

ACE-WIL BC/ YUKON: Work Experience Program Quality Student Preparation 2020

QUALITY WIL PREPARATORY CURRICULUM FRAMEWORK	
<p>AIMS:</p> <p>Learning Outcomes & Content</p>	<p><i>Program objectives and expectations:</i> Understand the WIL learning model, job search process and work term requirements. Understand core-intercultural and program-specific competencies to achieve career success.</p> <p><i>Self discovery tools:</i> Assume responsibility for professional development: identify and evaluate skills, knowledge, talent and interests for self-directed learning and career. Individualized employment planning: recognize and internalize current competencies and set specific, measurable goals for personal and professional growth.</p> <p><i>Application documents:</i> Formulate resumes and cover letters and articulate skills, talents, knowledge, interests, and professional goals in an employment interview.</p> <p><i>Interview skills and mock interview:</i> Attend a virtual mock interview clinic or related mock interview exercise and reflect on feedback from an interviewer (employer, senior student, alumni, or volunteer).</p> <p><i>Networking skills:</i> Develop and implement a networking strategy to assist in personal, professional growth and for career development including LinkedIn profiles, contact research and outreach.</p> <p><i>Communication skills:</i> Discuss reflective learning and reflective practice, transferability of skills and experiences. Identify professional behaviors and effective communication techniques for the workplace including respectful workplaces and healthy relationships, cultural agility, equity, diversity, mental health, and safety at work.</p> <p><i>Transition to the workplace/ practice setting:</i> Plan to make professional contributions and learning in workplace education experience.</p> <p><i>Rights and responsibilities of employers and self as employee:</i> Access resources for workplace regulation, legislation, and employment standards for understanding of worker rights and responsibilities.</p>
<p>ACHIEVEMENTS:</p> <p>Assessment & Evaluation</p>	<p><i>Assessment:</i> Attendance at virtual sessions and/or group meetings as part of learning process. Self-assessment for job finding abilities, career skills inventory, and reflective practices. Peer feedback for application documents. Engagement with employers and feedback when students engage in the mock interview clinic.</p> <p><i>Evaluation:</i> Course is evaluated on a complete or incomplete basis. Course is graded: COM (completed), DST (distinction) met and exceeded, above and beyond expectation, NC (not completed). Evidence of a direct relationship between attendance, participation, critical self-reflection, and outcome success. Up to discretion of your Co-op Coordinator/ course instructor to discern if student has successfully completed.</p>
<p>ACTIONS:</p> <p>Learning & Teaching Process & Procedures</p>	<p><i>Program objectives and expectations:</i> Gibb's Reflective cycle is explored in preparatory course and used by coordinators in site visit. Individual advising. Review relevant online curriculum material prior to attending and participating in Zoom sessions and/ or in-class sessions with multiple modes of accessing tutorials without restrictions on access to content. Online curriculum provides multiple modes of accessing the tutorials (video, audio, text) without restrictions on access and quizzes. Combination of personal learning, self-assessment, and reflection by reading required materials and conducting research.</p>

Self discovery tools:

The first unit in the pre-work term preparation is about experiential learning: What is it? Why is it relevant to me? Understand the value of experiential education; Use experiential learning tools to connect academic learning with hands on; apply self-reflection strategies to make meaning out of experiential learning.

Reflect on goals for future competency development and learn to read competency frameworks to compare and see how they can align.

Develop tools for reflective learning and self-assessment, need to know there are other ways to express competencies.

Perform a skills gap-analysis for a new-graduate job and create a personalized skills development plan to acquire the skills employers ask for.

Integration to future workplaces by asking students how and where they will acquire the above noted missing skills. The skill gap for new-graduate jobs equals connecting future jobs and skill development to goal setting to acquire missing skills. Students can pick specific work experience jobs that will provide specific missing skills that new-graduate jobs are asking for.

Application documents:

In small groups, create accomplishment statements for resumes and targeted cover letters and groups share statements with the class.

Students produce a targeted resume and cover letter and attend a mock interview clinic and receive feedback on their interview and reflect on the feedback.

Apply to mock job posting with customized resume and cover letter.

Interview skills and mock interview:

In small groups, ask, answer, discuss and provide feedback to common interview questions for program specific job posting.

Information sessions with provincial government discussing behavioral interviews.

Participate in a mock interview and submit reflective analysis.

Communication skills:

Survey questions providing question context, then students self-assess current quality of networking, interviews, and applications.

Participate in discussion forums.

Classroom activities engage and empower students through team-based sharing, discussion, and feedback during frequent activities.

In small teams, share new-graduate job requirements and skill development plans.

Participate in and provide feedback for peer review assignment, including the cover letter and resume and/ or mock interviews.

Rights and responsibilities of employers and self as employee:

Access resources on communicating in culturally diverse workplaces and on intercultural competencies.

Institutional supports and resources:

Facilitator manual.

Co-op student handbook.

Co-op and career services website and co-op and career portal.

Center for accessible learning.