POLICY STATEMENT

New Brunswick Community College (NBCC) is responsible for the development, administration, and assessment of Experiential Learning (EL) in its programs. There are three levels of experiential learning at NBCC: foundational awareness, active exploration, and career readiness. This policy applies to the career readiness level, which includes ten types of Work-Integrated Learning.

PURPOSE

This policy outlines the definitions and requirements of Work Integrated Learning for NBCC programs in alignment with the College’s Experiential Learning framework.

SCOPE AND LIMITATIONS

This policy applies to experiential learning within NBCC programs as defined by the ten career-readiness or work-integrated learning (WIL) types outlined in the Experiential Learning framework.

1.0 DEFINITIONS

Active Exploration
Active exploration involves deeper engagement in industry-specific experiences, such as site visits, virtual tours, interactive simulations, job shadowing, and living classrooms/labs.

Applied Research
Applied research initiatives solve a problem, are based on partner needs and result in a deliverable, e.g., process improvement, new product, or service.

Apprenticeship
An employer sponsors an apprentice as a paid skilled worker to gain related practical experience under the direction of a certified journeyperson.

Capstone Project
This is a technical or problem-based project based on a partner’s identified need resulting in a deliverable, i.e., solution or report. This may be referred to as a senior technical report. It may or may not involve applied research.

Clinical Placement
This is a work experience under the supervision of an experienced licensed healthcare professional.

Coop Education
Coop consists of alternating academic term and paid work term in a workplace setting related to the student’s field of study.
Entrepreneurship
The student leverages resources, space, mentorship and/or funding to engage in early-stage development of a business or advance a start-up.

Experiential Learning
Experiential Learning (EL) is structured and applied. It is more than ‘hands-on’ or practical learning; it involves learners engaging in direct experience and focused reflection to construct meaning from the experience and to meet specific learning objectives of program curriculum. In other words, it immerses learners in both an experience and critical reflection about the experience to develop new skills, attitudes, or knowledge. The learning is then assessed to ensure outcomes are achieved. There are three levels of experiential learning in NBCC’s Framework: foundational awareness, active exploration, and work-integrated learning.

Field Placement
This is an intensive short-term practical experience in a relevant setting that may not require supervision of a licensed professional.

Foundational Awareness
Foundational experiential learning involves curriculum connected classroom experiences, such as guest speakers, classroom activities and assignments.

Host
The term host can be used interchangeably with partner. The host is typically a representative of an organization. The host will supervise and/or advise the student engaged in the WIL experience.

Internship
An internship is a discipline-specific, supervised, and structured placement, which may be paid or unpaid.

Partner
A WIL partner may be an industry, government, or community organization or typically a representative of an organization. The identified partner acts as host, supervisor or advisor to the student engaged in the WIL experience.

Practicum
This is a work term in a work setting related to the student’s field of study. There is usually a required number of hours associated with a practicum placement. Practicums provide students with the opportunity to apply newly acquired skills and knowledge in a work setting that relates to their field of study. Practicums provide direct, supervised practical experience, exposing students to industry specific work environments.

Service Learning
Service learning is the application of disciplinary knowledge to a challenge or meaningful community service conducted in partnership with a community-based organization.

Work Integrated Learning
Work Integrated Learning (WIL) is a form of career-readiness experiential learning that involves engagement of an industry or community partner. The 10 different types of WIL at NBCC are applied research, apprenticeship, capstone project, clinical placement, coop, entrepreneurship, field placement, internship, practicum, and service learning.
2.0 IMPLEMENTATION

Work Integrated Learning experiences at NBCC follow the basic principles of experiential learning; they engage learners in a direct experience followed by focused reflection to construct meaning from the experience and meet program learning objectives. WIL immerses learners in both an experience and critical reflection about the experience to develop new skills, attitudes, or knowledge. The learning is then assessed to ensure outcomes are achieved. Each WIL experience must involve:

- a structured experience involving a host or partner;
- a critical reflection on the experience; and
- an assessment based on the learning objectives.

In addition to these core requirements, each of the ten types of WIL have distinct requirements, roles, and responsibilities. See the WIL Guide for more details.

2.1 Curriculum Design and Development

- All programs are designed to include work-integrated learning (WIL) with clearly articulated learning outcomes and assessments.
- At least one type of WIL must be integrated in every program, aligned with competencies in one or more courses throughout the program.
- All co-op programs are accredited by Cooperative Education Work Integrated Learning (CEWIL) Canada.

2.2 Delivery and Assessment

- All WIL activities provide meaningful outcomes for student(s) and the host organization.
- All WIL activities include a critical reflection about the experience.
- WIL activities are assessed with the same rigor as the rest of the program’s activities.
- NBCC provides reasonable and appropriate accommodation when learners are unable to meet WIL outcomes because of a disability in accordance with Policy 1305.

3.0 ROLES AND RESPONSIBILITIES

For details on the specific roles and responsibilities for each type of WIL, see the WIL Guide.

4.0 APPROVALS

For details on approval processes for each type of WIL, see the WIL Guide.

5.0 RELATED DOCUMENTS

Access to Accessibility Services (1305)
Cooperative Education Work Integrated Learning Canada (CEWIL)
CEWIL Co-operative Education Resources
Co-op Placement Tracking Form (1119.4850)
Experiential Learning Framework and Standard (1119.TBD)
Health and Social Sciences Program Requirements (1119.5114)
Host Work Integrated Learning (WIL) Evaluation (1119.4727)
Immunization and Medical Form (1119.4985)
Non-Disclosure Agreement (3304.4715)
Student Confidentiality, Non-Disclosure, and Professional Practice Agreement (1119.2810)
Student Placement Agreement (1119.4852)
Student Work Integrated Learning (WIL) Evaluation Form (1119.4731)
Unpaid Practicum/Clinical WIL Placement Agreement (1119.4852)
Work Integrated Learning (WIL) Monitoring Report (1119.4724)
Work Integrated Learning (WIL) Placement Guideline (1119.4851)
WorkSafeNB - Working Outside NB (1119.4736)