



Policy:	E-1.3
Approved By:	Education Council
Approval Date:	January 19, 2004 ( <i>"Field Placement"</i> )
Amendment Date:	June 21, 2010 ( <i>"Work Integrated Learning"</i> )
Policy Holder:	VP Education

## WORK INTEGRATED LEARNING

### Purpose / Rationale

The purpose of this policy is to establish the processes and standards for the inclusion of work integrated learning (WIL) in educational programs at Camosun College.

### Principles

1. Camosun College recognizes the importance of broadening and building on students' knowledge and discipline-related skills by bridging institutional-based learning with experience in the field.
2. Work integrated learning experiences consolidate and integrate theory and practice allowing each to inform the other.
3. In all work integrated placements, Camosun College will meet quality standards that will enhance the College's reputation as a provider of sound work integrated learning opportunities that are recognized in the BC Colleges and Institute system and beyond.
4. Work integrated learning will reflect the educational goals of Camosun College.
5. Work integrated learning within a program will be assessed with the same rigor as the rest of the program's activity.
6. Standards (link) will be established for preparation of students, integration of learning, supervision, monitoring, evaluation and feedback during such field experiences.
7. The roles and responsibilities of the College, workplace, and student will be communicated and the expectations of the workplace will be identified to enable an appropriate and relevant discipline-related placement for the student.

### Scope / Limits

- A. **INCLUDED** in this policy are all pre-credential experiences in the workplace that meet all of the following criteria:
- integrated within a program of studies
  - supervised by an employer, preceptor, or instructor
  - monitored
  - evaluated by the College
  - identified as a gradable course
- B. **EXCLUDED** from this policy are:
- work shadowing

- field schools
- field trips
- college-based clinics
- labs
- off site course deliveries
- self directed work terms or work experience typically acquired prior to the program of study
- short applied, experiential or Service Learning projects contained within a course,
- any other limited or non integrated field experiences that do not constitute a gradable course.

## **A. DEFINITIONS**

### **Work Integrated Learning (WIL)**

Work Integrated Learning combines professional work experience with academic studies to integrate theoretical, conceptual knowledge with practice in the workplace through directed or supported educational activities. WIL describes an intentional experiential learning process which may include application, adaptation, and continuous transformation of knowledge in different contexts.

### **Service Learning**

Service Learning is an experiential opportunity that is designed to foster civic or social responsibility and leadership. During Service Learning courses, students work with local or international organizations to provide a variety of community services. *(Definition taken from that used by the [Canadian Alliance For Community Service Learning](#).)*

## **B. TERMINOLOGY**

**Competency Based Grading System** means the non GPA, competency based grading system consisting of the three final grades (see [Grading Policy](#)).

**Preceptor** means an individual approved by the College who provides daily, one-on-one, on-site supervision, and assists in the evaluation for a student participating in a preceptorship.

**Workplace** means a company or organization that provides WIL opportunities for students.

**Workplace Supervisor means** an individual(s) assigned by the workplace who provides on-site supervision for students participating in WIL opportunities.

## **C. ROLES AND RESPONSIBILITIES**

**The College** is responsible for preparing the student, facilitating the integration of learning, and monitoring and evaluating work integrated placements and experiences. In addition, the College is responsible for informing the student and the workplace of their respective responsibilities prior to placing the student at the workplace.

**The workplace** is responsible for providing the students with relevant work and for providing on-site supervision. In some cases, an instructor is assigned by the College to provide this on-site supervision.

**Students** are responsible for taking advantage of learning opportunities that are provided at the workplace. In addition, the student is responsible for completing required assignments and maintaining professionalism appropriate to the workplace expectations, including dress, timeliness, and other protocols. The student understands that his/her behavior while at the workplace also reflects upon the College.

**All three parties** are responsible for maintaining communication with each other throughout the WIL opportunity.

## **D. STANDARDS**

### **Preparation of Student**

The College is responsible for increasing the student's awareness of work-related issues including workplace safety, employment standards, workers' compensation, and human rights. The student is educated on these issues prior to entering the workplace.

Suggestions for preparing the student include (not intended to be an all inclusive list) the following: seminars, on-line tutorials, class discussions, case studies, and class assignments.

### **Integration of Learning**

WIL is undertaken with the purpose of integrating theory and practice and with the understanding that the main focus of such experience is learning through working. Students are encouraged to reflect on the relationship between theory and field experience in order to identify and understand how each informs the other. Students may use these insights to set goals for the remainder of their education.

Suggestions for integrating learning before, during and after the WIL opportunity may include one or more of the following range of practices: goals, learning outcomes, portfolios, field experience reports, reflective journals, self evaluations and assessments, class discussions, small group peer discussions led by the instructor, chat rooms or blogs monitored by the instructor, class assignments based on the field experience, and case studies.

### **On Site Supervision**

Students participating in WIL placements receive on-site supervision. On-site supervision will include performance feedback, communication on behalf of the workplace, and on-going support and encouragement to the student.

Suggestions for supervision include the following range of activities: one on one direct supervision, modeling, demonstration, scheduled meetings with the workplace supervisor, orientation meetings, student mentoring and coaching programs.

### **Monitoring**

The College is responsible for monitoring WIL placements. WIL placements are monitored in an effort to ensure that all parties are fulfilling their roles and responsibilities. A College employee must communicate with the student and workplace supervisor during the experience.

A range of suggestions for monitoring includes: direct supervision, site visits, phone calls, emails, meetings with the student and workplace supervisor, group discussions, chat rooms or blogs monitored by the instructor, and informal coffee chats.

### **Evaluation**

Final grades are determined by the College and are assigned using the College Grading Policy (add link). WIL placements will typically use the Competency Grading System. The instructor is responsible for assigning the grade while taking into account input from the student and the workplace supervisor.

Suggestions for one or more evaluations include a range such as: assignments, workplace supervisor input, patient/client input, employer evaluations/appraisals, demonstrated achievement of learning outcomes, student self evaluation, workbooks, and the instructor's observation.

### **Feedback**

To assist in enhancing the curriculum and programming at the College, WIL placement should provide opportunities for employers and students to give feedback on the relevance and currency of existing programs and practices. This feedback is communicated to appropriate individuals within the College on a regular basis.

Suggestions for feedback processes are represented by the following range: focus groups, involvement of WIL placement employers on program advisory committees, employer surveys, student surveys, graduate surveys, student evaluations, instructor led debrief sessions, and site visits.

## **E. CATEGORIES**

### **Co-operative Education**

Co operative Education is a period of WIL experience undertaken according to the guidelines established by provincial and national Co-operative Education approval or accreditation bodies. Co-operative Education is typically only offered in diploma programs and other academic programs of two or more years' duration. Integral to Co-operative Education is the partnership between the College and the workplace that provides paid employment opportunities for students. Both parties recognize that the focus of Co-operative Education is learning through working and that workplaces are committed to providing students with WIL

opportunities relevant to their academic discipline. For detailed parameters, see the Camosun College [Cooperative Education Appendix](#).

### **Clinical Placement/Practicum**

Clinical Placements/Practicums refer to supervised work experiences established according to the custom, guidelines, or requirements of professional organizations, associations or work groups. The term practicum is normally used in the health, community and social services sectors to describe formalized work integrated learning experiences.

### **Internship**

An Internship is a defined form of cooperative education at Camosun that falls outside provincial or national accreditation/approval bodies but within the prescribed parameters as outlined in the Camosun [Cooperative Education Appendix](#). The internship is a flexible program similar to Co-op, but is typically shorter than a Co-operative Education work term, and may occur at the end of the program of study.

### **Parallel Co-op /Internship**

A parallel WIL opportunity is similar to previously defined co-op or internships except that it typically is less than full time work, it occurs simultaneously with full or part time academic courses and it extends over more than one academic term.

### **Preceptorship**

Preceptorship is a period of WIL in which the student performs actual clinical or other professional procedures under the direct supervision of a preceptor (see **B. Terminology**). A preceptorship is structured according to guidelines established by external organizations in order to meet accreditation and professional licensure requirements.

### **Work Experience**

Work experience describes any additional category which satisfies the requirements of this policy and meets the definition of Work Integrated Learning or Service Learning therein, but which has fewer hours than an internship and is not required for professional certification or licensing.

## **F. LEGISLATED REFERENCES**

*College and Institute Act Sections: 24 (2) (c)*

## **G. LINKS TO RELATED POLICIES**

[Strategic Plan](#)

[E-1.5 Grading](#)

[E-1.6 Educational Approvals](#)