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there's a way.

ENSURING QUALITY WIL
Quality Assurance Review Worksheet

Please use this worksheet to support the design, implementation, and evaluation of quality WIL Programs. Refer to the end of the document for additional supportive details.

WHY WIL?
AIMS

1. Describe the **primary purposes** for participating in WIL for each stakeholder.

2. Describe the **outcomes** of the work/ activity for students.

DESIGN FOR SUCCESS
ACTIONS

3. Describe how the WIL Program is pedagogically integrated into the curriculum.

4. Describe the nature of the **experience** that the student will be engaged with and how it is meaningful and substantial.

5. Describe the role of the host organization or mentor (in the case of entrepreneurship) as it relates to the program and student outcomes.

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[ ]

6. Describe how the experience and outcomes link to the student's academic program or career interests.

[ ]

7. Discuss the formative **assessments** of the learning outcomes during the work/activity and note who will be assessing this learning (program staff, faculty, employer, host supervisor, student).

[ ]

8. Describe how students **critically reflect** throughout the WIL program and note who will be assessing this reflection (program staff, faculty, employer, host supervisor, student).

[ ]

ASSESS OUTCOMES
ACHIEVEMENTS

9. Discuss the summative **assessments** of the student learning outcomes after the work/activity and note who will be assessing this learning (program staff, faculty, employer, host supervisor, student).

[ ]

10. Describe the assessment practices that measure the achievement of the desired outcomes for each of the WIL stakeholders (should align with the primary purposes stated in #1).

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PROGRAM STRUCTURE

Identify important structural aspects of the WIL model you choose and your rationale for those choices. The rationale should always include a link back to the program purpose and outcomes as well as other contextually relevant realities such as time and money.

Expected # hours engaging with host organization (or mentor in the case of entrepreneurship)?
Expected # hours in total for the WIL Work/Activity?   WHY?
Is the work/activity paid? Y/N   WHY/WHY NOT?
Will the experience be eligible for academic credit? Y/N
Will the experience contribute towards diploma/degree/professional designation requirements? Y/N
What is the level and type of supervision?
What is the level of immersion and authenticity/ degree of experientiality?

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DETAILS TO SUPPORT THE COMPLETION OF THE WORKSHEET

Work-integrated learning (WIL) is a term used to refer to educational approaches, which formally integrate a student's academic studies with experiences within authentic ***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 typically includes the development of student objectives, ***personal agency*** and learning outcomes related to the future of work, knowledge and skill mobility, and life-long learning.

Examples of WIL models/programs/educational approaches: Apprenticeship, co-op, internship, entrepreneurship, applied research, community service learning, work experience, field experience, practicum (CEWIL, 2018).

1. The activity may have several outcomes (e.g. enhancing employability, confirming career interests, better understanding the field, fulfilling professional requirements, serving community, developing international and intercultural fluency, etc.). These learning outcomes should align with program and even institution level learning outcomes. These are the measures you will undertake to see if your program is meeting the purpose. E.g. if employability is a primary purpose, an outcome measure could include regular surveying of grads after they complete their credential.
2. Some examples of pedagogical integrations include: students are asked to critically reflect on and articulate the connections between their course work and WIL learning; WIL comprises a percentage of the grade; students actively participate in the WIL curriculum design and assessment.
3. Describe for example, how the experience allows for the development of the student and program outcomes. These may include the objectives of the experience, the environment in which the learning is situated, the opportunities for direct involvement in creating the experience, and for making contributions within the host organization in ways that are meaningful to the student's academic, personal and career goals.
4. For example, if employability post grad is a primary outcome, how does the host ensure networking opportunities; or if developing intercultural fluency is a primary outcome, how does the host provide opportunities for exploring this.
5. For example, have you ensured your program helps the student make connections by critically reflecting on and projecting forward using tools such as blogs, portfolios, journals, interviews, oral and written reports, etc.
6. Depending on the outcome there are many authentic assessment methods of-and-for learning such as, journals, self and peer-assessments, expert analysis/assessment, portfolios, rubrics, blogs, multi-media presentations, site visits and check-ins, etc. for student learning outcomes. Employer and institutional goals may be measured more readily though surveys and other data compilation such as two year out provincial reports on employability, student loan and debt load, institutional monitoring of retention and success data.
7. Descriptive reflection is "What I did" and critical reflection is "What I learned from what I did and experienced."