EXPERIENTIAL LEARNING

Academic Quality Assurance Framework

Contents

1.0 Context

Ontario's publicly funded colleges were established to meet the needs of employers, to respond to changing work environments, to support the economic and social development of their local and diverse communities, and, principally, to assist Ontarians in finding and keeping employment.[1] In keeping with this mandate George Brown College has, since beginning operations in 1968, developed and maintained strong, longstanding relationships with employers and community partners in a wide variety of sectors allowing it to quickly and effectively respond to the labour market and applied research needs of the key sectors driving the city and the province's economy.

The college has a successful record of leveraging these partnerships in concert with its dedication to excellence in teaching and learning to meet the emerging needs in the economy and to ensure our students become workplace-ready graduates who are the candidates of choice for employers. For over five decades the provision of sector-specific, hands-on skill development through experiential and work-integrated learning experiences that help to build a seamless bridge between learners and employment has been a key component of the college's success.

In concert with the development of its 2020 strategy,[2] the college undertook intensive research and analysis of work-integrated learning education from 2005 to 2010. This research confirmed the need to re-affirm work-integrated learning as a fundamental component of the college's long-term vision. The college increased work-integrated learning opportunities for students across the college and developed evidenced-based field education best practices.
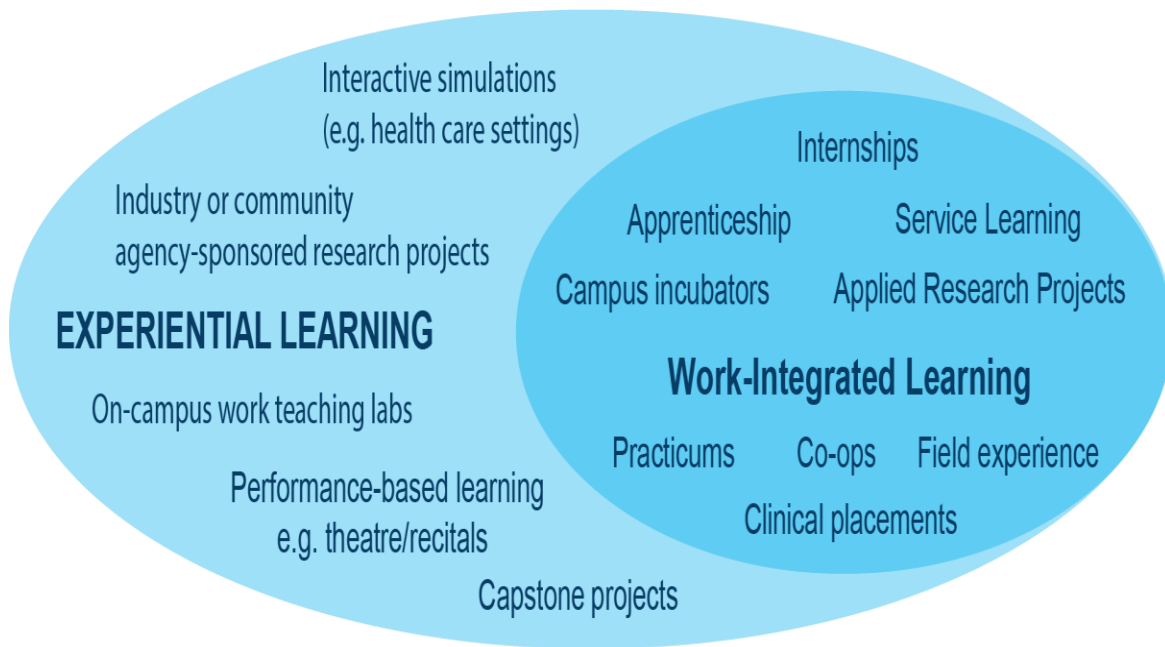
Beginning in 2018 the college expanded this vision to include a wider variety of experiential learning opportunities for students, recognizing the significant benefits of fully integrating experiential learning into academic programming and the student experience.

This shift to broaden the scope of hands-on, sector-specific, work-related learning was informed by a number of factors including the larger educational contextual pressures from governments, competitors, students and graduates. This expansion ensured a more formal engagement with a wide variety of experiential learning activities and provides opportunities for George Brown College to celebrate and expand its provision of the most appropriate, innovative, sector-specific, job-focused training available.

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[1] Ontario Colleges of Applied Arts and Technology Act, 2002; 2017
[2] George Brown College (2010). *2020 Strategic Plan – George Brown College*. Retrieved from: https://insite.georgebrown.ca/strategy2020/documents/2020_Strategic_Plan_Summary.pdf

Interactive simulations
(e.g. health care settings)

Industry or community
agency-sponsored research projects

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On-campus work teaching labs

Performance-based learning
e.g. theatre/recitals

Capstone projects

Internships

Apprenticeship   Service Learning

Campus incubators   Applied Research Projects

Work-Integrated Learning

Practicums   Co-ops   Field experience

Clinical placements

Source: MAESD's Guiding Principles for Experiential Learning

2.0 EL Quality Framework: Purpose

2.1 Strategic Goals

The benefits of fully integrating experiential learning into academic programming and the student experience are significant. A robust, integrated Experiential Learning (EL) Quality Assurance Framework supports these benefits by advancing six key strategic goals:

1. Elevate GBC's positioning as a leader in the provision of WIL and EL in the college sector
2. Increase program and student participation in WIL and EL
3. Increase the quality of student experience in WIL and EL
4. Increase consistency and efficiency of WIL and EL activities and supports, including those relating to accessibility
5. Maintain high quality data tracking and reporting
6. Enhance stakeholder relationships (including students, host organizations, employers, government, GBC staff)

2.2 Internal QA Requirements

George Brown College's EL Quality Assurance Framework is informed by and acts in support of the college's Mission, Vision and Values. The overarching academic quality management system is built on existing operational mechanisms and processes for planning, consistently delivering and supporting high quality in our academic programs. Our college-wide reporting and accountability mechanisms [see Section 3.3] promote and maintain academic excellence through on-going monitoring, measuring and improvement of our practices in experiential learning settings to ensure appropriate resource planning, allocation and accountability.

2.3 External QA Requirements

The quality assurance framework for experiential learning outlined here is situated in the context of larger system-wide academic quality assurance mechanisms. The EL Quality Assurance Framework was developed in a manner that ensures compliance with the requirements of:

1. **The Ontario College Credentials Framework,[3] which specifies**:

   - The scope, breadth and depth of learning required for the achievement of each of the six types of credentials granted by the college (certificate, Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate, Honours Degree)

   - Generic, transferable, life-long skills (e.g. communication, numeracy, critical thinking & problem solving, information management, interpersonal, personal) included in each credential

   - Breadth requirements to support the ability of graduates to contribute thoughtfully, creatively, and positively to the society in which they live and work

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[3] Government of Ontario. (2003; 2009). *Colleges of Applied Arts and Technology Policy Framework*. Toronto: Queen's Printer for Ontario.

- Program Advisory Committees are established for each program

- Programs are reviewed for quality, relevancy and currency and revised on an ongoing basis

2. **Ontario College Program Standards[4] and Descriptions, which specify**:

- Specific vocationally focused program-level learning outcomes (and in the case of standards – elements of performance) that are validated to conform to the Credentials Framework

3. **Ontario College Quality Assurance Service[5] Standards and Requirements relating to**:

- Program-level alignment with the Credentials Validation Service (CVS), which formally ensures Ontario college credentials conform to the ministry's Credential Framework

- The institutional College Quality Assurance Audit Process (CQAAP) the college undergoes every 5 years.

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[4] Government of Ontario. (2018). *Published College Program Standards*. Toronto: Queen's Printer for Ontario. Retrieved from: http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/#CollegeProgramStandards
[5] Ontario College Quality Assurance Service http://www.ocqas.org/

3.0 EL Quality Assurance Framework: Components

George Brown College's Quality Assurance Framework consists of 5 core components.

1. Definitions and Minimum Criteria
2. College-wide Program and Course Level Data and Tracking
3. Quality Assurance Processes and Reporting
4. EL Policy Development
5. EL Research and Development

The aim of the EL Quality Assurance Framework is to ensure the experiential learning at the college:

- ✓ Is authentic and substantive
- ✓ Is sequenced to ensure adequate preparation and self-reflection
- ✓ Supports the application of theory to practice
- ✓ Aligns with program learning outcomes and is assessed accordingly
- ✓ Includes supports for all stakeholders
- ✓ Is subject to ongoing review and improvement (which includes feedback from all stakeholder groups)
- ✓ Is a required component of all programs of study

3.1: QA Framework Component #1: Definitions and Minimum Criteria

Experiential Learning Definition

For the purpose of this Quality Assurance Framework, experiential learning will be used as an umbrella term that includes a wide variety of pedagogic practices that are designed to assist, provide and effectively integrate sector-specific learning experiences. These experiences can occur in a variety of settings including but not limited to workplaces, simulation facilities, labs, shops, and studios in both educational, workplace and practice settings. Experiential learning is:

"The process whereby students come to learn from experiences in educational, workplace and practice settings and integrate the contributions of those experiences in developing the understanding, procedures, and dispositions required for effective professional practice, including criticality."[6]

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[6] Billett, S. (2015). The practices of using and integrating practice-based learning in higher education. In M. Kennedy, S. Billett, S. Gherardi & L. Grealish (eds.), *Practice-based learning in higher education: jostling cultures* (pp. 15-30). New York: Springer.

George Brown College Experiential Learning Criteria:

Experiential learning (EL) experiences that are captured and tracked in George Brown College's EL quality assurance framework adhere to the following criteria:

- The experience counts towards course credit and/or credential completion.
- The student is in a workplace or simulated workplace, or participating in real-world, sector-specific activities or research.
- The student is exposed to authentic demands that improve their job-ready skills, interpersonal skills, and transition to the workforce.
- The experience is structured with purposeful and meaningful activities linked to course outcomes.
- The experience includes student self-assessment and evaluation of the student's demonstration of specific outcomes by George Brown College.

The college's initial EL definitions and criteria were created in adherence to the following considerations:

1. The desire to define, document, evaluate and showcase experiential education in its various forms at the college

2. Ensure consistency and quality of the experience for all stakeholders in similar EL and WIL across the college while supporting programs' ability to employ sector-specific language and requirements

3. Avoid privileging some types of experiential learning over others – value is based on the pedagogy of the program and the requirements of the sector/field

4. Categorize diverse EL experiences as simply as possible and allow room for EL experiences that have yet to be developed

5. Develop quality assurance criteria for each category that are relevant and robust

6. Define student, college staff and host organization/sector partner responsibilities and supports as well as those for George Brown College staff and ensure they are communicated to relevant stakeholders in a timely fashion

It is important to note that, in support of inclusivity and access, the experiences captured in this framework are course-based and are undertaken by **every** student in a program. A central concern, particularly in educational institutions such as colleges that were specifically designed to provide access to their immediate communities, can be the uneven distribution of experiential learning opportunities. Critics argue that these inequities, particularly in paid WIL experiences, both reflect and reinforce larger labour market inequities.[7] Co-curricular experiential learning and WIL opportunities are often available only to a select group of students. While these experiences are valuable to many stakeholders, and should be supported and scaled up where possible, they do not reflect all students' learning experiences at the college. To avoid this issue, data collected for QA purposes will primarily come from experiences accessed by all students in a given program of study.
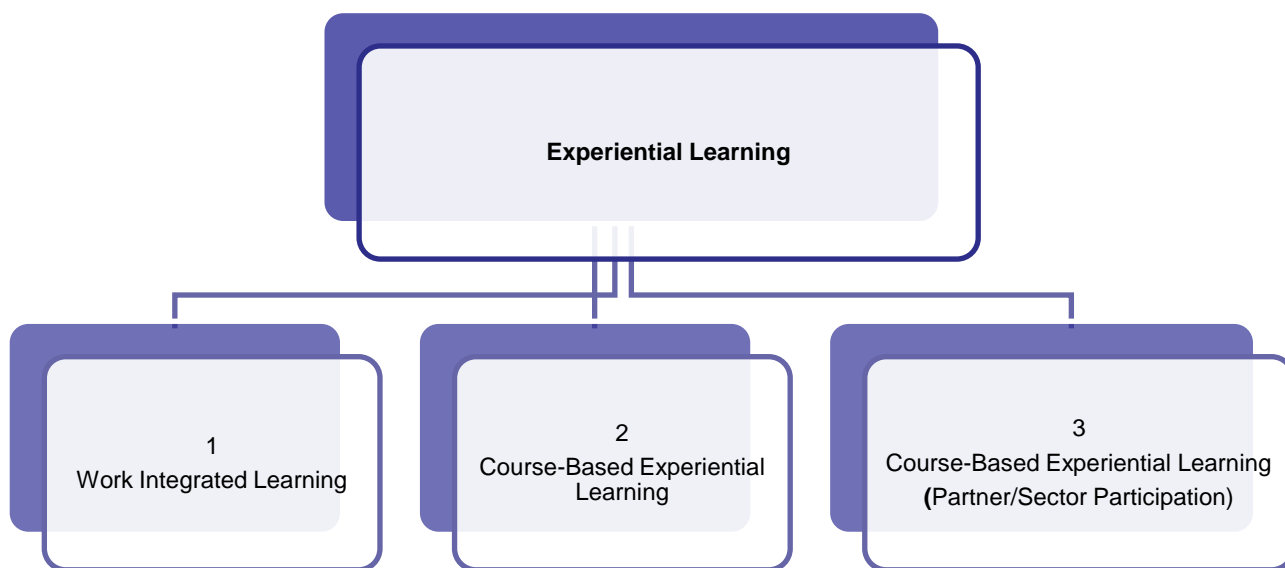
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[7] Attfield, J., & Couture, I. (2014). An Investigation into the Status and Implications of Unpaid Internships in Ontario. University of Victoria, British Columbia.
Shade, L.R. & Jacobson, J. (2015). Hungry for the Job: Gender, Unpaid Internships and the Creative Economy. *The Sociological Review*, *63*(S1), 188-205.

Experiential learning experiences that meet these criteria are organized into three categories. Each category contains a number of unique sector-specific experiences that meet common criteria and quality assurance standards:

George Brown College Experiential Learning Categories:

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                        Experiential Learning

   1                      2                       3
Work Integrated      Course-Based           Course-Based Experiential Learning
Learning             Experiential           (Partner/Sector Participation)
                     Learning
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EL Category #1: Work Integrated Learning

Work integrated learning is a model and process of education that formally and intentionally integrates a student's academic studies with learning in a workplace setting. Students come to learn from experiences in educational, practice and workplace settings and integrate the contributions of those experiences in developing the understanding, procedures and dispositions required for effective professional practice, including criticality.
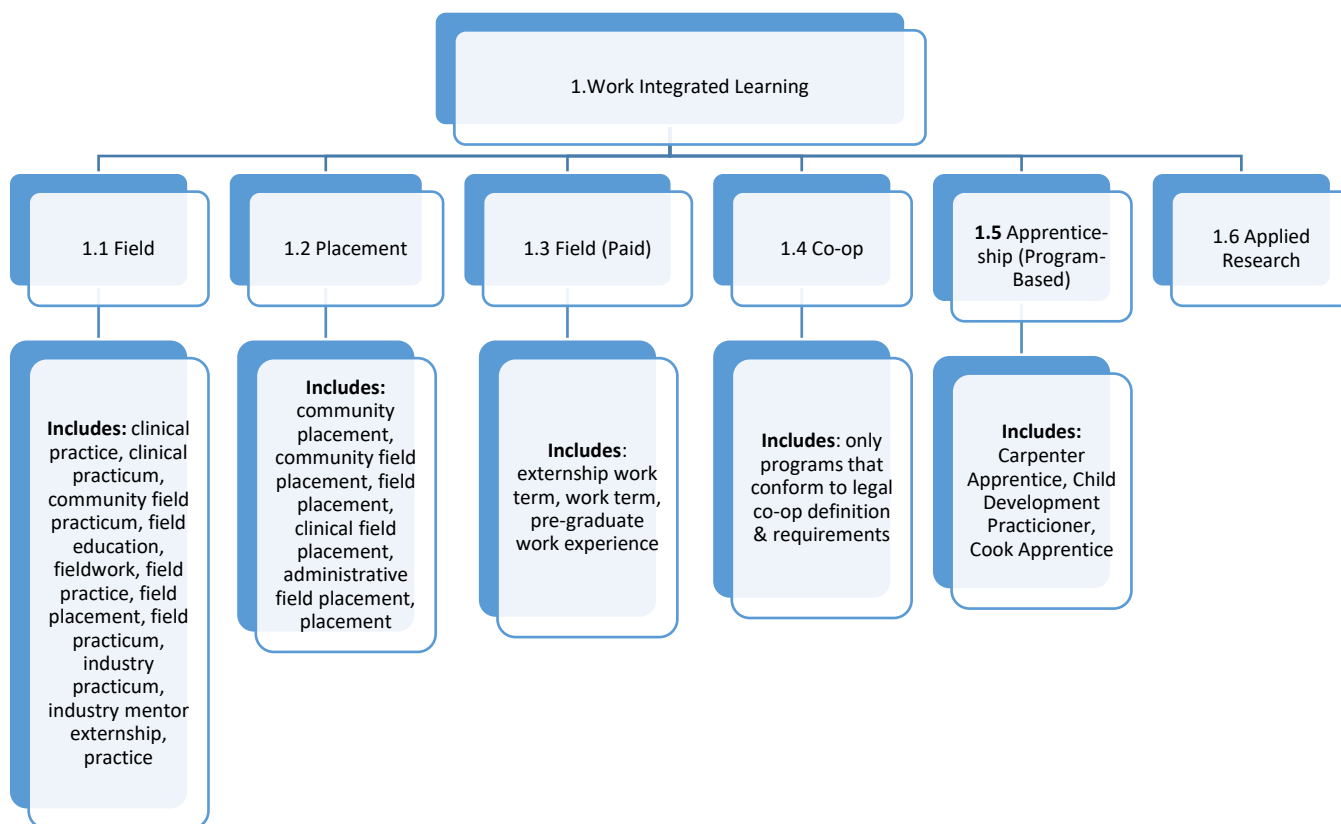
Terminologies for specific George Brown College Work Integrated Learning experiences are program- and sector-specific. While the criteria and standards for these experiences are consistent across the college, unique terminology and accompanying definitions will be approved by the Chair or appropriate program designate.

George Brown College Work Integrated Learning Criteria:

All courses that **qualify** as WIL in the George Brown College database will meet the following criteria:

1. The experience counts towards course credit and/or credential completion.
2. The experience formally and intentionally integrates a student's academic studies with **learning in a workplace setting.**
3. The student is exposed to authentic demands that improve their job-ready skills, interpersonal skills and transition to the workforce.
4. The experience is structured with purposeful and meaningful activities that develop the understanding, procedures and dispositions required for effective professional practice, including criticality.
5. A description of the sector-specific experiential learning is included in the course description.
6. The experience includes student self-assessment and evaluation of the student's achievement of specific learning outcomes by the college.

George Brown College Work Integrated Learning Categories: [For detailed definitions, roles and responsibilities see Appendix #1]

1. Work Integrated Learning

1.1 Field

Includes: clinical practice, clinical practicum, community field practicum, field education, fieldwork, field practice, field placement, field practicum, industry practicum, industry mentor externship, practice

1.2 Placement

Includes: community placement, community field placement, field placement, clinical field placement, administrative field placement, placement

1.3 Field (Paid)

Includes: externship work term, work term, pre-graduate work experience

1.4 Co-op

Includes: only programs that conform to legal co-op definition & requirements

1.5 Apprentice-ship (Program-Based)

Includes: Carpenter Apprentice, Child Development Practicioner, Cook Apprentice

1.6 Applied Research

EL Category #2: Course-based Experiential Learning

Course-based experiential learning occurs in environments where students participate in real-world, sector-specific projects or research. Students learn from experiences in these educational and practice settings and integrate these experiences to develop an understanding of the procedures and dispositions required for effective professional practice, including criticality.
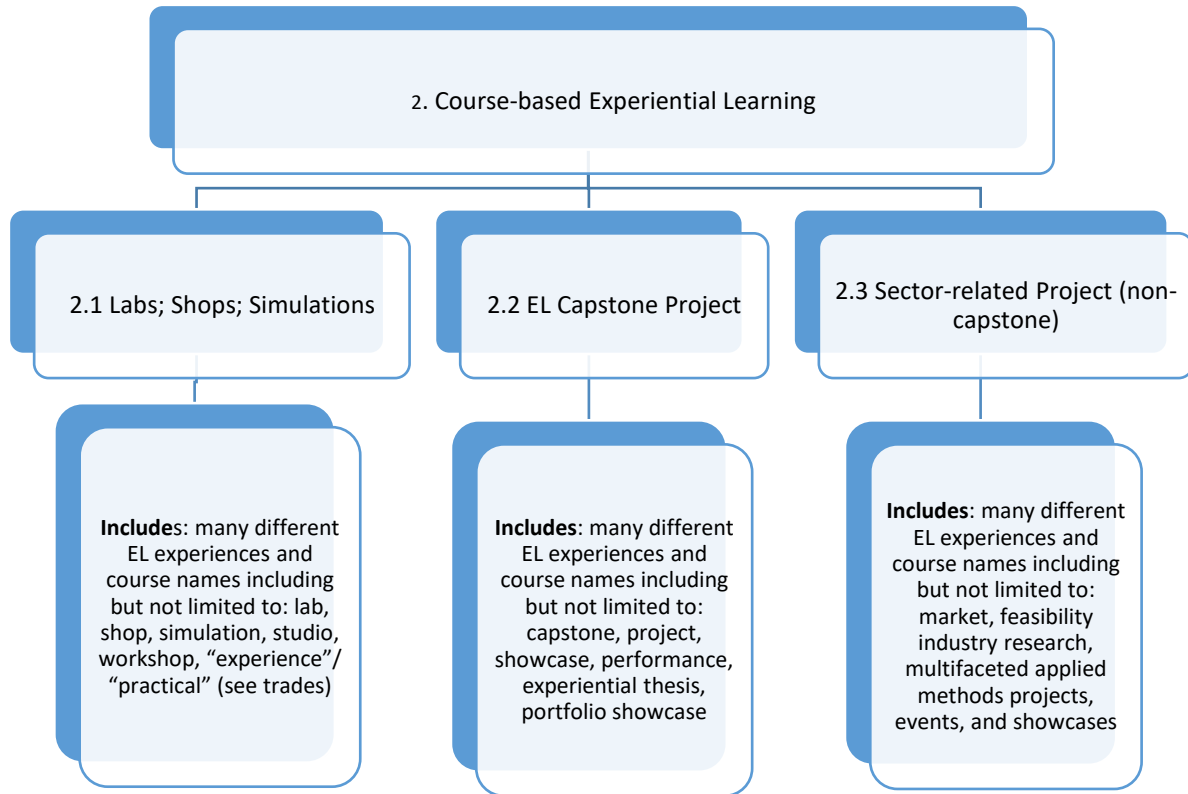
Terminologies for specific George Brown College course-based experiential learning/project experiences are program- and sector-specific. While the criteria and standards for these experiences are consistent across the college, unique terminology and accompanying definitions will be approved by the Chair or appropriate program designate.

George Brown College Course-Based Experiential Learning Criteria:

All courses that qualify as Course-based Experiential Learning in the database will meet the following criteria:

1. The experience counts towards course credit and/or credential completion.
2. Students spend a minimum of 50% of course time engaged in hands-on, sector-specific knowledge and skill development.
3. A description of the sector-specific experiential learning is included in the course description.
4. Each student receives expert, constructive feedback regarding skill demonstration at regular intervals.
5. Students are evaluated on learning outcomes that include the demonstration of sector-related practical skills.

Course-Based Experiential Learning Categories: [For detailed definitions, roles and responsibilities see Appendix #2]

2. Course-based Experiential Learning

2.1 Labs; Shops; Simulations

Includes: many different EL experiences and course names including but not limited to: lab, shop, simulation, studio, workshop, "experience"/ "practical" (see trades)

2.2 EL Capstone Project

Includes: many different EL experiences and course names including but not limited to: capstone, project, showcase, performance, experiential thesis, portfolio showcase

2.3 Sector-related Project (non-capstone)

Includes: many different EL experiences and course names including but not limited to: market, feasibility industry research, multifaceted applied methods projects, events, and showcases

3.2: QA Framework Component #2: College-wide Program and Course Level Data and Tracking

The Experiential Learning and Quality Assurance teams, in consultation with Marketing and program Chairs (and program representatives), have coded all course-based EL experiences by EL subcategory. This process provided an initial map of current EL activities and practices across the college and provided data that is important for both program feedback and quality assurance purposes.

Key Initial Data and Tracking QA Outcomes:

- Determine with reasonable accuracy the exact number of hours every student in every program is exposed to EL

- Track the timing of different types of EL experiences throughout a program/school/centre

- Break down the number of hours in each form of EL each student will undertake/will have completed upon graduation

- Pull course descriptions from across the college that correspond to each type of experiential learning for descriptive analysis

Mechanisms for Ongoing Quality Assurance:

- Incorporate examination of EL into annual and comprehensive program review processes, database review and policy renewal

- Establish EL learning communities to research, document and promote best practices

- Eliminate redundancies and duplication/triplication of tasks across the college. This will allow the college to undertake process and cost efficiencies that optimize service delivery and further enhance the student experience, educational quality and relationships with our valued industry partners.

In addition to being able to assess the course-based EL activities at the institution, centre and school levels, the course-level data tracking included in this framework allows for a deep, student-centred description of the learning experiences in a program. The individual student's experience of EL will be documented within their unique program of study including a detailed breakdown of the number of hours they will spend in each type of learning experience and how these experiences are sequenced, integrated with theory and designed to support student self-reflection and the achievement of their program outcomes.

The program-level information included in Appendix #3 provides an illustration of how this EL data will be used to better understand the student experience of EL, assess program quality, inform future practice and contribute to ongoing research. The information generated by this tracking and analysis will be available to share with faculty, potential students, sector partners, employers, PAC members, and the larger academic community.

3.3: QA Framework Component #3: Quality Assurance Processes and Reporting

Existing QA Process Integration

Based on the initial EL mapping exercise, the Office of Academic Excellence is developing templates[8] and processes to analyze and incorporate EL data, minimum criteria and evidence-based best practices into:

- Program development processes
- Annual Program Review
- Annual EL Database Review
- Program Advisory Committee meetings and annual reports
- Comprehensive Program Review
  - Process under development to map and graph the types of pedagogy (theory & concepts, EL & WIL) employed in the program and their sequencing
  - Proportion of program hours, etc.
  - Link/incorporate this data into PR surveys for students, faculty, graduates, WIL partners, and employers
  - Triangulate this data with other stakeholder feedback mechanisms (KPI, SFQ)
- Annual MCTU reporting
- CQAAP Audit process

EL Quality Assurance Assessment Tools and Supports

Having completed its initial literature review and college-wide consultation, the college is undertaking the ongoing development and updating of tools for assessment and enhancement of experiential learning activities. These will include, but are not limited to:

- Best practice guidelines for a variety of EL experiences
- Templates to ensure consistency of delivery and accountability for similar EL experiences across the college with an emphasis on Work Integrated Learning experiences
- College-wide template(s) for sector-partner agreements that provide consistency and ease of use, and mitigate risk while allowing flexibility for unique program-specific requirements/experiences
- Ongoing PD and research regarding EL pedagogy

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[8] Note: These templates are not included in this document but will be available on the college website in the EL QA Framework Portal or upon request.

In addition, the college is committed to the acquisition and ongoing maintenance of sector partner relationships, which ensure high-quality EL across diverse programs. This involves striking a balance between centralized, institution-wide tracking and relationship building and supporting those same activities at the program level. To accomplish this the college must work to ensure the following:

- Established access to relevant college personnel for community stakeholders
- Consistency and transparency in sector partner legal requirements and pedagogical commitments
- Centralized knowledge tracking and support of all sector partnerships
- Empowered programs cultivating and maintaining their program-specific sector-partner relationships within college-wide reporting systems

3.4: QA Framework Component #4: Experiential Learning Policy Development

The George Brown College Work Integrated Learning policy is under development and moving through the college's Academic Policy approval process. The policy applies to all academic programs at George Brown and to all work-integrated learning experiences, mandatory and voluntary, which fulfill a curriculum requirement within an academic program. The policy, in accordance with the EL Quality Assurance Framework, acknowledges that WIL experiences are organized, structured and implemented throughout George Brown College in variety of ways. This policy describes the overarching principles for work-integrated learning at George Brown and establishes college-wide standards and expectations for work-integrated learning across all academic programs.

3.5: QA Framework Component #5: On-going Research and Development

Among the core recommendations of the Business Higher Education Roundtable[9] report on WIL in Canada, was a call to build an evaluation mechanism to evaluate the success of WIL initiatives from the perspective of all stakeholder groups. There have been a number of reports describing the current state of WIL across Canada and in Ontario specifically[10] as well as reports documenting WIL best practices.[11]

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[9] Business Higher Education Roundtable. (2016). *Taking the pulse of work-integrated learning in Canada*. London, Ontario: Academica Group. Retrieved from: http://bher.ca/publications/taking-the-pulse-of-work-integrated-learning-in-canada-full-report

[10] Ibid

Peters, J., Sattler, P. & Kelland, J. (2014). *Work Integrated Learning in Ontario's Postsecondary Sector: The Pathways of Recent College and University Graduates*. Toronto: Higher Education Quality Council of Ontario.

Sattler, P., & Peters, J. (2012). *Work-Integrated Learning and Postsecondary Graduates: The perspective of Ontario employers*. Toronto: Higher Education Quality Council of Ontario.

Sattler, P., & Peters, J. (2013*). Work-integrated learning in Ontario's postsecondary sector: The experience of Ontario graduates*. Toronto: Higher Education Quality Council of Ontario.

[11] Higher Education Quality Council of Ontario. (2016). *A practical guide for work-integrated learning. Effective practices to enhance the educational quality of structured work experiences offered through colleges and universities.* Toronto: Queen's Printer for Ontario. Retrieved from: http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf

McRae, N., & Johnston, N. (2016). The development of a proposed global work-integrated learning framework. *Asia-Pacific Journal of Cooperative Education*, 17(4), 337-348.

Turcotte, J.F., Nichols, L., Philipps, L. (2016). *Maximizing opportunity, mitigating risk: Aligning law, policy and practice to strengthen work-integrated learning in Ontario.* Toronto: Higher Education Quality Council of Ontario.

In addition, research describing the fundamental components and learning benefits of experiential learning generally,[12] and in specific disciplines, is abundant. From medicine[13] to engineering,[14] to working with the elderly[15] and empowering social innovation,[16] investigators and academics have been describing the strengths and challenges of experiential learning across a wide range of disciplines and sectors.

One of the challenges with all of this research is identifying the key elements of experiential learning that are effective across programs, credential types and sectors. More specifically, how do subcategories of experiential learning (e.g. field practice, paid internships, simulations, labs, multifaceted sector-specific projects, etc.) combine with additional pedagogies (e.g. selected reading, lectures, discussions, flipped classrooms, etc.) to create effective post-secondary programs of study and work-ready graduates?

In order to understand the strengths and challenges of experiential learning as pedagogical components of a complete program of study we need to examine data from multiple sources, across multiple sectors and within the contexts of a variety of credential types. George Brown College is well positioned to take up this challenge and contribute to gaining a more nuanced and precise understanding of the effectiveness of experiential education and the benefits and challenges for various stakeholders. The commitment to this type of ongoing research, program development and dissemination of findings both internally and externally forms the fifth and final component of our quality assurance framework.

Initial research will focus on the ways in which experiential learning can be leveraged to increase retention and support targeted college-wide strategic imperatives in support of excellence in teaching and learning.

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[12] Kolb, A., & Kolb, D. (2017). *The experiential educator. Principles and practices of experiential learning.* Kaunakakai, HI: EBLS Press.

[13] Cant, R. P., & Cooper, S. J. (2017). The value of simulation-based learning in pre-licensure nurse education: A state-of-the-art review and meta-analysis. *Nurse Education in Practice*, 27(Complete), 45-62.

Ti, L. K., Chen, F., Tan, G., Tan, W., Tan, J. M. J., Shen, L., & Goy, R. W. L. (2009). Experiential learning improves the learning and retention of endotracheal intubation. *Medical Education*, 43(7), 654-660.

[14] Gadola, M., & Chindamo, D. (2019). Experiential learning in engineering education: The role of student design competitions and a case study. *International Journal of Mechanical Engineering Education*, 47(1), 3-22.

[15] Diachun, L. L., Dumbrell, A. C., Byrne, K., & Esbaugh, J. (2006). … But does it stick? evaluating the durability of improved knowledge following an undergraduate experiential geriatrics learning session. *Journal of the American Geriatrics Society*, 54(4), 696-701.

[16] Pappas, I. O., Mora, S., Jaccheri, L., & Mikalef, P. (2018). Empowering social innovators through collaborative and experiential learning. IEEE Global Engineering Education Conference (EDUCON),1080-1088. Retrieved from: https://letiziajaccherihp.files.wordpress.com/2018/08/pappas_educon__1354_cr_.pdf

Appendix #1 Work Integrated Learning Definitions, Standards, and Responsibilities

CATEGORY 1: WORK INTEGRATED LEARNING

Work integrated learning is a model and process of education that formally and intentionally integrates a student's academic studies with learning in a workplace setting. Students come to learn from experiences in educational, practice and workplace settings and integrate the contributions of those experiences in developing the understanding, procedures and dispositions required for effective professional practice, including criticality.

Terminologies for specific George Brown College Structured Work Integrated Learning experiences are program- and sector-specific. While the criteria and standards for these experiences are consistent across the college, unique terminology and accompanying definitions will be approved by the Chair or appropriate program designate (see Appendix #4 for sample terminology from the Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada)).

Work Integrated Learning Roles & Responsibilities

Host Organization/Employer Responsibilities for an On-site WIL Experience

- Host organizations/employers will adhere to all workplace safety legislation.

- Host organizations/employers will also agree to provide supervision and feedback to the student and George Brown College on that experience. These minimum standards include the following:

  - Host organizations/employers will agree to and sign a letter provided by the relevant George Brown College program confirming their understanding of work-integrated learning and their ability to provide a quality work-integrated learning experience specific to the student's program and field of practice (templates and exemplars will be provided in the Work Integrated Learning Policy and in the EL Quality Assurance Portal on the George Brown College website);

  - Host organizations/employers will agree to conduct a work-integrated learning onboarding process with the student (templates and exemplars will be provided in the Work Integrated Learning Policy and in the EL Quality Assurance Portal on the George Brown College website);

  - Host organization/employers will agree to providing structured feedback and/or evaluation (**provided by the program**) to the student and to the relevant George Brown College representative within an agreed-upon timeframe.

College/Program Commitments

- When structured as a distinct course or included as one component within a course, WIL experiences will be linked to one or more distinct course-level learning outcome(s), documented within the course outline.
- Ongoing evaluation of the quality of WIL experiences will be undertaken by the respective academic programs on a regular basis to ensure currency, appropriateness, student satisfaction, outcomes and quality.
- Provision of a college representative for the host organization/employer to contact with questions or concerns related to the WIL experience.

Student Commitments

- Students must meet and maintain all stated placement pre-requisites and requirements, which may include the completion of a WIL preparation course, to be eligible for field placement.

- The Code of Student Behaviour and Community Standards outlines the college's expectations for respectful behaviour, and the accompanying procedures outline the processes that will be followed when a student's behaviour contravenes the college's behavioural expectations. Students must conduct themselves according to the Code of Behaviour while taking part in a WIL experience [https://www.georgebrown.ca/policies/code-of-student-behaviour-and-community-standards.pdf].
- When participating in a WIL experience, students represent George Brown College and its community. Students must conduct themselves in accordance with the accepted professional standards of their field of practice and/or those specific to their WIL experience. They must also attend WIL mandatory preparation courses and concurrent college courses/seminars and tutorials where applicable.

Structured work integrated learning experiences that meet these criteria are coded in the following categories:

1.1 Field
1.2 Field [Placement]
1.3 Field [Paid]
1.4 Co-op
1.5 Apprenticeship
1.6 Applied Research

1.1 Field

Field education is a practical WIL experience that takes place in a real work setting. Field experiences are unpaid and may be arranged by either the student or the college.

Criteria:

1. Students engage in structured/sequenced work that serves clients/customers who are members of the general public or contribute to projects that are part of the host organization's legitimate business

2. Daily activities in the workplace are related to the student's program of study

3. Assessment includes evaluation of students' application of knowledge, skills and attitudes that support achievement of course and program outcomes

4. College employee assigns grade or pass/fail status based on clear and transparent criteria linked to course and program outcomes

5. Each field course contains clearly stated integration criteria that outlines the method by which students demonstrate theory to practice application (examples might include preparation/concurrent/post course)

Includes (but not limited to): clinical practice, clinical practicum, community field practicum, field, field education, fieldwork, field practice, field practicum, industry practicum, industry mentor externship, practice.

1.2 Placement

Field placement is a practical WIL experience that takes place in a real work setting. In a field placement experience the **college** arranges and assigns **all** students to the host organizations.

Criteria:

1. Students engage in structured/sequenced work that serves clients/customers who are members of general public or contribute to projects that are part of the host organization's legitimate business

2. Daily activities in the workplace are related to the student's program of study

3. Assessment includes evaluation of students' application of knowledge, skills and attitudes that support achievement of course and program outcomes

4. College employee assigns grade or pass/fail status based on clear and transparent criteria linked to course and program outcomes

5. Each field course contains clearly stated integration criteria that outlines the method by which students demonstrate theory to practice application (examples might include prep/concurrent and/or post courses)

Includes (but not limited to): community placement, community field placement, field placement, clinical field placement, administrative field placement, placement.

1.3 Field Paid

Paid field education is a practical WIL experience that takes place in a real work setting. **All** student participants in the course/program are paid an hourly wage (or equivalent) that has been agreed upon. Note: Other forms of remuneration such as honorariums are not coded as "Paid" field experiences.

Criteria:

1. Students engage in structured/sequenced work that serves clients/customers who are members of general public or contribute to projects that are part of the host organization's legitimate business

2. Daily activities in the workplace are related to the student's program of study

3. Assessment includes evaluation of students' application of knowledge, skills and attitudes that support achievement of course and program outcomes

4. College employee assigns grade or pass/fail status based on clear and transparent criteria linked to course and program outcomes

5. Each field course contains clearly stated integration criteria that outlines the method by which students demonstrate theory to practice application (examples might include preparation /concurrent/post course)

Includes (but not limited to): externship work term, work term, pre-graduate work experience.

1.4 Co-op (paid)

Cooperative education programs alternate periods of academic study with periods of work experience in appropriate fields of business, industry, government, social services and other professions.

Criteria:[17]

1. Each work term is developed in partnership with the employer and approved by the co-operative education program as a suitable learning environment;

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[17] In accordance with MTCU & Co-operative Education and Work Integrated Learning Canada definitions http://www.cewilcanada.ca/coop-defined.html

2. The student is engaged in productive work for which the student receives remuneration;

3. The co-op curriculum supports student learning goals, personal evaluation and reflection;

4. The student's performance in the workplace is supervised and evaluated by the student's employer;

5. The student's progress during their work term is monitored by the co-operative education program;

6. Both work and academic terms are full-time and follow a formalized sequence. The total amount of co-op work experience is normally at least 30% of the time spent in academic study. For programs of two years or less the total amount may be a minimum of 25%. A work term is defined as a minimum of 12 weeks and/or 420 hours full-time paid experience;

7. Co-op programs begin and end on an academic term;

8. The student completing multiple work terms is normally exposed to the work environment during more than one season of the year.

Includes: Co-op designation is limited to those programs that strictly adhere to the MTCU-approved co-op definition & requirements.

1.5 Apprenticeship

Apprenticeship programs combine in-school training for employment in a skilled trade or skilled occupation with on-the-job workplace training over the designated length of the apprenticeship program. Workplace training makes up about 90% of the apprenticeship program and is delivered under the guidance and instruction of qualified or certified journeypersons. The remaining in-school training provides both theoretical and practical instruction and is typically offered by community colleges. The length of apprenticeship in each trade varies, with most programs offering two to five years (or levels) in length.

- These experiences will be coded at the program level (not at the course level)

1.6 Applied Research

Students are engaged in research that occurs primarily in workplaces. It often involves prototype development, feasibility studies, clinical trials, as well as technical consultation and market research for business, industry and community partners.

Appendix #2 Course-Based Experiential Learning Definitions, Standards, and Responsibilities

CATEGORY 2/3: COURSE-BASED EXPERIENTIAL LEARNING

Course-based experiential learning occurs in environments where students participate in real-world, sector-specific activities, projects or research. Students learn from experiences in these educational and practice settings and integrate these experiences to develop sector-specific skills and an understanding of the procedures and dispositions required for effective professional practice, including criticality.

Terminologies for specific George Brown College course-based experiential learning/project experiences are program- and sector-specific. While the criteria and standards for these experiences are consistent across the college, unique terminology and accompanying definitions will be approved by the Chair or appropriate program designate.

Course-based experiential learning experiences that meet these criteria are coded in the following categories:

2.1 Labs, Shops, Simulations

2.2 Experiential Learning Capstone Project

2.3 Sector-related Project (Non-Capstone)

3.1 Labs, Shops, Simulations (Partner Participation)

3.2 Experiential Learning Capstone Project (Partner Participation)

3.4 Sector-related Project (Non-Capstone, Partner Participation)

College/Program Commitments

- When structured as a distinct course or included as one component within a course, the course-based experiential learning activity will be linked to one or more distinct course-level learning outcome(s), documented within the course outline.

- The sector-specific experiential learning component is included in the course description.

2.1 Labs/Shops/Simulations

Multifaceted, course-based, experiential learning environments dedicated to sector-specific hands-on learning experiences.

Criteria to qualify:

1. Students spend a minimum of 50% proportion of course time engaged in hands-on, sector-specific knowledge and skill development

2. The sector-specific experiential learning component is included in the course description

3. Students receives expert, constructive feedback regarding skill demonstration at regular intervals

4. Students are evaluated on the demonstration of sector-related practical skills

Includes (but not limited to): lab, shop, simulation, studio, workshop, "experience" (see trades), applications, practical, portfolio, drafting.

2.2 Experiential Learning Capstone Project

A multifaceted assignment that serves as a culminating academic and sector-specific work-related experience for students.

Criteria:

1. Students spend a minimum of 50% proportion of course time engaged in hands-on, sector-specific knowledge and skill development related to the capstone project

2. The sector-specific experiential learning component is included in the course description

3. Students receives expert, constructive feedback regarding skill demonstration at regular intervals

4. Students are evaluated on the demonstration of sector-related practical skills

5. Project requires student to demonstrate competence in all program learning outcomes (capstone)

Includes (but not limited to): capstone, project, showcase, performance, experiential thesis.

2.3 Sector-related Project (Non-Capstone)

Sector-related projects are large, multifaceted student assignments that address specific business or industry problems and/or involve planning and implementing events. This work is carried out primarily at the college (i.e. not in workplace) and does not require students to demonstrate all program outcomes (non-capstone).

Criteria:

1. Students spend a minimum of 50% proportion of course time engaged in a hands-on, sector-specific project

2. The sector-specific experiential learning component is included in the course description

3. Students receives expert, constructive feedback regarding skill demonstration at regular intervals

4. Students are evaluated on the demonstration of sector-related practical skills

5. Project requires student to demonstrate competence in several but not **all** program learning outcomes as in a capstone project

Including (but not limited to): planning and implementing events, applied research projects, project management, group projects, experiential projects, etc.

3.1 Labs/Shops/Simulations (Partner Participation)

Multifaceted, course-based, experiential learning environments dedicated to sector-specific hands-on learning experiences.

Employers/mentors will provide structured feedback and/or evaluation (**provided by the program**) to the student and to the relevant George Brown College representative within an agreed-upon timeframe.

Criteria to qualify:

1. Students spend a minimum of 50% proportion of course time engaged in hands-on, sector-specific knowledge and skill development

2. The sector-specific experiential learning component is included in the course description

3. Students receives expert, constructive feedback regarding skill demonstration in at regular intervals from their instructor

4. Student receives structured feedback and/or evaluation (provided by the program) from sector partner

5. Students are evaluated on the demonstration of sector-related practical skills

Includes (but not limited to): lab, shop, simulation, studio, workshop, "experience" (see trades), applications, practical, portfolio, drafting.

3.2 Experiential Learning Capstone Project (Partner Participation)

A multifaceted assignment that serves as a culminating academic and sector-specific work-related experience for students.

Employers/mentors will provide structured feedback and/or evaluation (**provided by the program**) to the student and to the relevant George Brown College representative within an agreed-upon timeframe.

Criteria to qualify:

1. Students spend a minimum of 50% proportion of course time engaged in hands-on, sector-specific knowledge and skill development

2. The sector-specific experiential learning component is included in the course description

3. Students receives expert, constructive feedback regarding skill demonstration at regular intervals from their instructor

4. Student receives structured feedback and/or evaluation (provided by the program) from sector partner

5. Students are evaluated on the demonstration of sector-related practical skills

6. Project requires student to demonstrate competence in all program learning outcomes (capstone)

Includes (but not limited to): capstone, project, showcase, performance, experiential thesis.

3.3 Sector-related Project (Non-Capstone, Partner Participation)

Sector-related projects are large, multifaceted student assignments that address specific business or industry problems or involve planning and implementing events. These projects are carried out either at the college or in the workplace, involve significant participation from sector partners and do not require students to demonstrate all program outcomes (non-capstone).

Employers/mentors will provide structured feedback and/or evaluation (**provided by the program**) to the student and to the relevant George Brown College representative within an agreed-upon timeframe.

Criteria to qualify:

1. Students spend a minimum of 50% proportion of course time engaged in a hands-on, sector-specific project

2. The sector-specific experiential learning component is included in the course description

3. Students receives expert, constructive feedback regarding skill demonstration at regular intervals

4. Student receives structured feedback and/or evaluation (provided by the program) from sector partner

5. Students are evaluated on the demonstration of sector-related practical skills

6. Project requires student to demonstrate competence in several but not all program learning outcomes as in a capstone project

Including (but not limited to): planning and implementing events, applied research projects, project management, group projects, experiential projects, etc.
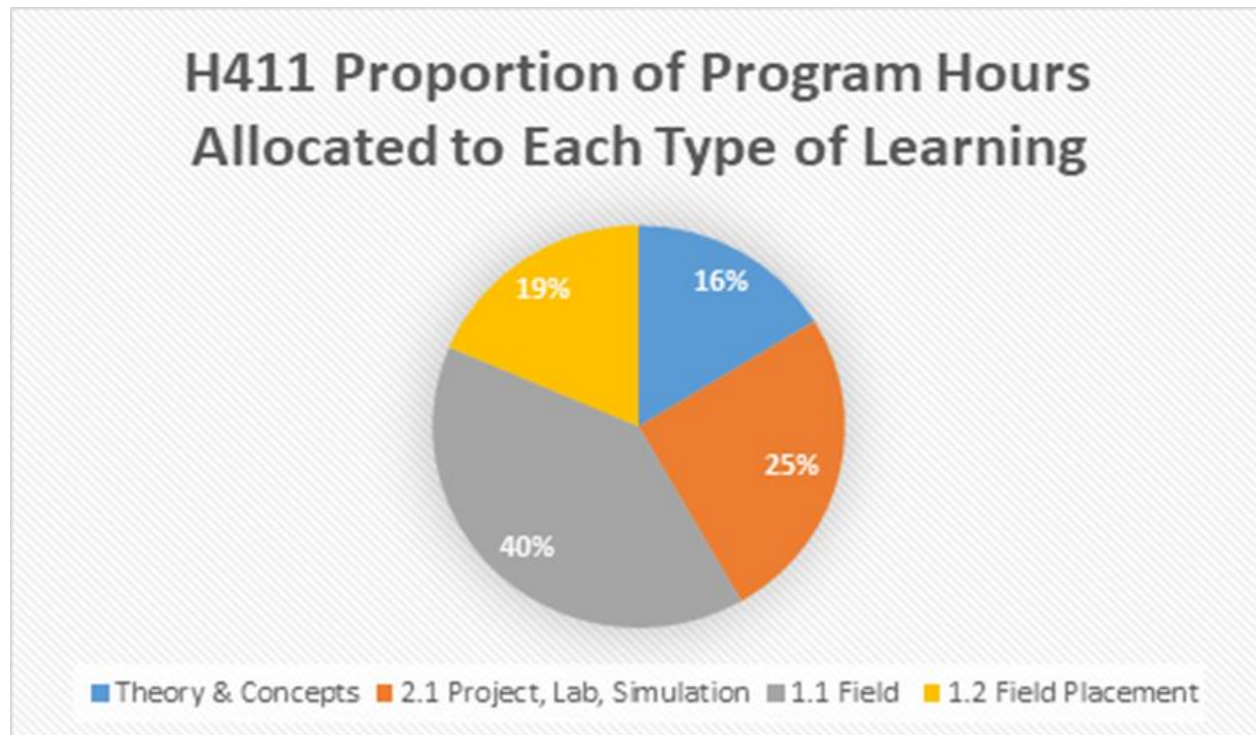
Appendix #3 Program EL Data Sample: H411 Culinary Arts Italian

EL Detailed Profile for the H411 Culinary Arts Italian Program

Culinary Arts Italian is a 3-semester, graduate certificate program 1,208 hours in length. Every student in the H411 Culinary Arts Italian Program experiences a minimum of 1,012 hours of course-based experiential learning including:

- Six EL lab courses totaling 308 hours; and
- Two WIL experiences totaling 704 hours (one in Italy – field; one at Chef's House – field placement).

In addition, the program includes 196 hours of in-class time devoted to developing students' knowledge of Italian language, history, culture, gastronomy and regional products, traditions and culinary techniques.

H411 Proportion of Program Hours Allocated to Each Type of Learning

- 16% Theory & Concepts
- 25% 2.1 Project, Lab, Simulation
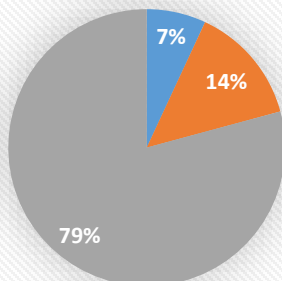- 40% 1.1 Field
- 19% 1.2 Field Placement

The following series of three graphs illustrate the proportion of time Culinary Arts Italian students spend engaged in various pedagogies in each semester of their program.
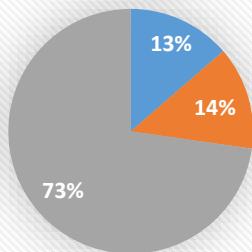
H411 Semester 1
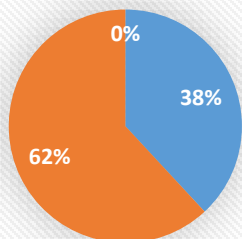
- Theory & Concepts
- Experiential Learning
- Work Integrated Learning

H411 Semester 2

- Theory & Concepts
- Experiential Learning
- Work Integrated Learning

H411 Semester 3

- Theory & Concepts
- Experiential Learning
- Work Integrated Learning

Similar profiles will be created for each program during program review. This information will be combined with comprehensive curriculum analysis, as well as student, graduate, host organization, employer and faculty feedback, and used to continuously improve each program. In addition, when synthesized with similar data from college programs across diverse disciplines and credential types and aimed at different employment sectors, this data will support the development of a more nuanced and precise understanding of program effectiveness as it relates to EL and student learning.

Appendix #4 Current CEWIL Definitions[18]

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 journeyperson 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.**
Internships:	**Offers usually one discipline specific (typically full-time), supervised, structured, paid or unpaid, for academic credit 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.**
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**

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[18] Models of Work-Integrated Learning Turning our attention to specific models of WIL, the following types and typical characteristics have been defined (Johnston, McRae, & Maclean, 2016) and adopted by CEWIL Canada (2018):

Johnston, N., McRae, N., & Maclean, C. (2016). The development of a comparative matrix of forms of work-integrated learning and work-integrated education (WIL/WIE) within the province of BC, Canada. Paper presented at the 2nd WACE International Research Symposium on Cooperative and Work-Integrated Education, Victoria, BC, Canada.

Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). (2018). *WIL definitions*. Retrieved from: https://www.cewilcanada.ca/_Library/Rebrand_CEWIL/WIL-Def-Final.pdf

	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.
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.