	QUALITY WIL PREPARATION FRAMEWORK
AIMS: **Learning Outcomes & Content**	*Self discovery tools:* Produce an action plan that bridges university goals and career development. Create a personal, professional, and wellness plan for supporting post-university transitions and ongoing career security. Implement a self-reflective learning and self-evaluation practice and evaluate through a critical reflective practice personal transferable skills, self-agency, and self-leadership. Practice Indigenous ways of knowing as part of reflective personal career development. Apply interests, aptitudes, skills, and personal, family, and cultural values to optional career paths. Individual career planning; Development of sustainable goals; Map skills, areas of study, and interests; Bridge university learning to professional practices; Digital methods for maintaining evidence of transferable skills. Competencies, and career readiness. *Application documents:* Appraise effective uses of career development research and resources to show how fields of study and lifelong learning create occupational opportunities for future growth. Evaluate labor market trends; research career development resources; identify personal and professional values. Produce digital applications for sharing career or graduate school application materials (resume, e-portfolio, CV, letters of intent, examples of professional work, skills and talents etc.). Labour market history, trends, opportunities, and resources in job searches; Explore jobs, occupations, and careers. Job search and/or job promotion documents (job search resume, CV, e-portfolios, cover letters, pre-and post- job application practices etc.). Purpose and strategy for self-reflective learning and self-evaluation practices, articulate in recruitment documents. *Communication skills:* Interpersonal skills: Examine the basic dynamics of interpersonal communications, demonstrate listening and response skills needed to communicate successfully with employers, fellow employees, and customers. Articulate professional skills acquired, in progress and in need of future development. Articulate one's responsibility of care to one's communities that result from one's academic and professional practices. Demonstrate oral, written, and interpersonal communication skills used in a professional context. Communicate using effective listening and speaking skills with an awareness of social and cultural diversity; interact with discernment, show consideration for audience and purpose of communication, adjust presentations as necessary. Self and peer feedback; feedback on portfolio, resumes. *Interview skills and mock interview:* Interview preparation and practice. *Networking skills:* Develop or expand a support network plan with professional organizations, colleagues, career influencers and personal networks. *Transition to the workplace:* Analyze ethical considerations using a variety of workplace situations considering technological changes, equity, diversity, and inclusion. Interpersonal and interprofessional dynamics; networking; communication skills, listening; asking for feedback. Gain confidence; self management; fitness to practice, mental health. Work culture, global employees, teamwork in the workplace. Includes specific competencies such as interpersonal, intercultural, civic engagement competency. *Rights and responsibilities of employers and self as employee:* Investigate and utilize community resources and advocacy options to strengthen personal support system.

		Rights and responsibilities; ethics; equity, diversity, and inclusion; EDI and gender intersectionality. Indigenous ways of knowing and elements of the Indigenized workplace. No specific learning outcomes shared, they are built as needed depending on the needs of the program and employers, and/ or no credits attached to experiential learning piece.
ACHIEVEMENTS: **Assessment &** **Evaluation**		*Formative assessments:* Critical reflective assessment into school-work-life balance and professional change and advancement. Focus depends on what skills students are demonstrating; bBeak down experiences, articulate development of skills and how to communicate these to an employer. Reflect and point back to the learning outcome of competencies. Specifically indicate why those experiences have developed their skills in either of two competency areas. Industry specific programming with training for specific career: Example: education, social work, some continuing education, legal training, we have more staff co-teaching in the classroom with instructors. Staff will teach a module with assessment criteria attached. Professional career portfolio. Pre-employment workshop workbook. Customize workshops for different audiences. Research is being conducted on multilingual learners that will be used to move programming forward. Team up with faculty to help better learn and adjust programming. Focus will change depending on what students are tackling and what skills they are demonstrating. The reflection element includes specific competencies such as interpersonal, intercultural, civic engagement. Students can meet these requirements through taking courses and a non-course option allows them to do volunteering or work experience. When done, reflect and point back to learning outcome of those competencies. Specifically indicate why those experiences have developed their skills in either of 2 competency areas. *Evaluations:* Courses for Credit: Meet requirements through taking courses; and a non-course option allows them to do volunteering or work experience. Students articulate that on their co-curricular record: the experience and reflecting on it, skills I developed, examples and evidence. Appraise effective uses of career development research and resources to show how combining fields of study and/or lifelong learning create hybrid occupational opportunities for future work/life growth. Course Evaluation*:* Assignments 75% or 50%, Identity Map, labor market/skills inventory, customized learning plan, work/ life action plan, professional digital application assignment, personalized career resources kit project, social media or LinkedIn profile, reflection practice assignments, professionalism, online reading response, career development research project. Portfolio 25%. Presentation or oral and text/visual based digital application/ e-portfolio and career security strategy 25%. Final professional portfolio depository 25%.
ACTIONS: **Learning and** **Teaching** **Process and** **Procedures**		*Program objectives and expectations:* Pre-employment training embedded in program or course design, freedom for academic integration. Field experience, teaching laboratories, work simulations; project-based course work; workshops and seminar discussions; PowerPoint presentations; direct instruction, guest presentations. Resource materials include internet access, OER Texts and additional online free-to-access materials. Faculty accessible activities and assessment. Online environment, office hours, encourage students to attend. Instruction methods are workshops and seminar discussions and portfolio development and experiential learning projects. *Self discovery tools:* Demonstrate self-reflective and self-evaluation career development practices. Produce an action plan that bridges university goals with work/life and career development visions and values.

Propose steps to develop or strengthen personal training and employability skills, consider educational and labour market options, and prepare education and/or work search action plan.

Create a personal, professional, and wellness strategic plan for designing and supporting post-university transitions and ongoing career security.

Education and career exploration skills: Create personal financial plans to support achievement of education, training, and career goals.

Living skills: Assess personal wellness, examine the impact of lifestyles choices, set personal goals for balanced living.

Application documents:
Written assignments, portfolio development, experiential learning projects.

Not so much resume writing, but dive into what the experience was, breaking down the experience, articulating the experience with an employment lens.

Create a digital depository to collect evidence of transferable skills and learning experiences (developed through work, volunteer, extracurricular, experiential learning, and academic experiences etc.) that can be customized for individual audiences and purposes.

Communication skills:
Lab emphasis placed on experiential exercise to assist students to understand and apply knowledge of interpersonal relationships by utilizing professional communication skills.

Cooperative learning is foundation; learning strategies include group projects, guided discussion, oral presentations, project-based learning involving multiple partners, interactive simulations.

Interview skills and mock interview: no data

Networking skills: no data

Transition to the workplace:
Demonstrate, evaluate, and document personal management, academic, and teamwork skills that are transferable to the workplace.

Evaluate through a critical reflective practice personal transferable skills, self-agency and self-leadership in context to work creation.

Rights and responsibilities of employers and self as employee:
Career management: develop strategies to prepare for career transition, select appropriate courses to match personal career plans, demonstrate an ability to prepare for multiple roles throughout life by describing the career development process including career awareness, career exploration, career preparation, and career training.

Connections to broader institutional supports:
Facilitator manual.
Student handbook.
Publicly available resources online.
OER open textbook resources for co-op and career management courses.
Workbook with associated literature and resources for onboarding co-op employers.
Faculty accessible career readiness activities and assessment.
Professional development events.
Cultural awareness training for staff, faculty and administration.
Programming for international students and non-native English speakers.
Career office.
Student support services and initiatives, outreach activities and events.
Disability services during WIL component.
Accommodations with individual support from instructor.
Intervention in the classroom.
Indigenous students funded by partner organizations with donation.
First Nations Heritage and Cultural Competency.
Aboriginal community liaison.
Career Prep Learning Center, career coaching.
Career fairs and other events.