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## Experiential Learning

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### 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 work integrated learning. This policy applies to all three, but with a specific focus on work integrated learning.

### PURPOSE

This policy outlines the requirements for design, development, delivery, and assessment of experiential learning for NBCC programs in alignment with the College's Qualifications Framework, the Experiential Learning Framework, and the Experiential Learning Guide.

### SCOPE AND LIMITATIONS

This policy applies to experiential learning within NBCC programs with a focus on work integrated learning (WIL). The three experiential learning levels and specific types of WIL are outlined in the Experiential Learning Guide and are derived from provincial and national bodies, such as Education and Early Childhood Development (EECD) and Cooperative Education and Work Integrated Learning (CEWIL) Canada.

## 1.0 DEFINITIONS

### Experiential Learning (EL)

Experiential learning is an instructional strategy designed to achieve learning outcomes. It is reflective, formal, and intentional. More than 'hands-on' or practical learning, it involves learners engaging in a direct experience and focused reflection to construct meaning from the experience and to meet and/or enhance 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. Where experiential learning is identified as the most appropriate instructional strategy, there are three types that can be considered: foundational awareness, active exploration, and work integrated learning. Within each of these types, various instructional techniques can be used.

### Foundational Awareness

Foundational awareness involves curriculum-connected classroom experiences that introduce important foundational knowledge and skills. Instructional techniques used to facilitate the foundational awareness type of experiential learning include guest speakers, classroom activities, and assignments that include both an experience and critical reflection.

### Active Exploration

Active exploration involves deep engagement in industry-specific experiences and focused reflection usually, but not always, within the college classroom, lab, or shop setting. Interactive simulations and living classrooms/labs are common active exploration instructional techniques. Active exploration may also include site visits, virtual tours, job shadowing, problem-based inquiry, volunteering, conferences/webinars and capstone projects (no partner).

### Work Integrated Learning (WIL)

Work integrated learning is a form of experiential learning that is embedded in program or course design and includes engagement of an industry or community partner. Students connect with their partner to engage in a relevant learning experience that includes reflection and an assessment. The WIL methods utilized to facilitate learning are: applied research, apprenticeship, capstone project (partner), professional practicum/clinical placement, cooperative education, entrepreneurship, field experience, internship, and service learning. See the EL Guide for examples and definitions.

### Student Placement

A student placement refers to the placement of a student with a partner for any type of WIL experience. The placement involves a period of work integrated learning that is integrated and assessed as part of the student's program or course. Student placements may be paid or unpaid.

### Partner

An EL/WIL partner may be an industry, government, community organization, a representative of an organization, or a department or unit of NBCC. The identified partner acts as host, supervisor, or advisor to the student engaged in the learning experience.

## 2.0 REQUIREMENTS

Experiential learning is an instructional strategy that is utilized by instructors in program delivery. EL immerses learners in both an experience and critical (incorporated within) reflection about the experience to develop new skills, attitudes, or knowledge. The learning is then assessed to ensure outcomes are achieved.

Foundational awareness and active exploration experiential learning techniques are incorporated into program delivery and facilitated by instructors usually in the classroom, lab, shop, or technology-enabled learning environments.

Work integrated learning follows the basic principles of experiential learning, engaging learners in a direct experience followed by focused reflection to construct meaning from the experience and meet program learning objectives. Each WIL experience must involve:

- a formal and intentional experience involving a partner;
- a critical reflection on the experience; and
- an assessment based on the learning objectives.

In addition to these core requirements, each type of WIL has distinct requirements, roles, and responsibilities.

### 2.1 Curriculum Design and Development

- All programs are designed to include experiential learning with clearly articulated learning outcomes and assessments. See the EL Guide for examples.
- At least one type of EL must be integrated in every program through alignment with competencies in one or more courses throughout the program. See the Experiential Learning Qualification Levels Table.

- WIL is integrated in most level 4 Diploma programs as defined in the Qualifications Framework; exceptions must be approved by the Dean. WIL is encouraged but not required in other program levels.
- All co-op programs are accredited by Cooperative Education Work Integrated Learning (CEWIL) Canada.

## **2.2 Delivery and Assessment**

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

## **3.0 RELATED DOCUMENTS**

Access to Accessibility Services (1305)

Cooperative Education Work Integrated Learning Canada (CEWIL) Resources ([cewilcanada.ca](http://cewilcanada.ca))

Experiential Learning Guide

Experiential Learning Framework

Experiential Learning Qualification Levels Table

Immunization Requirements for Health and Social Sciences Programs (1119.5114)

Immunization and Medical Form (1119.4985)

Non-Disclosure Agreement (3304.4715)

Qualifications Framework

Student Confidentiality, Non-Disclosure, and Professional Practice Agreement (1119.2810)

Student Experiential Learning Fund Guideline

Student Experiential Learning Fund Application

Student Placement (Unpaid) Agreement (1119.4852)

Student Placement (Paid) Agreement

Student Placement Monitoring Report (1119.4724)

Student Placement Tracking Form – Coop Placements (1119.4850)

Student Placement Guideline (1119.4851)

Work Integrated Learning (WIL) Student Evaluation Form (1119.4731)

Work Integrated Learning (WIL) Partner Evaluation Form (1119.4727)