum.
- ▶ Analyzed the data for diverse types of WIL and provided:
  - WIL Preparatory Curriculum: Program Baselines
  - Quality WIL Preparatory Curricular Frameworks
- ▶ Revealed institutional models for the integration of WIL preparatory curriculum.
- ▶ Described institutional supports for WIL preparatory curriculum.
- ▶ Discussed areas of growth and development for BC/ Yukon WIL preparatory curriculum.

## INTRODUCTION

**The main deliverable of this project** is a Quality Framework for Work-Integrated Learning Preparatory Curriculum. This project will support British Columbia (BC)/ Yukon post-secondary institutions in the development, implementation, and evaluation of work-integrated learning (WIL) educational programs designed to prepare students prior to entering their workplace or practice setting.

**The objectives of this project** are to provide detailed information about preparatory curriculum for diverse types of WIL using the data collected from participating post-secondary institutions in the province of BC. The baselines for diverse types of WIL are specific to the:

- ▶ Curricular programs for WIL student preparation.
- ▶ Quality Frameworks in WIL preparatory curriculum, including the:
  - primary goals of the program, learning outcomes, and topics/ content in the curriculum;
  - assessments and evaluations integral to the curriculum; and
  - learning and teaching models and methods.

**The project reports on** data collected from participating institutions regarding:

- ▶ The alignment of co-op program learning outcomes with the CEWIL national accreditation and quality standards.
- ▶ Institutionally identified needs for expanding WIL preparatory curriculum to include such content as inclusivity, workplace readiness, and needs of equity-deserving students.
- ▶ Institutional perspectives about developing common, standard, and generic WIL preparatory resources that may be adapted and customized by each institution and the specific resources that would be of most use.



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- ▶ [storyset.com](http://storyset.com) for the images used throughout this report.

## TO USE THIS REPORT

The intended audience for this report is Work-Integrated Learning (WIL) practitioners from ACE-WIL BC/Yukon post-secondary institutions. The report provides a resource for those involved in designing, implementing, and evaluating preparatory curriculum for WIL students. The sections of the report are detailed below, inclusive of recommendations for how to use each section. Additionally, each section has a Key Takeaway component, which offers a high-level summary.

▶ <b>1. WIL Definition</b>	Use this section to reference the nationally approved definition of WIL.
▶ <b>2. WIL Curriculum</b>	Use this section to: <ol style="list-style-type: none"> <li>1. Understand the different types of WIL curriculum.</li> <li>2. Review details about foundational concepts and current research findings from the literature about WIL Preparatory Curriculum and think about how these align with your own curriculum.</li> <li>3. Understand the scholarly frameworks in WIL that align quality student preparation with learning outcomes, learning and teaching activities, and assessment.</li> </ol>
▶ <b>Definition</b> ▶ <b>3 Types</b> ▶ <b>Topics</b> ▶ <b>Frameworks</b>	
▶ <b>3. Quality in WIL</b>	Use this section to gain an overview of the notable WIL Quality Frameworks useful in organizing the components of high-impact WIL program design.
▶ <b>4. Conceptual Framework</b>	Use the Quality WIL Preparatory Curriculum Conceptual Framework's guiding questions to support your quality assurance and design of WIL Preparatory Curriculum. The framework is aligned with the scholarship in the field and the questions ask the WIL Practitioner to identify the components of quality in learning outcomes, learning and teaching activities, and assessment.
▶ <b>5. Methodology</b>	Use this section to understand the methodology and methods used to derive the findings for the Institutional Models, ACE-WIL Learning Outcomes, and the Program Baselines and Quality Frameworks.
▶ <b>6. Findings</b> ▶ <b>Institutional Models</b> ▶ <b>ACE-WIL Preparatory Curriculum Learning Outcomes</b> ▶ <b>WIL Curriculum: Program Baselines</b> ▶ <b>WIL Curriculum: Quality Frameworks</b> ▶ <b>Other Findings: Participant Reports</b>	<p><b>Institutional Models:</b> These findings describe the ways in which the WIL Preparatory Curriculum is integrated at the institutions that participated in the study. WIL Practitioners can use these models to understand how WIL Preparatory Curriculum for diverse WIL types are designed.</p> <p><b>ACE-WIL BC/Yukon WIL Preparatory Curriculum Learning Outcomes</b> WIL Practitioners in co-op programs shared their preparatory curriculum learning outcomes. These have been synthesized to offer a set of ACE-WIL BC/Yukon WIL Preparatory Curriculum Learning Outcomes that provide a snapshot of learning outcomes in 2020.</p> <p><b>Program Baselines:</b> The program baselines are the analysis of WIL types using the Quality WIL Preparatory Curriculum Conceptual Framework to provide details about preparatory curriculum including: primary purpose, stakeholder, institutional context, duration, institutional integration, format, requirements, and educators. The baselines are found in the Appendix and are listed alphabetically by WIL type and by institutional type. WIL Practitioners can use the baselines to understand the diversity of offerings for WIL Preparatory Curriculum and to guide a self-directed quality assurance review.</p> <p><b>Quality Frameworks</b> The quality frameworks are the synthesis of WIL types using the Quality WIL Preparatory Curriculum Conceptual Framework to provide details about preparatory curricular aims, achievements, and actions. The baselines are found in the Appendix and are listed alphabetically by WIL type.</p> <p><b>Other Findings: Participants' Reports:</b> Review this section to understand participants' reports related to the theoretical ideas that underpin their curriculum, how the curriculum is designed to support student diversity and inclusivity, and what is currently in place within individual WIL programs to meet the needs of all students in the preparatory phase of their WIL programs. This section also includes areas of growth that participants reported and the thoughts about the potential value of shared WIL preparatory curricular resources.</p>
▶ <b>7. Conclusions &amp; Recommendations</b>	Use this section to review the conclusions and recommendations of this report.

# 1. WIL DEFINITIONS

The report uses the following definition of WIL offered by Co-operative Education and Work-Integrated Learning Canada (CEWIL, 2021):

Work-Integrated Learning (WIL) is a form of curricular experiential education that formally integrates a student's academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to: employability, personal agency, knowledge and skill mobility, and life-long learning.

Diverse types of WIL are studied in this project. The definitions of the educational models used in this report are the 9 types of WIL offered by CEWIL (2021) and can be found in the Appendix.

## 2. WIL CURRICULUM

### Definition of WIL Curriculum

The term curriculum is not used consistently within the higher education literature. Curriculum stands for “what students should be experiencing and ... the building blocks of their courses and how they should be put together.”<sup>1</sup> Curriculum also includes the educational ends, which are the goals of the educational process or the content, and what is to be learned.<sup>2</sup> Curriculum is closely tied to human interactions and is a social construction, meaning that the curriculum depends very much on people, their collective experiences and views of the world.<sup>3</sup> In this way, curriculum is a social and cultural construction.

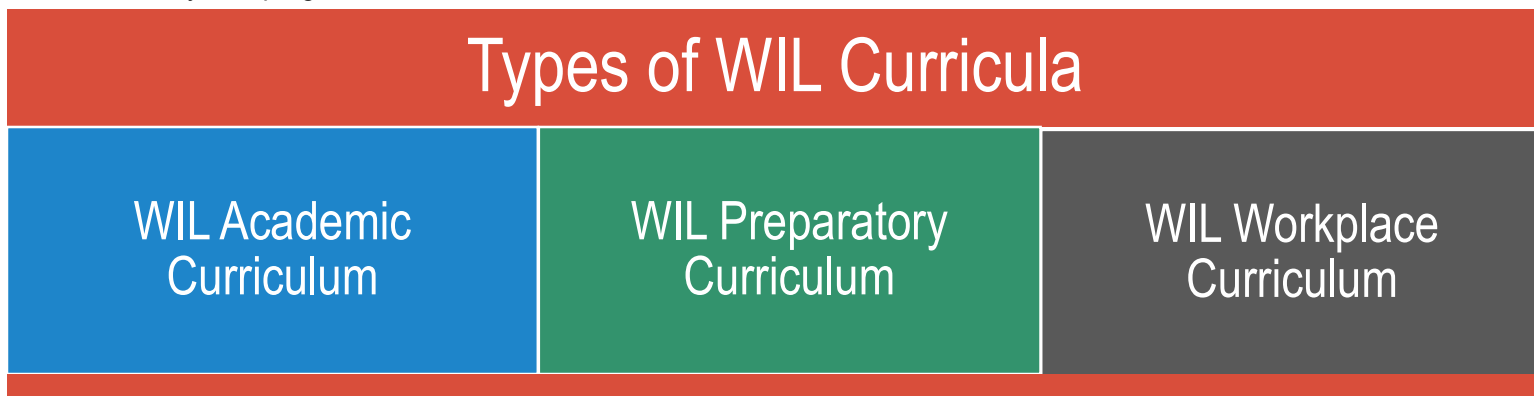
WIL Curriculum is shaped by complex interactions (e.g., people, ideas, environments, requirements).<sup>4</sup> When looking to the literature to find a definition of WIL Curriculum, there is reference to its unique nature “that depends very much on the actors and requirements of higher education, the disciplines that offer WIL, and the multiplicity of learning experiences that transpire from the many students’, teachers’, and co-workers’ interactions. As such, it is not a static construction, but is a fundamentally dynamic totality that expands and renews itself through evolving experiences.”<sup>5</sup> WIL Curriculum includes “all aspects of the learning agenda, such as pedagogy, intended outcomes and unintended consequences, the environmental context, learner characteristics, and learners’ interactions with the learning agenda and environment, teachers and teaching, assessment, and the distinctive role of supervision.”<sup>6</sup> One definition states that:

WIL Curriculum is defined as a large abstract representation of the totality of WIL programs and experiences (disparate curricular forms); it is a unique, dynamic, socially and culturally constructed, characterized by complex interactions of the actors within their environments; and it is a multi-faceted, negotiated and dialectical composite that bears both intentional and unpredictable qualities<sup>7</sup>.

We can see in the definition offered above that the academic, preparatory, and workplace curricula in WIL are intertwined within one definition. WIL experts confirm that there are challenges around the development of a singular definition of the WIL curriculum and suggest that it needs to be well thought out in terms of curriculum and sequencing.<sup>8</sup> As such, it is important to distinguish the different types of WIL curricula as these have different epistemologies and consequently require distinct pedagogical strategies.

### 3 Types of WIL Curriculum

WIL curricula are not referenced consistently in the literature.<sup>9</sup> To support an understanding of the different types of WIL Curriculum, Johnston (2007)<sup>10</sup> offers the following to categorize the curricula of most present-day WIL programs:



Each type of WIL Curricula has a unique place in the student’s learning journey, and these are described below:

**THE WIL ACADEMIC CURRICULUM** is typically a complementary curriculum to the coursework required for the discipline. There are the significant differences related to the goals, subject matter, how skills are utilized, assessment standards, and the nature of learning itself.<sup>11</sup>

**THE WIL WORKPLACE CURRICULUM** provides the WIL program learning outcomes to students.<sup>12</sup> Students report that their WIL learning occurs at the workplace (or practice setting), largely through dealings with peers, supervisors, and challenges on the job. As such, workplace learning has the potential to induce a large part of WIL learning. However, the workplace curriculum is highly influenced by the organization, the employers’ needs, and specific movements that occur on the job. Further, the organization’s goals may differ from the WIL program’s learning aims for students.

**THE WIL PREPARATORY CURRICULUM** is completed prior to a student’s placement in a work or practice setting and fosters the thinking necessary for students to learn on the job prior to a placement.<sup>13</sup> WIL student preparation encompasses the processes and actions that WIL Educators use to help learners achieve the aims of the educational approach.

This project is focused on the **WIL preparatory curriculum** and is grounded in quality attributes of high-impact WIL.

## WIL PREPARATORY CURRICULUM TOPICS

“For educators, prior to students going on the WIL experience, there is a great deal of work that needs to be done to support students in the pre-experience phase”<sup>14</sup>.



The scholarship on WIL preparatory curriculum agrees that the curriculum should involve pre-requisite theoretical knowledge, general career preparation (CV & interview skills) and readiness for practice.<sup>15</sup> But more than that, “effective preparation consists of preparatory experiences that go beyond providing information, to ones where students actively engage with potential scenarios that may affect the quality of their learning experiences.”<sup>16</sup>

WIL preparatory curriculum also needs to consider why “student’s academic performance may not be aligned with their workplace performance, as the learning environments are very different. The student and teacher/ supervisor roles are also very different, and they need to adapt. Left to their own meaning-making, students do not typically recognize these differences or make connections between the two, and sometimes report no workplace-relevant learning occurs in the classroom and vice versa.”<sup>17</sup>

### **The critical point is that:**

“A significant amount of preparation before students begin their work-based experience provides a strong foundation for WIL. This needs to be embedded in an ongoing conversation to understand the relevance of the teaching content, the emphasis on critical reflection, and the need for theoretical learning. [WIL] Educators prepare students to be fully aware of what is expected of them, what the learning requirements are, what things need to be achieved, what happens with supervision, and provide access to supports needed.”<sup>18</sup>

Although there is less emphasis in the literature on WIL preparatory curriculum than the WIL workplace curriculum, the scholarship is rich with findings about general areas of WIL student preparation. The table below is a high-level overview of notable recommendations from a literature review on WIL student preparation and is themed by topics found across the articles.

## Overview of WIL Preparatory Curriculum Topics

Topic	Literature Findings
<b>Culture and Ethics</b>	“Prepare students to solve complex cultural and ethical problems during their workplace experiences. Such sensitization can help students become aware ahead of time [and] manage their expectations of what, how and with whom they can learn from....it will enrich their reflections. It follows that preparing students for transformative learning will better equip them to engage with the messy realities of workplaces and develop their sense of agency.” <sup>19</sup>
<b>Employability Development</b>	“WIL can provide opportunities for broader graduate attributes such as communication, team-work, and project management, as well as broader metacognitive capacities, for example, the ability sustain meaningful work across the career lifespan. <sup>20</sup> There is a need for employability to be aligned to, and integrated with curriculum, in order to effectively prepare students for future work.” <sup>21</sup>
<b>Employment Preparation and Development</b>	WIL preparatory curriculum consists of the following topics: cover letter, resume, interview, portfolio, mock-interviews, transition to the workplace, teams in the workplace, ethics, rights and responsibilities.
<b>Higher-Level Learning</b>	“Research highlights how a focus on lower-level skills means opportunities for rich workplace learning are missed. <sup>22</sup> Higher-level workplace learning would cover five key themes: working with others; being an active learner; being aware; knowing and applying own ability; and appreciating workplace cultures to better position self. What combines these themes is when participants gain self-insights into their own agency.” <sup>23</sup>
<b>Learner Agency</b>	Agency has been described as a core skill for learning and working because it relates to the capacity to reflect, create, and respond within social contexts. <sup>24</sup> Agency is as a pre-requisite for learning <sup>25</sup> and to develop a sense of professionalism.” <sup>26</sup> Without a sense of agency, students risk becoming followers or thoughtless leaders who miss opportunities to develop their professional sense of self. <sup>27</sup>
<b>Professional Identity</b>	Barretti (2004) found that students did not perceive any encouragement from the university for them to develop a sense of ‘belonging’ to the profession; rather, they believed that their preparation focused on ‘situational learning’ and ‘daily coping’ rather than on capacity building. Therefore, “effective student engagement is enabled through setting learning outcomes prior to work-based learning.” <sup>28</sup> Work-based learning assists socialization into future work roles, professional identity development, and integration of theory and practice.” <sup>29</sup>
<b>Psychological Preparation</b>	Placement experiences for students can be enhanced both psychologically and educationally by adequate preparation. Preparation for the psychological aspects of a placement <sup>30</sup> can be seen to be a reasonable part of the duty-of-care of placement convenors. <sup>31</sup>
<b>Reflection</b>	To build student self-efficacy, guided reflective practice will advance ways of knowing and working. <sup>32</sup> Experiences alone are not enough, it requires making sense of those experiences. <sup>33</sup> Learning from experiences depends on students consciously and purposefully noticing, observing, and engaging with workplace situations. Preparatory curriculum needs to provide the appropriate scaffolding. Being sensitized and prepared ahead of time is an enabler for meaning-making of workplace experiences. <sup>34</sup>
<b>Rights and Responsibilities</b>	Preparation needs to explicitly discuss the roles and responsibilities of students and workplace educators before commencement of a placement. <sup>35</sup>
<b>Skills Transfer</b>	WIL experiences encourage the development of the student as a reflective practitioner, <sup>36</sup> resulting in the transfer of learning. <sup>37</sup> There is a need for more focus in the preparatory curriculum on the development of skills transfer <sup>38</sup> since the different contexts of academia and the workplace make the transfer of skills more challenging. The curriculum can engage students with the thinking to recognize, access, and value the various learning opportunities they will encounter. <sup>39</sup> This can include the deliberate integration of knowledge and understandings in various teaching and learning modalities with those encountered in the workplace. <sup>40</sup>
<b>Student Readiness</b>	It is important for students to be provided with information, which clearly indicates the expectations of the student, suitable work activities, required competencies, assessment requirements, and theoretical resources. Students should also research potential organizations, plan, be proactive, and establish clear expectations of the placement and employer. <sup>41</sup>
<b>Well-being, Resilience, Persistence,</b>	Participating in WIL can add additional stress on students, potentially having an adverse impact on their physical and psychological health. <sup>42</sup> “Students may experience personal challenges in WIL such as confronting situations with clients or work colleagues.” <sup>43</sup> The introduction of educational interventions focused student well-being, resilience, persistence, and motivation within the context of WIL works to reduce additional level of stress. <sup>44</sup>

## WIL Curriculum Frameworks

The scholarship points to the need for a WIL Curriculum framework in order to evaluate the achievement of WIL outcomes. There is a recommendation for “comprehensive and cross-disciplinary evaluation and outcome studies if we are to fully understand the complex interrelationship of curriculum elements that play out in WIL curricula.”<sup>45</sup> Only then can we understand the curricular factors that are associated with the expected WIL learning outcomes. There are some WIL Curriculum Frameworks in the literature that can serve as evaluation tools. These are described below.

### Smith (2012): Validated WIL Curriculum Evaluation Framework

One framework that validates WIL curriculum and serves as an evaluation framework that is associated with various generic learning outcomes was designed by Smith (2012).<sup>46</sup>

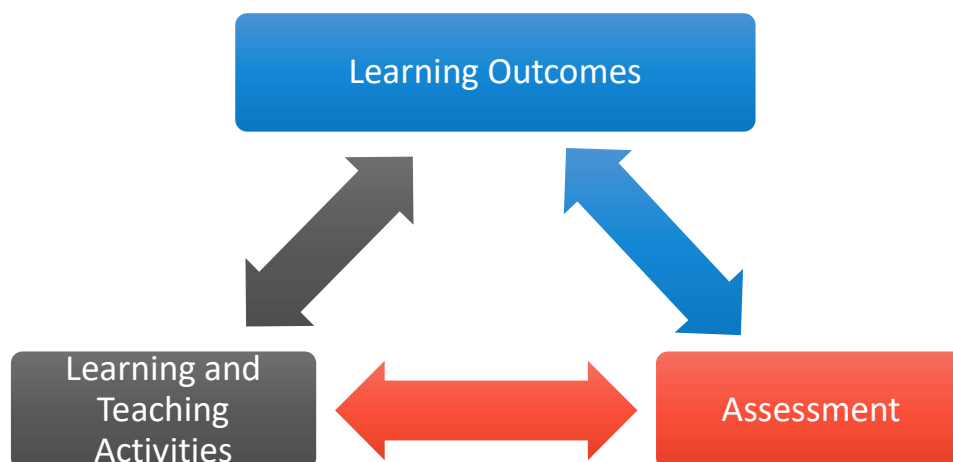
The generic skills validated in the WIL curriculum are:

- ▶ *Work-readiness*: having appropriate discipline knowledge/skills, a sense of self as practitioner, the ability to work independently and a readiness to start work.
- ▶ *Self-efficacy*: operationalised as the competence and confidence of the WIL participant both as a student and as an emerging professional/practitioner.
- ▶ *Team skills*: the combination of communication, persuasion skills, the courage to speak out against injustice, collaboration, and acceptance of diversity.<sup>47</sup>

Smith’s (2012) evaluation framework divides the WIL curriculum structurally and conceptually into six domains or constructs.<sup>48</sup> It is suggested that variations in the way that WIL courses are designed within these dimensions are the basis for different expressions of the quality of such courses. Given the variability in the types of WIL curriculum in existence, some of these components may be of less importance in some types of WIL Curricula than in others.<sup>49</sup>

In the evaluation framework, alignment is based on the notion of **constructive alignment** of learning outcomes with teaching and learning activities and assessments.<sup>50</sup> The constructive alignment approach perceives students as constructing meaning through relevant learning activities and within this, teaching is a catalyst for learning.<sup>51</sup> The alignment aspect refers to what the teacher and curriculum developer do, which in the case of WIL programs is to set up a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes from the WIL experience. From this perspective, the focus of curriculum design requires an aligned system, within which the goals and learning environment are designed to support students to achieve the learning outcomes that they will achieve before, during, and after their work placements. The underlying principles is that a constructively-aligned curriculum facilitates student learning and supports the social negotiation of knowledge.”<sup>52</sup>

The figure below represents Bigg’s (2006) constructive alignment model.<sup>53</sup>



Smith's (2012) six-dimensional *framework* for evaluating WIL curriculum<sup>54</sup> is not described in detail here as only the elements, namely: Constructs 2, 3, 4 and 6 of the framework bare relevance to the WIL preparatory curriculum. These are presented below.

### Construct 2, the alignment of teaching and learning activities with integrative learning objectives

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Smith (2012) states that the “activities students engage in should be based on the notion of integrative learning, thus developing their ability to integrate the theoretical or disciplinary with practical knowledge and their ability to discern *what, when and how* such integrated knowledge could be applied. This takes students beyond mere application, to developing an understanding as to why those choices are better than ones that are inconsistent with theory. Alignment of both teaching and learning activities and assessment, refers then to alignment with integrative learning. *This idea emphasises that combination, assimilation or connection of theory and practice are the core intellectual activities for students.* It includes not just the connection of theoretical or disciplinary knowledge with their practical or applied counterparts, but also the ability to use such connected knowledge at the right time and the right place – that is the emergence, through integration, of professional ‘performativity.’”

### Construct 3, the alignment of assessment with integrative learning objectives are critical to WIL preparatory curriculum

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“The idea that integrative learning should form a central part of the identifiable character of a WIL curriculum, and this is achieved through focusing on the alignment of teaching and learning activities and assessments with integrative learning outcomes. As already argued, these integrative learning outcomes are the key objectives of WIL curricula. To achieve this, there are some necessary conditions to be met. Learning outcomes and activities should aim at developing students’ professional identity and abilities; emphasize linkages between theory and practice, reflection on the attempt to apply canonical knowledge and skills in the workplace and reflection on the nature of the work itself, with reference to its fit with state-of-the-art disciplinary thinking<sup>55</sup>; and allow transfer of learning from university to the workplace<sup>56</sup> and back to university.<sup>57</sup> To achieve this integrative learning, however, is no mean feat, it must be deliberately designed into curriculum activities and assessments.”

### Construct 4: Integrated Learning Support

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Smith (2012) states the need for “integration of support structures (learning support, resources, occupational health and safety, etc.) between the university and workplace. This may include counselling, debriefing, new employee inductions (relating to dissemination of functional workplace information and/or procedures), or even learning supports such as libraries. Although very seldom an explicit recommendation in curriculum design theory, most curricula designs integrate the university student support silos – bureaucratic, administrative structures that exist to provide a range of social, psychological, and learning supports to students (e.g., counselling, welfare, libraries, study advisory).”

### Construct 6: Induction and Preparation Process

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Smith (2012) states the need for “activities and resources for preparing students for the work ahead e.g., maintaining relationships with industry partners, keeping records, maintaining contact with students and workplace supervisors, addressing risks, occupational health and safety, ethical issues related to placements and so on.”

## Key Takeaway



From Smith's (2012) work, we can see the need for integrating learning outcomes and that this is achieved through focusing on the alignment of teaching and learning activities and assessments with integrative learning outcomes to support students, their experiences, and our assessment approaches.

### Rosse and Browne (2013): WIL Curriculum Framework

Rosse and Browne (2013) offer a WIL Curriculum Framework that can be thought of as a unified curriculum structure for understanding the complex, interrelated and dynamic nature of WIL Curriculum.<sup>58</sup> The purpose here is not to offer an overview of the framework, rather to point out that the utility of the framework aligns more closely with the WIL workplace curriculum rather than WIL preparatory curriculum. However, most institutions provide support during the experience so this framework can serve to inform that support. Within the framework, twelve dimensions were defined in relationship to their function in WIL curriculum development and design. The three dimensions that have utility for the WIL preparatory curriculum are presented below:

WIL Pedagogy	Orientation	Alignment
<p>“WIL pedagogy tends to be indirectly discussed without explicit definition and description and suggests that the WIL pedagogy can be defined as integrative pedagogy that supports the development of integrative knowledge. This ensures that students are really learning, not just working or having an off-campus work experience. Reflection is the most frequently discussed integration pedagogy.”</p>	<p>Orientation covers a range of activities and purposes, including supporting student adjustment to the workplace or community and understanding the learning goals and requirements as well as issues, policies, and theories that might be encountered. The following is a list of typical considerations: workplace culture, safety, specific ethical issues, the work requirements, and/or the roles and responsibilities of the student, the supervisor, and the workplace. If a job search is involved, orientation might involve resumé preparation, interview practice, contract acceptance, and other related tasks. Orientation may also be provided for the workplace in preparation for receiving a WIL student, addressing what to expect from students, course goals, expectations, assessment, and problem-solving.</p>	<p>Curricular alignment refers to the alignment of all of the dimensions to the purpose/learning goals and to each other.</p>

## Key Takeaways



The constructs and dimensions offered by Smith (2012) and Rosse and Browne (2013) have areas of overlap and bare relevance to the design of quality WIL preparatory curriculum. The key takeaways include integrative learning outcomes and the constructive alignment of learning outcomes to methods of assessment and the with teaching and learning approaches. These WIL Curriculum Frameworks will be reviewed alongside the scholarship in quality WIL and are critical to the development of a conceptual framework that is used to understand WIL preparatory curriculum.

### 3. QUALITY IN WIL

The concept of quality in higher education “means different things to different people.”<sup>59</sup> While intuitive definitions of quality are commonplace, quality has been referred to in research as a slippery concept latent with philosophical and political understandings.<sup>60</sup> Some positions on quality are underscored by outcomes, some by process. Quality is not an agreed upon term or measure, nor is it objective. Harvey and Green (1993)<sup>61</sup> describe five interrelated conceptualizations of quality in education, each with a different stance on the locus of quality for the diverse stakeholders of higher education, namely: quality as exception, as perfection, as fitness for purpose, as value for money, and as transformative. Notwithstanding the different orientations, it is clear that quality is critical and “for a variety of reasons, quality matters”.<sup>62</sup> “The aspiration to offer quality products and services has led organizations to examine and articulate the process that contribute to quality outputs”.<sup>63</sup>

Co-operative Education, a type of work-integrated learning is a well-established model that has defined criteria. “Since 1979, Co-operative and Work-Integrated Learning Canada (CEWIL), formerly known as the Canadian Association for Co-operative Education (CAFCE), has administered an accreditation service based on a set of quality standards for co-op programs across the country. This accreditation service plays an important role in the evolution of co-operative education in Canada. Not only does it establish a national definition of co-op, it also provides institutions with a set of quality attributes to aspire to even if they were not interested in becoming accredited”.<sup>64</sup>

Currently, there does not exist a quality accreditation service for all types of WIL. Yet, quality in WIL has been a long-standing consideration and there is a Canadian National Quality Improvement Council that discusses quality assurance reviews and processes for non-co-op work-integrated learning types. There are a variety of factors that receive attention when considering quality in WIL. These have been cited as including the WIL types’ value for achieving its purpose and outcomes, quality WIL experiences, and “the quality of the learning experience, supervision, preparation and debriefing experiences...although exactly what is meant by ‘quality’ is likely to differ across stakeholders as well as disciplines.”<sup>65</sup>

### WIL Quality Frameworks

Many scholarly have advanced and supported how quality and safe learning experiences are understood in WIL. A brief overview of notable contributions to WIL Quality include:

#### Overview of WIL Quality Frameworks

Quality Framework	Description
<b>P.E.A.R.</b>	McRae and Johnston’s (2016) <sup>66</sup> quality framework draws from the experiential education literature regarding high-impact attributes for impactful program design. The shared attributes of quality work-integrated learning programs are: (1) meaningful experience in a workplace setting; (2) curricular integration of workplace learning and academic learning; (3) student outcomes that lead to employability; and (4) reflection. These four characteristics are framed as P.E.A.R. (pedagogy, experience, assessment, and reflection). <sup>67</sup>
<b>BC WIL Comparative Matrix<sup>68</sup></b>	Attributes of experience, curriculum integration, student outcomes, and reflection are components of quality WIL.
<b>WIL Quality Framework, AAA<sup>69</sup></b>	McRae, Pretti, and Church (2018) developed a framework (which builds off McRae and Johnston, 2016) that offers a way to understand a WIL model’s <i>aims</i> for the stakeholders, <i>actions</i> that the stakeholders take to achieve the aims, and addresses <i>achievements</i> that demonstrate the assessment (and evaluation) of the aims.
<b>Validated WIL Curriculum Evaluation Framework</b>	Smith (2012) “proposed and evaluated measures for six specific domains of the WIL curricula for students: authenticity, integrated learning supports, alignment, supervisor access and induction/preparation processes”. <sup>70</sup> The framework demonstrated that “based on the analysis of the identified dimensions, the ways that work-integrated learning courses or subjects are formulated determine the quality of such courses.” <sup>71</sup>
<b>P.P.O.A.</b>	Khampirat and McRae (2016) <sup>72</sup> developed a quality standards framework for CWIE (Co-op and Work-Integrated Education) that allowed for the explication of the Process (P), Procedures (P), Outcomes (O) and Assessment (A) of institutional activities before, during, and after each CWIE experience as embedded in the socio-cultural context.

CEWIL has national accreditation standards for co-operative education and offers learning outcomes and topics for student preparation. CEWIL approaches quality for preparatory curriculum from an orientation that is not elitist or exclusive,<sup>73</sup> does not provide standards or criteria for excellence,<sup>74</sup> and does not offer benchmarks, which would all imply that standards or criteria are in some way objective and static<sup>75</sup> and universally applicable.<sup>76</sup> This is a good offering for quality, because should a conformance to standards approach be used (relative standards to base program evaluations), then quality assurance of curriculum would raise issues of comparability across institutions and hinder academic freedom.

- ▶ Thinking about quality as transformative offers a possible orientation for quality in WIL preparatory curriculum. Quality, seen as transformation underscores the notion of qualitative change including cognitive transcendence.<sup>77</sup> This speaks to education, wherein the process orientation to quality closely involves the student in “transforming a given body of knowledge for particular purposes.”<sup>78</sup> This orientation to quality is distinct from product-based concepts of quality, in relation to education<sup>79</sup> as they would be very limited given that the product, namely knowledge and development of the learning, is neither static nor the same for every learner. In this transformative notion of quality, the concept requires mutually negotiated teaching and learning processes.

## Key Takeaways



Drawing from the literature on WIL quality and CEWIL professional guidance related to co-operative education and other forms of WIL, there is an opportunity to enhance the understandings of quality in WIL preparatory curriculum at a deeper level. The existing WIL quality frameworks were not specifically designed with WIL preparatory curriculum in mind, yet, offer important constructs for consideration in a WIL quality preparatory curriculum framework. There is a great opportunity to unpack the WIL preparatory curricular procedures, process, outcomes, and assessments and understand the aims, actions, and achievements for the different types of WIL. These should also be cross-referenced to the WIL preparatory curriculum topics presented in the previous section.

The next section offers a conceptual framework for quality WIL preparatory curriculum.

## 4. CONCEPTUAL FRAMEWORK: QUALITY WIL PREPARATORY CURRICULUM

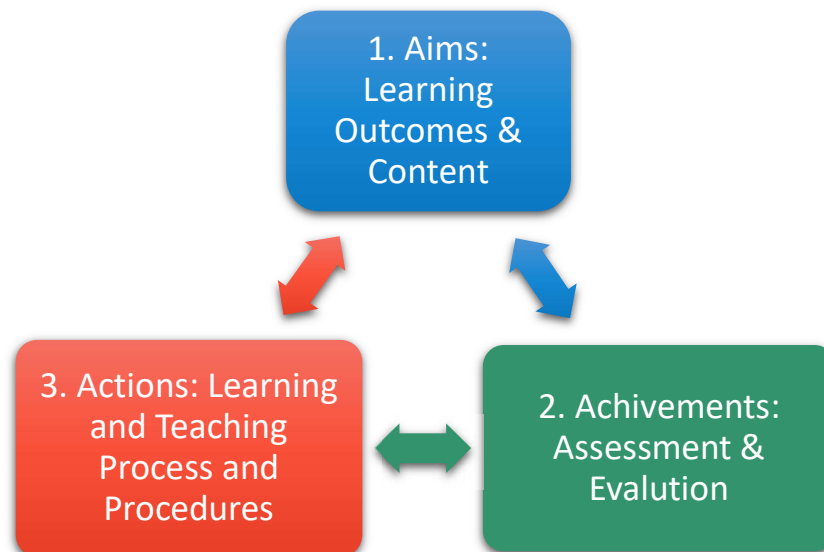
There is no one approach or a set of quality guidelines for WIL preparatory curriculum in the WIL literature. As presented in the above sections, the WIL scholarship does reference WIL student preparation and there are considerations for the WIL preparatory curriculum in the quality frameworks. Yet, more nuanced examinations of what is meant by 'preparatory activities' and preparatory 'processes and procedures' through curricular (what we teach) and pedagogical (how we teach) lenses are needed to understand the elements that underpin the high-impact practices and pedagogically-relevant activities. Consequently, creating an appropriate conceptual framework to understand what occurs in the complex WIL student preparation environment is needed.

A "framework is intentionally called so because it is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards or learning outcomes, or any prescriptive enumeration of skills. At the heart of a framework are conceptual understandings that organize many other concepts and ideas about information, research, and scholarship into a coherent whole."<sup>80</sup>

Given this definition of a framework, we offer the **Quality WIL Preparatory Curriculum Conceptual Framework** (see the table below) as guiding questions that are aligned with the WIL scholarship to support the design and quality assurance of quality WIL student preparation. This conceptual framework is philosophically aligned with quality as transformative and is modeled after the CEWIL quality underpinnings in that it is not prescriptive and does not offer a set of standards. As well, the framework does not delve deep into curriculum orientations, philosophical orientations, or design methodologies as there is no analysis in the literature of how these orientations map to the different conceptions of WIL curriculum.<sup>81</sup>

The **Quality WIL Preparatory Curriculum Conceptual Framework** parallels the dominant quality framework in the WIL literature, the AAA Quality Framework (McRae, Pretti, Church, 2018)<sup>82</sup> and uses guiding questions that align with the scholarship on WIL quality frameworks, WIL student preparation, and curriculum design theory. The model in the framework uses constructive alignment,<sup>83</sup> which at its most rudimentary level means that the intended learning outcomes are linked to how students are assessed as well as to the processes and procedures of learning and teaching, as shown in the image below.

Image 1. Quality Framework Model.



## Quality WIL Preparatory Curriculum Conceptual Framework

QUALITY FRAMEWORK	GUIDING QUESTIONS FOR DESIGNING AND EVALUATING A QUALITY WIL PREPARATORY CURRICULUM
<p><b>Prior to determining the WIL Preparatory Curriculum AIMS*</b></p>	<ol style="list-style-type: none"> <li>1. What type of WIL Program(s) do you support?</li> <li>2. What is the primary purpose of these WIL Program? Does this vary by WIL stakeholder (employer, student, institution)?</li> <li>3. Who is the primary stakeholder for the WIL Program (Employer? Student? Professional body?)</li> </ol>
<p><b>AIMS*:</b>  <b>Learning Outcomes &amp; Content</b>                      the primary purpose and outcomes of WIL student preparation.</p>	<ol style="list-style-type: none"> <li>1. What are the learning outcomes of the WIL Preparatory Curriculum that are intended to support the purpose(s) of the WIL Program?</li> <li>2. What content and topics are offered in the WIL Preparatory Curriculum to meet the learning outcomes noted above?</li> </ol>
<p><b>ACHIEVEMENTS*:</b>  <b>Assessment &amp; Evaluation</b>                      the changes/ progress towards the changes that result from the actions in support of the aims.</p>	<ol style="list-style-type: none"> <li>1. What authentic formative (during the course of the delivery) assessments do you use in the WIL Preparatory Curriculum to support student learning outcome?</li> <li>2. What summative (final) authentic<sup>84</sup> assessments and evaluations of student learning outcomes do you use in the WIL Preparatory Curriculum to capture achievements? What are the indicators of success and evidence of learning outcomes? Who carries out the assessment?</li> <li>3. How do students critically reflect throughout the preparatory curriculum? How is this assessed (employer, student, institution, or combination)?</li> </ol>
<p><b>ACTIONS*:</b>  <b>Learning and Teaching Process and Procedures</b>                      the learning and teaching processes involved in arriving at the achievement of the aims.</p>	<ol style="list-style-type: none"> <li>1. How do you enable success for students in the WIL preparatory curriculum? What learning and teaching methods do you use to support the achievement of the learning outcomes?</li> <li>2. What are the pedagogically-relevant processes for learning and teaching? What do learners and educators do (e.g., activities)?</li> <li>3. How do you account for the diversity of learners (e.g., UDL, student-centric, inclusive principles)?</li> <li>4. What resources/ materials do you use to facilitate the WIL preparatory curriculum learning outcomes? (e.g., student guide).</li> <li>5. What methods do you use to support critical reflection and reflective practice?</li> <li>6. What methods do you use to support transfer of learning and the integration of academic and workplace/ situated contexts?</li> <li>7. How do you connect with broader institutional learning supports?</li> </ol>

\* McRae, N., Pretti, J. & Church, D. (2018). Work-Integrated Learning Quality Framework, AAA.

## 5. METHODOLOGY USED FOR THIS PROJECT

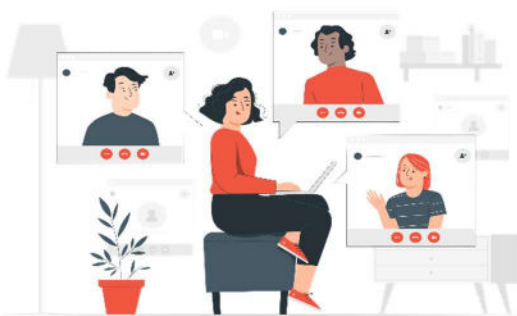
The aim of this project is to collect detailed information about WIL preparatory curricula from each participating institution specific to the different types of WIL they offer. These will serve as the case studies in this project. Using a multiple qualitative case study methodological approach<sup>85</sup> will allow for the development of in-depth understandings of curriculum from several angles and across different work-integrated learning contexts.<sup>86</sup> Case studies are a common methodological approach used in WIL research because of the highly contextualized nature of such programs.<sup>87</sup> Case study methodology generates context-dependent knowledge and uses analytical approaches to determine the substantial feature of the phenomenon.<sup>88</sup>

There are several categories of case studies depending on the goals of the study. For the purposes of this project, the illustrative case study approach as well as building block studies<sup>89</sup> align with intentions for gaining in-depth understandings of internal institutional processes and best identifying the common patterns across cases. “A multiple case study approach is a primary strategy for documenting organisational processes... within which the examination of several cases leads to stronger insights and inferences than through the study of only one example.”<sup>90</sup>

The *Quality WIL Preparatory Curriculum Framework* is the conceptual foundation for this project. The framework guided the interview protocol, data collection, and the systematic documentation of the case studies to make the findings available to the broader educational community.<sup>91</sup> The conceptual framework also guided the analysis of the data collected and the synthesis of the findings, which resulted in baselines for diverse types of WIL, specific to the:

- ▶ **Curricular programs for WIL student preparation.**
- ▶ **Quality Frameworks in WIL preparatory curriculum, including the:**
  - **primary goals of the program, learning outcomes, and topics/ content in the curriculum;**
  - **assessments and evaluations integral to the curriculum; and**
  - **learning and teaching models and methods.**

### The Methods



### PARTICIPANTS

Seventeen (17) participants from diverse ACE-WIL BC/ Yukon post-secondary institutions informed this project. The participants represented a cross-section of large and small research intensive, teaching-centric, universities, colleges, and institutes. The project was carried out during the time-period of June 2021 to December 2021 during the COVID-19 pandemic. Many institutions had shifted their practices from face-to-face preparatory curricular offerings to online learning, and this project reflects the state of WIL preparatory curriculum at that time.

### ETHICAL CONSIDERATIONS

This project followed human research ethics regulations and upheld issues of confidentiality.<sup>92</sup> All participation was voluntary and participants received a formal email detailing the project purpose and the interview protocol in advance. At the outset of the interview, verbal consent was attained prior to each recorded online meeting. All participants were informed that they may withdraw at any time from this project without jeopardizing their reputation or relationships. No one withdrew from the project.

This project is concerned with maintaining the proprietary information and anonymity of the cases provided. All programs and participants' identities are kept confidential. Yet, we acknowledge the difficulty in some situations, especially where some of the variables that contribute to the phenomenon could potentially serve as identifying factors.<sup>93</sup>

## DISCLOSURE STATEMENT

No potential conflict of interest was reported by the participants.

## Limitations

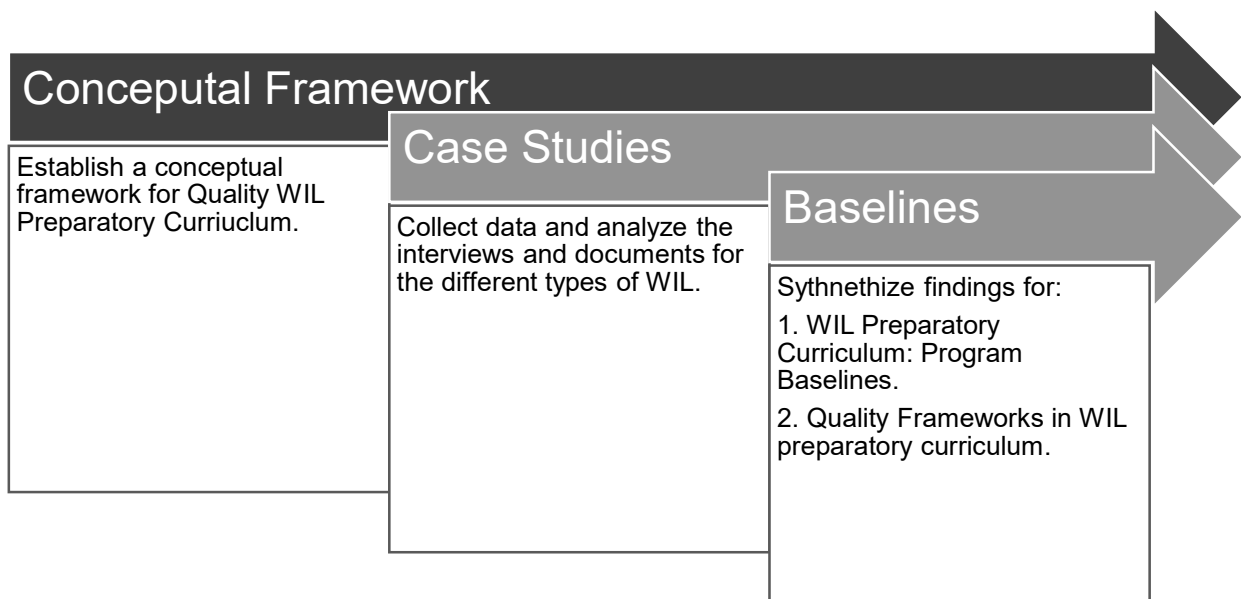
The WIL types presented in this report are representative of how the seventeen (17) ACE-WIL BC/ Yukon member from post-secondary institutions have defined their programs within the context of the CEWIL definition. The findings represent an environmental scan and do not represent the complete inventory of all institutional BC post-secondary WIL programs. The project findings are limited to the inventory collected. In this project, there were no findings for the Applied Research type of work-integrated learning, as defined by CEWIL.

The findings are underscored by the assumption of quality, namely: the things WIL Educators are doing in their programs are assumed to have some level of quality assurance. For example, WIL practitioners consistently engage in program evaluation and actively seek feedback on preparatory curriculum from various stakeholders. Many also have accredited programs through various external bodies and operate under the auspices of institutional oversight. "Whilst it is recognized that the extent of generalization from the research is limited, this is concordant with the nature of qualitative and case study research, which seeks to form a unique interpretation of events rather than produce generalizations. Transferability is the interpretive equivalent to generalization and is enhanced here by the provision of a "thick" description, which details the context, method, and data analysis procedures. It is expected that the findings of this study will lend themselves to being transferred more widely to, or in other, WIL contexts i.e., by any tertiary provider either offering or considering WIL as an option for enhancing student learning."<sup>94</sup>

## Project Design

This section outlines the project procedures and methods of data collection and analysis.

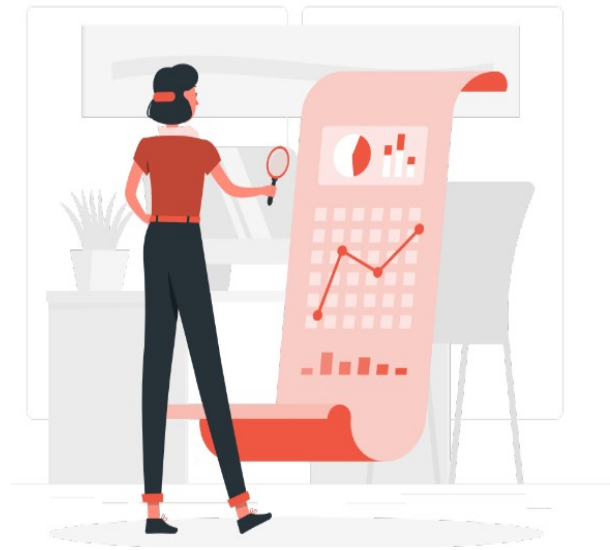
*Image 2. Overview of the Project Design.*



## The following procedures were used in the project:

1. Using the Quality WIL Preparatory Curriculum Conceptual Framework, conduct one-on-one in-depth structured interviews guided by an interview protocol to form the cases, which are representative of various types of WIL. The use of structured interviews ensures that the questions are pre-decided and asked reliably in the same order each time with each interviewee. The interviews lasted about one hour and were recorded with permission. The interviewer took notes during the interview.
2. Part of the interview included a request for documents that are relevant to WIL preparatory curriculum. The documents were analyzed and provided a secondary data source. The documents are not shared with the broader ACE-WIL members.
3. All the interviews were transcribed. The descriptive responses conveyed the holistic understanding and meaning of the phenomena under study.<sup>95</sup>
4. The transcriptions and interview notes were compared.
5. The researchers sought clarifying information through follow-up email or verification in the naturally occurring repository of public information on institutional websites. This provided a tertiary data source. The use of multiple sources of evidence allowed for the broader understanding of each WIL program and provided a chain of evidence to trace the findings.

## Analysis



The qualitative interview data and documents were analyzed using the conceptual framework to establish baselines of the case studies for different types of WIL preparatory curriculum across diverse institutions. Baseline studies are detailed descriptions of the phenomenon under investigation, typically describing the current situation. The baselines in this project are:

- ▶ **1. Curricular programs for WIL student preparation.**
- ▶ **2. Quality Frameworks in WIL preparatory curriculum, including the:**
  - **primary goals of the program, learning outcomes, and topics/content in the curriculum;**
  - **assessments and evaluations integral to the curriculum; and**
  - **learning and teaching models and methods.**

The conceptual framework informed the interview protocol and supported the qualitative analysis to identify curricular patterns and commonalities in data. The qualitative data in this project were analyzed using the techniques of categorization and sorting. A starting place to derive understanding of the data and categorize it involves the method of coding. The data analysis was an iterative process of reading and re-reading of the data, selecting and coding it, employing data reduction techniques, and by displaying the data in within-case matrices.<sup>96</sup> The data in this project were analyzed using template coding, wherein the codes are defined prior to the analysis using the conceptual framework drawn from literature, research, and theory specifically related to the goals of the project.<sup>97</sup> Template coding is orientated towards interpretivist thinking rather than presumed outcomes held by the researcher in advance. This coding method brought empirical data into a conversation with these theoretical constructs<sup>98</sup> and served as the method for the coding of data in NVivo, a qualitative and mixed method software analysis tool.<sup>99</sup>

Because of the interpretative and iterative nature of the data analysis, it was not possible to determine inter-rater reliability.<sup>100</sup> To enhance the trustworthiness of the analysis, multiple researchers were involved in the analysis. Descriptions of the codes and illustrative data extracts were discussed within the project team.<sup>101</sup> The credibility and dependability of the project was also enhanced by triangulating the themes from the data analysis through the literature review.<sup>102</sup> Furthermore, in order to prevent premature conclusions, the data were read repeatedly and checked with the original source several times. Direct statements from the interviews were used to illustrate and support the findings.<sup>103</sup>



## Synthesis

The case studies were synthesized using strategies for the reduction and summary of qualitative data from multiple sites<sup>104</sup> such as clustering, noting patterns and trends, and seeing plausibility.<sup>105</sup> Methodological guidelines<sup>106</sup> were used to support the validity of the data coding, extract trending, and drawing conclusions from the case studies.<sup>107</sup> The case studies allowed for the comparison and synthesis of data using a within-case analysis<sup>108</sup> and through consolidating the case studies, the identification of critical variables becomes evident.<sup>109</sup> Each baseline was examined, compared, and contrasted to the others within-case to uncover the significant features and identify quality indicators. The multiple case-study approach was coupled with the strategy of backward mapping<sup>110</sup> to look for trends and combinations of factors in different settings that reappear in association with commonly occurring results.<sup>111</sup> When patterns were found, there was deliberate attention paid to search for disconfirming cases and patterns,<sup>112</sup> which lead to more nuanced explanations.

## 6. FINDINGS

### WIL PREPARATORY CURRICULUM: INTEGRATION MODELS

These findings describe the ways in which the WIL Preparatory Curriculum is integrated at the institutions that participated in the study. WIL Practitioners can use these models to understand how WIL types are situated in institutions and understand more about the design of the WIL Preparatory Curriculum.

Terms defined:

- ▶ *Centralized* means that there is an institutional program (or unit, office, department) that supports different types of WIL. The centralized WIL Program may be the WIL Unit, Co-operative Program, or Career Services Department, or a combination of these. Centralized WIL Programs may have representation in each Faculty/ School across the institution.
- ▶ *Decentralized* means that there is no one institutional program (or unit, office, department) that supports different types of WIL.

The analysis of the case studies yields two models that describe the integration of WIL Preparatory Curriculum for the diverse types of WIL:

#### Models of WIL Preparatory Curriculum

##### Model 1:

WIL Preparatory Curriculum is embedded in the WIL Program and uses co-operative education as a proxy.

##### Model 2:

WIL Preparatory Curriculum is embedded within a discipline-specific course or program.

In addition to the preparatory curriculum for the various types of WIL, the data analysis also revealed multiple forms of WIL preparatory curricula, herein called “WIL Preparation Courses.” The WIL Preparation Courses support curricular work-integrated learning of unspecified types or provide support for pathways and preparation for WIL types. They WIL Preparation Courses are offered at the course or program level and include the development of learning outcomes related to employability, personal, and career development.

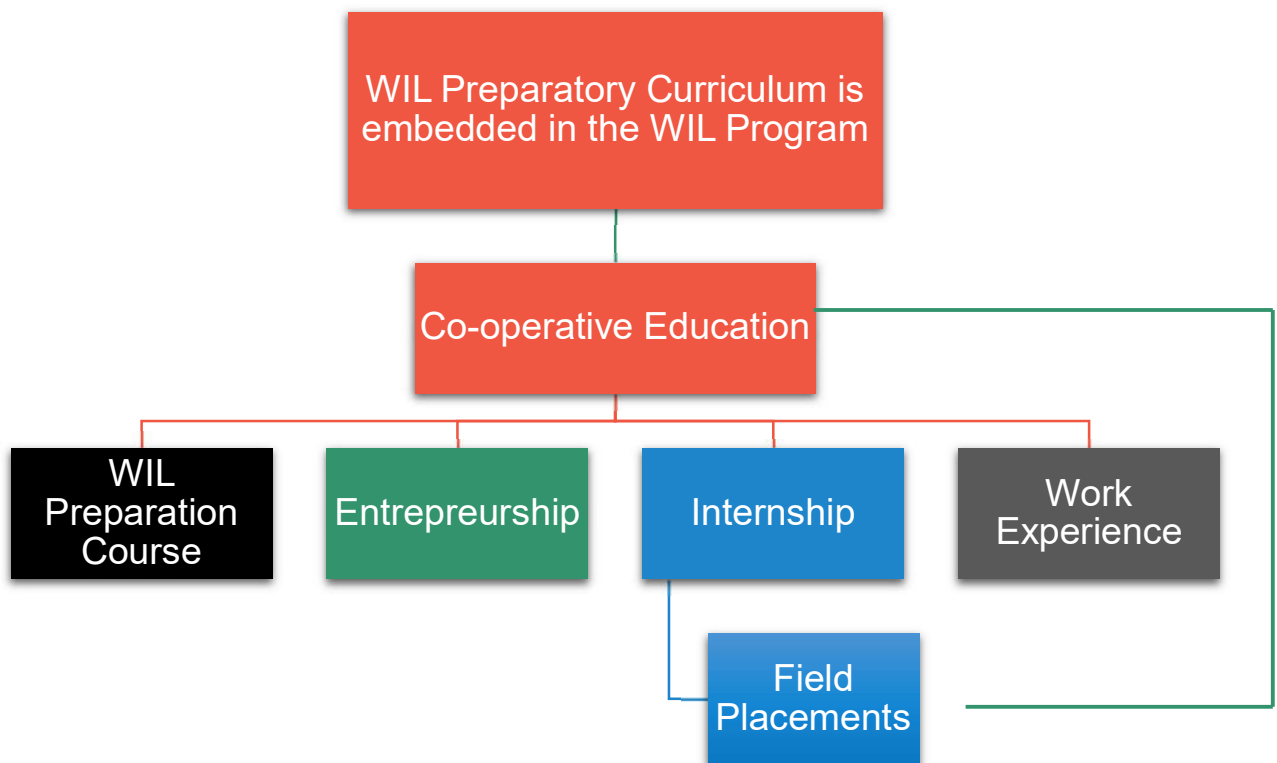
#### Some features of the WIL Preparation Courses are:

- ▶ The WIL Preparation Courses are not linked to a specific type of WIL but serve to support a pathway to WIL, as well as experiential learning and career preparation.
- ▶ WIL Preparation Courses may be embedded in the WIL Program or in discipline-specific courses or programs.
  - Centralized WIL Programs offer preparatory curriculum support under the leadership of the instructors.
  - Decentralized WIL Preparation is designed by the instructor.
- ▶ Courses are delivered in the community, on the job, or in a discipline-specific courses or programs as industry-specific career planning.
- ▶ Examples of opportunities supported by the WIL Preparation Courses include field schools, labs, workforce training, project-based training, career preparation, career readiness, portfolio courses, embedded practices, and others.

## MODEL 1: WIL PREPARATORY CURRICULUM IS EMBEDDED WITHIN THE WIL PROGRAM.

Some features of this model include:

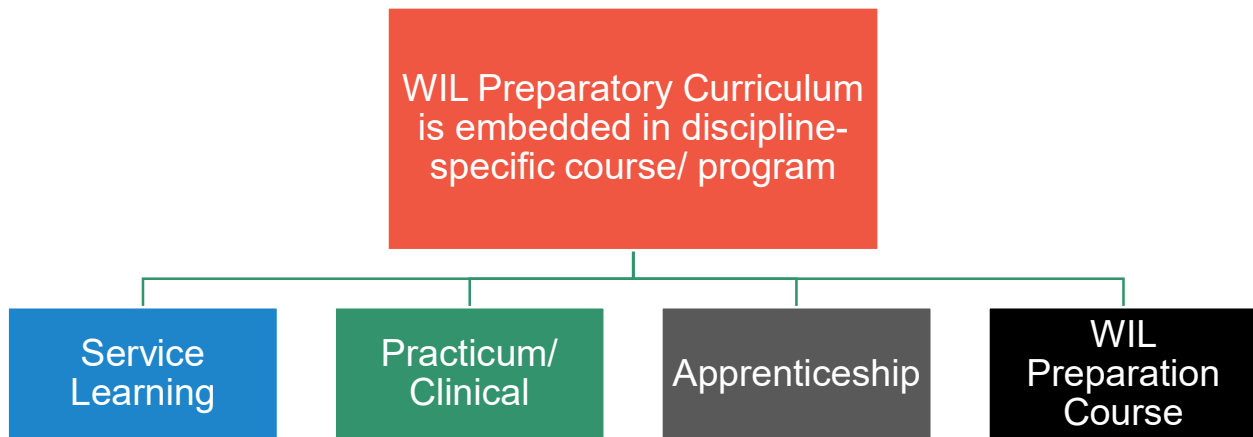
- ▶ When institutional co-operative education programs exist, the co-operative education preparatory curriculum is a proxy for the design of preparatory curriculum for the other types of WIL. Co-operative education is often the flagship model of experiential education among the many WIL offerings. Through CEWIL, co-operative education programs in Canada have accreditation standards and quality measures and are well researched and documented with respect to their design and outcomes. Co-op programs accredited by CEWIL exemplify the core attributes of high-impact experiential education programs.<sup>113</sup>
  - Entrepreneurship, Internship, and Work Experience WIL types draw from institutional co-operative education programs.
  - Field Placements programs draw from co-operative education and/or internship programs.
- ▶ The preparatory curriculum requires mandatory completion.
- ▶ In some cases, learners may enroll and benefit from the preparatory curriculum for the purposes of career preparation without placement in a workplace or practice setting.



## MODEL 2: WIL PREPARATORY CURRICULUM IS EMBEDDED INTO DISCIPLINE-SPECIFIC PROGRAMS AND COURSES.

Some features of this model include:

- Instructors have academic freedom and tailor the preparatory curriculum to learner's specific needs (e.g., Indigenous learners).
- WIL preparatory curriculum is embedded in discipline-specific courses or programs.
  - A. Centralized WIL Programs offer preparatory curriculum support under the leadership of the instructors.
    - If institutions have a co-operative education program, the co-op preparatory curriculum is a proxy.
    - If institutions have an internship program, the practicum/ clinical type of WIL draws from the internship preparatory curriculum.
  - B. Decentralized WIL preparatory curriculum is designed by the instructor.
- WIL Programs do not support the placement of students.



## Key Takeaways



There are two main integration models for the diverse types of WIL that explain how WIL Preparatory Curriculum is designed:

1. WIL Preparatory Curriculum is embedded in the WIL Program.
2. WIL Preparatory Curriculum is embedded in discipline-specific course/ program.

Further to the integration models, there are WIL Preparation Courses that support curricular work-integrated learning of unspecified types or provide support for pathways and preparation for WIL types.

# LEARNING OUTCOMES

The table below is a synthesis of the findings and offers a set of ACE-WIL BC/Yukon WIL Preparatory Curriculum Learning Outcomes (snapshot is representative of 2020).

**The ACE-WIL BC/ Yukon learning outcomes for co-operative education are presented below in eight key areas:**

▶ **Program objectives and expectations:**

- Identify the philosophy, goals, roles/ responsibilities, and stakeholder relationships.
- Adhere to co-op policies, procedures, and expectations for successful completion of work terms.
- Reflective practice is integrated to support student in their thinking about what they know, what they can do, where to transfer their knowledge, to make meaning of their experiences, to draw on experiences, and transfer between diverse contexts.

▶ **Self discovery tools:**

- Understand career development theory for the enhancement of career goals and the variety of paths to take for career success.
- Develop and demonstrate a professional career approach, competencies, and values for successful transition from academia.
- Reflect on past experiences to identify own skills, knowledge, talents, and interests, and relate these to different contexts.
- Explore personal experiences and learn about skills transfer to different contexts and professional jobs.
- Self-assess personal qualities, knowledge, and skills through an inclusive lens.

▶ **Application documents:**

- Explore career opportunities and labor market trends using a variety of tools/methods; use strategies to navigate the work search process.
- Analyze and interpret a job description for required qualifications such as technical skills, soft skills, leadership, critical thinking, attitudes and relate it to personal abilities.
- Formulate resumes and cover letters to strategically promote competencies to employers.
- Identify and design the core components of a portfolio including skills earned, growth, and knowledge of experiences.

▶ **Communication skills:**

- Develop professional communication skills and effective interview techniques to make a positive impression on employers.
- Understand the relevance of cultural influences, equity, and inclusion and how they shape communication and engagement with diverse opinions and perspectives.
- Engage in career development conversations around skill acquisition, accomplishments, challenges, diversity in the workplace and career resilience.

▶ **Interview skills and mock interview:**

- Research the knowledge and skills employers require: technical & soft skills, leadership, critical thinking, and attitudes.
- Prepare to interview effectively for career-related opportunities.

▶ **Networking skills:**

- Understand the importance of portraying a distinctive, professional, and active online identity and create an effective professional online identity (LinkedIn and/ or personal brand).
- Apply foundational networking skills to find professional contacts including senior co-op students, alumni, and employers.
- Build a network of professional colleagues and potential employers, by conducting research and outreach.
- Engage in networking activities and apply networking skills in professional development and Canadian business contexts.

▶ **Transition to the workplace/ practice setting:**

- Understand the hiring and recruitment process and be proactive in the job search and referral process.
- Set work term goals and objectives, relate these to skills and knowledge acquisition to enhance professional and personal growth within aspects of a healthy life-work balance.
- Use effective strategies to communicate professionally in diverse contexts.
- Consider workplace dynamics and workplace culture, critical elements of teamwork, and building relationships in the workplace.
- Support workplace learning, learn about work preparation, work search, connection-making, metacognition as a tool for enhancing skills transfer, critical thinking skills, and how to mobilize knowledge gained in one context to another.

▶ **Rights and responsibilities of employers and self as employee:**

- Access resources related to workplace legislation, regulations, standards, and policies.
- Understand rights and responsibilities (employer & self); equity, diversity, mental health, safety, freedom from harassment.
- Understand professional ethics related to the workplace.
- Embrace diversity and understand intercultural competencies.

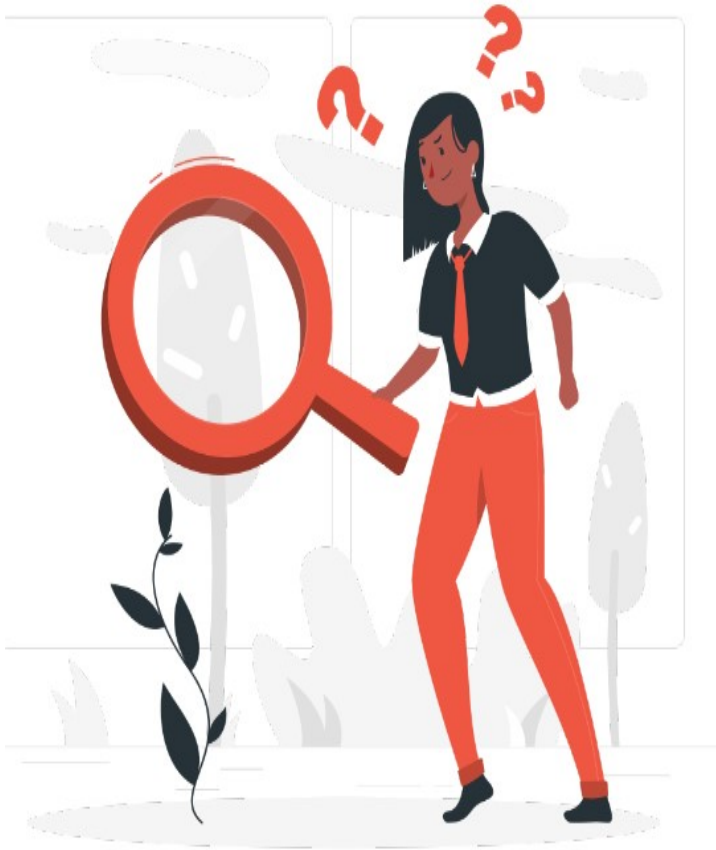
The CEWIL learning outcomes and topics for co-operative education preparatory curriculum, from Section 8.3.1 and 8.3.2 of the accreditation guide are listed below:

CEWIL Pre-Employment Learning Outcomes (section 8.3.2)	CEWIL Pre-Employment Topics (section 8.3.1)
<ul style="list-style-type: none"> <li>▶ Identifying the connections between learners and workers.</li> <li>▶ Applying job search techniques to secure co-op and graduate employment.</li> <li>▶ Applying job keeping skills to be successful in the workplace.</li> <li>▶ Planning for successful completion of work terms.</li> <li>▶ Planning for return to full time study following work term.</li> <li>▶ Having recognition of the transition between learning and application allow students to gain greater awareness of their employability, such as:               <ul style="list-style-type: none"> <li>• importance of a positive attitude</li> <li>• recognition of ethical versus unethical behavior</li> <li>• acceptance of responsibility and accountability</li> <li>• level of adaptability and flexibility in the work approach</li> <li>• importance of excellent oral and written communication skills</li> <li>• ability to set goals and action plans to achieve them</li> <li>• relevance of performance feedback in employment success</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• the dynamics of the labour market</li> <li>• the importance of learning objectives</li> <li>• setting of learning objectives</li> <li>• pro-active job search and application skills</li> <li>• researching organization information</li> <li>• cover letter and résumé writing</li> <li>• interview techniques</li> <li>• responding to acceptance and rejection of co-op positions</li> <li>• first day on-the-job orientation</li> <li>• employer, student and coordinator work term roles and expectations</li> <li>• effective conflict management techniques</li> <li>• effective personal management skills</li> <li>• effective teamwork skills</li> <li>• effective communication skills</li> <li>• purpose and timing of site visits</li> <li>• employer evaluation – receiving feedback</li> <li>• work report guidelines</li> <li>• post-employment debriefing</li> <li>• safety in the workplace</li> <li>• applicable employment legislation, e.g., human rights, harassment</li> <li>• ethics in the workplace</li> </ul>

The ACE-WIL BC/Yukon preparatory curriculum learning outcomes for co-operative education were analyzed alongside the CEWIL learning outcomes and areas of overlap, difference, and development are identified and shared below in the Key Takeaways.

## Key Takeaways

In comparing the CEWIL and ACE-WIL BC/ Yukon learning outcomes there is evidence of significant overlap. For example, CEWIL's learning outcome, *applying job search techniques to secure co-op and graduate employment*, is mirrored in the ACE-WIL BC/ Yukon learning outcomes in multiple ways throughout the eight key areas including *Application documents, Communication Skills, Interview and Mock Interview, and Networking skills*.



Some areas of difference in the CEWIL and ACE-WIL BC/ Yukon learning outcomes is that:

- ▶ The ACE-WIL BC/ Yukon outcomes are written with higher-order thinking skills associated with the learning.
- ▶ The ACE-WIL BC/ Yukon learning outcomes are written in more detailed ways; some exemplify SMART outcomes, in that they are authored to be specific, measurable, attributable, reliable, and targeted.
- ▶ The ACE-WIL BC/ Yukon learning outcomes offer more expansive areas of focus than the CEWIL learning outcomes and are scaffolded for increasing high-order learning complexity, for example related to:
  - self-awareness and student agency,
  - active engagement in critical-social professional practice, and
  - the development of professional awareness.
- ▶ The ACE-WIL BC/ Yukon outcomes include *Transition to the Workplace*, and *Rights and responsibilities of employers and self as an employee* related to the critical elements of equity, diversity, and inclusion.

There may be an opportunity for CEWIL to expand the WIL preparatory learning outcomes based on the findings from the quality ACE-WIL BC/ Yukon preparatory curriculum. CEWIL may want to consider how to embed more nuanced detail in the learning outcomes that are grounded in curricular (what we teach) and pedagogical (how we teach) lenses. Learning outcomes are critical foundations for WIL programs and ensure that students are able to more “fully participate in, and contribute to, the learning process in such a way that they become responsible for creating, delivering, and evaluating their professional development. This places students at the center of the educational experience and empowers them to influence their educational experiences and personal transformation.”<sup>114</sup>

# BASELINE & QUALITY FRAMEWORKS

## Program Baselines

The program baselines are the analysis of WIL types using the Quality WIL Preparatory Curriculum Conceptual Framework to provide details about preparatory curriculum including: primary purpose, stakeholder, institutional context, duration, institutional integration, format, requirements, and educator. The baselines are found in the Appendix and are listed alphabetically by WIL type and by institutional type. WIL Practitioners can use the baselines to understand the diversity of offerings for WIL Preparatory Curriculum and to guide a quality assurance review.

## Quality Frameworks

The quality frameworks are the synthesis of WIL types using the Quality WIL Preparatory Curriculum Conceptual Framework to provide details about preparatory curriculum aims, achievements, and actions. The baselines are found in the Appendix and are listed alphabetically by WIL type.

# PARTICIPANTS' REPORTS

**The findings presented below are represent the participants' voice.**

## Theoretical Underpinnings

This section presents the institutional findings to the question: "What theoretical ideas underpin the curriculum?" The findings are presented in the tables below.

### Participants reported that the theoretical ideas that underpin the WIL preparatory curriculum include:

- Chaos Theory of Careers: focus on career resiliency; expand student horizons; openness to change.
- Skills Transfer Theory: integration of academic and workplace learning; reflection supports transitions between contexts; link coursework to career path.
- Transfer of Learning.
- Communities of Practices:<sup>115</sup> bring experts into learning environment.
- Adult Learning Theory:
  - Students share and explain their experiences and create opportunities for deeper learning via thinking about peer's approaches.
  - Do not use lecture models; instead share real life stories between peers, senior peers, and alumni.
- Reflection and Reflective Practice
  - Borton's (1970) Model of Reflection framework<sup>116</sup>: *What, so what? Now what?*
  - Gibb's Reflective Cycle: guides conversations.
  - Schon's reflective practice.
  - Reflective practice tools progress to more holistic, authentic, opportunistic.
- Kolb's (1984) experiential learning cycle.<sup>117</sup>
- Dewey's (n.d.) learning-by-doing rather than memorization.<sup>118</sup>
- Vygotsky's (1978) zone of proximal development:<sup>119</sup> working with students where they are.
- Dreyfus & Dreyfus (1980) model for skill development.<sup>120</sup>
- Flipped classrooms: in-person time to review, share, discuss, strengthen completed assignments; not delivering information; aim for higher level learning.
- Behaviorist tools for skills and practice.
- Applying theory to practice.
- Student Agency: creating student agency, empowering student success within their education and life experiences.
- Equity and discrimination: Protecting students from exploitation, help students see their worth and find fulfillment through their career choices and career pathways.

### **Participants reported that the concepts/ frameworks that underpin the WIL preparatory curriculum include:**

- Accessible Learning, Universal Design for Learning Principles: learners being able to demonstrate learning as reflective practice in multiple ways (e.g., written, presentation, interview, video).
- Frameworks of risk (and emergency) management.
- Diverse skills competency frameworks.
- Teamwork development and management frameworks:
  - Small teams work together on short duration activities to support conceptual understanding and concept implementation.
  - Practice in groups for activities such as networking and interviews.
- Facilitation frameworks: shift away from lecturing to facilitation, individual discovery.
- Personalized learning/ Inclusivity: recognize students as individuals; support and help with barriers.
- Intention and impact: employing the right timing and right people for involvement in supporting student success/ impact.

## **Curriculum Design: Diversity and Intercultural Awareness**

This section presents the institutional findings to the questions:

1. Does your curriculum intentionally account for student diversity such as students from international pathways, or Indigenous students?
2. Does your preparation include aspects of intercultural awareness / development?

The findings are presented in the tables below.

### **Participants reported that the WIL preparatory curriculum supports students from international pathways in the following ways:**

- Specialized and customized curriculum related to employment in the Canadian context, Canadian labour market, and international student success; co-operative education programs tailor the curriculum specifically for international students.
- Provide peer support and peer evaluation.
- Individual advising for international students; support confidence building, professional presentations, articulation and communication skills, portfolio document review.
- International co-op coordinator supports international students.
- Advising for international student engagement; team coaching and counselling.
- International institutional supports create some of the WIL curriculum (e.g., competencies).
- Some supports are reactionary rather than pre-planned, some international students do not have many supports.

### **Participants reported that the WIL preparatory curriculum supports Indigenous students in the following ways:**

- Institution and community partners identify opportunities for community-based training focused on increasing Aboriginal students' achievements and provide support to advance in desired program areas.
- Delivery on campus or in Aboriginal communities for career and college preparation and trades training.
- Adopt First Nations Heritage and Cultural Competency models to demonstrate commitment to reducing systemic barriers and enhancing the inclusion of First Nations culture and knowledge.
- Use land acknowledgements.
- Integrating elements of the Indigenized workplace in the curriculum as part of the reconciliation journey.
- Intentional integration of ethical considerations in the curriculum related to equity, diversity, and inclusion.
- Use the First Peoples Principles of Learning to recognize the relationship between the traditional cultures of diverse regions and well-being of students.
- Guest speaker discussing Indigenous intellectual property rights and cultural appropriation.
- Strive to provide an inclusive learning environment that respects diversity, tradition, and the values of individuals.
- Specific content related to Indigenous perspectives in careers and professional ethics.
- Various institutional positions to support Indigenous students:
  - Indigenous Experiential Learning Coordinator: reviews application forms and language in marketing and communications to be inclusive.
  - First Nations Access Coordinator: supports students, engages in outreach activities and events.
  - Aboriginal Community Liaison.
  - Indigenous Student Coordinator; Indigenous Career Professional.

### Participants reported that the WIL preparatory curriculum is inclusive in the following ways:

- Curriculum and processes are welcoming of all learners.
- Use cohort-based models: students work together to form relationships and engage in conversations with instructional team to support transition to WIL.
- Preparatory curriculum is more informal to foster inclusion.
- Make clear that there are institutional supports for students with accessibility needs in WIL and accommodations can be arranged; instructors provide individual support.
- Institutional commitment and public statement regarding universal learning and inclusivity:
  - Invite participation from all students regardless of race, identity, ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, citizenship status, nationality, and other diverse identities.
  - Mutual respect, civility, an understanding of ourselves and our peers, and the ability to listen carefully are crucial to universal learning.
  - Active, thoughtful, and respectful participation in all aspects of the course will make the time together as productive and engaging as possible.
  - Welcome diverse learning preferences. For students with a disability/health consideration that may require accommodations, recommend the student approach the course instructor and Accessibility Services as soon as possible.
- Use accessible learning and UDL principles:
  - Support reflective learning in multiple formats (e.g., written, presentation, interview, video).
  - The online curriculum offers multiple modes of accessing tutorials (e.g., video, audio, text) without restrictions to or in the number of times quizzes can be taken.
  - Customize workshops for different audiences; modify the content.
  - Avoid ambiguous language such as colloquialisms.
- Course content includes area dedicated to intercultural competencies and embracing diversities.
- Describe the purpose and cultural context of resumes, cover letters and online platforms.
- Various institutional positions to support inclusivity:
  - WIL Equity, Diversity, Inclusion Curriculum Manager.
  - Center for Accessibility.
  - Equity and Inclusion Office.

### Participants reported that the WIL preparatory curriculum supports intercultural awareness in the following ways:

- Intercultural communication and competencies are an element of WIL preparatory curriculum.
- Curriculum development is supported by research on multilingual learners and work with Faculty and Student Services units.
- Course: Effective Intercultural Communication.
- Course outcomes related to effective communication and listening skills with an awareness of social and cultural diversity, interaction with discernment, consideration for audience and purpose of communication, application of cultural values to career paths.
- Resources: How to Communicate in a Culturally Diverse Workplace and Intercultural Competencies.
- Various institutional roles to support intercultural communication:
  - Indigenous instructional designer with intercultural awareness expertise.
  - Intercultural Coordinator.

## WIL Preparatory Curriculum: Areas for growth

This section describes the input from institutions regarding their perspectives related to the needs for expanding WIL preparatory curriculum (e.g., inclusivity and workplace readiness as it relates to equity-seeking students, for example, students with disabilities, immigrants, refugees, international students, indigenous students, LGBTQ2S+).

### Participants reported that the areas of growth in WIL preparatory curriculum include:

#### Content:

- Inclusivity at the workplace: sexism; bullying and harassment; unsafe work practices; establishing workplace climate; supporting unique strengths and weaknesses, information about pronouns; non-binary; well-being, mental health; disclosing disabilities.
- Skills Transfer: The students struggle with how their degree plays out in the workplace and how experience in workplaces transfer back to classroom. Skills transfer is difficult and not readily obvious yet assumed to be an outcome of WIL.
- Focus on equity, diversity, and inclusion and intercultural awareness.
- Emotional intelligence and resiliency.
- Intercultural competencies, agility, and awareness.
- Incorporating Indigenous ways of knowing into the curriculum.
- Content for employers: cultural awareness options for Indigenization; intercultural communication; using gender-neutral language; unconscious bias in hiring, accessibility while advertising jobs; accommodating employers with disabilities; dealing with student mental health issues; hiring international students; conflict resolution; giving feedback especially for those sensitive or anxious about their feedback.
- Convey better to the students that employers want communication skills, soft skills, and punctuality rather than perfect job skills.
- Development of soft skills and how these translate across business and trades.
- Stay current with employment laws.
- Identity Formation: explicitly model and unpack how to think like, act, react, and build situational awareness, interpersonal expectations, and cope with environmental factors.

#### Design:

- Inclusive language: curriculum must reflect student demographic, use non-binary gender pronouns.
- Transformative field experiences need to have built in opportunities for reflection and help students articulate career development.
- Designing with universal design for learning principles.
- More student choice on preparatory curriculum activities and assignments to support universal design for learning and authentic student need.
- Support for Indigenous students, Indigenizing and decolonizing the preparatory curriculum.
- Make clear reference to institutional supports (e.g., Aboriginal services) and Indigenous representation (Indigenous students want an Indigenous coordinator).
- Institutional mandate for more intentionally embedding Indigeneity into WIL programs; increasing number of Indigenous students and Faculty
- Focus less on resume writing and student success as outcomes of preparatory curriculum.
- More integration in preparatory curriculum of performance metrics/ supervisor evaluations.
- More integration with employers to better prepare them to serve our students.
- Student well-being: looking at internship where students do not return to the classroom. This is where students experience loneliness and isolation.

# Common and Shared WIL Preparatory Curriculum: An Exploration

This section provides an overview of participants' perspectives about the potential value of developing common, standard, and generic preparatory curricular resources that may be adapted and customized by each institution.

- ▶ **94% of institutions stated they would be interested in developing common, standard, and generic preparatory curriculum resources.**

Pros of developing shared and generic resources:	Some concerns about the sharing of generic resources:
<ul style="list-style-type: none"> <li>• Open educational resources allow for access to adapt, add, and share.</li> <li>• Reduce the need to re-create generic resources.</li> <li>• Ability to remix and reuse materials, e.g., select course modules relevant to WIL Program.</li> <li>• Exciting to see the provincial innovations and uses of technology (e.g., virtual reality library).</li> <li>• Quality assurance at Provincial level, that can ladder to Canada or global standards.</li> <li>• Supportive for coordinators and programs where staff changes roles.</li> <li>• Resources useful for staff training.</li> </ul>	<ul style="list-style-type: none"> <li>• Not everyone has equitable resources.</li> <li>• Challenges of resource transferability between university and colleges.</li> <li>• Willingness to participate in resources development means staff time.</li> </ul>

## WIL PREPARATORY CURRICULUM: RESOURCE IDEAS

Participants reported that the following common resources would be useful to supplement and complement their work:

General Resources Ideas for WIL Preparatory Curriculum:
<ul style="list-style-type: none"> <li>• Reflection strategies.</li> <li>• Sample course syllabi.</li> <li>• Competency tracking tools; e-Portfolio tools.</li> <li>• Self-directed assignments.</li> <li>• Virtual classroom activities and other engagement strategies (e.g., gamification and educational technology).</li> <li>• Content for senior students.</li> <li>• Entrepreneurship resources, the gig economy.</li> </ul>

Job Search Process Ideas for WIL Preparatory Curriculum:	Diversity, Equity, and Inclusion Ideas for WIL Preparatory Curriculum:	Workplace Transition Ideas for WIL Preparatory Curriculum:
<ul style="list-style-type: none"> <li>• Basic resume writing format, sample industry targeted resumes, how to write a cover letter in general, how theory would be useful.</li> <li>• How to network.</li> <li>• Strategy/ standard approach that results in the development of strong application documents.</li> <li>• Examples of agreed on quality employment documents that are adaptable.</li> <li>• Rubrics for resume and cover letter; challenges regardless of discipline and language level.</li> <li>• Framework for reflection to articulate career development.</li> <li>• Rubrics around mock interviews, with assessment templates.</li> <li>• Writing of the skills transferred from learning out of the classroom back into the academic studies.</li> </ul>	<ul style="list-style-type: none"> <li>• How to present for non-binary, international and Indigenous perspectives.</li> <li>• Peer-to-peer intercultural support resources.</li> <li>• Resources around advocacy for EDI.</li> <li>• Resources for International Students.</li> <li>• Emotional intelligence resources.</li> <li>• Canadian culture in the workplace to help international students.</li> <li>• Cross-cultural, Indigenous, or racial issue resources.</li> <li>• Samples of Indigenization of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources around self-advocacy with employers and how to communicate these needs.</li> <li>• Workplace expectations.</li> <li>• Resources for students who may work remotely.</li> <li>• Employment law, conflict resolution, respectful complaints to human resources.</li> <li>• Resources to develop mentorship and for relationship development.</li> <li>• Format for letters to be signed in communication with the employer.</li> <li>• How distancing is being ensured in the workplace, screening of employees, COVID plan and safety.</li> <li>• Risk and liability-risk and safety checklist.</li> <li>• Exploitation management: freelance work, quotes for contracts, intellectual property rights, negotiating contracts, self-advocacy, setting expectations.</li> <li>• Strategies that build contacts and career networks before students leave institution.</li> </ul>

## CONCLUSIONS AND RECOMMENDATIONS

This report has a lasting legacy for ACE-WIL BC/Yukon as it details the quality learning outcomes and practices in assessment, learning, and teaching in WIL preparatory curriculum.

An outcome of this project was the development of “The *Quality WIL Preparatory Curriculum Conceptual Framework*,” which offers a systematic approach for the development, implementation, and evaluation of educational programs designed to support students prior to entering their workplace or practice setting.

The *Quality WIL Preparatory Curriculum Conceptual Framework* may also be used for the quality assurance of WIL preparatory curriculum. As well, the report offers an overview of quality WIL programs for the different types of WIL including:

- The primary goals of the program, learning outcomes, and topics/ content in the curriculum.
- The assessments and evaluations integral to the curriculum.

WIL Educators are encouraged to refer to the baselines and quality frameworks in the Appendix of this report and carry out a quality assurance and self-evaluation of their own WIL preparatory curriculum. “Quality assurance is not about specifying the standards or specifications against which to measure or control quality. Quality assurance is about ensuring that there are mechanisms, procedures, and processes in place to ensure that the desired quality, however defined and measured, is delivered.”<sup>121</sup> The goals of quality assurance is to improve learning and teaching, better support learner outcomes and the performance of learners, and to review curriculum development through a quality lens.

The use of the *Quality WIL Preparatory Curriculum Conceptual Framework* in a self-guided way will also support understandings of areas for improvement. In the process of quality assurance, the systematic review of educational provisions will maintain and improve quality, equity, and efficiency.

Further, WIL Educators may use the findings in this report to consider the areas of expansion of the WIL Preparatory curriculum related to inclusivity, workplace readiness, and needs of equity-deserving students.

This project supports strategic system support for the BC transfer system in the following ways:

- ▶ Equivalency for student preparation via articulation.
- ▶ Student pathway development.
- ▶ Student mobility and access for transfer among colleges and universities.
- ▶ Contributes to a clearer understanding of quality WIL preparatory curriculum that impacts all stakeholders.

Recommendations that result from this project include:

- ▶ An opportunity for CEWIL to review the learning outcomes and topics in the accreditation guidelines.
- ▶ The development of generic learning outcomes that use co-operative education preparatory curriculum as a proxy.
- ▶ Re-visioning of WIL preparatory curriculum for quality in terms of inclusion, access, and Indigenization.
- ▶ Development of generic resources and sample WIL preparatory curriculum for WIL BC/ Yukon.

Further research that would benefit the strength of the WIL Preparatory curriculum includes:

- ▶ An analysis of all the workplace performance evaluation criteria to ensure that the WIL preparatory curriculum supports the development of the competencies that students are evaluated against.
- ▶ Investigate collaborative design elements of WIL preparatory curriculum between the institution, WIL Educators, employers, and students. Collaborative design is an important next frontier in research on WIL.<sup>122</sup>

## APPENDIX

CEWIL identifies nine types of WIL:

- ▶ **Applied Research Projects:** Students are engaged in research that occurs primarily in workplaces, includes: consulting projects, design projects, community-based research projects.
- ▶ **Apprenticeship:** Apprenticeship is an agreement between a person (an apprentice) who wants to learn a skill and an employer who needs a skilled worker and who is willing to sponsor the apprentice and provide paid related practical experience under the direction of a certified journey person in a work environment conducive to learning the tasks, activities and functions of a skilled worker. Apprenticeship combines about 80% at-the-workplace experience with 20% technical classroom training, and depending on the trade, takes about 2-5 years to complete. Both the workplace experience and the technical training are essential components of the learning experience.
- ▶ **Co-operative Education (co-op alternating and co-op internship models):** Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back. In both models, work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length and 25% of time for programs 2 years and shorter in length.
- ▶ **Entrepreneurship:** Allows a student to leverage resources, space, mentorship and/or funding to engage in the early-stage development of business start-ups and/or to advance external ideas that address real-world needs for academic credit.
- ▶ **Field Placement:** Provides students with an intensive part-time/short term intensive hands-on practical experience in a setting relevant to their subject of study. Field placements may not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification. Field placements account for work-integrated educational experiences not encompassed by other forms, such as co-op, clinic, practicum, and internship.
- ▶ **Internships:** Offers usually one discipline-specific, supervised, structured paid or unpaid, and for academic credit work experience or practice placement. Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length but are typically 12 to 16 months long.
- ▶ **Mandatory Professional Practicum/Clinical Placement:** Involves work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.
- ▶ **Service Learning:** Community Service Learning (CSL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community-based organization to apply their disciplinary knowledge to a challenge identified by the community.
- ▶ **Work Experience:** Intersperses one or two work terms (typically full-time) into an academic program, where work terms provide experience in a workplace setting related to the student's field of study and/or career goals.

# WIL PREPARATORY CURRICULUM: PROGRAM BASELINES

## ACE-WIL BC/ YUKON: APPRENTICESHIP PROGRAM BASELINE 2020

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

## ACE-WIL BC/ YUKON: CO-OPERATIVE EDUCATION PROGRAM BASELINE 2020

	University Example A	University Example B
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Support students' professional, academic, and career goals through meaningful experiential education that intentionally supports reflective practice in work-integrated opportunities wherein students mobilize knowledge between workplace and academic settings.</li> </ul>	<ul style="list-style-type: none"> <li>Allow students the opportunity to take what they are learning from their academic studies, reflect on those in places of work, and vice versa; after the work experience, reflect on what they learned and how they can put it into their studies.</li> <li>Support deep reflection throughout multiple work experiences.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Students.</li> </ul>	<ul style="list-style-type: none"> <li>Employers, students, and the institution. Employers will benefit as a professional body because they will have better prepared students.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Centralized co-op department; supporting internship and entrepreneurship with similar preparatory curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Centralized co-op department.</li> <li>Supports co-op, co-op internship; entrepreneurial co-op, work experience program.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Two student preparation courses.</li> <li>Workshops for application documents and interviews that are highly interactive with insights from co-op employers/ alumni.</li> <li>After the workshops, students attend an individualized session with an advisor to ensure readiness.</li> <li>Effective intercultural communication is an optional course for co-curricular recognition.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to professional practice course; based on a competency development (focus on 3-5 competencies when on internship) and learning about strengths, gaps, etc.</li> <li>Career workshops: 3 workshops for resume, interviews, and LinkedIn.</li> <li>Individual learning: professional development; career assessment tools, professional competency development, strengths, and gaps.</li> <li>Counselling and advising (group and individual) with Co-op coordinator.</li> <li>Student hosted information sessions; participation in a career panel.</li> <li>Career fairs.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>First student preparation course duration is two weeks plus two-days online requiring ten to twelve hours to complete.</li> <li>Second student preparation course duration is one week plus two-days online requiring five to seven hours to complete.</li> </ul>	<ul style="list-style-type: none"> <li>Eight to nine weeks; some courses are longer or shorter durations depending on program.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>In the semester before the co-op job search, students complete the preparatory curriculum the first WIL preparatory course, the workshops and then attend their individualized advising session to finalize the resume.</li> <li>Students complete the first student preparation course after acceptance into the program.</li> <li>Students register for the second student preparation course after being placed.</li> <li>Multiple sessions of the two online preparatory courses are offered per semester.</li> </ul>	<ul style="list-style-type: none"> <li>Centralized preparatory curriculum is offered to each Co-op program area and run independently.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Blended; multiple modes of communication and delivery.</li> <li>Online learning community.</li> <li>Offered in a learning management system, Canvas with facilitated discussions.</li> <li>Advising is offered in person, on Skype, Zoom and by phone.</li> <li>Faculty and guests such as employer panels.</li> <li>Students can arrange a follow up meeting by email or phone call.</li> </ul>	<ul style="list-style-type: none"> <li>Blended format, with readings, assignments, virtual sessions, meetings, review and reflection, online course materials, deadlines.</li> <li>Online facilitated dialogues in discussion forum.</li> <li>Zoom face-to face sessions.</li> <li>Guest speakers.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Mandatory.</li> </ul>	<ul style="list-style-type: none"> <li>Course is mandatory for Engineering, Business, other small programs. Must finish the preparatory course successfully to meet with coordinator (one-on-one session) to gain access to the job board and course completion is noted on transcript.</li> <li>Optional in Social Sciences and Humanities.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Course facilitators are the co-op Coordinator and/ or co-op advisor.</li> </ul>	<ul style="list-style-type: none"> <li>Co-op coordinators.</li> </ul>

	University Example C	College Example D
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Allow students to make connections prior to graduation by obtaining experiences to put on their resume.</li> <li>Apply learning and explore options for careers.</li> </ul>	<ul style="list-style-type: none"> <li>Provide resources to make a positive, lasting impression on prospective employers.</li> <li>Complement other curriculum offered in career programs to further develop specific competencies related to employment in student's field of study.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Students.</li> </ul>	<ul style="list-style-type: none"> <li>Any undergraduate and graduate students with English requirements.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Centralized co-op department supports WIL.</li> <li>Experiential learning work opportunities are grant driven. Interested students fill out a co-op information brochure with advisor, which goes to their employer to review and sign. Students find employment opportunity and request start date based on their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>Centralized co-op and career development center.</li> <li>Supporting all types of WIL.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Workshops.</li> <li>Career development materials.</li> <li>Co-op information brochure.</li> <li>Working artist panels, industry events with portfolio reviews.</li> <li>Networking events (paying curators to attend).</li> <li>Creative career week.</li> </ul>	<ul style="list-style-type: none"> <li>WIL student preparation course: Undergraduate employment preparation course, Graduate WIL preparatory courses are three courses.</li> <li>Three one-credit courses for post-degree diploma programs. These graduate-level WIL preparatory courses have same curriculum as the undergraduate courses except the third course is modified to include a job hub format including: spreadsheet, contacts, who students will be interviewing, and finding employment.</li> <li>Midterm exam is master resume organized into groups.</li> <li>Peer-to-peer application document support, career fairs, role plays, interviews in class, interviews one-on-one with grading, weekly morning mingle events with employers.</li> <li>Partnerships lead events of interest; leaders of tomorrow program.</li> <li>Sponsoring job shadow for a day with employers.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Lunch hour programming.</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate course is full term; two hours instruction twice a week for thirteen weeks for fifty-six total instructional hours.</li> <li>Graduates have three courses, two hours a week for nine weeks.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Pre- COVID: Synchronous in person.</li> <li>During-COVID: Online.</li> </ul>	<ul style="list-style-type: none"> <li>Courses are in the experiential learning programs offering co-op education option.</li> <li>Undergraduate student preparation course is a pre-requisite for co-op work experience.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Workshops have to be online, until now, was synchronous.</li> </ul>	<ul style="list-style-type: none"> <li>Combined lecture and seminar.</li> <li>Pre-Covid: offered in person through scheduled classes.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Not mandatory.</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Career office.</li> <li>WIL educators.</li> </ul>	<ul style="list-style-type: none"> <li>Career instructors develop workshops.</li> <li>Twelve teaching faculty are co-op coordinators.</li> </ul>

	University Example E	College Example F
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Teach flexibility, critical thinking, comfort with the unknown, learning from mistakes, being adaptable, resiliency.</li> </ul>	<ul style="list-style-type: none"> <li>Expand career relevant skills, insight, contacts, etc. through facilitated activities and workplace experience.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Students.</li> </ul>	<ul style="list-style-type: none"> <li>Students.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Centralized/Decentralized: Co-op education department and decentralized experiential learning programs supporting one or more WIL types.</li> </ul>	<ul style="list-style-type: none"> <li>Centralized department offering co-op, work experience and internship support with same WIL preparatory curriculum in a course format (reduced set of activities for internship and work experience).</li> <li>Centralized WIL department offers co-op, work experience, and internship. WIL preparatory curriculum adapted from co-op.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Career Readiness preparatory course is 1 academic credit.</li> </ul>	<ul style="list-style-type: none"> <li>Workplace education preparation is the pre-requisite seven-week course including online self-study materials and quizzes, interactive workshop.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Intersessional format with four sections in six-week intervals, two in the first three weeks, two in the last three weeks (maximum 35 students per course).</li> </ul>	<ul style="list-style-type: none"> <li>Seven weeks with one-hour tutorials plus assignments; two hours of virtual classroom each week.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Access to Co-op jobs begins after successful completion of preparatory course.</li> </ul>	<ul style="list-style-type: none"> <li>Some academic programs directly schedule a mandatory career preparation class into the first or second semester of their programs.</li> <li>Some academic programs permit optional/elective career preparation courses to be available each semester and students determine when they enrol.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Online, asynchronous, one session per week is synchronous.</li> <li>Classroom lectures; class discussions; online forums; preparing application documents; mock interviews; class activities such as role playing, feedback and case studies.</li> </ul>	<ul style="list-style-type: none"> <li>Flipped classroom pedagogical approach.</li> <li>Pre-COVID: blended asynchronous online plus in-class synchronous. Eight online tutorials with assignments: six in-class sessions, two with guests where one is an alumni (Q &amp; A session), and one is networking and mock interview session.</li> <li>During COVID: blended asynchronous online plus remote-class synchronous. Seven online tutorials with assignments, seven remote classroom sessions, two with guests where one is an alumni (Q &amp; A session), and one is a networking and mock interview session.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Mandatory.</li> </ul>	<ul style="list-style-type: none"> <li>Course is mandatory in some programs, optional in others.</li> <li>Course is mandatory for anyone wanting to participate in a WIL experience.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Faculty Co-op Instructors (located within discipline-specific program).</li> <li>Course Developer.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty primarily within the co-op and career department.</li> <li>Employment facilitators offer resume support and work term search support.</li> <li>Employment assistant supports resume submissions and interviews.</li> <li>Co-op/ internship coordinator assesses expectations and learning plans.</li> </ul>

	Institute Example G	College Example H
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Provide hands-on component, build, and make use of content from program to workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Serve co-op students, student employment on-campus, and WIL student preparation workshops for trades and vocational programs, graduate students, and alumni.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Employer, student, professional body, and the program itself.</li> </ul>	<ul style="list-style-type: none"> <li>Co-op students and vocational students: separate audiences with similar content modified for specific needs.</li> <li>40% of students are International</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Centralized.</li> <li>Supporting all co-op experiences in trades, technology, and interior design.</li> <li>Job posting portal and short term paid work experiences in field of study not attached to co-op.</li> </ul>	<ul style="list-style-type: none"> <li>Centralized co-op department supports students, student employment on campus and WIL preparatory workshops for trades and vocational programs, graduate students, alumni.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Co-op student online preparation course.</li> <li>Assignments depend on program.</li> <li>Workshops, one-on-one with coordinators.</li> <li>Invite guests from industry and senior students in seminars/workshops.</li> <li>Asynchronous components (e.g. web pages with resources to read) is in addition to online course.</li> </ul>	<ul style="list-style-type: none"> <li>Co-op preparatory curriculum is offered on a one-to-one coaching basis.</li> <li>Vocational workshops available for all students.</li> <li>Employer on campus events; business expo; panel event; employer information sessions.</li> <li>Program tailored to international students.</li> <li>No WIL preparatory assessment.</li> <li>Reflective practices are not formalized, as needed only.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Pre-COVID: 2 hour face-to-face workshops.</li> <li>During COVD: 1 hour online workshop.</li> <li>Six mandatory workshops: six hours, one hour per topic</li> </ul>	<ul style="list-style-type: none"> <li>Co-op initial appointment is twenty to sixty minutes, subsequent appointments available without limit, sixty minutes each.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Students start on resumes, cover letters, job seeking within a month of being accepted into co-op.</li> <li>Some programs have acceptance in May with summer break so do not start seeking until September.</li> <li>Some students are accepted in December, start seeking in January.</li> <li>Each program modifies the content with resources online.</li> <li>Co-op is optional, additive curricular credit.</li> </ul>	<ul style="list-style-type: none"> <li>Before fall semester is preparation for students to get ready to apply for a winter positions.</li> <li>Plan with employers and run virtual interviews.</li> <li>Advising for one mandatory initial co-op session, then goes in as-needed basis for individualized coaching.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Preparatory content is online and asynchronous, no facilitation with online delivery.</li> <li>Workshops are online and synchronous.</li> </ul>	<ul style="list-style-type: none"> <li>Synchronous.</li> <li>Employer events; business expo; panel events (virtual).</li> <li>Employer information sessions (via online breakout rooms).</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Mandatory.</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory: initial co-op session to review resume, cover letter and roles.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Co-op coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>Co-op coordinator.</li> <li>Indigenous staff in student services .</li> </ul>

	University Example I	University Example J
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Find co-op placements for students to alternate co-op program and co-op placements to get a co-op designation on their transcripts.</li> </ul>	<ul style="list-style-type: none"> <li>Support career and job readiness upon completion of the program.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Students.</li> </ul>	<ul style="list-style-type: none"> <li>Arts and Science students.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Centralized co-op department.</li> </ul>	<ul style="list-style-type: none"> <li>Centralized/decentralized Co-op program.</li> <li>Co-op also support work-study, experiential learning in/out of classroom, career readiness training, workshops.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Co-op information sessions; meetings in office.</li> <li>WIL preparatory workshops, not for academic credit, students receive pass/ fail grade.</li> <li>Mock interviews.</li> </ul>	<ul style="list-style-type: none"> <li>Employment skills training course that is assessed for specific competencies, not for credit.</li> <li>Can use co-op experience to meet interpersonal and cultural and civic engagement requirements.</li> <li>Depending on placement, can use co-op to meet degree requirements.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Twenty-minute presentations on topics (4).</li> </ul>	<ul style="list-style-type: none"> <li>Three-day workshop, eight hours a day or four workshops at four hours each.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Students much attend four workshops for work term eligibility.</li> </ul>	<ul style="list-style-type: none"> <li>Sign up for and complete the mandatory course.</li> <li>Advisory meeting: after successful completion of course, meet with Co-op coordinator; candidates granted co-op student status if successful.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Synchronous.</li> <li>Online workshops with videos.</li> <li>Mock Interviews in Zoom.</li> </ul>	<ul style="list-style-type: none"> <li>Asynchronous course that is self-directed, students can view resources through website.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Mandatory.</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Co-op Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>Co-op Coordinator.</li> </ul>

	University Example K	University Example L
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Support degree related work experience that relates to majors and career goals.</li> <li>Have the chance to test out theories and knowledge and put to them to test in a workplace environment.</li> </ul>	<ul style="list-style-type: none"> <li>Expand student horizons, big themes around opening their world, career resiliency, career management.</li> <li>Develop real world employability skills; take theoretical learning in the classroom and applying it in a real-world situation with partner in the community and instill civic goals in the learner as a connection to community.</li> <li>Connect community and institution.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Undergraduate Arts students.</li> </ul>	<ul style="list-style-type: none"> <li>Students, co-op and non-co-op students.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Decentralized co-op programs, programs use own curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Centralized co-op and career center that supports experiential learning programming including programming for accessibility and to expand volunteerism and service learning.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>First Search Term: WIL preparatory modules; co-op hub, online student guide; attend conferences; workplace success modules in Canvas; one-to-one advising sessions, mock interviews, work term planning sessions.</li> <li>Conference series: two full days in winter and spring semesters as part of first search term with speakers, interactive workshops, networking.</li> <li>Second search term: learning portfolio, update job search documents, new LinkedIn profile, applications, and activities.</li> <li>Third search term: skills and documents; activities; advising with coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>Co-op and Career management course: a one-credit additive course.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Preparatory modules are two hours.</li> <li>Conferences are each two full days.</li> </ul>	<ul style="list-style-type: none"> <li>Thirteen-week course, one hour twenty minutes each week.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>All WIL preparatory requirements need to be complete to receive pre-employment completion certificate, not for academic credit, co-curricular recognition.</li> <li>Advising appointments as needed for work term planning session with coordinator, application reviews, mock interviews.</li> </ul>	<ul style="list-style-type: none"> <li>Students registered in a co-op program are required to participate in co-op course prior to the co-op work term.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Pre-COVID: synchronous conferences.</li> <li>During COVID: online synchronous conferences, online courses.</li> </ul>	<ul style="list-style-type: none"> <li>Synchronous.</li> <li>Includes face to face in class instruction/ lecture based, panel discussions, online learning, projects, and capstone project.</li> <li>During COVID, course is online, lots of examples, breakout rooms, specific tasks, hybrid-some recorded some live lectures.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Mandatory.</li> <li>Mandatory completion of Eportfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Undergrad student engagement team: Co-op coordinators for conferences, program assistant, search term coordinator, student advisor.</li> </ul>	<ul style="list-style-type: none"> <li>Experiential learning coordinator works with elective options.</li> <li>Faculty within the experiential learning department.</li> <li>Indigenous experiential learning coordinator.</li> </ul>

## ACE-WIL BC/ YUKON: ENTREPRENEURSHIP PROGRAM BASELINE 2020

University Example A	
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Support students' professional, academic, and career goals through meaningful experiential education that intentionally supports reflective practice in work-integrated opportunities wherein students mobilize knowledge between workplace and academic settings.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Students.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Entrepreneurship included under co-op and WIL preparatory curriculum adapted from co-op.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Two student preparation courses.</li> <li>Workshops for application documents and interviews that are highly interactive with insights from co-op employers/ alumni.</li> <li>After the workshops, students attend an individualized session with an advisor to ensure readiness.</li> <li>Effective intercultural communication is an optional course for co-curricular recognition.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>First student preparation course duration is two weeks plus two-days online requiring ten to twelve hours to complete.</li> <li>Second student preparation course duration is one week plus two-days online requiring five to seven hours to complete.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>In the semester before the co-op job search, students complete the preparatory curriculum the first WIL preparatory course, the workshops and then attend their individualized advising session to finalize the resume.</li> <li>Students complete the first student preparation course after acceptance into the program.</li> <li>Students register for the second student preparation course after being placed.</li> <li>Multiple sessions of the two online preparatory courses are offered per semester.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Blended, multiple modes of communication and delivery.</li> <li>Online learning community.</li> <li>Offered in a learning management system, Canvas with facilitated discussions.</li> <li>Advising is offered in person, on Skype, Zoom and by phone.</li> <li>Faculty and guests such as employer panels.</li> <li>Students can arrange a follow up meeting by email or phone call.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Mandatory.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Course facilitators are the co-op Coordinator and/ or co-op advisor.</li> </ul>

## College Example B

<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>• Provide resources to make a positive, lasting impression on prospective employers.</li> <li>• Complement other curriculum offered in career programs to further develop specific competencies related to employment in student's field of study.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>• Any undergraduate and graduate students with English requirements.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship included under Centralized co-op and WIL preparatory curriculum adapted from co-op.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>• Undergraduate student preparation course.</li> <li>• Three one-credit courses for post-degree diploma programs. These graduate-level WIL preparatory courses have same curriculum as the undergraduate courses except the third course is modified to include a job hub format including: spreadsheet, contacts, who students will be interviewing, and finding employment.</li> <li>• Midterm exam is master resume organized into groups.</li> <li>• Round robin application document support, career fairs, role plays, interviews in class, interviews one-on-one with grading, weekly morning mingle events with employers.</li> <li>• Partnerships lead events of interest, leaders of tomorrow program.</li> <li>• Sponsoring job shadow for a day with employers.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• Undergraduate course is full term; two hours instruction twice a week for thirteen weeks for fifty-six total instructional hours.</li> <li>• Graduates have two hours a week for nine weeks.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>• Courses are in the experiential learning programs offering co-op education option.</li> <li>• Undergraduate student preparation course is a pre-requisite for co-op work experience.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• Combined lecture and seminar.</li> <li>• Pre-Covid: offered in person through scheduled classes.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>• Mandatory.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>• Career instructors develop workshops.</li> <li>• Twelve teaching faculty are co-op coordinators.</li> </ul>

# ACE-WIL BC/ YUKON: FIELD PLACEMENTS PROGRAM BASELINE 2020

	University Example A	University Example B
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Allow students to make connections prior to graduation by obtaining experiences to put on their resume.</li> <li>Apply learning and explore options for careers.</li> </ul>	<ul style="list-style-type: none"> <li>Allow students to gain more understanding about the field and engage in conversations for the purpose of self-exploration and work in Canada.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Students.</li> </ul>	<ul style="list-style-type: none"> <li>International student: master's level and mid-career professionals.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Centralized co-op department supports WIL (without defining it as co-op to allow for maximum flexibility and quick response to work opportunities) integrate field placements.</li> <li>Experiential learning work opportunities are grant driven. Interested students fill out a co-op information brochure with advisor, which goes to their employer to review and sign. Students find employment opportunity and request start date based on their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>Field placements offered using model of unaccredited co-op with focus on industry projects, field studies, and field trips.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Workshops.</li> <li>Career development materials.</li> <li>Co-op information brochure.</li> <li>Working artist panels, industry events with portfolio reviews.</li> <li>Networking events (paying curators to attend).</li> <li>Creative career week.</li> </ul>	<ul style="list-style-type: none"> <li>Structured preparatory job search course (in discipline-specific course), followed by one-on-one vocational coaching and advising (inventory assets tool completed before individual coaching with advisor).</li> <li>Four mandatory assignments in course, each with multiple deliverables.</li> <li>Self-guided labour market research.</li> <li>Career conversations event.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Lunch hour programming.</li> </ul>	<ul style="list-style-type: none"> <li>Eleven weeks, part time, including five to fifteen hours a week labour market research.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>WIL preparatory curriculum has to be flexible and offered frequently and internships are flexible and can start at anytime. No co-curricular recognition for workshops.</li> </ul>	<ul style="list-style-type: none"> <li>WIL office works closely with each discipline-specific program to schedule in-class sessions.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Pre- COVID: Synchronous in person.</li> <li>During-COVID: Online.</li> </ul>	<ul style="list-style-type: none"> <li>Blended online: synchronous and asynchronous.</li> <li>Online and offline networking.</li> <li>Discussion Forums.</li> <li>Recorded mock interview.</li> <li>Assignments graded as satisfactory/unsatisfactory.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Not mandatory.</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Career office.</li> <li>WIL educators.</li> </ul>	<ul style="list-style-type: none"> <li>Teams of managers within student services for student engagement, student success, team coaching, counsellors.</li> <li>Integrate the student (emerging professionals in their field) as co-educators.</li> </ul>

## ACE-WIL BC/ YUKON: INTERNSHIP PROGRAM BASELINE 2020

	College Example A	University Example B
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Expand career relevant skills, insight, contacts, etc. through facilitated activities and workplace experience.</li> </ul>	<ul style="list-style-type: none"> <li>Allow students the opportunity to take what they are learning from their academic studies, reflect on those in places of work, and vice versa; after the work experience, reflect on what they learned and how they can put it into their studies.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Students.</li> </ul>	<ul style="list-style-type: none"> <li>Employers, students, and the institution. Employers will benefit as a professional body because they will have better prepared students.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Centralized WIL department offers co-op, work experience, and internship. WIL preparatory curriculum adapted from co-op with a reduced set of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Offer post-study internships and alternatives to co-op. WIL preparatory curriculum adapted from co-op.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Workplace education preparation is the pre-requisite seven-week course including online self-study materials and quizzes, interactive workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to professional practice course; based on a competency development (focus on 3-5 competencies when on internship); learn about strengths, gaps, etc.</li> <li>Career workshops: 3 workshops for resume, interviews, and LinkedIn</li> <li>Individual learning: professional development; career assessment tools, professional competency development, strengths, and gaps.</li> <li>Counselling and advising (group and individual) with Co-op coordinator.</li> <li>Student hosted information sessions; participation in a career panel.</li> <li>Career fairs.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Seven weeks with one-hour tutorials plus assignments; two hours of virtual classroom each week.</li> </ul>	<ul style="list-style-type: none"> <li>Eight to nine weeks; some courses are longer or shorter durations depending on program.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Students register into a course with a reduced set of activities. WIL preparatory curriculum adapted from co-op.</li> <li>Some academic programs directly schedule a mandatory career preparation class into the first or second semester of their programs.</li> <li>Some academic programs permit optional/elective career preparation courses to be available each semester and students determine when they enrol.</li> </ul>	<ul style="list-style-type: none"> <li>Join the work education program anytime.</li> <li>Preparatory course is offered to each program area and run independently.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Flipped classroom pedagogical approach.</li> <li>Pre-COVID: blended asynchronous online plus in-class synchronous. Eight online tutorials with assignments: six in-class sessions, two with guests where one is an alumni (Q &amp; A session), and one is networking and mock interview session.</li> <li>During COVID: blended asynchronous online plus remote-class synchronous. Seven online tutorials with assignments, seven remote classroom sessions, two with guests where one is an alumni (Q &amp; A session), and one is a networking and mock interview session.</li> </ul>	<ul style="list-style-type: none"> <li>Blended format, with readings, assignments, virtual sessions, meetings, review and reflection, online course materials, deadlines.</li> <li>Online facilitated dialogues in discussion forum.</li> <li>Zoom face-to face sessions.</li> <li>Guest speakers.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Course is mandatory in some programs, optional in others.</li> <li>Course is mandatory for anyone wanting to participate in a WIL experience.</li> </ul>	<ul style="list-style-type: none"> <li>Course is mandatory for Engineering, Business, other small programs. Must finish the preparatory course successfully to meet with coordinator (one-on-one session) to gain access to the job board and course completion is noted on transcript.</li> <li>Optional in Social Sciences and Humanities.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Faculty primarily within the co-op and career department.</li> <li>Employment facilitators offer resume support and work term search support.</li> <li>Employment assistant supports resume submissions and interviews.</li> <li>Co-op/ internship coordinator assesses expectations and learning plans.</li> </ul>	<ul style="list-style-type: none"> <li>Co-op coordinators.</li> </ul>

	University Example C	University Example D
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Support students' professional, academic, and career goals through meaningful experiential education that intentionally supports reflective practice in work-integrated opportunities wherein students mobilize knowledge between workplace and academic settings.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare interactively for internship experience and develop career management skills.</li> <li>Internship is to ladder to different area or gain insight in company they are currently in.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Students.</li> </ul>	<ul style="list-style-type: none"> <li>International student: master's level (some with PhD) and mid-career professionals.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Internships included under co-op and WIL preparatory curriculum adapted from co-op.</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory internships.</li> <li>Internships offered using model of unaccredited co-op with focus on industry projects, field studies, and field trips.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Two student preparation courses.</li> <li>Workshops for application documents and interviews that are highly interactive with insights from co-op employers/ alumni.</li> <li>After the workshops, students attend an individualized session with an advisor to ensure readiness.</li> <li>Effective intercultural communication is an optional course for co-curricular recognition.</li> </ul>	<ul style="list-style-type: none"> <li>Structured preparatory job search course (in discipline-specific course), followed by one-on-one vocational coaching and advising (inventory assets tool completed before individual coaching with advisor).</li> <li>Four mandatory assignments in course, each with multiple deliverables.</li> <li>Self-guided labour market research.</li> <li>Career conversations event.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>First student preparation course duration is two weeks plus two-days online requiring ten to twelve hours to complete.</li> <li>Second student preparation course duration is one week plus two-days online requiring five to seven hours to complete.</li> </ul>	<ul style="list-style-type: none"> <li>Eleven weeks, part time, including five to fifteen hours a week labour market research.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>In the semester before the co-op job search, students complete the preparatory curriculum the first WIL preparatory course, the workshops and then attend their individualized advising session to finalize the resume.</li> <li>Students complete the first student preparation course after acceptance into the program.</li> <li>Students register for the second student preparation course after being placed.</li> <li>Multiple sessions of the two online preparatory courses are offered per semester.</li> </ul>	<ul style="list-style-type: none"> <li>WIL office works closely with each discipline-specific program to schedule in-class sessions.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Blended; multiple modes of communication and delivery.</li> <li>Online learning community.</li> <li>Offered in a learning management system, Canvas with facilitated discussions.</li> <li>Advising is offered in person, on Skype, Zoom and by phone.</li> <li>Faculty and guests such as employer panels.</li> <li>Students can arrange a follow up meeting by email or phone call.</li> </ul>	<ul style="list-style-type: none"> <li>Blended online: synchronous and asynchronous.</li> <li>Online and offline networking.</li> <li>Discussion Forums.</li> <li>Recorded mock interview.</li> <li>Assignments graded as satisfactory/unsatisfactory.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Mandatory.</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Course facilitators are the co-op Coordinator and/ or co-op advisor.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development office advisors.</li> <li>Teams of managers within student services for student engagement, student success, team coaching, counsellors.</li> <li>Indigenous instructional designer (with intercultural awareness competencies).</li> </ul>

## ACE-WIL BC/ YUKON: MANDATORY PRACTICUM & CLINICAL PROGRAM BASELINE 2020

Institute Example A	
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>• Practicums, preceptorships, and clinical placements support employment exposure in the industry; development of professionals particularly around mental health.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>• Professional licensure.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>• Decentralized WIL: Discipline-specific course/program instructor has academic freedom around WIL preparatory curriculum.</li> <li>• Discipline-specific courses/programs embed the WIL preparatory curriculum.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>• Primary and advanced level accredited career-building courses; Curriculum is developed as a complex novice to expert model, didactic, hands on.</li> <li>• Theoretical-based components, skills stations and drills, simulations (30 minutes), followed by experience in the field.</li> <li>• Focus on nationally and provincially mandates competencies or occupational profiles.</li> <li>• Learning outcomes are embedded in curriculum as explicit objectives; development of competencies must be demonstrated.</li> <li>• A critical component of the applied learning model is the simulations, which enhance and solidify skills, resulting in safe and secure communities.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• Variable depending on WIL types (practicums, preceptorships, or clinical placements).</li> <li>• Some programs are post-employment in a block format, meaning that time is spend in the institution and workplace.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>• Transition to the workplace (topics such as working with others) completed in discipline-specific program.</li> <li>• Some programs have preceptorship at end, prior to certification exam, (partnership relationship under a preceptor license).</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• Synchronous.</li> </ul>
<b>Mandatory/ Optional Educators</b>	<ul style="list-style-type: none"> <li>• Mandatory national and provincial competencies and occupational profiles.</li> <li>• Faculty are practitioners from the field (some as sessional and contract).</li> </ul>

College Example B	
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>• Get hands on experience; networking; references; and long lasting careers.</li> <li>• Serve non-traditional, vulnerable populations in rural programs with project-based training programs enhanced through WIL, particularly if there is no essential skills programming.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>• Funded contracts with multi-barrier students, mental health.</li> <li>• Funders have requirements for project-based training programs.</li> <li>• Coaching for employers.</li> <li>• Students and International students with specialized coursework.</li> <li>• Indigenous students funded by partner organizations.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>• Decentralized: Industry and discipline-specific courses/programs embed the career planning and WIL preparatory curriculum.</li> <li>• Discipline-specific course/program instructor has academic freedom around WIL preparatory curriculum.</li> <li>• Centralized: Essential skills programming supports WIL preparatory curriculum in practicum under the leadership of course /program instructors by contributing to the development and delivery of innovative, customized employment-focused training.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>• Transition to employment student preparation course is embedded in discipline-specific course/ program.</li> <li>• Four phases: preparation, placement, monitoring, and evaluation. Each phase is implemented with the use of procedures and tools that are designed to effectively engage the students and/or employers (as practicum hosts).</li> <li>• Completion graded: satisfactory/unsatisfactory.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• Essential skills are 1 week of training that happens at the beginning and includes college readiness.</li> <li>• 2 weeks of transition to employment training broken into chunks.</li> <li>• Student preparation is chunked into the different cycles of WIL experiences.</li> <li>• Total duration is two weeks (40 hours).</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>• Transition training is two to three months ahead of placement, and then again for a couple of sessions before the practicum.</li> <li>• Instructor does preparatory work and program coordinator offers the support before, during and after as well as coaching.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• Synchronous.</li> <li>• Cohort-based.</li> <li>• Peer to peer work; group discussions; employers invited to support interviews; self and peer assessment.</li> <li>• Built-in support and coaching throughout on a one-to-one basis with an advisor.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>• Mandatory: regulated and targeted specific to needs of the regulatory board.</li> <li>• Some courses/programs do not have preparatory curriculum; some have applied skills.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>• Instructors for career development readiness.</li> <li>• Practicum coordinators, professionals in the field, WIL department staff, advisors.</li> <li>• Hiring continuing studies educators and offering them training for non-credit pieces.</li> <li>• Indigenous facilitators, Elders.</li> </ul>

	University Example C	College Example D
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Prepare interactively for WIL experience and develop career management skills.</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Place-Based Learning to provide for concrete experience, reflective observation, and meaning-making.</li> <li>Increasing Indigenous students' academic levels to ensure they are able to enter their desired program areas.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>International student: master's level (some with PhD) and mid-career professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Students.</li> <li>Aboriginal students.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Practicum offered using model of unaccredited co-op (also leaning on Internship program).</li> </ul>	<ul style="list-style-type: none"> <li>Discipline-specific course/program instructor has academic freedom around WIL preparatory curriculum.</li> <li>Discipline-specific courses/programs embed the WIL preparatory curriculum.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Structured preparatory job search course (in discipline-specific course), followed by one-on-one vocational coaching and advising (inventory assets tool completed before individual coaching with advisor).</li> <li>Four mandatory assignments in course, each with multiple deliverables.</li> <li>Self-guided labour market research.</li> <li>Career conversations event.</li> <li>Networking (digital library).</li> </ul>	<ul style="list-style-type: none"> <li>Students introduced to foundational skills in the lab and are provided the opportunity to apply these skills in the clinical setting with adults.</li> <li>Lab emphasis placed on experiential exercise to assist students to understand and apply knowledge of interpersonal relationships by utilizing professional communication skills.</li> <li>No workshops.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Condensed version: support students who are in accelerated degrees.</li> <li>Extended version: Longer process (than for example, co-op) to support International students in their job search. Time to conduct networking, find jobs aligned with career path, etc.</li> </ul>	<ul style="list-style-type: none"> <li>No data.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Centralized WIL department supports student preparation (content is modified from co-op) under leadership of discipline-specific course/program instructor.</li> </ul>	<ul style="list-style-type: none"> <li>WIL preparatory training is done individually, every student participates individually.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Blended online: synchronous and asynchronous.</li> <li>Online and offline networking.</li> <li>Discussion Forums.</li> <li>Recorded mock interview.</li> <li>Assignments graded as satisfactory/unsatisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>Field Schools support experiential exercises with lab emphasis.</li> <li>Can be delivered in community/job site/classroom settings.</li> <li>Online learning via learning management system, email, web-conferencing platforms, online videos, social media tools, textbooks, print modules, and experiential tasks.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Mandatory (part of discipline-specific course).</li> <li>Optional (part of elective).</li> </ul>	<ul style="list-style-type: none"> <li>Integral and additive credit; some is incorporated in the courses as credit, some is in addition.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Professional development office advisors.</li> <li>Teams of managers within student services for student engagement, student success, team coaching, counsellors.</li> <li>Indigenous instructional designer (with intercultural awareness competencies).</li> </ul>	<ul style="list-style-type: none"> <li>Instructor-based WIL.</li> <li>First Nations access coordinators.</li> <li>Aboriginal community liaison.</li> </ul>

## ACE-WIL BC/ YUKON: SERVICE LEARNING PROGRAM BASELINE 2020

	University Example A	University Example B
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Teach flexibility, critical thinking, comfort with the unknown, learning from mistakes, being adaptable, resiliency.</li> </ul>	<ul style="list-style-type: none"> <li>Develop real world employability skills; take theoretical learning in the classroom and apply it in a real-world situation with a partner in the community; instill civic goals in the learner as a connection to community.</li> <li>Connect the community and institution.</li> <li>WIL Preparatory courses offer students an enhanced understanding of the skills and abilities they are developing and how to leverage these in their post-grad work search.</li> <li>Expand volunteerism and service learning in the community (student payment optional, three to four weeks in length); community-based projects for senior students.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Students.</li> </ul>	<ul style="list-style-type: none"> <li>Students not in co-op programs (primarily Arts and Science students).</li> <li>Indigenous students.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Discipline-specific course/program instructor has academic freedom around WIL preparatory curriculum.</li> <li>Discipline-specific courses/programs embed the WIL preparatory curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Discipline-specific course/program instructor has academic freedom around WIL preparatory curriculum.</li> <li>Discipline-specific courses/programs embed the WIL preparatory curriculum.</li> <li>Centralized WIL department supports student preparation (content is modified from co-op) under leadership of discipline-specific course/program instructor.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Discipline-specific courses/programs embed the WIL preparatory curriculum in academic course.</li> <li>No set preparatory curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Career management course: a one-credit additive course.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Variable within courses/ programs.</li> </ul>	<ul style="list-style-type: none"> <li>Thirteen-week course, one hour twenty minutes each week.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Discipline-specific courses/programs embed the WIL preparatory curriculum in academic course.</li> <li>Each WIL program is different, some of the preparatory elements are very casual.</li> </ul>	<ul style="list-style-type: none"> <li>Partnering with local bands and organizations that offer Indigenous recruitment programs.</li> <li>Discipline-specific courses/programs embed the WIL preparatory curriculum in academic course.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>No data.</li> </ul>	<ul style="list-style-type: none"> <li>Synchronous.</li> <li>Includes face to face in class instruction/ lecture based, panel discussions, online learning, projects, and capstone project.</li> <li>During COVIC, course is online, lots of examples, breakout rooms, specific tasks, hybrid-some recorded some live lectures.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>No data.</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory with additive credit.</li> <li>Option with co-curricular recognition.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Faculty within the discipline-specific course/ program.</li> </ul>	<ul style="list-style-type: none"> <li>Experiential learning coordinator works with elective options.</li> <li>Faculty within the experiential learning department.</li> <li>Indigenous experiential learning coordinator.</li> </ul>

## ACE-WIL BC/ YUKON: WIL PREPARATION COURSES PROGRAM BASELINE 2020

	College Example A	College Example B
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Support student success in education and life experiences.</li> <li>Make WIL open and accessible to students.</li> </ul>	<ul style="list-style-type: none"> <li>Provide resources to make a positive, lasting impression on prospective employers.</li> <li>Complement other curriculum offered in career programs to further develop specific competencies related to employment in student's field of study.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Vocational students, trades programs, graduate students, and alumni.</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate and graduate students.</li> <li>Anyone meeting the English requirement can take the undergraduate course.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Industry and discipline-specific preparatory curriculum and career planning embedded into the academic program.</li> <li>Centralized WIL department supports student preparation (content is modified from co-op) under leadership of discipline-specific course/program instructor.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Pre-employment Workshops to support student on-campus employment for office administration, health, trades and vocational programs, graduate students, and alumni.</li> <li>Vocational workshops give guidelines and tools; experience with technology and software, do not focus on transfer of learning.</li> <li>Reflective practices are not formalized, only bringing them in as needed.</li> <li>No WIL preparatory assessment.</li> </ul>	<ul style="list-style-type: none"> <li>WIL student preparation course: Undergraduate employment preparation course, Graduate WIL preparatory courses are three courses.</li> <li>Three one-credit courses for post-degree diploma programs. These graduate-level WIL preparatory courses have same curriculum as the undergraduate courses except the third course is modified to include a job hub format including: spreadsheet, contacts, who students will be interviewing, and finding employment.</li> <li>Midterm exam is master resume organized into groups, no final assignment/ exam.</li> <li>Peer-to-peer application document support, career fairs, role plays, interviews in class, weekly morning mingle events with employers.</li> <li>Tech Thursdays once a month, for Tech and Sciences where a panel comes in.</li> <li>Partnerships with events of interest, leaders of tomorrow program, clubs on campus.</li> <li>Job shadow for a day with employers-sponsor.</li> <li>Professional career portfolio.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Longer workshop in trades and vocational programs.</li> <li>Duration is up to the instructor, may be a two-hour overview, or 2-3 day intensive.</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate course is full term; two hours instruction twice a week for thirteen weeks for fifty-six total instructional hours.</li> <li>Graduates have three courses, two hours a week for nine weeks.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Tailored to the program and instructor's wants.</li> <li>Reflective practices and transfer of learning are not formalized, only bringing them in as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Courses are in the experiential learning programs offering co-op education option.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Synchronous and asynchronous.</li> <li>Role play, videos, self-discovery, mock interview, reflection.</li> <li>Templates (documents sent out to each student) in specific program areas and mindful of audiences.</li> <li>Show and shine events and local networking events (virtual)Employer events; business expo; panel events (virtual).</li> </ul>	<ul style="list-style-type: none"> <li>Combined lecture and seminar.</li> <li>Pre-Covid: offered in person through scheduled classes.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Preparatory workshops for groups not mandatory.</li> </ul>	<ul style="list-style-type: none"> <li>Anyone with English requirement can also take the undergraduate course.</li> <li>Graduate courses are mandatory for some post-degree diploma programs</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Indigenous staff in student services department.</li> <li>WIL Educators.</li> </ul>	<ul style="list-style-type: none"> <li>Career instructors develop workshops.</li> <li>Twelve teaching faculty are co-op coordinators.</li> </ul>

### University Example C

<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Each program's primary purpose will be to provide different level of career experience and readiness.</li> <li>Some target skills, ex. Experiential Career Preparation has mock interviews, networking and these are highly experiential by modeling it with focus on specific topic</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Students.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Decentralized WIL programming; Industry and discipline specific programming.</li> <li>In class programming includes <b>Portfolio</b> classes that are attached to Arts Degree and Diploma.</li> <li>Support <b>Experiential Career Preparation/ Career Readiness Training</b>: workshops and courses both inside/ outside of classroom (Provincial education and career planning).</li> <li><b>City Studio</b>: course is apart of experiential learning piece.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>In class <b>Portfolio</b> classes as educational workshops, seminar discussions, portfolio development and experiential learning projects.</li> <li><b>Career Readiness Training</b> has cooperative learning as foundation for the course, with group projects, guided discussion, written assignments, oral presentations, direct instruction, guest presentations, and individual interviews and assignments.</li> <li>Customize workshops and modify content for different audiences: teacher education cohorts, social work cohorts, international and indigenous students.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li><b>Portfolio Part 1</b>: Tutorials and workshops twenty-five hours; supervised online activities twenty hours; total is forty-five hours, three credits.</li> <li><b>Portfolio Part 2</b>: Lecture/seminar six hours; tutorials and workshops eighteen hours; supervised online activities twenty-one hours; total forty-five hours.</li> <li><b>Experiential Career Preparation</b> (Provincial Education and Career Planning): lectures are forty-five hours; small and large group work is forty-five hours; total ninety hours per term; three credits.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>In Bachelor of Arts Program: two <b>Portfolio</b> courses in year two and year three; interwoven into the degree programming. Typical instruction methods are workshops and seminar discussions, portfolio development and experiential learning projects.</li> <li><b>Career Readiness Training</b> courses intend to prepare for participation in employment and/or further training. Industry specific programming with training for specific career: for example, Education, Social Work, some continuing education, and legal training, have more staff co-teaching in the classroom with instructors. Staff will teach a module with assessment criteria attached.</li> <li><b>City Studio</b> course is part of the experiential piece. Not so much resume writing, but dives into what the experience was, breaking down the experience, articulating the experience with employment lens. Focus will change depending on what skills students are tackling and demonstrating. Considered WIL because it is breaking down experiences and articulating skills in development to learn how to communicate these to an employer. Students articulate that on their co-curricular record: the experience and reflecting on it, skills developed, examples and evidence on that result.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>For synchronous, the faculty has access to same resources as above, plus lesson planning, assessments, answer keys, curricula for integrating into courses with assessment with quality standard (up to date, effective practices are taught around career readiness).</li> <li>Asynchronous programming that is self-directed, view resources through website such as structure of a targeted resume, videos with worksheets to inventory transferable skills, how to write cover letter, interview tips.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Some of our programming varies: if in class: mandatory requirement to complete course.</li> <li>In Bachelor of Arts program: Mandatory two <b>portfolio</b> courses in year two and three. Students can meet the requirement through courses and a non-course option allowing volunteering or work experience.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>For WIL we have non-teaching faculty members that deliver the content: WIL coordinator, experiential learning coordinator, career services coordinator.</li> <li>Shifting that model where Faculty are delivering that content in their classrooms and do it separate or with us.</li> </ul>

### University Example D

<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Expand student horizons, big themes around opening their world, career resiliency, career management.</li> <li>Develop real world employability skills; take theoretical learning in the classroom and applying it in a real-world situation with partner in the community and instill civic goals in the learner as a connection to community.</li> <li>Connect community and institution.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Students not in co-op (targets Arts and Science students).</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Centralized WIL department supports student preparation (content is modified from co-op) under leadership of discipline-specific course/program instructor.</li> <li>Employment preparation as part of the co-op preparatory course and supported by the WIL department including non-teaching faculty, WIL coordinators.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Co-op and Career management course: a one-credit additive course.</li> <li>Course is the same as the co-op course and offered simultaneously to both co-op and non-co-op students.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Thirteen-week course, one hour twenty minutes each week.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Multiple sessions offered in all three semesters.</li> <li>Same course as Co-op course, open for all students.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Synchronous.</li> <li>Includes face to face in class instruction/ lecture based, panel discussions, online learning, projects, and capstone project.</li> <li>During COVID, course is online, lots of examples, breakout rooms, specific tasks, hybrid-some recorded some live lectures.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Course is one credit additive and there is no mandatory work term required upon completion.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Faculty within the experiential learning department.</li> <li>Indigenous experiential learning coordinator.</li> </ul>

## ACE-WIL BC/ YUKON: WORK EXPERIENCE PROGRAM BASELINE 2020

College Example A	
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Expand career relevant skills, insight, contacts, etc. through facilitated activities and workplace experience.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Students.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Centralized WIL department offers co-op, work experience, and internship. WIL preparatory curriculum adapted from co-op.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Workplace education preparation is the pre-requisite seven-week course including online self-study materials and quizzes, interactive workshop.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Seven weeks with one-hour tutorials plus assignments; two hours of virtual classroom each week.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Students register into a course with a reduced set of activities. WIL preparatory curriculum adapted from co-op.</li> <li>Some academic programs directly schedule a mandatory career preparation class into the first or second semester of their programs.</li> <li>Some academic programs permit optional/elective career preparation courses to be available each semester and students determine when they enrol.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Flipped classroom pedagogical approach.</li> <li>Pre-COVID: blended asynchronous online plus in-class synchronous. Eight online tutorials with assignments: six in-class sessions, two with guests where one is an alumni (Q &amp; A session), and one is networking and mock interview session.</li> <li>During COVID: blended asynchronous online plus remote-class synchronous. Seven online tutorials with assignments, seven remote classroom sessions, two with guests where one is an alumni (Q &amp; A session), and one is a networking and mock interview session.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Course is mandatory in some programs, optional in others.</li> <li>Course is mandatory for anyone wanting to participate in a WIL experience.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Faculty primarily within the co-op and career department.</li> <li>Employment facilitators offer resume support and work term search support.</li> <li>Employment assistant supports resume submissions and interviews.</li> <li>Co-op/ internship coordinator assesses expectations and learning plans.</li> </ul>

University Example B	
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>• Allow students the opportunity to take what they are learning from their academic studies, reflect on those in places of work, and vice versa; after the work experience, reflect on what they learned and how they can put it into their studies.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>• Employers, students, and the institution. Employers will benefit as a professional body because they will have better prepared students.</li> <li>• Undergrad and graduate students not enrolled in programs with mandatory co-op.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>• Centralized: Offer work experience program as a shorter and more flexible program than co-op, WIL preparatory curriculum adapted from co-op.</li> <li>• Decentralized: WIL preparatory curriculum adapted from co-op.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>• Introduction to professional practice course.</li> <li>• Career workshops: 3 workshops for resume, interviews, and LinkedIn.</li> <li>• Individual learning: professional development; career assessment tools, professional competency development, strengths, and gaps.</li> <li>• Counselling and advising (group and individual) with Co-op coordinator.</li> <li>• Student hosted information sessions; participation in a career panel.</li> <li>• Career fairs.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• Eight to nine weeks; some courses are longer or shorter durations depending on program.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>• Join the work education program anytime.</li> <li>• Preparatory course is offered to each program area and run independently.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• Blended format, with readings, assignments, virtual sessions, meetings, review and reflection, online course materials, deadlines.</li> <li>• Online facilitated dialogues in discussion forum.</li> <li>• Zoom face-to face sessions.</li> <li>• Guest speakers.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>• Centralized: Course is mandatory for completion of work experience. Must finish the preparatory course successfully to meet with coordinator (one-on-one session) to gain access to the job board and course completion is noted on transcript.</li> <li>• Decentralized: optional.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>• Co-op coordinators.</li> <li>• Decentralized programs offer and run WIL preparatory course by WIL coordinators.</li> </ul>

# WIL PREPARATORY CURRICULUM: QUALITY BASELINES

Note: There are no quality framework for Entrepreneurship and Field Placements, as these are embedded under the Co-operative Education Program.

## ACE-WIL BC/ YUKON: APPRENTICESHIP PROGRAM QUALITY STUDENT PREPARATION 2020

QUALITY WIL PREPARATORY CURRICULUM FRAMEWORK	
<b>AIMS:</b>  <b>Learning Outcomes &amp; Content</b>	<p><i>Program objectives and expectations:</i> Meet Industry and safety certifications; exam and certification preparation (e.g., curriculum established by ITA). First Nations Heritage and Cultural Competency: Commit to reducing systemic barriers such as racism and ensuring that courses and programs demonstrate an integrated inclusion of First Nations culture and knowledge. Enhance skills and abilities required in the workforce; personal enrichment; professional development and upgrading.</p> <p><i>Self discovery tools:</i> Think about experiences, accomplishments, understand expectations, soft skills and/or hard skills.</p> <p><i>Application documents:</i> Develop cover letter and resume. Understand the job search, websites, technology and software, video.</p> <p><i>Communication skills:</i> Get feedback, address conflict, conversations, role-play.</p> <p><i>Interview skills and mock interview:</i> Present skills to employers; seek feedback.</p> <p><i>Networking skills:</i> Break down myths; best practices for industry.</p> <p><i>Transition to the workplace/ practice setting:</i> Understand time management and reasons for missing work.</p> <p><i>Rights and responsibilities of employers and self as employee:</i> Include equity, inclusion, managing diversity, mental health, workplace safety, freedom from harassment, global employees, work cultures. Include First Nations heritage and cultural competency; demonstrate integrated inclusion of First Nations culture and knowledge.</p>
<b>ACHIEVEMENTS:</b>  <b>Assessment &amp; Evaluation</b>	<p>No formative assessment. Vocational preparatory workshops do not currently focus on reflective practices and transfer of learning. No reflection during or after WIL. Evaluation is for participation only.</p>
<b>ACTIONS:</b>  <b>Learning &amp; Teaching Process &amp; Procedures</b>	<p>Bring reflective practices in as needed. Applied skills training combines in-class training with workplace employment under qualified supervision. Experiential place-based learning is facilitated, and students are led through concrete experience, reflective observation, and meaning-making. Delivery of programs and/ or courses on campus or in Aboriginal communities, there is an Aboriginal community liaison. First Nations access coordinators provide student support with services and initiatives, outreach activities and events. Cultural awareness training for staff, faculty and administration. Offer community-based training opportunities primarily focused on increasing Aboriginal students' academic levels to ensure their ability to enter desired program area.</p>

# ACE-WIL BC/ YUKON: CO-OPERATIVE EDUCATION PROGRAM QUALITY STUDENT PREPARATION 2020

## QUALITY WIL PREPARATORY CURRICULUM FRAMEWORK

### AIMS:

### Learning Outcomes & Content

#### *Program objectives and expectations:*

Identify the philosophy, goals, roles/ responsibilities, and stakeholder relationships.

Adhere to co-op policies, procedures, and expectations for successful completion of work terms.

Reflective practice is integrated throughout the preparatory curriculum to support student in their thinking about what they know, what they can do, where to transfer their knowledge, to make meaning of their experiences, to draw on experiences and transfer between diverse contexts.

#### *Self discovery tools:*

Understand career development theory for the enhancement of career goals and the variety of paths to take for career success.

Develop and demonstrate a professional approach, competencies, and values for successful transition from academia to starting a career.

Reflect on past experiences to identify own skills, knowledge, talents, and interests and relate these to different contexts.

Explore personal experiences and learn how skills transfer to different contexts and a professional job.

Self-assess personal qualities, knowledge, and skills through an inclusive lens.

#### *Application documents:*

Explore career opportunities and relevant labor market trends using a variety of tools and methods; use strategies to navigate the work search process.

Analyze and interpret a job description for required qualifications such as technical skills, soft skills, leadership, critical thinking, attitudes and relate it to personal abilities.

Formulate resumes and cover letters to strategically promote competencies to employers.

Identify and design the core components of a portfolio including skills earned, growth, and knowledge acquired from career-building experiences.

#### *Communication skills:*

Develop professional communication skills and effective interview techniques to make a positive impression on prospective employers.

Understand the relevance of cultural influences, equity, and inclusion and how they shape communication and engagement with diverse opinions and perspectives.

Engage in career development conversations around skill acquisition, accomplishments, challenges, diversity in the workplace and career resilience.

#### *Interview skills and mock interview:*

Research the qualities, knowledge, and skills employers require such as technical skills, soft skills, leadership, critical thinking, and attitudes.

Prepare to interview effectively for career-related opportunities.

#### *Networking skills:*

Understand the importance of portraying a distinctive, professional, and active online identity and create an effective professional online identity (LinkedIn and/ or personal brand).

Apply foundational networking skills to find professional contacts including senior co-op students, alumni, and employers.

Build a network of professional colleagues and potential employers, by conducting research and outreach.

Engage in networking activities and continue to apply networking skills in professional development contexts and the Canadian business context.

#### *Transition to the workplace/ practice setting:*

Understand the hiring and recruitment process and be proactive in the job search and referral process.

Set work term goals and objectives, relate these to skills and knowledge acquisition to enhance professional and personal growth within aspects of a healthy life-work balance.

Use effective strategies to communicate professionally in a diverse context.

Consider workplace dynamics and workplace culture, critical elements of teamwork, and building relationships in the workplace.

Support workplace learning, learning about work preparation, work search, connection-making, metacognition as a tool for enhancing skills transfer, critical thinking skills, how to mobilize knowledge gained in one context in another.

#### *Rights and responsibilities of employers and self as employee:*

Access resources related to workplace legislation, regulations, standards, and policies.

Understand the rights and responsibilities of employers and self, including equity, diversity, mental health, workplace safety, and freedom from harassment.  
Understand professional ethics related to the workplace.  
Embrace diversity and understand intercultural competencies.

**ACHIEVEMENTS:**

**Assessment & Evaluation**

Assessment  
*Program objectives and expectations:*  
Attendance at virtual sessions and/or in-class activities, participation is part of the learning process and assessment and is included in grading.  
Complete required readings/ videos/ handbooks/ classes prior to scheduled sessions, individual meetings, and virtual components.  
Completion of all face-to-face coaching within an individualized supportive environment in which learning exploration take place.  
Feedback is given frequently and iteratively on progress.  
Submission of assignments.  
*Self discovery tools:*  
Participation in all self-directed course activities/assignments (e.g., work sequence plan; skills assessments, short & long-term goals).  
Demonstrate skills such as: subject knowledge, thinking strategies, metacognitive awareness, and motivation.  
Completion of skills matrix.  
Understand employer's evaluations and reflections of past co-op students' search and work term reports.  
*Application documents:*  
Master resume as midterm or substantial assignment and graded by instructor; feedback given in class and during individual advising.  
Accomplishment statements are submitted for feedback and included in a learning portfolio and/or master resume.  
Draft resume and cover letter submission receives audio feedback or feedback directly from co-op coordinator/course instructor.  
Written feedback and graded.  
Portfolio allows students to take ownership of experiences, scaffold performance in courses, and reflection.  
*Communication skills:*  
Students share their experiences through stories, narratives, dialogue, and reflection to make meaning of their experiences.  
Students contribute through sharing expertise in inquiry driven dialogue, which include tasks to make connections to their interests and needs, Questioning techniques to encourage students to actively engage in content.  
Basic principles of effective feedback and active listening, practice providing feedback, responding to group dynamics, summarizing learning, encouragement.  
*Interview skills and mock interview:*  
Mock interview process with assessment through structured rubrics; present with suitable body language to highlight engagement and a positive first impression.  
Integrate company research into responses and tailor answers to a specific position/ employer.  
Respond to behavioral/situational and common interview questions; apply skills transfer (what one knows and can do, where/how they learned it and are able to communicate this to one's advantage).  
Peer to peer feedback.  
Receive feedback on interview and include reflection elements with specific competencies (interpersonal, intercultural, civic and engagement).  
*Transition to the workplace/ practice setting:*  
Portfolio with a skills matrix.  
Evaluation:  
Final interview video assignment includes a five to ten-minute video simulating a co-op job interview with written self-assessment of performance.  
Capstone project: career portfolio and oral presentation includes a three to five-minute presentation as a presentation to a prospective employer.  
Includes a personal vision statement, resume, essential skills assessment and career development plan, relevant artifacts. Marking rubric for capstone project.  
Interview presentation in final exam; grade interview skills (quality of answers, apply strategies covered during class lectures). Marking rubric for interview exam.

*Examples of pass/ fail with criteria:*

Complete/ incomplete: Successful candidates satisfy all of the following criteria: 1. Admission requirements 2. Submission of proper application documents 3. Attendance in the co-op preparatory class 4. Satisfactory completion of student/ coordinator advisory meeting.

Pass/fail: 1. Attendance and active participation in mandatory activities 2. Completion of required co-op job applications (domestic students and international students require less or more applications).

Complete/ incomplete: Successful candidates satisfy all of the following criteria: 1. Read the online materials and achieve 70% in each of the four unit quizzes. 2. Attend and actively participate in every workshop (participation may include bringing prepared document such as a resume) 3. Attend the required appointment with the employment facilitator.

Complete the assignments, quizzes and facilitated discussion in online course by the due date and submit a course survey and self- assessment survey.

Complete quizzes: student agreement, resume assessment, self-assessment, and a course survey.

Complete course discussions: meet the class, convince the employer, accomplishment statements, communicate across cultures.

Demonstrate competencies before moving forward to co-op placement.

*Graded courses:*

Graded course. If student passes can search for opportunity in fall or spring.

Grade allocation: A+ to F. Library assignment 5%; personal branding and written assignment 20%; interview preparation assignment 15%; career fair/networking assignment 20%; interview final exam 30%; participation 10%.

Achievement requirements: resumes 50%; mock job interviews 25%; class assignments 25% to pass.

*Other:*

Learning analytics includes collection and analysis of data about learners to improve teaching and learning. Tools capture data about student activity; provide information to improve quality of program; chances of success in search term. View overall progress for search term; track student progress in order to provide personalized feedback; review statistics on course content to support improvements in learning materials; access student participation in the mandatory learning activities of this course.

**ACTIONS:**

**Learning & Teaching Process & Procedures**

*Program objectives and expectations:*

Complete the pre-session required reading/videos for units prior to attending the Zoom session with co-op coordinator.

Attend lectures and take notes; pre-recorded lectures; direct instruction; whiteboarding activities.

Online student preparation modules and online student guide; online community.

Advising appointments (individualized) as needed for application reviews, mock interviews, and work term planning with coordinator.

Support learning process through guided reflection and feedback in a supportive environment for learning exploration.

*Self discovery tools:*

Search terms use reflection on work term evaluations, stories of skills development, skills matrix, action plans and learning portfolio.

Unit on experiential learning: what is it, why is it relevant? Utilize self-reflections strategies to make meaning out of experiences.

Understanding of ten core competencies, plus intercultural and program-specific; reflect on goals for future competency development by aligning to competency frameworks.

Help students learn to read competency frameworks for future competency development, compare and align.

Assignments around self awareness, personality, environments, personal vision statements, essential skills assessment, and career development plan.

Reflect on skills with activities and assignments using accomplishment statements and building it into a resume.

Learning objectives assignment: set realistic goals for new skills, technical and academic, personal and professional growth, when and how goals can be accomplished.

Self-assessment of job search abilities involving questions that include strategic information.

Gibb's reflective cycle and underpinnings of skills transfer theory.

*Application documents:*

Support students in self-directed explorations and self-assessment, finding information and building knowledge for the self.

Engage with content for new-graduate jobs; research to describe job requirements and skill development plans created individually or in groups.

Small groups of students create accomplishment statements for resumes and targeted content for cover letters to assist in understanding challenging concepts. Instructors facilitate a collective sharing and offer constructive feedback of the learning with the class.  
Labor market information assignment, which includes watching a lecture, documentary, reading articles, labor market reports, and an assignment on the documentary.

Apply to a minimum number of co-op positions and going for interviews until accepting a job offer. Goal is two to three jobs per week.

Resume and cover letter development with a resources folder, development file, job forum.

Creating a weekly plan for a search term (recommended eight to twelve hours per week for the co-op job search).

*Communication skills:*

Effective intercultural communication as an optional course.

Construct knowledge and meaning by working collaboratively on for activities and tasks; encourage sharing of information in class discussions, small groups, online forums, peer to peer, and in conferences (job prospects, interview strategies and questions for program specific job postings).

Informational interview forum: students have an article to write, share and comment on others' posts; forum question includes an HR recruiter.

Learning partnerships as role plays; round robins with students in triads (interviewee, interviewer, observer). Observer receives a handout for each round to look at skill and behavior-based components. Instructor floating around.

Peer feedback, alumni, and senior student feedback.

Labour market seminar and seminars on other topics where the groups give comments.

Blog posts; students share and comment on other's posts; for constant peer-to-peer exchange of overcoming challenges, sharing learning and reflections.

*Interview skills and mock interview:*

Participate in a mock job interview, a virtual mock interview clinic, individual interviews or in groups, with opportunity to provide feedback of peer resumes and cover letters.

Attend a virtual mock interview clinic or related exercise (approved by co-op coordinator) and reflect on feedback from interviewer.

Apply to a discipline specific mock job posting with a well-developed resume and cover letter.

Interview assignment posted online; personal recording, self-assessment with a rubric to grade self.

Career portfolios include personal vision statement, resume, essential skills assessment and career development plan, type focus assessment, relevant artifacts.

*Networking skills:*

Employers on campus in a panel discussion provide feedback and information on what employers expect from co-op students.

Panelists come in to talk about their own work and career trajectory.

Career educators host a LinkedIn workshop several times in a term, which includes a networking assignment (curating a LinkedIn profile); attending a networking activity or event.

Digital marketing and accounting clubs organize club visits to employer's site.

Job shadowing, which the co-op program sponsors.

Morning mingle with employers once a week.

*Transition to the workplace/ practice setting:*

Social media in career development.

Learning objectives assignment: set realistic goals for new skills, technical and academic, personal and professional growth, when and how goals can be accomplished.

Connect future jobs and skill development to goal setting to acquire missing skills: Receive a list of 10 – 15 new-graduate program-specific job titles and students select one to explore assessing what employers ask for from new-graduates. Then, students find a new-graduate job and perform a skills gap-analysis, create a personalized skills development plan that may involve work terms, and select elective courses, etc. to acquire the skills employers ask for.

*Equity, Diversity, and Inclusion:*

Use language inclusive of all students using curriculum, templates which state acknowledgement of traditional lands and providing inclusive learning environments for equity seeking students, international students, and Indigenous students.

Apply First Nations heritage and cultural competencies as a commitment to reducing systemic barriers and integrating inclusion of First Nations culture and knowledge.  
Community-based training opportunities to support Indigenous students.  
Career resources specifically designed for equity seeking-students.  
Resources on how to communicate in a culturally diverse workplace, intercultural competencies.  
Effective intercultural communication as an optional course.  
Online tutorial about cultural agility followed by a virtual classroom session with invited Indigenous representative for presentation, question, and answer.

*Institutional supports and resources:*

Facilitator guide for courses and workshops, Facilitator Manual.

Student handbook.

OER open textbook resources for co-op and career management.

Online learning community.

Online job boards.

Career Services website and Career Portal.

Social media and networking platforms.

Co-op hub.

Co-op student association.

Employment Center for recruiting on campus, interview schedules, and employer presentations.

Business Expo, Employment Fair, Career Fair, Professional development events.

Career coaching appointments.

Center for Accessible Learning; Accessibility Services; Abilities Office.

International Student Office and Education Department Writing Center and Learning Commons (support International students).

Indigenous Services; Aboriginal Gathering Place.

Alumni officer.

Grant to design career-building resources.

Effective Intercultural Communication course.

Volunteer Program.

Health Team and medical offices, psychologist.

# ACE-WIL BC/ YUKON: INTERNSHIP PROGRAM QUALITY STUDENT PREPARATION 2020

## QUALITY WIL PREPARATORY CURRICULUM FRAMEWORK

<p><b>AIMS:</b></p> <p><b>Learning Outcomes &amp; Content</b></p>	<p><i>Program objectives and expectations:</i>            Reflective practice is integrated throughout the curriculum to support students in their thinking about what they know, what they can do, where to transfer their knowledge, to make meaning of their experiences, to draw on experiences and transfer between diverse contexts.            Understand value of experiential education.</p> <p><i>Self discovery tools:</i>            Identify skills, accomplishments, strengths, values, and interests and apply them to career planning and objectives.            Carry out inventory or personal assets as a self-reflection process before the career planning process.</p> <p><i>Application documents:</i>            Research the industry and occupation and launch an internship search.            Collect, analyze, and integrate industry and occupational information, trends, and language.            Design effective resumes and cover letters according to industry, professional standards and expectations.            Describe the purpose and cultural context of resumes.            Refresh the resume and strengthen cover letter.            Develop leads list based on industry research.</p> <p><i>Communication skills:</i>            Describe the purpose and cultural context of resumes, cover letters and online platforms.            Understand digital media and the career, career conversations event, discussion forums, and reflections.</p> <p><i>Interview skills and mock interview:</i>            Demonstrate essential interview and negotiating skills.            Develop and practice interview skills: prepare for the interview, practice, and record of mock interviews, get feedback and reflect.            Negotiate offers and understand expectations.</p> <p><i>Networking skills:</i>            Build and manage strategic online profiles using career- related platforms.            Conduct effective outreach and manage contacts with industry.            Networking: build and manage a professional network.</p> <p><i>Transition to the workplace/ practice setting:</i>            Display positive interpersonal skills and professional relationship-building methods.</p> <p><i>Rights and responsibilities of employers and self as employee:</i>            Develop intercultural competencies and embrace diversities.            Understand industry and corporate language.</p>
<p><b>ACHIEVEMENTS:</b></p> <p><b>Assessment &amp; Evaluation</b></p>	<p><i>Program objectives and expectations:</i>            Mandatory components are graded by facilitator with satisfactory/ unsatisfactory grade. Without completing, students do not qualify for internship.            Some activities are optional and not graded, students may request feedback on activities at any time from facilitator.</p> <p><i>Self discovery tools:</i>            Personal assets inventory as self-assessment (better understand who you are, what have to offer, and what kind of internships are a great fit).            Develop online profiles and submit for feedback.            Reflect on goals for future competency development by aligning to competency frameworks.            Develop tools for reflective learning/ self-assessment with ways to express competencies.</p> <p><i>Application documents:</i>            Submit resume and cover letter for feedback.</p>

*Communication skills:*

Participate in discussion around case studies and scenarios on managing offers and negotiation.

In online course, students do a lot of sharing and reflection on all assignments. An example: reply to a colleague's post by reflecting or observing on similarities in your responses or by providing any suggestions for leads that relate to their areas of interest or challenges based on own career experience.

*Interview skills and mock interview:*

Conduct mock interviews.

Students prepare responses to interview questions.

Video record and reflect on interview practice.

Undertake peer review process, compare assessments, and engage in discussion on results.

*Networking skills:*

Attend networking events.

Track networking activities and progress.

Arrange informational interviews and include reflection in a public posting and reflection of cohort's reflection.

Develop leads list based on industry research.

**ACTIONS:**

**Learning & Teaching Process & Procedures**

*Program objectives and expectations:*

Universal design for learning in an inclusive environment.

Multiple modes of accessing tutorials (video, audio, text) without restrictions on access to the content or number of times quizzes can be taken.

The first unit is about experiential learning: What is it? Why is it relevant to me?

Apply knowledge of how program works as an educational model versus academic model of learning.

Utilize self-reflection strategies to make meaning out of experiences.

*Self discovery skills:*

Personal assets inventory workbook: brainstorming, peer feedback, posting reflections and responding to a post.

Conduct a personal gap analysis against a new-graduate job posting to list personal competencies and reflect on areas for growth.

Integration to future workplaces by asking students how and where they will acquire the required skills. This is the skill gap analysis for new-graduate jobs by connecting future jobs and skill development to goal setting to acquire missing skills.

Students can pick specific internship jobs that will provide specific missing skills that new-graduate jobs are asking for.

*Application documents:*

Compare samples of resumes and cover letters.

Select a real position and target the application: draft a resume and cover letter.

Qualitative feedback on cover letter and resume assignment (unlimited number of submissions, unsatisfactory is not a fail, students can get feedback and re-submit).

*Communication skills:*

Learn to construct knowledge and meaning by working in collaboration on activities and tasks; encourage sharing to engage and empower students through team-based sharing, discussion, and feedback.

Share information in an online forum, in small groups, peer to peer, in conferences, and with an advisor.

Participate by blogging and publicly shared posts, sharing and commenting on other's posts for a constant peer-to-peer exchange, overcome challenges, share assignments and reflections, and peer feedback.

Effective intercultural communication as an optional course.

*Interview skills and mock interview:*

Interview preparation includes working in small groups to practice interviews and record them. Reflect and review.

Mock interviews: department does not pull-on specific people in the industry, instead pull-on members within the university that students do not know. Follow up with a thank you letter emailed and cc'd to the instructor.

Conduct an informational interview, post reflection about lessons learned and ways to move forward. Reflect with peers.

*Networking skills:*

Survey questions provide context, self-assess the quality of performance at networking event.

Networking component includes mandatory networking event. The reflection includes a leads list with targeted and researched organizations.  
*Transition to the workplace/ practice setting:*  
Learning about reflection in places of work and after work experiences, reflect on how learnings impact academic studies.  
*Rights and responsibilities of employers and self as employee:*  
Resources on how to communicate in a culturally diverse workplace and on intercultural competencies.  
Online tutorial about cultural agility followed by a virtual classroom session with invited Indigenous representative for presentation, question, and answer.

*Institutional supports and resources:*

Facilitator guide for courses and workshops.  
Student handbook.  
Career services website and career portal; Career management center.  
Center for accessible learning.  
Online learning community.  
Effective intercultural communication course.

Student services in mental health, counselling, awards, activities, advising.  
Care team of managers within student services help with student engagement, success, coaching, counselling.  
High risk travel release form, resources for study abroad include general preparation, checklists, and pre-departure orientation handbook.  
Resources on industry and corporate language.

## ACE-WIL BC/ YUKON: MANDATORY PRACTICUM & CLINICAL PLACEMENT QUALITY STUDENT PREPARATION 2020

### QUALITY WIL PREPARATORY CURRICULUM FRAMEWORK

<b>AIMS:</b>  <b>Learning Outcomes &amp; Content</b>	<p><i>Program objectives and expectations:</i>            Meet mandated national and provincial competencies or occupational profiles.            Connect to institutional supports: disability services and accommodations, individual support from instructor, etc.            Offer specialized coursework and second language support; International programming.            Support multi-barrier students and mental health.            Embed Indigeneity into programs.</p> <p><i>Self discovery tools:</i>            Support skills transfer.            Awareness of digital literacy.            Engage with self-awareness: essential skills, personality dimensions, Myers Briggs, inventory assets.</p> <p><i>Application documents:</i>            Describe the purpose and cultural context of resumes, cover letters and online platforms.            Carry out labour market information targeted to the sector and practice job search skills and job search strategies.            Create professional job search documents including resumes, cover letters, and reference lists.            Develop resume and cover letter development targeted to the occupation.</p> <p><i>Communication skills:</i>            Develop skills to convey effective information.            Enhance workplace communication skills.            Engage with general career readiness discussions and deliberations.</p> <p><i>Interview skills and mock interview:</i>            Practice job interview skills and interviews; salary negotiation skills; follow up techniques.</p> <p><i>Networking skills:</i>            Practice networking and self-marketing skills.</p> <p><i>Transition to the workplace/ practice setting:</i>            Prepare for the workplace and exposure to the industry.            Acquire job retention and career management skills including work etiquette/ethics, team skills, problem solving, decision making and leadership skills to be able to add value to the work.            Learn about soft skill and flexibility, self-direction, critical thinking.</p> <p><i>Rights and responsibilities of employers and self as employee:</i>            Understand rights and responsibilities as a student in the workplace; accept feedback to foster growth.            Demonstrate professional ethics; judgement; professional behavior.            Develop competencies for standard health care practice; mental health; emotional fitness.</p>
<b>ACHIEVEMENTS:</b>  <b>Assessment &amp; Evaluation</b>	<p>Assessment</p> <p><i>Objectives and expectations:</i>            Student preparation includes an orientation with advisor.            Some activities are optional and not graded, but students may request feedback at any time.            Mandatory assignments, each with multiple deliverables graded by facilitator as satisfactory/unsatisfactory.            If assignment is unsatisfactory, students receive rigorous feedback and re-submit assignment.            Feedback about the students' employability skills referenced to the NACE Career Readiness Competencies.            Kolb's learning cycle is embedded, and reflection is in the whole curriculum. Programs explicitly use reflective practice tools such as journaling.            Completion of forms: needs assessment form, employability skills feedback form, learning plan, reflection.</p> <p><i>Self discovery tools:</i></p>

Accept feedback and modify behavior as needed to foster own professional growth.  
 Students become self-aware of strengths and transferrable skills; develop action plans.  
 Career Readiness Scale to self-assess their own readiness, self-reflection, personality dimension; receive individualized coaching.  
 Observations by instructors; coaching on overcoming barriers.  
 Reflective practice-starts and ends with advisor, instructor, coordinator feedback and plan to make improvements.  
 Kolb's Model as underpinning: students do a simulation and immediately reflect on what to change, do differently, receive feedback, integrate learning to practice.

*Application documents:*  
 Qualitative feedback on cover letter and resume assignment; Students can submit re-evaluated resumes infinitely.  
 Practice job search skills.

*Communication skills:*  
 Peer-assess and peer to peer feedback throughout, and group discussions.  
 Assess student readiness through group discussion, self-assessment, and feedback for the competencies.  
 Students receive holistic comments on skills; assessment is part of the conversations.  
 Demonstration of effective communication and in managing workload and priorities.

*Interview skills and mock interview:*  
 Employers provide feedback and conduct interviews.  
 Informational interviews include reflection as a public posting and reflection on peers' reflection.

*Transition to the workplace/ practice setting:*  
 Behaviourist tools measure skills, performance, and reflection.  
 Mastery learning at the skill and drill level.  
 Exercise judgement (e.g., health care).  
 National competencies: measure total competencies.  
 Skills of self-directed learner: synthesize evidence, reflection, and practice.  
 Demonstrate problem solving and critical thinking skills with increasing confidence.

*Rights and responsibilities of employers and self as employee:*  
 Pre-assessment and post-assessment of understanding.  
 Demonstrate a professional presence and model professional behavior.  
 Maintain physical, psychological, and emotional fitness to practice.

*Evaluation:*  
 Course completion evaluation is satisfactory/ unsatisfactory with a statement of completion.  
 Evaluations change as student progresses through curriculum: case studies, skills stations, drills, simulations, immersive simulations, and workplace evaluation is more holistic, authentic, and opportunistic.  
 Final Projects: Programs having preceptorship at end, prior to certification exam, there is a partnership relationship but student functions under preceptor license. When the preceptor thinks student is safe to function, they will pass.

**ACTIONS:  
 Learning &  
 Teaching  
 Process &  
 Procedures**

*Programming objectives and expectations:*  
 Specific course on Indigenous perspectives on careers, professional ethics; variety of customs and beliefs of indigenous people: rituals, kinships, politics, economics, mythology.  
 First Nations Heritage and Cultural Competency.  
 International clients develop and deliver programs: co-develop curriculum, provide peer support and evaluation, instructor development and deliver training internationally.  
 Using Moodle, students do a lot of sharing and reflection on all assignments. An example: Student might reply to a colleague's post by reflecting or observing on similarities in responses or by providing any suggestions for leads that relate to their areas of interest, or challenges based on personal career experience. Students are to keep responses positive and productive.

*Self discovery tools:*

Complete a personal assets inventory workbook: brainstorming, peer feedback, posting reflections and responding to a post. Workbook helps students to better understand who they are, what they have to offer, and what kind of internships are a great fit.

Attending preliminary one-on-one meetings using a practicum needs questionnaire.

*Application documents:*

Develop resume and cover letter.

Submit re-evaluated resume as many times as needed for progress.

Engage in job search and create professional documents.

*Communication skills:*

Focus on cross cultural communication, competency, contexts.

Participate in ongoing peer support, peer feedback, peer evaluation and classroom discussions.

Opportunities to share and reflect on views and concerns about practicum with peers online.

Classroom lectures.

Lab emphasis placed on experiential exercises to understand and apply knowledge of interpersonal relationships by utilizing professional communication skills.

*Interview skills and mock interview:*

Interview preparation in small groups to practice, record, reflect, and review; Conduct mock interviews either industry specific or internally and students follow up with thank you letter.

Conversations, employers provide comments, help students to prepare for interview with examples.

*Networking skills:*

Conduct informational interviews, post, and reflect about lessons learned and ways to move forward. Reflect on each other in the online course, which is public to entire cohort.

Complete networking event reflections, including networking leads lists with the targeted organizations and research.

Attend networking events and conduct informational interviews.

*Transition to the workplace/ practice setting:*

Learning partnerships used to develop job retention skills, role-playing, group, and individualized coaching.

Learn and practice theoretical foundational skills in the lab and providing opportunity to apply these skills in the clinical setting.

Participate in lab-based simulations, and community orientations as exposure to industry.

Model how to think, act, react, and deal with workplace environment; build situational awareness, interpersonal expectations.

Receive explicit and didactic instruction around mental health with specific procedures.

Engage in workplace or practice setting.

*Rights and responsibilities of employers and self as employee:*

Resources on industry and corporate language.

Transition to employment sessions including benefits, rights and responsibilities, and essential workplace etiquette.

*Institutional supports and resources:*

Disability services, individual support from instructor.

International students receive specialized support with Canadian context; Indigenous learning facilitator, professionals in the field, Elders, cultural awareness training for staff.

High risk travel release form, resources for study abroad, general preparation checklist and pre-departure orientation handbook.

Career management center offers student services for mental health, counselling, awards, activities and advising.

Care team of managers within student services supports student engagement, success, coaching, counsellors.

# ACE-WIL BC/ YUKON: SERVICE LEARNING PROGRAM QUALITY STUDENT PREPARATION 2020

## QUALITY WIL PREPARATORY CURRICULUM FRAMEWORK

### AIMS:

#### Learning Outcomes & Content

#### *Program objectives and expectations:*

Instill civic goals in the learner: a connection to community and between Institution and community.  
 Take theoretical learning in the classroom and apply it in a real-world situation with partner in the community.  
 Apply attitudes, skills, and knowledge to an employment and/or community context.  
 Develop real world employability skills.

#### *Self discovery tools:*

Use self-assessment tests.  
 Understand flexibility, critical thinking, comfort with unknown, learning from mistakes, adaptability, resiliency.  
 Identify personal skills, work values, career, and job choices.  
 Develop a personalized work search plan.  
 Use career development theory and management strategies.

#### *Application documents:*

Develop application documents, prepare a professional resume and program-appropriate resume and cover letter.  
 Understand hiring and recruitment process and labor market information.

#### *Communication skills:*

Practice interview skills, career communications.  
 Understand that individual perceive information differently than yourself and assess strategies of how to work effectively with diversity.  
 Discuss diversity in the workplace.

#### *Interview skills and mock interview:*

Practice the essential elements of interviewing, including behavioral-based interviewing.

#### *Networking skills:*

Practice effective networking and participate in events on campus and in the community.

#### *Transition to the workplace/ practice setting:*

Write learning objectives (applying knowledge of program expectations and requirements).  
 Take theoretical learning in the classroom and apply it in a real-world situation with partners in the community.  
 Engage with career development practices.

#### *Rights and responsibilities of employers and self as employee:*

Understand professionalism in the workplace, workplace dynamics and workplace culture.  
 Review numerous elements of professional behavior in the workplace; managing expectations, transitioning from student to employee, workplace conflict.

### ACHIEVEMENTS:

#### Assessment & Evaluation

#### *Assessment:*

Understand and adhere to policies, procedures, and the expectations of the program.  
 Perform self-assessment test and pre-assessment of workplace skills.  
 Prepare a functioning and professional resume and cover letter.  
 Demonstrate advanced interviewing techniques.  
 Network effectively with activities, networking events on campus or in community.  
 Demonstrate reflective thinking in every assignment and activity.  
 Engage in proactive job search and referral process.  
 Submit learning objectives to coordinator for the site visit and assessment of goal achievement.  
 Present career portfolio.

#### *Evaluation:*

Student exit interview document and link includes an eight-question written reflection on the service learning experience.  
Graded capstone project is career portfolio: each student submits a 3–5-minute presentation including a brief overview of skills, accomplishments, and experience as if presenting to a prospective employer. Portfolios must include personal vision statement, updated resume, essential skills assessment and career development plan, self-assessment and relevant artifacts. Submissions are in a professional binder or digital platform.  
Graded course assignments.

**ACTIONS:**

**Learning & Teaching Process & Procedures**

*Program objectives and expectations:*  
Lecture-based, course textbook.  
One-to-one and in-class instruction using an online learning management system.

*Self-discovery tools:*  
Projects: capstone project, profile assignment, career story file, development, and presentation files.  
Student exit interview form that has reflective components.

*Application documents:*  
Resume and cover letter development with a resources folder.

*Communication skills:*  
Job forum, discussion topics, virtual discussion and breakout rooms, examples, specific tasks, and hybrid of recorded and live lectures.

*Interview skills and mock interview:*  
Interview skill development with an interview resources folder.  
Use chaos theory of careers, conduct career SWOT, informational interview forum and written articles (comment on peers).  
Capstone project is career portfolio.  
Interview groups with employers on campus in a panel discussion.

*Networking skills:*  
Social media and career development activities.

*Transition to the workplace/ practice setting:*  
Portfolio is scaffolded around work performance and allows students to take ownership of their experiences, connecting activities to reflection.  
Pre-work term objectives and assignment include setting targets for new skills including technical knowledge, personal, and professional growth.

*Rights and responsibilities of employers and self as employee:*  
Labor market information: watch lecture or documentary, read article and labor market reports, complete assignment on labor market seminar.

*Institutional supports and resources:*  
OER open textbook resources for career management course.  
Student handbook.  
Documents that detail expectations and policies.

QUALITY WIL PREPARATION FRAMEWORK

<p><b>AIMS:</b></p> <p><b>Learning Outcomes &amp; Content</b></p>	<p><i>Self discovery tools:</i>                  Produce an action plan that bridges university goals and career development.                  Create a personal, professional, and wellness plan for supporting post-university transitions and ongoing career security.                  Implement a self-reflective learning and self-evaluation practice and evaluate through a critical reflective practice personal transferable skills, self-agency, and self-leadership.                  Practice Indigenous ways of knowing as part of reflective personal career development.                  Apply interests, aptitudes, skills, and personal, family, and cultural values to optional career paths.                  Individual career planning; Development of sustainable goals; Map skills, areas of study, and interests; Bridge university learning to professional practices; Digital methods for maintaining evidence of transferable skills.                  Competencies, and career readiness.</p> <p><i>Application documents:</i>                  Appraise effective uses of career development research and resources to show how fields of study and lifelong learning create occupational opportunities for future growth.                  Evaluate labor market trends; research career development resources; identify personal and professional values.                  Produce digital applications for sharing career or graduate school application materials (resume, e-portfolio, CV, letters of intent, examples of professional work, skills and talents etc.).                  Labour market history, trends, opportunities, and resources in job searches; Explore jobs, occupations, and careers.                  Job search and/or job promotion documents (job search resume, CV, e-portfolios, cover letters, pre-and post- job application practices etc.).                  Purpose and strategy for self-reflective learning and self-evaluation practices, articulate in recruitment documents.</p> <p><i>Communication skills:</i>                  Interpersonal skills: Examine the basic dynamics of interpersonal communications, demonstrate listening and response skills needed to communicate successfully with employers, fellow employees, and customers.                  Articulate professional skills acquired, in progress and in need of future development.                  Articulate one's responsibility of care to one's communities that result from one's academic and professional practices.                  Demonstrate oral, written, and interpersonal communication skills used in a professional context.                  Communicate using effective listening and speaking skills with an awareness of social and cultural diversity; interact with discernment, show consideration for audience and purpose of communication, adjust presentations as necessary.                  Self and peer feedback; feedback on portfolio, resumes.</p> <p><i>Interview skills and mock interview:</i>                  Interview preparation and practice.</p> <p><i>Networking skills:</i>                  Develop or expand a support network plan with professional organizations, colleagues, career influencers and personal networks.</p> <p><i>Transition to the workplace:</i>                  Analyze ethical considerations using a variety of workplace situations considering technological changes, equity, diversity, and inclusion.                  Interpersonal and interprofessional dynamics; networking; communication skills, listening; asking for feedback.                  Gain confidence; self management; fitness to practice, mental health.                  Work culture, global employees, teamwork in the workplace.                  Includes specific competencies such as interpersonal, intercultural, civic engagement competency.</p> <p><i>Rights and responsibilities of employers and self as employee:</i>                  Investigate and utilize community resources and advocacy options to strengthen personal support system.</p>
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	<p>Rights and responsibilities; ethics; equity, diversity, and inclusion; EDI and gender intersectionality. Indigenous ways of knowing and elements of the Indigenized workplace.</p> <p>No specific learning outcomes shared, they are built as needed depending on the needs of the program and employers, and/ or no credits attached to experiential learning piece.</p>
<p><b>ACHIEVEMENTS:</b></p> <p><b>Assessment &amp; Evaluation</b></p>	<p><i>Formative assessments:</i></p> <p>Critical reflective assessment into school-work-life balance and professional change and advancement. Focus depends on what skills students are demonstrating; break down experiences, articulate development of skills and how to communicate these to an employer.</p> <p>Reflect and point back to the learning outcome of competencies. Specifically indicate why those experiences have developed their skills in either of two competency areas.</p> <p>Industry specific programming with training for specific career: Example: education, social work, some continuing education, legal training, we have more staff co-teaching in the classroom with instructors. Staff will teach a module with assessment criteria attached.</p> <p>Professional career portfolio.</p> <p>Pre-employment workshop workbook.</p> <p>Customize workshops for different audiences.</p> <p>Research is being conducted on multilingual learners that will be used to move programming forward.</p> <p>Team up with faculty to help better learn and adjust programming.</p> <p>Focus will change depending on what students are tackling and what skills they are demonstrating.</p> <p>The reflection element includes specific competencies such as interpersonal, intercultural, civic engagement. Students can meet these requirements through taking courses and a non-course option allows them to do volunteering or work experience. When done, reflect and point back to learning outcome of those competencies. Specifically indicate why those experiences have developed their skills in either of 2 competency areas.</p> <p><i>Evaluations:</i></p> <p>Courses for Credit:</p> <p>Meet requirements through taking courses; and a non-course option allows them to do volunteering or work experience.</p> <p>Students articulate that on their co-curricular record: the experience and reflecting on it, skills I developed, examples and evidence.</p> <p>Appraise effective uses of career development research and resources to show how combining fields of study and/or lifelong learning create hybrid occupational opportunities for future work/life growth.</p> <p>Course Evaluation:</p> <p>Assignments 75% or 50%, Identity Map, labor market/skills inventory, customized learning plan, work/ life action plan, professional digital application assignment, personalized career resources kit project, social media or LinkedIn profile, reflection practice assignments, professionalism, online reading response, career development research project.</p> <p>Portfolio 25%.</p> <p>Presentation or oral and text/visual based digital application/ e-portfolio and career security strategy 25%.</p> <p>Final professional portfolio depository 25%.</p>
<p><b>ACTIONS:</b></p> <p><b>Learning and Teaching Process and Procedures</b></p>	<p><i>Program objectives and expectations:</i></p> <p>Pre-employment training embedded in program or course design, freedom for academic integration.</p> <p>Field experience, teaching laboratories, work simulations; project-based course work; workshops and seminar discussions; PowerPoint presentations; direct instruction, guest presentations.</p> <p>Resource materials include internet access, OER Texts and additional online free-to-access materials.</p> <p>Faculty accessible activities and assessment.</p> <p>Online environment, office hours, encourage students to attend.</p> <p>Instruction methods are workshops and seminar discussions and portfolio development and experiential learning projects.</p> <p><i>Self discovery tools:</i></p> <p>Demonstrate self-reflective and self-evaluation career development practices.</p> <p>Produce an action plan that bridges university goals with work/life and career development visions and values.</p>

Propose steps to develop or strengthen personal training and employability skills, consider educational and labour market options, and prepare education and/or work search action plan.

Create a personal, professional, and wellness strategic plan for designing and supporting post-university transitions and ongoing career security.

Education and career exploration skills: Create personal financial plans to support achievement of education, training, and career goals.

Living skills: Assess personal wellness, examine the impact of lifestyles choices, set personal goals for balanced living.

*Application documents:*

Written assignments, portfolio development, experiential learning projects.

Not so much resume writing, but dive into what the experience was, breaking down the experience, articulating the experience with an employment lens.

Create a digital depository to collect evidence of transferable skills and learning experiences (developed through work, volunteer, extracurricular, experiential learning, and academic experiences etc.) that can be customized for individual audiences and purposes.

*Communication skills:*

Lab emphasis placed on experiential exercise to assist students to understand and apply knowledge of interpersonal relationships by utilizing professional communication skills.

Cooperative learning is foundation; learning strategies include group projects, guided discussion, oral presentations, project-based learning involving multiple partners, interactive simulations.

*Interview skills and mock interview: no data*

*Networking skills: no data*

*Transition to the workplace:*

Demonstrate, evaluate, and document personal management, academic, and teamwork skills that are transferable to the workplace.

Evaluate through a critical reflective practice personal transferable skills, self-agency and self-leadership in context to work creation.

*Rights and responsibilities of employers and self as employee:*

Career management: develop strategies to prepare for career transition, select appropriate courses to match personal career plans, demonstrate an ability to prepare for multiple roles throughout life by describing the career development process including career awareness, career exploration, career preparation, and career training.

*Connections to broader institutional supports:*

Facilitator manual.

Student handbook.

Publicly available resources online.

OER open textbook resources for co-op and career management courses.

Workbook with associated literature and resources for onboarding co-op employers.

Faculty accessible career readiness activities and assessment.

Professional development events.

Cultural awareness training for staff, faculty and administration.

Programming for international students and non-native English speakers.

Career office.

Student support services and initiatives, outreach activities and events.

Disability services during WIL component.

Accommodations with individual support from instructor.

Intervention in the classroom.

Indigenous students funded by partner organizations with donation.

First Nations Heritage and Cultural Competency.

Aboriginal community liaison.

Career Prep Learning Center, career coaching.

Career fairs and other events.

# ACE-WIL BC/ YUKON: Work Experience Program Quality Student Preparation 2020

QUALITY WIL PREPARATORY CURRICULUM FRAMEWORK	
<p><b>AIMS:</b></p> <p><b>Learning Outcomes &amp; Content</b></p>	<p><i>Program objectives and expectations:</i>            Understand the WIL learning model, job search process and work term requirements.            Understand core-intercultural and program-specific competencies to achieve career success.</p> <p><i>Self discovery tools:</i>            Assume responsibility for professional development: identify and evaluate skills, knowledge, talent and interests for self-directed learning and career.            Individualized employment planning: recognize and internalize current competencies and set specific, measurable goals for personal and professional growth.</p> <p><i>Application documents:</i>            Formulate resumes and cover letters and articulate skills, talents, knowledge, interests, and professional goals in an employment interview.</p> <p><i>Interview skills and mock interview:</i>            Attend a virtual mock interview clinic or related mock interview exercise and reflect on feedback from an interviewer (employer, senior student, alumni, or volunteer).</p> <p><i>Networking skills:</i>            Develop and implement a networking strategy to assist in personal, professional growth and for career development including LinkedIn profiles, contact research and outreach.</p> <p><i>Communication skills:</i>            Discuss reflective learning and reflective practice, transferability of skills and experiences.            Identify professional behaviors and effective communication techniques for the workplace including respectful workplaces and healthy relationships, cultural agility, equity, diversity, mental health, and safety at work.</p> <p><i>Transition to the workplace/ practice setting:</i>            Plan to make professional contributions and learning in workplace education experience.</p> <p><i>Rights and responsibilities of employers and self as employee:</i>            Access resources for workplace regulation, legislation, and employment standards for understanding of worker rights and responsibilities.</p>
<p><b>ACHIEVEMENTS:</b></p> <p><b>Assessment &amp; Evaluation</b></p>	<p><i>Assessment:</i>            Attendance at virtual sessions and/or group meetings as part of learning process.            Self-assessment for job finding abilities, career skills inventory, and reflective practices.            Peer feedback for application documents.            Engagement with employers and feedback when students engage in the mock interview clinic.</p> <p><i>Evaluation:</i>            Course is evaluated on a complete or incomplete basis.            Course is graded: COM (completed), DST (distinction) met and exceeded, above and beyond expectation, NC (not completed).            Evidence of a direct relationship between attendance, participation, critical self-reflection, and outcome success.            Up to discretion of your Co-op Coordinator/ course instructor to discern if student has successfully completed.</p>
<p><b>ACTIONS:</b></p> <p><b>Learning &amp; Teaching Process &amp; Procedures</b></p>	<p><i>Program objectives and expectations:</i>            Gibb's Reflective cycle is explored in preparatory course and used by coordinators in site visit.            Individual advising.            Review relevant online curriculum material prior to attending and participating in Zoom sessions and/ or in-class sessions with multiple modes of accessing tutorials without restrictions on access to content.            Online curriculum provides multiple modes of accessing the tutorials (video, audio, text) without restrictions on access and quizzes.            Combination of personal learning, self-assessment, and reflection by reading required materials and conducting research.</p>

*Self discovery tools:*

The first unit in the pre-work term preparation is about experiential learning: What is it? Why is it relevant to me? Understand the value of experiential education; Use experiential learning tools to connect academic learning with hands on; apply self-reflection strategies to make meaning out of experiential learning.

Reflect on goals for future competency development and learn to read competency frameworks to compare and see how they can align.

Develop tools for reflective learning and self-assessment, need to know there are other ways to express competencies.

Perform a skills gap-analysis for a new-graduate job and create a personalized skills development plan to acquire the skills employers ask for.

Integration to future workplaces by asking students how and where they will acquire the above noted missing skills. The skill gap for new-graduate jobs equals connecting future jobs and skill development to goal setting to acquire missing skills. Students can pick specific work experience jobs that will provide specific missing skills that new-graduate jobs are asking for.

*Application documents:*

In small groups, create accomplishment statements for resumes and targeted cover letters and groups share statements with the class.

Students produce a targeted resume and cover letter and attend a mock interview clinic and receive feedback on their interview and reflect on the feedback.

Apply to mock job posting with customized resume and cover letter.

*Interview skills and mock interview:*

In small groups, ask, answer, discuss and provide feedback to common interview questions for program specific job posting.

Information sessions with provincial government discussing behavioral interviews.

Participate in a mock interview and submit reflective analysis.

*Communication skills:*

Survey questions providing question context, then students self-assess current quality of networking, interviews, and applications.

Participate in discussion forums.

Classroom activities engage and empower students through team-based sharing, discussion, and feedback during frequent activities.

In small teams, share new-graduate job requirements and skill development plans.

Participate in and provide feedback for peer review assignment, including the cover letter and resume and/ or mock interviews.

*Rights and responsibilities of employers and self as employee:*

Access resources on communicating in culturally diverse workplaces and on intercultural competencies.

*Institutional supports and resources:*

Facilitator manual.

Co-op student handbook.

Co-op and career services website and co-op and career portal.

Center for accessible learning.

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