



Procedure Name	WORK INTEGRATED LEARNING <i>New</i>		
Procedure Number	AP 1.5	Approval Date	January 29, 2025
Parent Policy	AP 1.0 Program Framework		
Procedure Authority	Director, Teaching and Learning		
Executive Sponsor	Vice-President, Academic and Provost		
Approved By	Vice-President, Academic and Provost		

1. PURPOSE

Work-integrated learning (WIL) assists with integrating theory to practice and allows students to demonstrate program learning outcomes, knowledge, skills, and/or behaviours required at the completion of a program. Workplace competencies and career goals are also developed in this collaborative endeavor that supports achievements, actions, and aims of students, educators, and employers/community partners.

2. CONTEXT

2.1 WIL is an educational model rather than a job placement strategy; it is a form of curricular experiential education that formally integrates a student's academic studies with high quality experiences within a workplace or practice setting. WIL promotes continuous learning through the integration of classroom and applied work-based learning. It is supported and recognized by students, educators, and employers/community partners as a highly valuable part of learning.

2.2 WIL experiences are subject to a three-partner model made up of at least:

- (a) Students: students enrolled in a course or program at MHC.
- (b) Academic Institution: faculty, and possibly, program coordinators, academic chairs, associate deans, deans, placement officers, Career Centre, and executive support at various levels at MHC.
- (c) Host Organization: local, regional, provincial, or national organizations/employers and/or external partners such as provincial organizations or government.

2.3 WIL can occur at the course or program level and includes the development of student learning outcomes and objectives related to employability, agency, knowledge and skill mobility, and life-long learning (Aligned with the definition from Cooperative Education and Work Integrated Learning Canada, CEWIL).

3. ROLES AND RESPONSIBILITIES

3.1 Student

- (a) Students partake in and reflect upon WIL experiences, acting in an ethical and professional manner.

3.2 Academic Institution

- (a) Faculty ensures alignment between curriculum and WIL experiences and with respect to course-related material, act as primary contact/supervisor for students during WIL.

- (b) Program coordinators support faculty by advocating for WIL experiences.
- (c) The chair, associate dean, and dean support faculty in any ad-hoc issues, support faculty by advocating for WIL experiences, and steward and engage with new external partners.
- (d) Placement officers work with faculty and employers/community partners to secure student placement opportunities and support student preparation for WIL experiences on placement-related issues.
- (e) Career Centre supports students, faculty, and placement officers in career development strategy, and provides employer referrals for connections for placements or projects.
- (f) MHC Executive and Executive Directors support and advocate for WIL experiences through a coordinated approach to stewardship and recruitment of partners.

3.3 Host Organization

- (a) Employer/community partners determine capacity for involvement (including supervision and mentorship), budget (if necessary), and engage with appropriate MHC educators.

4. PROCEDURE

- 4.1 New WIL experiences at the program or course level can be initiated by an educator or employer and require institutional approval.
 - 4.2 A non-binding Memorandum of Understanding (MOU) will set out the intent of the working relationship between the student, MHC, and host organization. The MOU will include:
 - (a) Standard content such as liability and insurance, confidentiality and intellectual property, and compliance with regulations. This standard content will be approved by the Vice-President, Administration and Finance. Changes to standard content require new approval.
 - (b) Program specific content such as purpose and outcomes, scope of work, duration of the agreement, and support and resources. This content will be approved annually by the program dean.
- WIL coordinators and/or placement officers will maintain records of the completed templates for individual placements. Exceptions may be granted for externally regulated programs.
- 4.3 Consideration must be given to academic, physical, mental, or other accommodations based on a protected ground to ensure all students have the opportunity to engage in the WIL experience. This may include but is not limited to transportation, adapted equipment, supports, accessibility, or an alternate placement if available.
 - 4.4 Risk management will be considered as a vital component of WIL experiences, both at the program and course level. Areas of risk management that will be addressed include but are not limited to contracts, safety, working with others, health, privacy, and company requirements.
 - 4.5 WIL quality should be framed under CEWIL quality indicators of pedagogy, experience, assessment and reflection (PEAR).
 - Pedagogy: how WIL fits into overall curriculum, program, and timeline.
 - Experience: how students are placed and supported.
 - Assessment: how course and program learning outcomes relate to developing skills.
 - Reflection: how critical self-reflection in, on, and for each experience impacts learning.

4.6 WIL quality for programs with external regulation may be determined by the quality assurance processes of their respective regulatory body.

4.7 WIL is tracked for two purposes:

- Investment Management Agreement (IMA); the registrar tracks WIL experiences at a program level.
- Institutional knowledge; to be used for future WIL planning and regional engagement.

4.8 WIL educators and employers/community partners are supported by guiding documents.

4.9 Students may work with more than one WIL employer/community partner for their placement.

ORIGINAL COPY SIGNED

Nancy Brown
 Vice-President, Academic and Provost
 Date: January 29, 2025

Additional Information	Location
MHC Educator Tool Kit	PEIR SharePoint (in development)
MHC Employer Tool Kit	PEIR SharePoint (in development)
MHC Memorandum of Understanding template	PEIR SharePoint (in development)
Definition of Work Integrated Learning and nine Types of WIL	cewilcanada.ca