

Work-Integrated Learning



Guidebook for Faculty

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Contents

Who should I Partner With ▷	5
Faculty Responsibilities ▷	5
Duty to Report ▷	5
Conflict of Interest ▷	5
Criminal Record Check ▷	6
Field Trip versus Work-Integrated Learning ▷	6
Work-Integrated Learning Procedures ▷	6
Insurance and WorkSafeBC ▷	7
Research Ethics Board ▷	7
Faculty of Health ▷	7
Student Right to Privacy ▷	8
Intellectual Property ▷	8
Course outline/Syllabus ▷	9
Harassment and Safety ▷	9
Equity, Diversity, and Inclusiveness ▷	10
Alternative Participation ▷	10
Cybersecurity and Work-Integrated Learning ▷	11
Timelines ▷	11
Possible partnership ideas ▷	12
Virtual Volunteering Options ▷	12
Reciprocal Engagement and Debriefing ▷	13
Procedure Guidelines for Breach of Policy ▷	14
Wrapping up the Project ▷	14
Forms and Rubrics for Initial Classes ▷	14
Work-Integrated Learning and Competencies ▷	14
How to Apply Learning Outcomes to your Work-Integrated Learning Experience ▷	15
Sample Assessments ▷	16
Further Background Information on Competencies and Learning Outcomes ▷	17
Other ST-16 Work-Integrated Learning Notes and Procedures ▷	18
Further Resources ▷	18

▷ There are Work-Integrated Learning Guidebooks for Faculty, Students and Partners. **Feel free to consult and share each of these, as needed.**

The image shows a vertical sign on a modern building facade. The sign is dark red with the letters 'K', 'P', and 'U' stacked vertically in white. The building has large glass windows and balconies. In the background, there is a tall, curved glass skyscraper and a clear blue sky.

K
K
P
U

KPU recognizes the importance of off-campus learning environments for students to enhance learning, gain knowledge and develop skills. This type of learning is called Work-Integrated Learning (WIL) and, at KPU, there are established principles and processes for the inclusion of Work-Integrated Learning (WIL) in Senate-approved programs and courses, as described by KPU's **ST-16: Work-Integrated Learning Policy** and **ST-16: Work-Integrated Learning Procedure**. This guidebook provides an overview of those principles and processes, with links to important forms and resources. Please visit our [website](#) for more information about Work-Integrated Learning initiatives at KPU. ►

Who Should I Partner With?

Both faculty members and community partners often assume that the partner should come from an obviously aligned organization (i.e. addictions organization with Psychology faculty). However, oftentimes, the most useful collaborations can come from unexpected partnering. See the **Work-Integrated Learning website** for project ideas or check in with **KPU's Lead Advisor, Work-Integrated Learning**. Also, please see possible partner ideas at the end of this guidebook (p. 12).

To invite a partner to take part in Work-Integrated Learning, please send them **KPU's Partner Invitation Letter** and you may also include **KPU's List of WIL programs**.

Faculty Responsibilities

Faculty members and relevant staff should ensure that students are aware of the following, and these items are all mentioned in the **Work-Integrated Learning Guidebook for Students**.

- 1** student responsibility for observing and obeying health and safety procedures (according to **KPU's SR7 Safety and Health Policy** and **KPU's ST7 Student Conduct (Non-Academic) Policy**)
- 2** the need to disclose any information which may affect their capacity to undertake the assignment, such as injury, illness or personal difficulty
- 3** the need to immediately report to their instructor any incident/accident, work-related injuries, and unsafe act or condition the day of the incident/injury
- 4** the requirement to complete paperwork for submission directly to WorkSafeBC for all incidents resulting in work-related injuries
- 5** Any potential conditions which may involve the clauses, below, on Conflict of Interest and/or Intellectual Property

Duty to Report

If there is an injury which may pertain to WorkSafeBC, faculty members are responsible for completing and submitting a **Report of Injury** to their Dean and the Occupational Health and Safety department at **OHS@kpu.ca** within 2 business days of the incident/injury. Students must submit **WCB Form 6** directly to WorkSafeBC for all incidents resulting in work-related injuries. Please note that the WorkSafeBC form asks students for personal information (e.g. social insurance number).

Conflict of Interest

All parties should be aware that a student should avoid undertaking Work-Integrated Learning (WIL) work experiences where there is a possible or perceived conflict of interest, for example, where:

- a** a family member or someone with a close personal relationship is responsible for supervising or delegating to the student
- b** the student is in concurrent paid employment with the work experience partner
- c** the Faculty of Health, specifically, may expressly disallow concurrent paid positions and Work-Integrated Learning (WIL) placements (see ST16 Policy B.3).

Criminal Record Check

Under the BC *Criminal Records Review Act*, a criminal record review must be conducted by the Criminal Record Review Program (CRRP) for anyone that:

- » Works with children or vulnerable adults, or
- » Has unsupervised access to children or vulnerable adults during your employment, occupation or education

In some cases, the external organization will facilitate the Criminal Record Check process, with a non-refundable fee of \$28. For an online KPU access code and KPU CRC procedures please contact **KPU's Lead Advisor, Work-Integrated Learning** or see this **FAQ information sheet**.

Field Trip versus Work-Integrated Learning

Students are asked to sign a **field trip waiver** when they are participating in field trips that are optional to attend. On the other hand, if the field trip and/or other Work-Integrated Learning activities are a required part of the course, then all other sections of this guidebook apply (see course outline section, below, and also see section on insurance and WorkSafeBC). For other questions, please check the **FAQ sheet** about field trips at KPU. The Office of Organizational Risk also provides information on **Sharepoint**.

Work-Integrated Learning Procedures

There is a short form to keep track of Work-Integrated Learning initiatives at KPU. These are available as a **Student Work-Integrated Learning Form** and a **Partner Work-Integrated Learning Form**.

The form includes statements on intellectual property (see below for information) and confidentiality or 'Non-Disclosure Agreements (NDAs).' The Faculty of Health typically has a different set of forms and these should be used. For partners, one of the easiest ways to complete these forms is by setting up a 15-minute online meeting and asking **KPU's Academic Project Coordinator** to fill in the form, with their input, during the call. If you have any comments or questions, please check in with **KPU's Lead Advisor, Work-Integrated Learning**.

Work-Integrated Learning experiences are a mutual arrangement between KPU, an external partner, and the student in line with relevant laws and KPU rules, policies and values. External partners are responsible for providing students with a safe workplace in line with relevant legislative requirements and KPU's **SR 7 Safety and Health Policy**. The forms ask partners for Commercial General Liability of not less than \$2,000,000, which is a fairly standard clause. Smaller organizations or community groups may not have this kind of insurance set up. If that's the case, please check in with the **Office of Organizational Risk** and they can review on a case-by-case basis. There is alternate language for low-risk projects with smaller organizations.

Where the University's standard template is not used; agreements must ensure that the following have been clearly identified in writing:

- 1** the expectations and responsibilities of each party, including contact information
- 2** the agreed Work-Integrated Learning (WIL) activities

- 3** the timeframe for the Work-Integrated Learning (WIL) activities and an indication of the number of students to be involved.

If you would like to review the full content of these forms ahead of time, there is a **summary of the content of the forms for students** and a **summary of the content of the forms for partners**. To invite students to fill in this form, please forward them this **Invitation to Student Forms letter** and to invite partners to fill in this form, please forward them this **Invitation to Partner Forms letter**.

Insurance and WorkSafeBC

- a** Students taking part in unpaid practicums are extended KPU's Commercial General Liability insurance during the course of their Work-Integrated Learning (WIL) work experience.
- b** Unpaid Work-Integrated Learning (WIL): The Ministry of Advanced Education and Skills Training outlines WorkSafeBC coverage for some components of Work-Integrated Learning (WIL) as described by their Policy outlining WorkSafeBC Coverage and Post-Secondary Students. If a Work-Integrated Learning (WIL) activity is a required component of a course, then it qualifies for WorkSafeBC coverage. Please note: this does not require it to be a required component of a program, unless specified by the program.
- c** Paid Work-Integrated Learning (WIL): Students who are paid for required work experience for academic credit are considered employees of the host organization and are therefore covered by the employer's insurance and coverage. This is the case for Co-operative Education and when students are paid for completing required work experience, such as an internship position.

Research Ethics Board

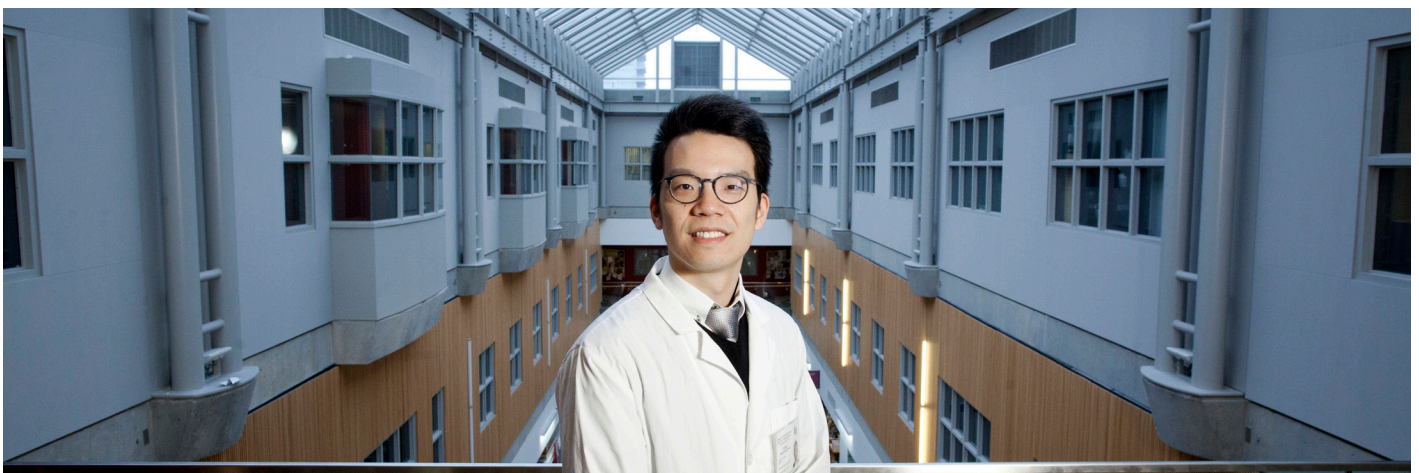
In some cases, work with an external partner may involve applied research which can prompt the need for a research ethics application.

'Research' is defined as an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation. It can include testing and evaluation, designed to develop or contribute to generalizable knowledge. Some quality assurance, quality improvement studies, or program evaluation activities do not constitute 'research' and therefore do not fall within the scope of the REB (see TCPS2 Article 2.5).

Please check in with the Research Ethics Board to discuss if a research ethics application is required and how to fulfill that requirement. Specifically, if research with human participants is required, an informed consent process may be necessary. For further information, consult the **Office of Research Services**.

Faculty of Health

Special note is made of Health placements which may be sourced and allocated by Clinical Placement Coordinators and may involve the use of regional, provincial, and/or federal processes and procedures. In the event of a conflict or inconsistency with provincial and/or federal processes and procedures, the provincial and/or federal processes and procedures shall prevail.



Student Right to Privacy

Students have the right to keep their private information confidential (e.g. phone number, non-KPU email). Additionally, KPU uses **photo waiver forms** whenever asking to take photos of students.

Intellectual Property

Intellectual Property (IP), simply defined, is any form of knowledge or expression created with one's intellect. It includes such things as inventions; data; computer software; trademarks; literary, artistic, musical, or visual works; and even simple knowledge on how to do something. It is important to clearly define how IP created during a Work-Integrated Learning opportunity will be treated; namely, whether the inventor or author retains ownership or whether the IP rights are assigned to the partner organization.

At KPU, unless otherwise agreed to by the parties, all Work-Integrated Learning (WIL) activities should be undertaken in accordance with KPU's **RS5 Policy on Intellectual Property**. You may consult with the **Office of Research Services** for assistance and advice regarding specific arrangements on intellectual property.

Typically, the following holds true:

- 1 For-credit Work-Integrated Learning experiences (unpaid):** Students are generally the initial owner of the intellectual property created within the experience and **students should not be obligated to participate in coursework that requires the assignment of their IP to a third party**. Some third-party experiential learning partners may seek ownership or joint ownership over the IP created in an unpaid for-credit experiential learning experience and there is a form that can be used for **alternate IP agreements**.
- 2 Non-credit Work-Integrated Learning experiences (paid or unpaid):** Students participating in non-credit experiential learning experiences are generally acting as an employee or volunteer of the experiential learning partner. In such cases, the external partner will likely seek to retain the IP created through the experience and the employment contract or volunteer agreement will generally contain information to that effect. Students should review all contracts and agreements carefully with regard to IP rights to minimizing the potential for disagreements over IP ownership.
- 3 Paid experiences (e.g. Co-op, Work Experience)** often treat IP as if you are an employee, which means the organization retains IP.

See additional Resources: A series of **Intellectual Property Modules** created by U of T Digital Learning Innovation (DLI), Office of the Vice-Provost, Innovations in Undergraduate Education (OVPIUE) and U of T Entrepreneurship (UTE). Please access this valuable resource when needed and/or seek advice from your instructor or **KPU's Office of Research Services**.

For a student agreement to publish course work under a Creative Commons License, please check **KPU's Open Learning site**.

Course outline/Syllabus

It is important that you include Work-Integrated Learning components in your course outline/syllabus so that students are aware of these expectations from the beginning of the term. Highlighting the following features is recommended:

- 1** Whether the Work-Integrated Learning component is mandatory or optional. Please note: If a Work-Integrated Learning (WIL) activity is a required component of a course, then it qualifies for WorkSafeBC coverage. However, it is also good practice to be flexible and provide options for students who may need some alteration in the set-up of the Work-Integrated Learning experience. See Access below
- 2** The dates and locations of the experiential education component and whether or not students will be required to travel off-campus
- 3** Forms/documents that students are required to complete before participating in the experiential component (e.g. Criminal Record Check; Photo Waiver Form; **KPU's Work-Integrated Learning form**)
- 4** Any costs associated with the experiential component (e.g. travel costs, admission fees, supply costs)
- 5** Learning outcomes directly associated with the Work-Integrated Learning component (see section on Learning Outcomes at the end of the Guidebook)

Examples of course outlines are available and have been shared among Practicum instructors. For copies, please check in with **KPU's Lead Advisor, Work-Integrated Learning**. **There are additional links for assessments at the end of the Guidebook as well.**

Harassment and Safety

All workplaces harbor some level of risk and young and new workers are at the highest risk. It is critical that students recognize the limits in their expertise and capacity and take care not to exceed these limits. Faculty can build student awareness of work-related issues including workplace safety, employment standards, workers' compensation, and human rights.

Students should be aware of both the effect of creating an intimidating, humiliating, offensive, or hostile work environment and the personal responses that one can experience if they themselves have been harassed. This is mentioned in the Student Guidebook to Work-Integrated Learning with links to provincial resources from **WorkSafeBC** and other **national resources**.

See Nicola Soles in Resources section for other safety questions.

The Association for Co-operative Education and Work-Integrated Learning BC/Yukon provides some resources. ACE/WIL provides this **worksheet** which gives WIL students with an opportunity to reflect on their experiences of equity, diversity, and inclusion (EDI) in their workplaces, with specific reference to EDI policies and the Truth and Reconciliation Commission's Calls to Action.'

ACE/WIL also provides a **worksheet** for employers to reflect on their active commitments to equity, diversity, inclusion, with specific reference to the Truth and Reconciliation Commission's Calls to Action.

Equity, Diversity, and Inclusiveness

ACCESS

KPU is committed to making all campuses, classrooms, and opportunities inclusive and accessible for everyone including people with disabilities. The University will work with any student requiring work-related supports and/or accommodations in order to maintain equitable access to Work-Integrated Learning. This will be done in accordance with relevant University policies and other legislation. A student is encouraged to discuss their situation with their instructor and/or KPU's **Accessibility Services** to create a plan for any supports and/or accommodations, where needed.

DIVERSITY

KPU is committed to actively fostering an equitable and inclusive learning and working environment that enables every member of our diverse community to thrive. Building such an environment is essential to being a unique, progressive and highly regarded university that upholds a culture of social justice, sustainability, creativity and equity. The initiative is addressed by **HR15 Diversity and Inclusiveness Policy**, which is guided by the B.C. Human Rights Code, Canadian Charter of Rights and Freedoms, Canadian Human Rights Act, and the Universal Declaration of Rights and Freedoms.

INDIGENOUS CULTURE

KPU's Student Affairs Division is committed to enhancing supports and to cultivating a safe, inclusive, and equitable environment for Indigenous students. This involves a commitment to the process of decolonization, Indigenization, reconciliation, and anti-racism, as informed by both the calls to action from Canada's **Truth and Reconciliation Commission** and the **UN Declaration on the Rights of Indigenous Peoples**. These **commitments** include, but are not limited to, the pursuit of increased levels of understanding and awareness of the diversity of Indigenous histories, cultures, knowledge, and perspectives; a commitment to engage, consult, and learn directly from and with Indigenous students, employees, and communities; and, fostering a safe, inclusive, and equitable environment for Indigenous students and community partners. Leaders in BC increasingly adopt practices along these lines, including the **Declaration of Commitment, Cultural Safety and Humility in Health Services Delivery for First Nations and Aboriginal People in BC** of The First Nations Health Authority (FNHA). This includes promoting cultural safety, with an environment free of racism and discrimination, and practicing cultural humility which is a process of self-reflection to understand personal and systemic biases and to humbly acknowledge oneself as a learner when it comes to understanding another's experience.

The Association of Co-operative Education and Work-Integrated Learning BC/Yukon provides a **Diversity and Inclusion (D&I) Toolkit for Employers and Hiring Managers**. This toolkit is described in KPU's Work-Integrated Learning Guidebook for External Partners.

Alternative Participation

Students may experience barriers at any point throughout their experiential learning experience, such as those relating to cost, time constraints and perceived expectations, among others. These barriers may become further amplified due to the compounding impact of intersecting identities, specifically when students identify with multiple equity-deserving groups (e.g. a student who is part of the LGBTQ2IA community but who may also experience discrimination based on race). It is important to reduce and remove barriers where possible to help equity-deserving students access opportunities and gain the maximum benefit from participating.

Aim to have a back-up activity if projects become delayed or problematic for certain students. Consider a class-based activity, like chronicling some of the work the other students are doing, creating photo diaries of the class activities, or creating thank-you's for community partners.

It is often a good idea to include a statement about this in the course outline, for example, "At times, students may have difficulty with placements due to travel demands, or scheduling. Please contact the instructor for alternative projects, if this should arise."

Cybersecurity and Work-Integrated Learning

The Canadian Centre for Cyber Security has some good resources on **threats to cybersecurity when working from home** as well as some **tips on addressing threats to cybersecurity**.

Timelines

Planning should occur before the start of the term, to ensure enough time for scheduling, signing of forms and other items that occur at the start of the term.

FALL	
JUNE	Consider requirements and course presentation
JULY / AUGUST	Find partners
SEPT	Introduction & project work agreements
OCT	Maintain relationships & observe learning cycle
NOV	Evaluations & wrap-up
DEC	Thank-you's & follow-up with partners
SPRING	
NOV	Find partners Consider requirements & course presentation
JAN	Introductions & project work agreements
FEB	Maintain relationships & observe learning cycle
MAR	Evaluations & wrap up
APR	Thank you's & follow up with partners
SUMMER	
MAR	Find partners Consider requirements & course presentation
APR	Introductions & project work agreements
MAY	Maintain relationships & observe learning cycle
JUN	Evaluations & wrap up
JUL	Thank you's & follow up with partners

Possible partnership ideas

- » Community groups (non-profit organizations, advocacy groups, foundations, coalitions, faith-based organizations)
- » Municipal offices (Surrey, Langley, Richmond, Vancouver, Cloverdale, Township of Langley, New Westminster, Maple Ridge, and Delta)
- » School districts and teachers (each municipality has its own school district)
- » Municipal libraries (each municipality has its own head librarian)
- » Chamber of Commerce (each municipality has its own Chamber)
- » First Nations communities, business arm of reserve communities, First Nations Health Authority
- » Health authorities, Hospitals, Community health organizations
- » Industry, businesses, and entrepreneurs
- » Co-operatives (i.e. VanCity), Credit Unions, Financial institutions)
- » Personal contacts (i.e. serving on board, personal interest, go-between's)
- » Student networks (find student interests and seek out alignment)
- » Partnerships with other universities, grants, research projects
- » Research studies (partners listed in current studies)
- » Initiatives related to **Open Education at KPU**
- » For connections to partners that KPU already has, please check in with **KPU's Lead Advisor, Work-Integrated Learning**

Virtual Volunteering Options

Would your students be interested in researching human rights violations, recording audiobooks, translating crisis relief documents, or taking part in citizen science projects? Check out some of the online options that are available.

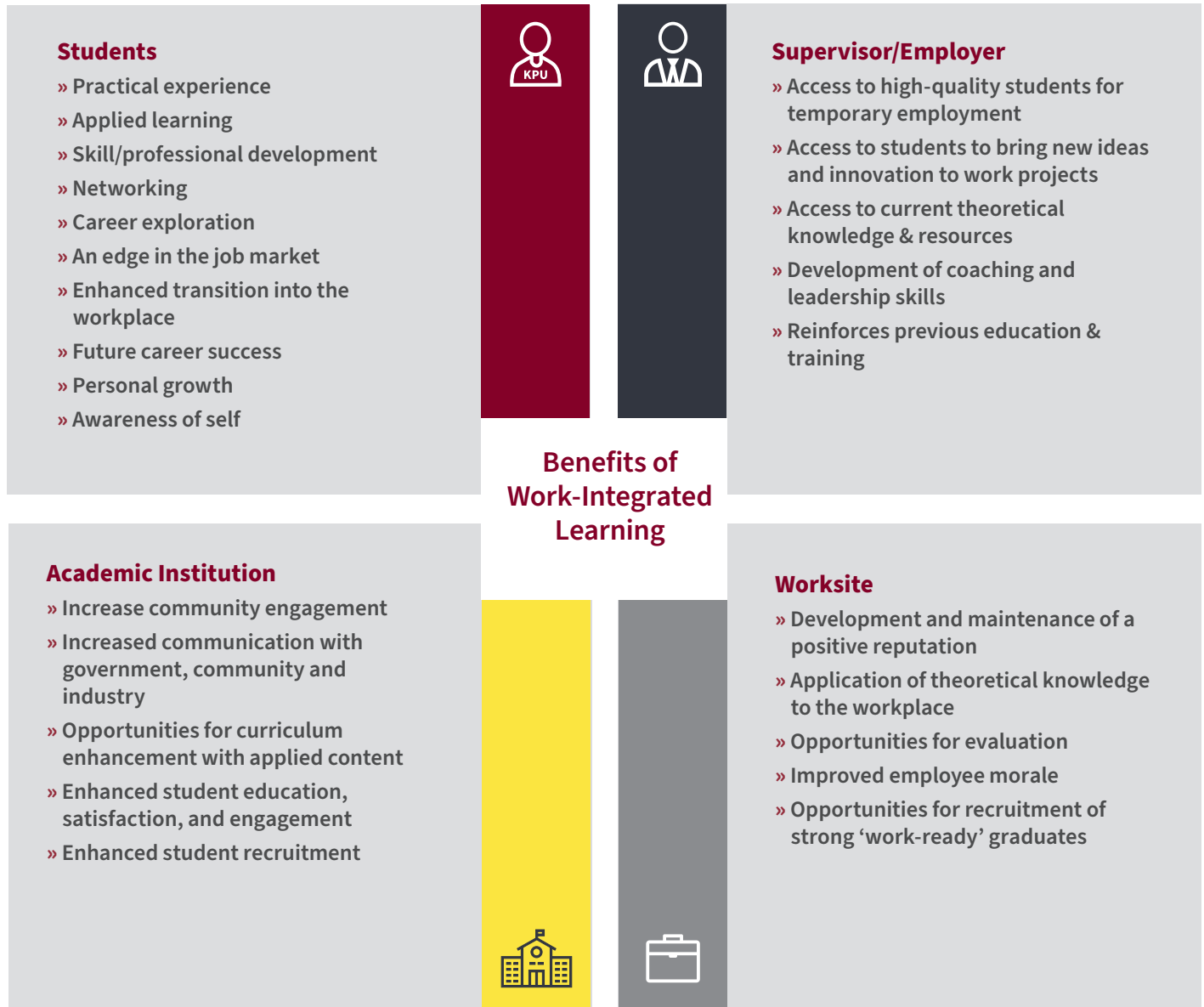
- » **Collaborative Online International Learning (COIL)** at KPU
- » **Give Back with These Volunteering Opportunities**
- » **Richmond Cares, Richmond Gives**
- » **Charity Village**
- » **Canada's Volunteer Match**
- » **BC's 211 (formerly the Red Book)**
- » **KPU's Nonprofit Database**



Reciprocal Engagement and Debriefing

The Australian Technology Network has a list of **quality indicators** that includes ways of ensuring a project is reciprocal.

Below some benefits as conceived from all of the different parties. Consider how you would weight the contributions and whether you would continue with the same partner in the future.



Procedure Guidelines for Breach of Policy

The **ST-16: Work-Integrated Learning Procedure** includes procedures if there is a student breach of policy, see section 7. The policy gives Deans (or designates) the authority to protect the public by allowing them to vary, withdraw or deny the placement of a student in Work-Integrated Learning (WIL) work experiences if there are reasonable grounds to believe that this is necessary in order to protect the public interest.

The conduct of external partners will be managed (or escalated as appropriate) by the relevant Dean or Director, in communication with KPU's Office of Organizational Risk Management and/or The Office of the Provost and Vice President, Academic, where relevant (see Code of Conduct, section 2 in **ST-16: Work-Integrated Learning Procedure**.)

Wrapping up the Project

- 1** Consider providing the student with a reference letter, even if is not required or requested. **KPU's Academic Project Coordinator can assist with drafting letters that you can share with your external partner to ease the burden on partner requests.**
- 2** Consider if it might be appropriate and worthwhile to stay in touch with the external partner and reach out to **KPU's Academic Project Coordinator** and **KPU's Lead Advisor, Work-Integrated Learning for support in maintaining these relationships.**
- 3** Consider if you would like be involved in another KPU Work-Integrated Learning course, review some of the **upcoming courses options**, and reach out to **KPU's Lead Advisor, Work-Integrated Learning.**

Forms and Rubrics for Initial Classes

Before starting on Work-Integrated Learning experiences, it's often a good idea to use an initial **information form** to get input about student interests and comfort level. This is another **template for goal-setting** prior to the Work-Integrated Learning experience. Students can track their hours, if a requirement, using this **form** or a similar system.

Work-Integrated Learning and Competencies

As outlined in **ST-16: Work-Integrated Learning Procedure**, faculty members and relevant staff are responsible for ensuring Work-Integrated Learning (WIL) activities are aligned with learning outcomes.

Work-Integrated Learning can take a range of forms: Job exploration, job shadow, situational assessment, skill refinement/enhancement, individualized guidance/mentorship opportunity, community engagement projects, hands-on work for external partners related to field and subject matter. A way to think about the kind of experience that might be suited to the course is by considering how it relates to learning outcomes.

**Real-world scenarios and experiences are often:
Complex, Networked, Expressive [in ways that the classroom isn't]**

Then, after the Work-Integrated Learning experience, students can consider:

Have you gained perspective on some of your key competencies?

Have you gained perspective on your industry or projects, and how they may fit with your future plans?

How to Apply Learning Outcomes to your Work-Integrated Learning Experience

In this course, students will apply attitudes, skills and knowledge to an employment and/or community context.

They will do this through focused practice with industry partners and/or expert collaborators, providing opportunities to develop the following competencies and learning outcomes:



COMPETENCY

Ethics and Professional Responsibility

LEARNING OUTCOMES

- » Apply appropriate legal and ethical standards.
- » Develop and implement judgment when dealing with real-world scenarios.
- » Assess personal and professional alignment with codes of conduct and/or ethical standards.



COMPETENCY

Decision-Making and Active Learning Developed through Complex Handling of Problems and Opportunities

LEARNING OUTCOMES

- » Monitor a project's progress and take timely action to deal with problems or opportunities.
- » Respond to the ambiguity and limits of discipline-specific knowledge by making their thinking explicit.
- » Recognize the value of cultivating a professional network by planning to build and activate relevant relationships.



COMPETENCY

Social Perceptiveness and Self-Awareness

LEARNING OUTCOMES

- » Recognize the challenges, needs and/or aspirations of a specific community or workplace.
- » Interact with team and stakeholders in a professional manner, respecting differences, to ensure a collaborative and productive environment.
- » Discern and describe one's professional skills and attitudes, including leadership strengths.

Sample Assessments

Assessments should tie back to learning outcomes. See below for a list of possible assessments. Also, the **CERIC** site, for Advancing Career Development in Canada, has links to resources such as a **sample research ethics application**, and the **Wayfinder tool** for investigating assessments and rubrics for experiential learning. For an instructor interview, questions may relate back to the learning outcomes and also cover some **broad questions**. There are also tools on **reflection** in experiential learning.

Sample assignments that can be used to assess Work-Integrated learning outcomes:

- Define preliminary attitudes, skills, and knowledge that are required in a specified employment setting, community setting, and/or with professional association(s) or bodies [prior to the specified experience]. This can be completed by test or instructor interview*
- Communicate information, arguments, and analyses accurately and reliably to the audience(s) associated with a specified context, through a presentation to the class and/or relevant audience or via a final deliverable
- Complete internship logs, documenting of hours, or listing of tasks to show personal effectiveness, including professionalism, motivation, and dependability. This can be done in an Excel file, or through portfolio completion
- Describe the operational structure of relevant workplace, local community project and/or affiliated professional association(s) or bodies. This can be completed by test, diagram, or instructor interview
- Collect photos, documents and artefacts demonstrating instances of learning and expertise (i.e. show evidence of managing a project from start to completion). This can be done via portfolio completion, presentation to class, or instructor interview
- Gather and review information, including latest information relevant to the discipline. This can be done in a report or presentation
- Review methods of enquiry and/or creative activity related to ideas and techniques appropriate to the discipline. This can be done by test or through project completion
- Discern and describe critical thinking and analytical skills inside and outside the discipline. This can be completed by test or instructor interview
- Identify and test personal responsibility and/or success in a group effort, as demonstrated through portfolio completion, presentation, or instructor interview
- Position next steps relevant to support professional goals, community project work, and/or academic goals, as demonstrated through portfolio completion, presentation, or instructor interview
- Accomplish goals which meet personal objectives (see note on student goals at end). This can be done via portfolio completion, presentation to class, instructor interview**

**Learning outcomes for Work-Integrated Learning may include additional items, such as those within the field of practice. This may include sector-wide competencies (safety, laws and regulations, quality control) and position-specific competencies which are addressed through added relevant course content, such as, for example: [i.e. describe common barriers for people with disabilities, describe disability rights advocacy and activism, assess community-based disability resources and services]*

***Students may be asked to discern and describe preliminary personal goals for the experience in an employment setting, community setting, and/or with professional association(s) or bodies, including, for example, "I would like to..." [develop resiliency; position expectations; adapt to uncertainties; develop self-confidence; recognize limits to workload demands; view benefits in stress management; position and recognize unique personal barriers; other.....] - student to add all that apply*

Further Background Information on Competencies and Learning Outcomes

Here is some background information on learning outcomes:

Competency: A *general* statement that describes the desired knowledge, skills, and attitude of a student graduating from a program (or completing a course). Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.

Learning Outcome: A very *specific* statement that describes exactly what a student has done in some measurable way. There may be more than one measurable outcome defined for a given competency.

Key Distinction: A true learning outcome is written so that it can be measured or assessed. It focuses on what the student is able to do at end of a program (or course).

A competency often consists of 3 elements:

Knowledge: Information that you are aware of, including theories, facts or procedures

Skill: The ability to do something well, usually developed through training and practice

Attitude: A personal quality that is expressed through what you think, do and feel

Here are some examples:

One competency, “**communication**”, can be described as follows:

Learning Outcomes: Student who demonstrate competence in communication can:

- » Define the key features of professional communication in their field (knowledge)
- » Demonstrate proficiency in effective communication by incorporating feedback into revisions (skills)
- » Evaluate ways of staying calm under pressure given different audiences (attributes)

One competency, “**self-awareness**”, can be described as follows:

Student leaders develop a thorough understanding of themselves across multiple dimensions. Through formal and informal reflection, they will recognize how their leadership practice and beliefs are influenced by their values and experiences as well as how their personal behavior affects their ability to build trust and credibility as leaders.

Learning Outcomes: Students who demonstrate competence in self-awareness can:

- » Define and articulate their personal values
- » Discern and describe their personal leadership style, strengths, and limitations
- » Appropriately apply their learning and leadership style and strengths
- » Recognize their own multiple identities, experiences and biases and how these affect their ability to lead
- » Actively seek, evaluate, and, when appropriate, incorporate feedback
- » Evaluate and reflect on their actions and modify as necessary

Other ST-16 Work-Integrated Learning Notes and Procedures

- 1** The policy will be implemented at the Faculty level with approval by the Dean, and as coordinated by The Office of the Provost and Vice President, Academic. Work-Integrated Learning (WIL) specific to applied research and innovation will be administered by the Office of the Associate Vice President, Research, Innovation and Graduate Studies.
- 2** Special note is made of Health placements which may be sourced and allocated by Clinical Placement Coordinators and may involve the use of regional, provincial, and/or federal processes and procedures. In the event of a conflict or inconsistency with provincial and/or federal processes and procedures, the provincial and/or federal processes and procedures shall prevail.
- 3** International global experiences and programs, including but not limited to **field schools** and **COIL** (Collaborative Online International Learning), are governed by procedures as overseen by KPU International.
- Overseas or other significant travel, including field schools, are outside of the scope of this policy and may involve the **SR5 Insurance/ Students Policy** as well as planning, and sign off, from KPU's Office of Organizational Risk Management, the relevant Dean's office, the AVP International, and The Office of the Provost and Vice President, Academic.
- 4** Work shadowing and field trips that are voluntary and not required as part of a course may involve, at the discretion of the Provost or designate and in consultation with the Office of Organizational Risk, additional or alternate procedures, including **SR5a - Final Release of Claims** and **SR5b - Final Release of Claims (Minor)** as well as planning with Dean's offices.
- 5** Apprenticeship programs and Continuing and Professional Studies may involve different processes and procedures. Apprenticeship programs are addressed in the **ST5 Work By Students in Vocational Programs Policy**.

Further Resources:

ACE/WIL has provided a comprehensive report of risk called **Work-Integrated Learning, Review of Risk Management: Legal, Safety and Liability Coverage for Students Working in Diverse Types of Work-Integrated Learning** (June 30, 2021). It includes Appendix A: Table of Risks and Description (Literature Review) and Appendix E: Employee of the Crown document outlining WorkSafe BC Coverage for the Ministry of Advance Education, Skills and Training.

Some of the key organizations in Canada, involved in community work and education, are **Community Based Research Canada**, **Universities Canada**, the **Association for Co-operative Education and Work-Integrated Learning BC/ Yukon**, **Community Campus Engage Canada**, **Community Based Research Centre**, and **CEWIL** (Co-operative Education and Work-Integrated Learning Canada) Canada's resources on Work-Integrated Learning.

Ontario has put out a very comprehensive guide, **A Practical Guide for Work-integrated Learning: Effective Practices to Enhance the Educational Quality of Structured Work Experiences Offered through Colleges and Universities**.

The **University of Toronto Experiential Learning Hub** includes relevant Guidelines and Procedures as well as **student learning modules**, including a **Work From Home Guide**.

SFU's Vancity Office of Community Engagement has good information on community research, including links to **RESEARCH 101: A Manifesto for Ethical Research in the Downtown Eastside**. And, the CERI **Community Resource Handbook** is also useful for community-engaged collaboration and research.

For some of the theory of experiential education, as well as links to relevant academic journals, see **Brock University's Pedagogy of Experiential Education**.

For additional safety questions, see Nicola Soles, **Structured Work Experience Placement Handbook: B.C. Post-Secondary Adult Special Education Programs**.

The University of Victoria has a good page for **Co-op funding opportunities**.





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