

Comparative Matrix of Co-operative Education with Other Forms of Work-Integrated Education and Work-Integrated Learning

WORK INTEGRATED EDUCATION (Curricular)									
ATTRIBUTES	PROGRAM TYPE								
	Applied Research	Apprenticeship	Clinic	Curricular Community Service Learning	Co-op	Internship	Field Placement	Practicum/ Clinical Placement	Work Experience
Experience									
Direct hands-on experience	✓	✓	✓	✓	✓	✓	✓	✓	✓
Meaningful and substantial	✓	✓	✓	✓	✓	✓	✓	✓	✓
Linked to curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓
Curriculum Integration									
Learning outcomes	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assessment by institution	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assessment by workplace	✓	✓	✓	✓	✓	✓	✓	✓	✓
Integration back to curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student Outcomes									
Knowledge, skills, attributes	✓	✓	✓	✓	✓	✓	✓	✓	✓
Capacity to contribute	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflection									
Formalized, ongoing	✓	✗	✓	✓	✓	✓	✓	✓	✓
Structure (based on CAFCE accreditation)									
Paid (salary, stipend, etc.)	✗	✓	✗	✗	✓	✓/✗	✗	✗	✓
Academic credit bearing	✓	✗	✓	✓	✓	✓/✗	✓	✓	✓/✗
Mandatory	✗	✓	✗	✗	✓/✗	✓/✗	✗	✓	✓/✗
Full-time (35+ hours/week)	✗	✓	✓	✗	✓	✓/✗	✗	✗	✓
Proportion of time required for credential: =/>30%	✗	✗	✗	✗	✓	✓/✗	✗	✗	✗

WORK INTEGRATED LEARNING (Co-Curricular)									
ATTRIBUTES	PROGRAM TYPE								
	Para-Professional	Research Assistantships	Post-Credential Internship	Teaching Assistantships	Co-Curricular Community Service Learning	Volunteer	Work Study	Externship	Students as Staff
Experience									
Direct hands-on experience	✓	✓	✓	✓	✓	✓	✓	✓	✓
Meaningful and substantial	✓	✓	✓	✓	✓	✓	✓	✓	✓
Linked to curriculum	✗	✗	✗	✗	✗	✗	✗	✗	✗
Curriculum Integration									
Learning outcomes	✗	✗	✗	✗	✓	✗	✗	✗	✗
Assessment by institution	✗	✗	✗	✗	✓	✗	✗	✗	✗
Assessment by workplace	✓	✓	✓	✓	✓	✓	✓	✓	✓
Integration back to curriculum	✗	✗	✗	✗	✗	✗	✗	✗	✗
Student Outcomes									
Knowledge, skills, attributes	✓	✓	✓	✓	✓	✓	✓	✓	✓
Capacity to contribute	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflection									
Formalized, ongoing	✗	✗	✗	✗	✓	✗	✗	✗	✗
Structure (based on CAFCE accreditation)									
Paid (salary, stipend, etc.)	✗	✓	✗	✓	✗	✗	✓	✗	✓
Academic credit bearing	✗	✗	✗	✗	✗	✗	✗	✗	✗
Mandatory	✗	✗	✗	✗	✗	✗	✗	✗	✗
Full-time (35+ hours/week)	✗	✗	✓	✗	✗	✗	✗	✗	✗
Proportion of time required for credential: =/>30%	✗	✗	✗	✗	✗	✗	✗	✗	✗

**Prepared by members of the
British Columbia Accountability
Council for Co-operative Education
(ACCE)**

The comparative matrix of different forms of work-integrated education and learning was created by the BC Co-op Directors Council (ACCE BC) with the objective to develop clarity, common understanding and shared language around these forms of work-integrated experiences across our institutions in BC. The working group was led by Dr. Norah McRae (UVic), with 9 representatives from various BC Co-op institutions, including a representative from the BC Ministry of Advanced Education. The Working Group has approached this project based on an understanding of work-integrated education and work-integrated learning as subsets of experiential education and experiential learning. Those programs identified as "education" are intentionally embedded within the curriculum and those identified as "learning" are co-curricular in nature. Since January 2014, the Working Group has explored the literature, consulted extensively within our institutions and held regular working group meetings in order to create the attached matrix. This matrix was designed to be used as a tool for comparing and contrasting various forms of work-integrated, experiential education models commonly offered at post-secondary institutions in British Columbia and uses national Co-op accreditation criteria (CAFCE) as key comparative attributes.

Working Group Members:

- Dr. Norah McRae (Chair):** University of Victoria
- Cynthia Maclean:** B.C. Institute of Technology
- Lianne Johnston:** Douglas College
- Shawn Erickson:** Kwantlen Polytechnic University
- Gaylene Wren:** Langara College
- Nancy Johnston:** Simon Fraser University
- Julie Walchli:** University of British Columbia
- Gloria Darroche:** Camosun College
- Brian Train:** Ministry of Advanced Education

DEFINITIONS: PROGRAM TYPES

WIE / WORK-INTEGRATED EDUCATION (Curricular)	
Work-Integrated Education (WIE)	This refers to WIL programs (see definition below) that contain the educational features of: a substantial and meaningful experience with intentional links to the curriculum, the setting of learning objectives, assessing learning outcomes, purposeful reflection
Applied Research	Where students are engaged in research that occurs primarily in workplaces. Includes: Consulting projects; design projects; community-based research projects.
Apprenticeship	Required for certified trades. Assessment typically in the form of number of hours completed.
Clinic	Provides work experience under the supervision of an experienced registered or licensed professional. Unlike practica, which require practice-based work experience for discipline specific professional licensure or certification, clinics provide practice-based work experience, in some cases these work experience hours are required for professional certification.
Curricular Community Service Learning	Curricular Community Service Learning (CSL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community based organization to apply their disciplinary knowledge to a challenge identified by the community. They then intentionally reflect on the experience in an effort to understand how theory and practice align; to interrogate course based learning; and to understand their role in the community.
Co-op (co-op alternating and co-op internship models)	Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back. In both models work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study.
Internship	Offers usually one discipline specific, supervised, structured work experience or practice placement of substantial duration. Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length but are typically 4, 8 or 12 months long.
Field Placement	Provides students with an intensive hands-on practical experience in a setting relevant to their subject of study. Field placements may not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification. Field placements account for work-integrated educational experiences not encompassed by other forms, such as co-op, clinic, practicum, and internship.
Practicum/ Clinical Placement	Involves work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid, and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.
Work Experience	Intersperses one or two work terms into an academic program, where work terms provide experience in a workplace setting related to the student's field of study. Work Experience is a smaller-scale version of co-op.
WIL / WORK-INTEGRATED LEARNING (Co-Curricular)	
Work-Integrated Learning (WIL)	Work-integrated learning (WIL) are forms of experiential learning where the site of learning either occurs in the workplace or where the learning is strongly associated with a workplace.
Para-Professional	Involves student participation (paid or unpaid) in structured programs under the purview of a college or university department that provide services or support to a third party. Activities include: peer helpers; student ambassadors.
Research Assistantships	Hired on research related projects with a faculty member or department.
Post-Credential Internship	Occurs after all academic coursework has been completed and prior to graduation. Internships can be of any length, but are typically four, eight, or twelve months long.
Teaching Assistantships	Hired to provide supplementary teaching support to faculty member or department.
Co-Curricular Community Service Learning	Co-curricular CSL experiences differ from course-based CSL in that students engaged in co-curricular CSL are not enrolled in a designated CSL course. In the absence of the course content and context from which to draw, participants are purposefully supported by staff to apply disciplinary knowledge relevant to their course of study in community settings and to take part in intentional reflection on the experience.
Volunteer	Volunteer experiences may or may not be purposefully supported by staff to apply disciplinary knowledge relevant to their course of study in community settings and to take part in intentional reflection on the experience.
Work Study	Work opportunities with academic units with monies provided by student financial aid.
Externship	Short term periods in a workplace, such as job shadowing to provide students with exposure.
Students as Staff	Includes: part time work such as a student summer job on campus, student library assistants.

DEFINITIONS: ATTRIBUTES

Experience	
Direct hands-on experience	Student is actively engaging with the experience
Meaningful and substantial	Student gains a meaningful experience that substantially contributes to their program
Linked to curriculum	Linked to curricular objectives
Curriculum Integration	
Learning outcomes	Students and instructors set learning objectives
Assessment by institution	Assessment; receives academic credit (included or additive)
Assessment by workplace	Assessment; receives feedback (formally or informally)
Integration back to curriculum	Learning integrated back into the development of students' academic goals
Student Outcomes	
Knowledge, skills, attributes	Students obtain these outcomes from the experience
Capacity to contribute	Students develop the ability use the competencies they gained
Reflection	
Formalized, ongoing	Learning integrated back into the further development of student's goals: personal, academic, career
Structure	
Paid (salary, stipend, etc.)	Student receives monetary compensation for work
Academic credit bearing	Student receives academic credit
Mandatory	The experience is a requirement of the program
Full-time (35+ hours/week)	Student works full-time hours
Proportion of time required for credential =/>>30%	Student is engaged in the experience during a minimum of 30% of the time of their academic program

Broader Definitions:

Experiential Education (EE):

- Facilitated hands-on learning occurring in the curricular space
- A formal program: intentionally linked to a academic and/or professional goals
- Reflection is ongoing and meaningful
- Directed and monitored by institution
- Has experience at its core
- Student Outcomes to develop knowledge, skills and attributes

Work-Integrated Education

- Programs designed and monitored by institutions for students to learn from experiences in the workplace

Experiential Learning (EL):

- Hands-on learning occurring in the co-curricular and extra-curricular space. Learning that can result from the engagement in an activity.

Work-Integrated Learning

- Learning that can result from engagement in a workplace environment.