

Procedure Name:	WORK-INTEGRATED LEARNING	
Approved By:	President's Council	
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Procedure Holder:	VP, Academic, Students, and International	
Operational Lead:	Dean, Learning and Teaching, Libraries	
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WORK-INTEGRATED LEARNING PROCEDURE

1.00 PURPOSE

- 1.1 This procedure operationalizes the work-integrated learning (WIL) policy to ensure consistency, safety, relevance, and reciprocal benefit across WIL activities.
- 1.2 This procedure provides a framework for planning, implementing, supporting, and evaluating WIL experiences involving the College, learners, and external partners.

2.00 DEFINITIONS

- 2.1 **External Partners:** A diverse network of partners, including nonprofit organizations, Indigenous communities and organizations, local businesses, health networks, government representatives, and other regional rightsholders, who co-create learning opportunities that align with community needs and learner goals.
- 2.2 **Local and Indigenous Knowledge Systems:** “The understandings, skills, and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and Indigenous peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life.” (UNESCO, *Local Knowledge, Global Goals*, 2017).
- 2.3 **The College:** Coast Mountain College (CMTN).
- 2.4 **Traditional Knowledge Keepers:** People who may not be considered an Elder but who carry traditional knowledge and expertise in different spiritual and cultural areas. (Centre for Indigenous Initiatives, Carlton University)
- 2.5 **Work-Integrated Learning (WIL):** “A form of curricular experiential education that formally integrates a learner’s academic studies with quality experiences within a workplace or practice setting. WIL experiences include a partnership of an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to employability, agency, knowledge, skill, mobility, and lifelong learning.” (Cooperative Education and Work-Integrated Learning Canada [CEWIL], 2021).

3.00 TYPES OF WORK-INTEGRATED LEARNING

3.1 CEWIL recognizes nine types of WIL:

- a. Cooperative (Co-op) Education: 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 two years in length and 25% of time for programs two years and shorter in length.
- b. Community and Industry Research Projects: Students are engaged in research that occurs primarily in workplaces, including consulting projects, design projects, and community-based research projects.
- c. Mandatory Professional Practicum or Clinical Placement: Work experience done 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 or caseload.
- d. Internship: Usually discipline-specific, supervised, structured, paid or unpaid work, and for academic credit work experience or practice placement. Internships may occur in the middle of an academic program or after all academic coursework has been completed, but before graduation. Internships can be of any length but are typically 12 to 16 months long.
- e. Apprenticeship: 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 journey person 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 two to five years to complete. Both the workplace experience and the technical training are essential components of the learning experience.
- f. Entrepreneurship: Typically 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.
- g. Field Placement: An intensive part-time or short term intensive hands-on practical experience in a setting relevant to the student's subject of study. Field placements may not require the 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.
- h. Service Learning and Community Service Learning (CSL): An integration of 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.

- i. Work Experience: One or two work terms (typically full-time) interspersed 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.

4.00 PROCEDURE OVERVIEW

- 4.1 The WIL process at the College is guided by six key phases, as described in this document:
 - a. planning and partnership development (Section 5.00)
 - b. pre-placement preparation (Section 6.00)
 - c. student placement and onboarding (Section 7.00)
 - d. ongoing support and engagement (Section 8.00)
 - e. roles and responsibilities (Section 9.00)
 - f. evaluation and continuous improvement (Section 10.00).

5.00 PLANNING AND PARTNERSHIP DEVELOPMENT

- 5.1 The Work-Integrated Learning Department, Program Coordinator, and/or faculty lead initiates partnerships with external organizations aligned with program learning outcomes and community needs.
 - a. External partners must meet safety, supervision, and relevance criteria to ensure a supportive and educational environment.
- 5.2 A student placement agreement is developed and signed by the College and the external partner prior to placement, clarifying:
 - a. roles and responsibilities
 - b. supervision and evaluation processes
 - c. health and safety measures.
- 5.3 Learners in paid positions are eligible for employer-paid WorkSafe BC coverage through their employer.
- 5.4 Post-secondary students deemed to be "Workers of the Crown" may be eligible for WorkSafeBC coverage based on the:
 - a. Ministry of Post-Secondary Education and Future Skills June 7th, 2024 [Memorandum](#), and
 - b. WorkSafeBC's [Assessment Manual: Practice Directive 1-1-1\(A\)](#).
 - i. Questions related to WorkSafe BC coverage can be directed to the Occupational Health & Safety Officer.

6.00 PRE-PLACEMENT PREPARATION

- 6.1 Learners participate in preparatory sessions, which can be embedded in courses or standalone workshops.
- 6.2 Faculty and/or staff review placement goals with the learners and confirm their eligibility and readiness.

7.00 STUDENT PLACEMENT AND ONBOARDING

- 7.1 The external partner provides:
 - a. an orientation that includes workplace safety roles, confidentiality, and conduct
 - b. a designated supervisor or mentor.
- 7.2 The College provides:
 - a. a faculty point of contact for ongoing support
 - b. documentation templates for tracking learning goals, hours, and reflections.
- 7.3 Learners must acknowledge their understanding of placement expectations and responsibilities.

8.00 ONGOING SUPPORT AND ENAGEMENT

- 8.1 Faculty maintain regular communication with both the learners and external partners to monitor progress and provide guidance.
- 8.2 Issues arising during placement (e.g., concerns about fit, conduct, or supervision) are addressed collaboratively, following College protocols.

9.00 ROLES AND ESPONSIBILITIES

- 9.1 College and faculty:
 - a. facilitate partnership development and ensure alignment with academic goals
 - b. prepare learners for WIL through curriculum and support services
 - c. monitor learner progress and address challenges
 - d. foster inclusive, respectful environments that reflect Indigenous and community values.
- 9.2 Learners:
 - a. attend preparatory sessions
 - b. engage actively with the learning opportunity
 - c. reflect on personal and professional development throughout the experience.
- 9.3 External partners:
 - a. provide a meaningful and safe learning environment
 - b. orient and supervise learners
 - c. offer feedback on learner performance and collaborate in evaluations.

10.00 EVALUATION AND CONTINUOUS IMPROVEMENT

- 10.1 Post placement debriefs are conducted with:
 - a. learners, through surveys or focus groups
 - b. faculty, to review learning outcomes and curricular alignment
 - c. external partners, to gather feedback and plan for ongoing improvement.

- 10.2 Data collection assesses WIL effectiveness and informs continuous improvement of WIL experiences.

11.00 RELATED POLICIES, PROCEDURES, AND GUIDELINES

- 11.1 [EDU-012, Off-Site Educational Programs and Field Trip Policy](#)
11.2 [EDU012P, Off-Site Educational Programs and Field Trip Procedure](#)
11.3 EDU-024, *Work-Integrated Learning Policy*

12.00 OTHER SUPPORTING DOCUMENTS

- 12.1 Ministry of Post-Secondary Education and Future Skills June 7th, 2024 [Memorandum](#),
12.2 *Off-Site Learning Handbook*
12.3 [University, College and Institute Protection Program \(UCIPP\)](#)
12.4 [Work Experience Placement Agreement](#)
12.5 WorkSafeBC's [Assessment Manual: Practice Directive 1-1-1\(A\)](#)

12:00 HISTORY

Created/Revised/ Reviewed	Date	Author's Role	Approved By
Created	Oct.21, 2025	Learning Transformation Specialist – Work Integrated Learning	President's Council