

# Operationalizing a Quality WIL Framework

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# Outline

- Rationale for a Quality Framework
- Overview of a WIL Quality Framework
- Worksheets & Discussion: Applications of a WIL Quality Framework
- Wrap-up: Feedback and Next Steps

# **FIRST: Clarity and quality matter**

This is key especially when there is an increased demand for WIL, and when we are unsure about what constitutes WIL – conflation with EL:

- Know what we are talking about
- Enable standards
- Allow for data collection and research
- Provide guidance for stakeholders
- Protect stakeholders

# How do you develop a quality WIL framework?

## Waterloo Centre for the Advancement of Co-operative Education (WatCACE)

- Literature review on quality in WIL and quality assurance frameworks
- Discussions with:
  - research team and experts in field
  - practitioners and leaders
  - stakeholders and advocates

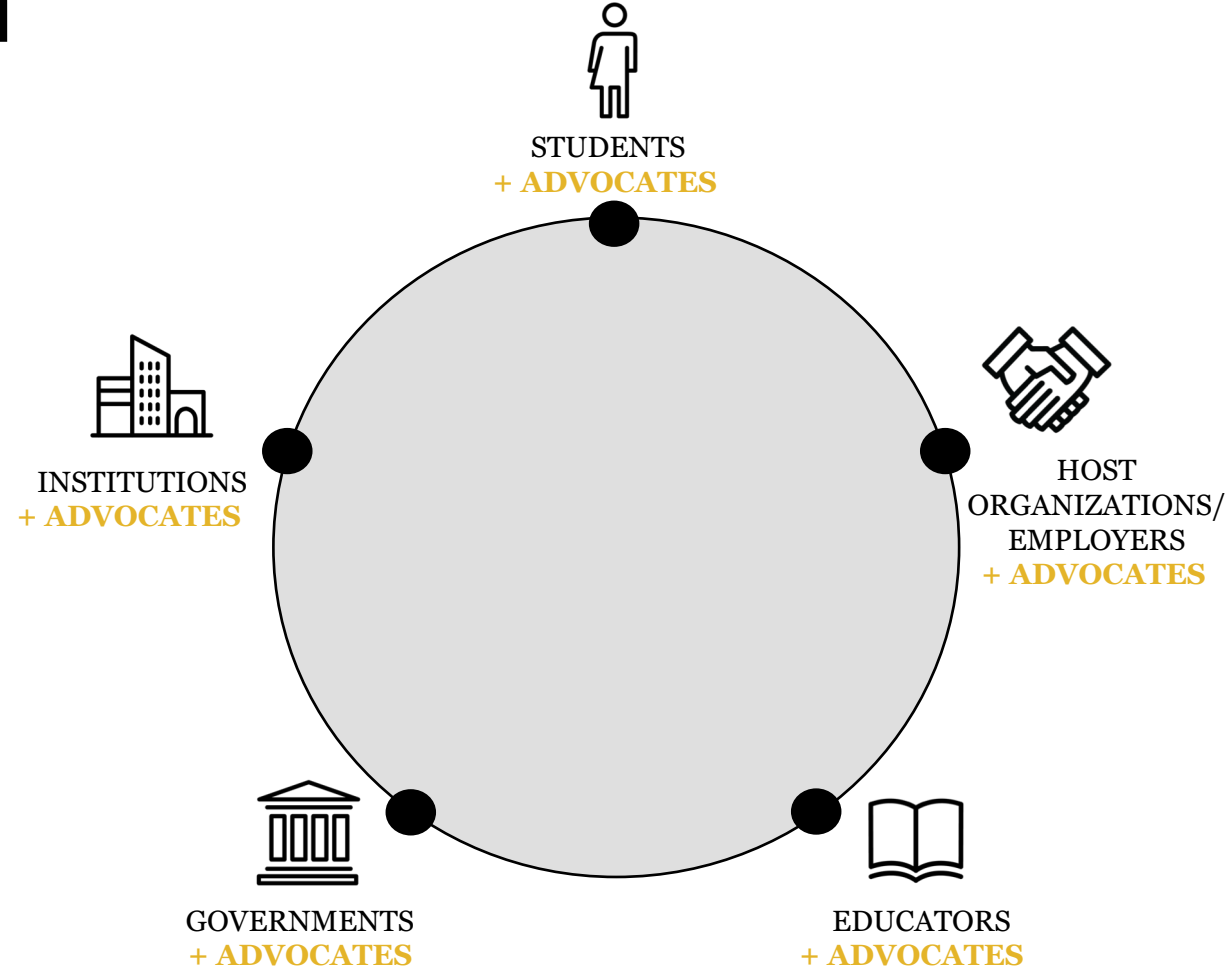
Publication of white paper November 2018

[www.watcace.uwaterloo.ca](http://www.watcace.uwaterloo.ca)

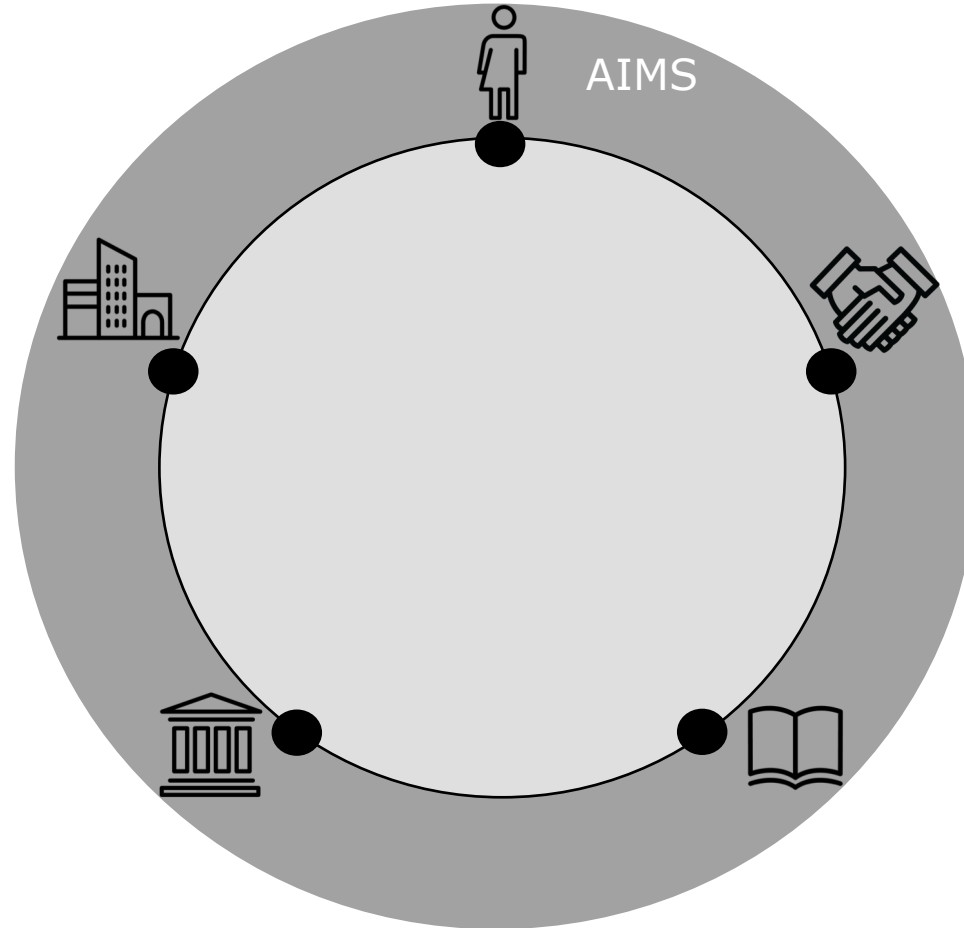
**A QUALITY  
WIL FRAMEWORK:**

**AIMS  
ACTIONS  
ACHIEVEMENTS**

# Who are the main stakeholders?



# What are the aims for each stakeholder?

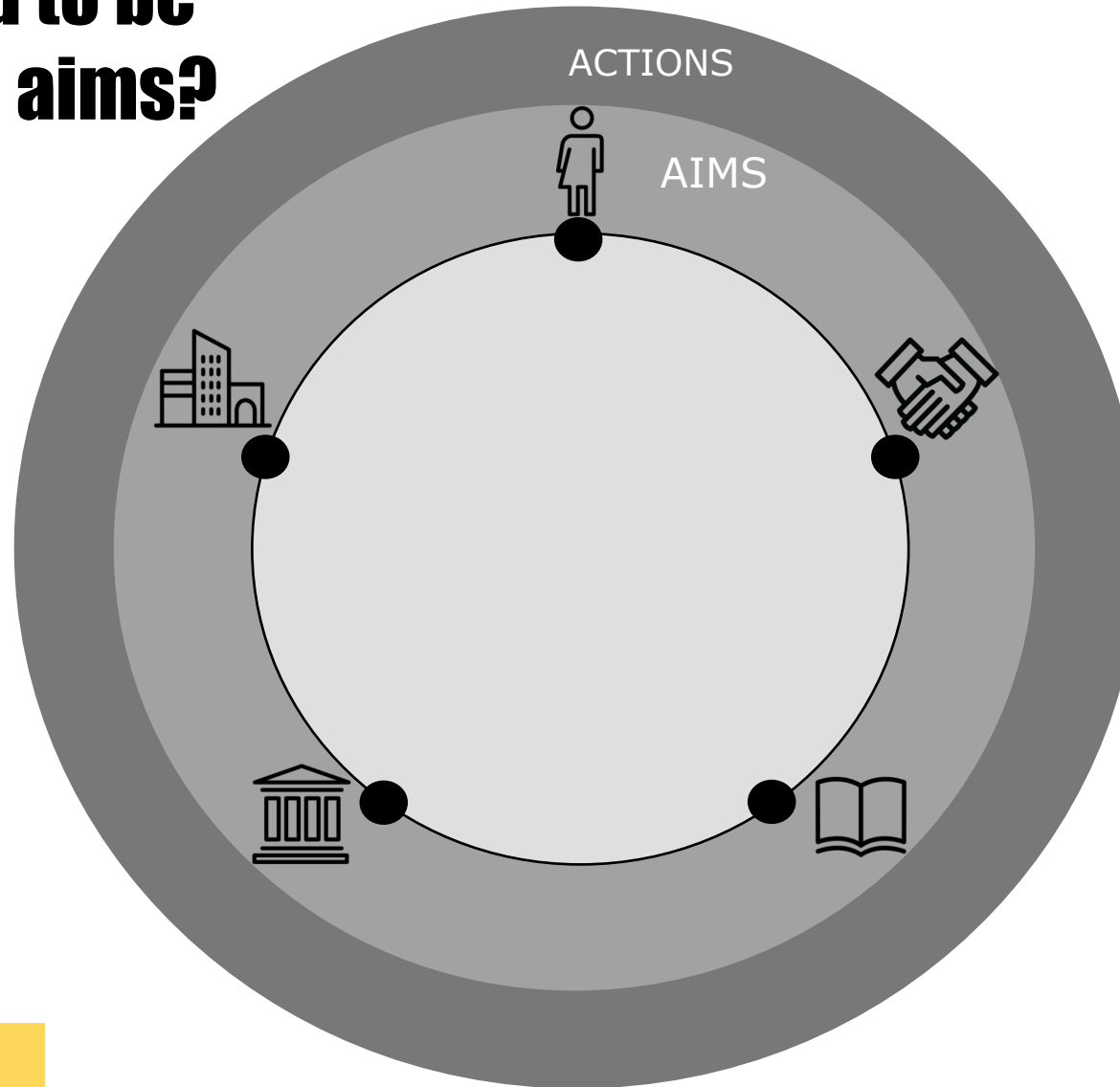


STUDENTS	INSTITUTIONS	GOVERNMENT
Hands-on learning	Recruitment	Graduate employability
Application of theory in practical settings	Retention	Community university connectivity
Development of technical, soft and meta skills	Engaging pedagogy	Closing the skills gap
Career and purpose clarity	Connections with industry and community	Economic development and productivity
Employability	Successful graduates and stronger alumni links	
Offset costs of education	Relevance to government and funders	



EMPLOYER	EDUCATOR
Recruitment of talent	Recruitment of talent
Exposure to current research, technology and ideas	Engagement in discipline
Engaging staff	Development of skills and personal capabilities that strengthen academic achievement
Engaging staff	Development of purpose and career clarity
Project completion	Opportunity to renew curriculum
Connections to academic institution	Connections to industry and community

# What actions need to be taken to reach the aims?



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**ACTIONS**

# Actions: P.E.A.R.

**Pedagogy**

**Experience**

**Assessment**

**Reflection**

Whatever the type of WIL program, the quality practices of P.E.A.R. apply to the actions.

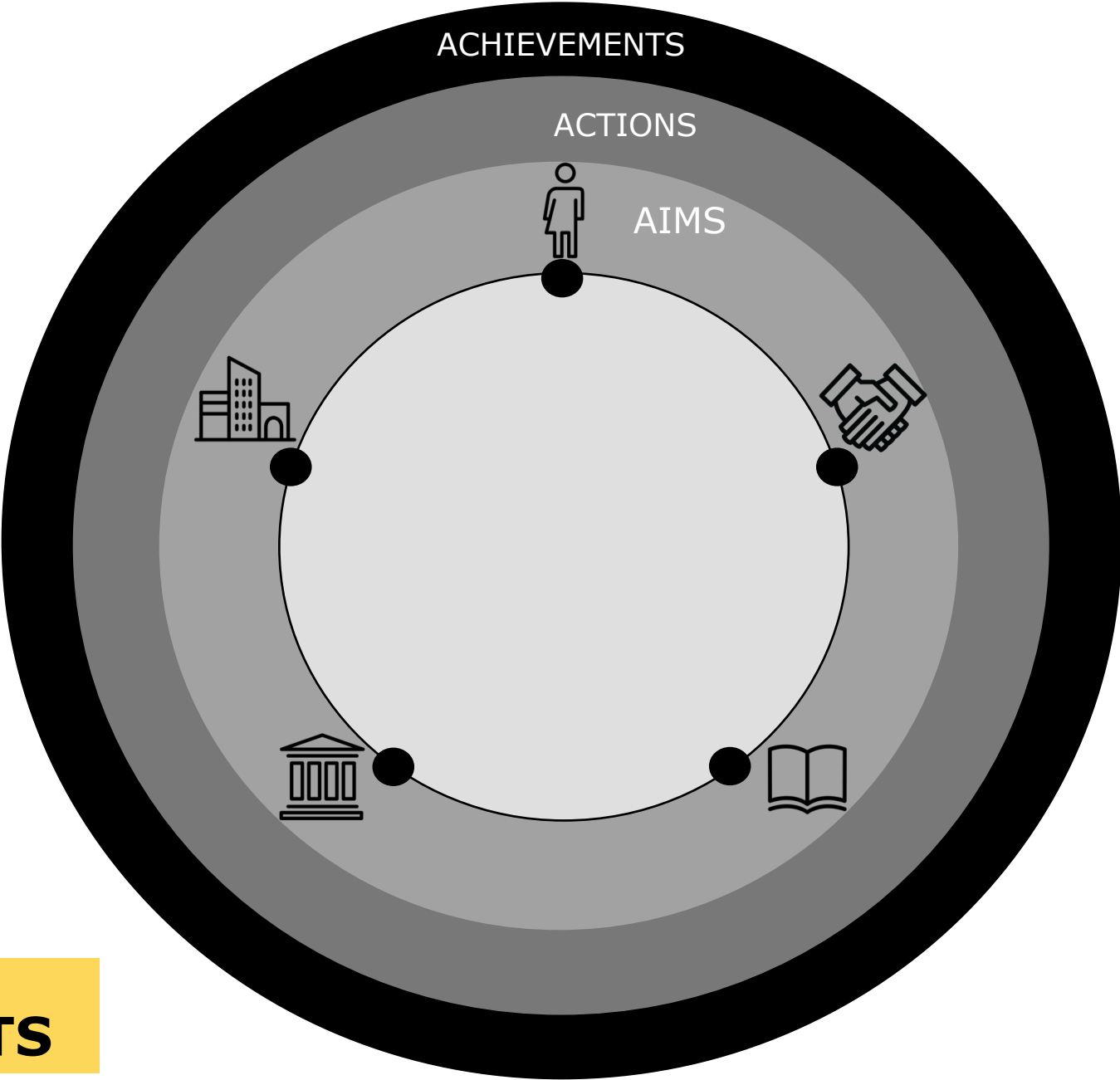
ACTION	TIMING	
PEDAGOGY	Before	Skill development related to job readiness and preparation for experience
	During	Additional training/content to address needs during experience and job training
	After	Next phase of content and technical skill development, additional skill training for further work experiences, career development and capstone

ACTION	TIMING	
EXPERIENCE	Before	<b>Student:</b> needs to be identified, qualified and prepared for experience <b>Host organization:</b> needs to be sourced, vetted and prepared for the student <b>Institution:</b> identifies meaningful experiences and prepare students and employers
	During	<b>Student:</b> needs to engage in an ethical, responsible manner <b>Host organization:</b> needs to provide a supportive environment for the student experience <b>Institution:</b> needs to monitor quality of experience
	After	<b>Student:</b> completes required employer and institutional requirements for experience <b>Host organization:</b> meets obligations made to the student and institution <b>Institution:</b> follows up with student and host organization to ensure retention of quality experience on an ongoing basis

ACTION	TIMING	
ASSESSMENT	Before	Student and employer/host organization understand assessments to be conducted
	During	Learning goals established and learning and performance assessment conducted including by employer/host organization
	After	Required assessments completed, including those required by employer/host organization. The assessments recorded by Institution

ACTION	TIMING	
REFLECTION	Before	Student reflects on what meaning they want to gain from the experience and then student identifies learning outcomes as appropriate for employer/host organization context
	During	Student reflects about experience while engaged Student identifies the development of learning outcomes, including those related to employability and career development
	After	Student reflects on the impact of the experience and their next steps including related to employability and career development

# How do you measure achievements?



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**ACHIEVEMENTS**



ACHIEVEMENT	EXAMPLE
PEDAGOGY	<ul style="list-style-type: none"> <li>• Curriculum: before, during and after</li> <li>• Number of courses</li> <li>• Type of courses</li> <li>• Development of technical and soft skills, including those related to employer/host organization needs</li> <li>• Curricular mapping: how do the experiences map into the overall curriculum?</li> <li>• Employer/industry input into curriculum may occur</li> </ul>

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**ACHIEVEMENTS**

## ACHIEVEMENT

## EXAMPLE

## EXPERIENCE

- Number of students engaged
- Number of host organizations
- Number of experiences
- Successful completion
- Application, interview, employment rates
- Employability outcomes
- Recruitment and retention in labour market

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**ACHIEVEMENTS**

ACHIEVEMENT	EXAMPLE
ASSESSMENT	<ul style="list-style-type: none"> <li>• Identification of learning objectives</li> <li>• Articulation of learning outcomes, including those related to employability</li> <li>• Student learning measurements and reports, including connections to career</li> <li>• Achievements related to impact on employers/host organizations</li> </ul>

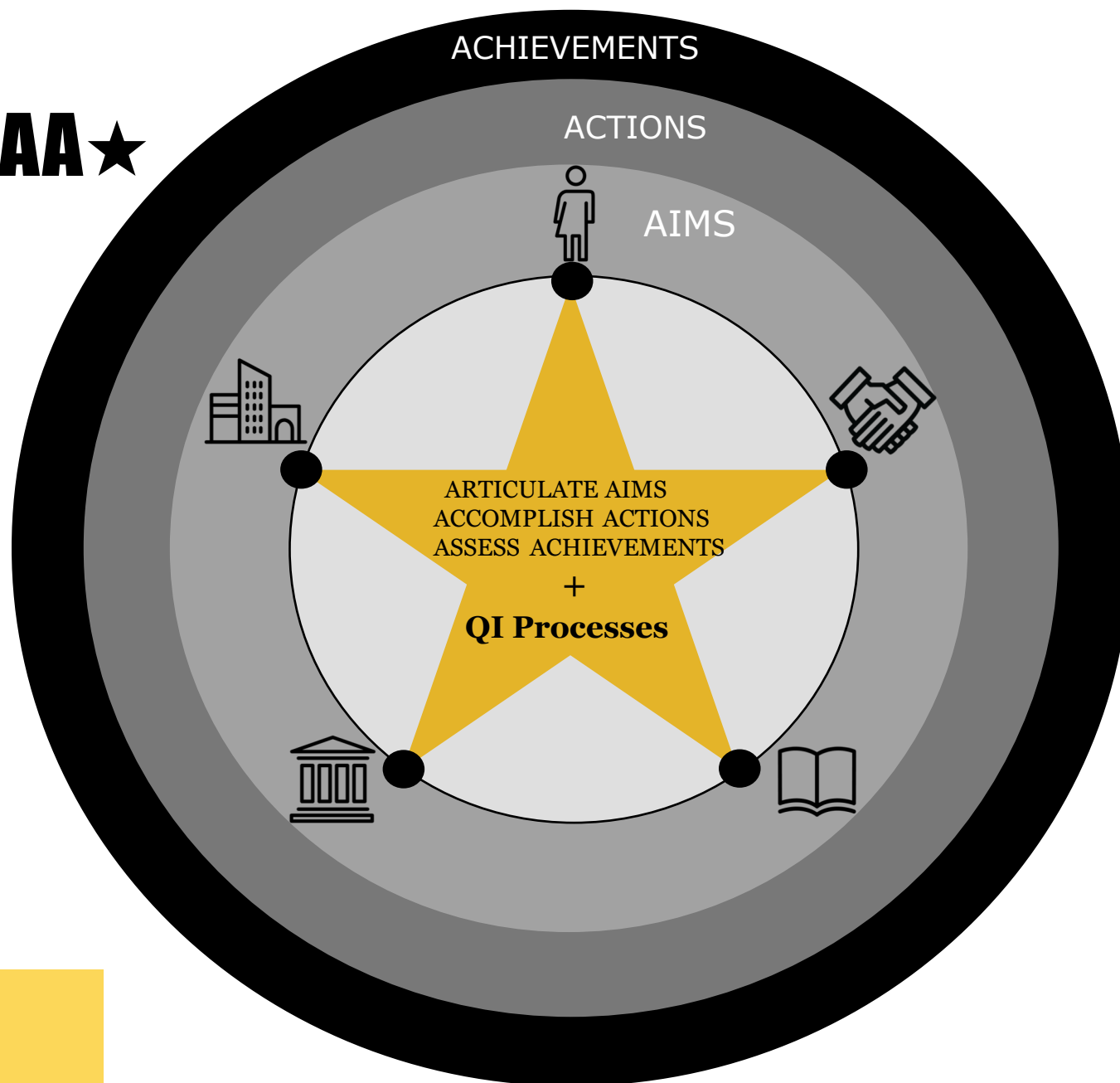
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**ACHIEVEMENTS**

ACHIEVEMENT	EXAMPLE
REFLECTION	<ul style="list-style-type: none"> <li>• Student reflection outcomes, including related to employability and career development</li> <li>• Impact measurements, including related to employer/host organization talent recruitment and retention needs</li> <li>• Development of habits of mind for lifelong learning</li> </ul>

# Quality WIL Framework: AAA★

What continuous  
improvement  
processes are in place?



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# Quality improvement

- Student improvement (student achievement record)
- Program improvement (curricular renewal)
- Stakeholder engagement, including employer/host organization
- Use of data and data analytics, including as related to employer recruitment and retention
- Impact analysis for each stakeholder including for employer/host organization

# APPLYING THE QUALITY FRAMEWORK

- What are the aims of your key stakeholder(s) with respect to WIL?
- What actions do you take or might you want to take to accomplish the aims?
- How will you assess your achievements?
- What processes will you put in place for continuous improvement?

**What are we missing? What would be needed for a global quality framework?**

# Where you can learn more

- McRae, N., Pretti, T. J., & Church, D. (2018). Work-integrated learning quality framework, AAA\*. Retrieved July 24, 2019 from
  - <https://uwaterloo.ca/centre-advancement-co-operative-education/research-publications/wil-quality-framework>
- Global WIL module on Quality: next expected offering March 2020



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