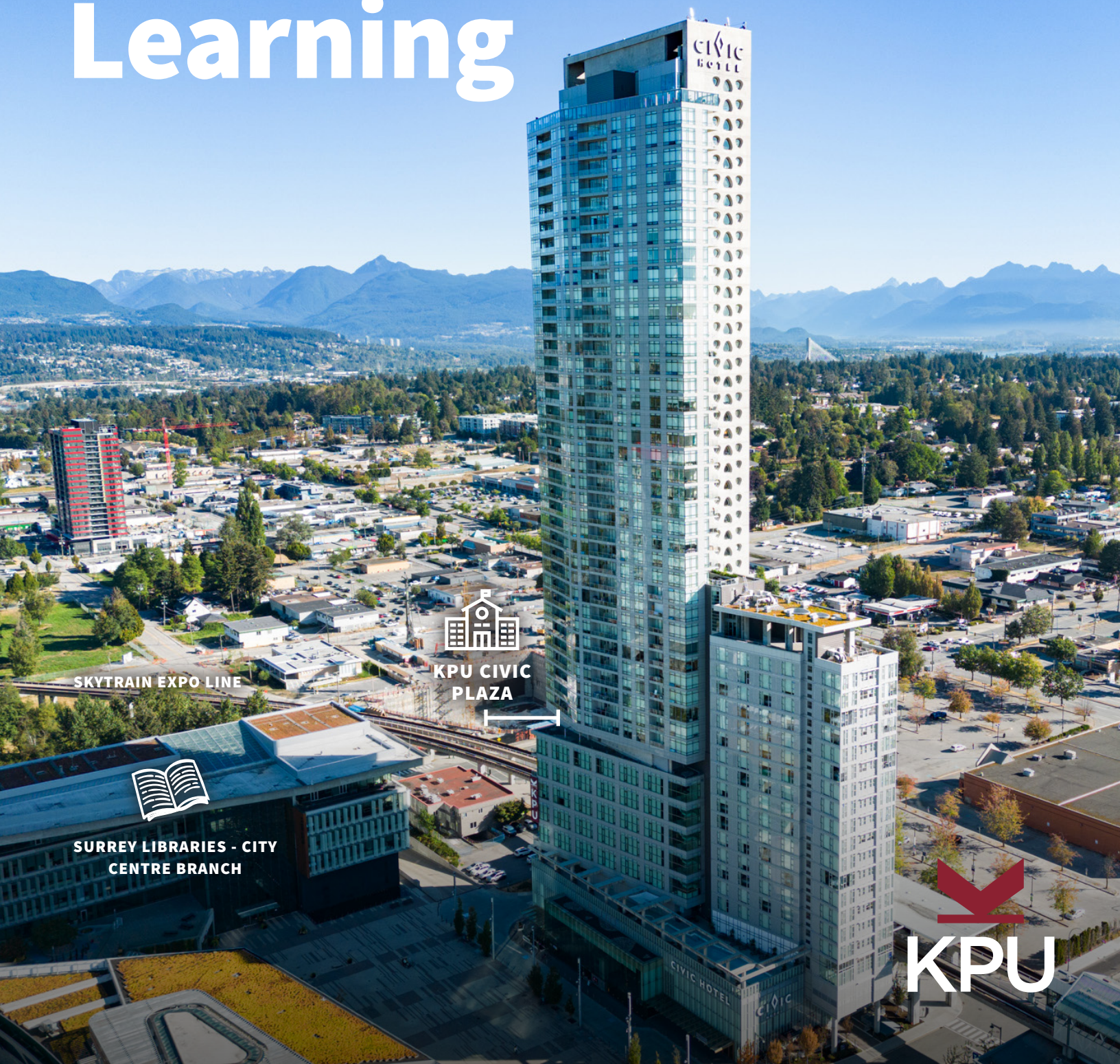


Work-Integrated Learning



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- ▷ There are Work-Integrated Learning Guidebooks for Faculty, Students and Partners. **Feel free to consult and share each of these, as needed.**

The image shows a vertical sign on a modern building facade. The sign is dark red with the letters 'KPU' in white, stacked vertically. The building has large glass windows and balconies. In the background, there is a tall, curved glass skyscraper and a clear blue sky.

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KPU recognizes the importance of off-campus learning environments for students to enhance learning, gain knowledge and develop skills. This type of learning is called Work-Integrated Learning (WIL) and, at KPU, there are established principles and processes for the inclusion of Work-Integrated Learning (WIL) in Senate-approved programs and courses, as described by KPU's **ST-16: Work-Integrated Learning Policy** and **ST-16: Work-Integrated Learning Procedure**. This guidebook provides an overview of those principles and processes, with links to important forms and resources. Please visit our [website](#) for more information about Work-Integrated Learning initiatives at KPU. ►

External Partners

External partners can be a range of industry leaders, nonprofit organizations, community members, health networks, small-scale and larger businesses, government representatives, local partners in the region and other employers.

Who Should I Partner With?

Both faculty members and community partners often assume that the partner should come from an obviously aligned organization (i.e. addictions organization with Psychology faculty). However, oftentimes, the most useful collaborations can come from unexpected partnering. See the **Work-Integrated Learning website** for project ideas, a full list of courses and also some videos.

CONTACTS:

Connect@kpu.ca

Connect with us, and we will figure out who should reply back to you, based on your request.

For queries about unpaid Work-Integrated Learning, feel free to check in with **KPU's Lead Advisor, Work-Integrated Learning**.

CO-OP AND FUNDING:

For paid **Co-op placements**, please connect with **co-op@kpu.ca**.

Another paid option:

Melville Business Strategy Internship (MBSI) Program

Please utilize this resource page to find information on **potential wage subsidies** for hiring KPU students.

HOW DO I POST A VOLUNTEER OPPORTUNITY (NOT TIED TO CREDIT-BASED INSTRUCTION)?

Through **KPU's Volunteer Services**.

Timelines

In working with a faculty member for Work-Integrated Learning, it's a good idea to think of projects in terms of what 'term' might be a good fit.

Typically, aim to contact instructors at least 1-2 months before the start of the term.

- » **Fall Term** (September-December)
- » **Spring Term** (January-April)
- » **Summer Term** (May-August)

Planning should occur before the start of the term, to ensure enough time for scheduling, signing of forms and other items that occur at the start of the term. This is the timeline that most faculty members are working with:

FALL	
JUNE	Consider requirements and course presentation
JULY / AUGUST	Find partners
SEPT	Introduction & project work agreements
OCT	Maintain relationships & observe learning cycle
NOV	Evaluations & wrap-up
DEC	Thank-you's & follow-up with partners
SPRING	
NOV	Find partners Consider requirements & course presentation
JAN	Introductions & project work agreements
FEB	Maintain relationships & observe learning cycle
MAR	Evaluations & wrap up
APR	Thank you's & follow up with partners
SUMMER	
MAR	Find partners Consider requirements & course presentation
APR	Introductions & project work agreements
MAY	Maintain relationships & observe learning cycle
JUN	Evaluations & wrap up
JUL	Thank you's & follow up with partners



Faculty of Health

Across Canada, the **Health Sciences Placement Network (HSPnet)** is a web based system that manages practice education in the health sciences. It acts as a database and toolkit and is commonly used within nursing programs. The **Faculty of Health** has programs that are implemented in hospitals, clinics, community agencies and homes.

If your position is health-related, then consider posting on HSPNet. For organizations who don't have access to HSPNet, please contact HSPNet at: bj.gdanski@phsa.ca

Project Ideas

Connect with **KPU's Lead Advisor, Work-Integrated Learning for examples and brainstorming projects**. Or, check out this resource: Jayne Cravens and Susan J. Ellis, **The Last Virtual Volunteering Guidebook**. Online, virtual options are available at **Give Back with These Volunteering Opportunities**.

Work-Integrated Learning Procedures

There is a short form to keep track of Work-Integrated Learning initiatives at KPU. These are available as a **Student Work-Integrated Learning Form** and a **Partner Work-Integrated Learning Form**.

The form includes statements on intellectual property (see below for information) and confidentiality or ‘Non-Disclosure Agreements (NDAs).’ The Faculty of Health typically has a different set of forms and these should be used. For partners, one of the easiest ways to complete these forms is by setting up a 15-minute online meeting and asking **KPU’s Academic Project Coordinator** to fill in the form, with their input, during the call. If you have any comments or questions, please check in with **KPU’s Lead Advisor, Work-Integrated Learning**.

Work-Integrated Learning experiences are a mutual arrangement between KPU, an external partner, and the student in line with relevant laws and KPU rules, policies and values. External partners are responsible for providing students with a safe workplace in line with relevant legislative requirements and KPU’s **SR 7 Safety and Health Policy**. The forms ask partners for Commercial General Liability of not less than \$2,000,000, which is a fairly standard clause. Smaller organizations or community groups may not have this kind of insurance set up. If that’s the case, please check in with the **Office of Organizational Risk** and they can review on a case-by-case basis. There is alternate language for low-risk projects with smaller organizations.

Where the University’s standard template is not used; agreements must ensure that the following have been clearly identified in writing:

- 1** the expectations and responsibilities of each party, including contact information
- 2** the agreed Work-Integrated Learning (WIL) activities
- 3** the timeframe for the Work-Integrated Learning (WIL) activities and an indication of the number of students to be involved.

In some cases, at the discretion of the Provost in consultation with the Office of Organizational Risk, external organizations must specifically provide evidence of:

- 1** adequate public liability insurance to cover loss, damage or injury suffered by students
- 2** adequate personal accident insurance, and
- 3** adequate workers’ compensation insurance, where applicable.

Do also consider if you will interview students and/or allow the faculty member to align students with projects.

Conflict of Interest

All parties should be aware that a student should avoid undertaking Work-Integrated Learning (WIL) work experiences where there is a possible or perceived conflict of interest, for example, where:

- a** a family member or someone with a close personal relationship is responsible for supervising or delegating to the student
- b** the student is in concurrent paid employment with the work experience partner
- c** the Faculty of Health, specifically, may expressly disallow concurrent paid positions and Work-Integrated Learning (WIL) placements (see ST16 Policy B.3).

Insurance and WorkSafeBC

- a** Students taking part in unpaid practicums are extended KPU's Commercial General Liability insurance during the course of their Work-Integrated Learning (WIL) work experience.
- b** Unpaid Work-Integrated Learning (WIL): The Ministry of Advanced Education and Skills Training outlines WorkSafeBC coverage for some components of Work-Integrated Learning (WIL) as described by their Policy outlining WorkSafeBC Coverage and Post-Secondary Students. If a Work-Integrated Learning (WIL) activity is a required component of a course, then it qualifies for WorkSafeBC coverage. Please note: this does not require it to be a required component of a program, unless specified by the program.
- c** Paid Work-Integrated Learning (WIL): Students who are paid for required work experience for academic credit are considered employees of the host organization and are therefore covered by the employer's insurance and coverage. This is the case for Co-operative Education and when students are paid for completing required work experience, such as an internship position.

Duty to Report

If there is an injury which may pertain to WorkSafeBC, faculty members are responsible for completing and submitting a **Report of Injury** to their Dean and the Occupational Health and Safety department at **OHS@kpu.ca** within 2 business days of the incident/injury. Students must submit **WCB Form 6** directly to WorkSafeBC for all incidents resulting in work-related injuries. Please note that the forms ask students for private information (e.g. social insurance number).

Criminal Record Check

Under the BC *Criminal Records Review Act*, a criminal record review must be conducted by the Criminal Record Review Program (CRRP) for anyone that:

- » Works with children or vulnerable adults, or
- » Has unsupervised access to children or vulnerable adults

In any case when the organization is able to facilitate this process, to ensure these are processed in a timely manner, we opt to go that route. It saves students time and money, when we are able to do this. The Faculty of Health is able to process all CRCs for their students.

Intellectual Property

Intellectual Property (IP), simply defined, is any form of knowledge or expression created with one's intellect. It includes such things as inventions; data; computer software; trademarks; literary, artistic, musical, or visual works; and even simple knowledge on how to do something. It is important to clearly define how IP created during a Work-Integrated Learning opportunity will be treated; namely, whether the inventor or author retains ownership or whether the IP rights are assigned to the partner organization.

At KPU, unless otherwise agreed to by the parties, all Work-Integrated Learning (WIL) activities should be undertaken in accordance with KPU's **RS5 Policy on Intellectual Property**. You may consult with the **Office of Research Services** for assistance and advice regarding specific arrangements on intellectual property.

Typically, the following holds true:

1 For-credit Work-Integrated Learning experiences (unpaid): Students are generally the initial owner of the intellectual property created within the experience and **students should not be obligated to participate in coursework that requires the assignment of their IP to a third party**. Some third-party experiential learning partners may seek ownership or joint ownership over the IP created in an unpaid for-credit experiential learning experience and there is a form that can be used for **alternate IP agreements**.

2 Non-credit Work-Integrated Learning experiences (paid or unpaid): Students participating in non-credit experiential learning experiences are generally acting as an employee or volunteer of the experiential learning partner. In such cases, the external partner will likely seek to retain the IP created through the experience and the employment contract or volunteer agreement will generally contain information to that effect. Students should review all contracts and agreements carefully with regard to IP rights to minimizing the potential for disagreements over IP ownership.

3 Paid experiences (e.g. Co-op, Work Experience) typically treat IP as if the student is an employee, which means the organization retains IP.

See additional Resources: A series of **Intellectual Property Modules** created by U of T Digital Learning Innovation (DLI), Office of the Vice-Provost, Innovations in Undergraduate Education (OVPIUE) and U of T Entrepreneurship (UTE). Please access this valuable resource when needed and/or seek advice from your instructor or **KPU's Office of Research Services**.

For a student agreement to publish course work under a Creative Commons License, please check **KPU's Open Learning site**.

Student Right to Privacy

Students have the right to keep their private information confidential (e.g. phone number, non-KPU email). Additionally, KPU uses **photo waiver forms** whenever asking to take photos of students.

Preparing for the first day

Appreciating the KPU context: consider the course, its instructor and the possible learning outcomes (see below)
Information to share with student(s) who will be starting a Work-Integrated Learning opportunity:

What is the best way to contact you?

What will the hours of work be?

What should the student know about working with your organization and community?

What are the student's duties? Are there duties the student should not perform?

What health and safety policies, protocols, and procedures does the student need to know (e.g. infection control, fire, lock-downs, theft, inappropriate client/volunteer behavior, scented products)?

What are the cybersecurity protocols for email and other information shared online?

If the student is working from home, are there protocols to consider for safely working from home, such as the use of anti-virus software and safe back-up processes?

What are appropriate and inappropriate terms, language, and actions for work with your organization?

What is appropriate dress and presentation for your organization?

What should the student do if they are ill and cannot attend a scheduled placement shift or meeting?

Is there some background preparation that the student can do to prepare? How independent do you expect them to be?

Equity, Diversity, and Inclusiveness

ACCESS

KPU is committed to making all campuses, classrooms, and opportunities inclusive and accessible for everyone including people with disabilities. The University will work with any student requiring work-related supports and/or accommodations in order to maintain equitable access to Work-Integrated Learning. This will be done in accordance with relevant University policies and other legislation. A student is encouraged to discuss their situation with their instructor and/or KPU's **Accessibility Services** to create a plan for any supports and/or accommodations, where needed.

DIVERSITY

KPU is committed to actively fostering an equitable and inclusive learning and working environment that enables every member of our diverse community to thrive. Building such an environment is essential to being a unique, progressive and highly regarded university that upholds a culture of social justice, sustainability, creativity and equity. The initiative is addressed by **HR15 Diversity and Inclusiveness Policy**, which is guided by the B.C. Human Rights Code, Canadian Charter of Rights and Freedoms, Canadian Human Rights Act, and the Universal Declaration of Rights and Freedoms.

INDIGENOUS CULTURE

KPU's Student Affairs Division is committed to enhancing supports and to cultivating a safe, inclusive, and equitable environment for Indigenous students. This involves a commitment to the process of decolonization, Indigenization, reconciliation, and anti-racism, as informed by both the calls to action from Canada's **Truth and Reconciliation Commission** and the **UN Declaration on the Rights of Indigenous Peoples**. These **commitments** include, but are not limited to, the pursuit of increased levels of understanding and awareness of the diversity of Indigenous histories, cultures, knowledge, and perspectives; a commitment to engage, consult, and learn directly from and with Indigenous students, employees, and communities; and, fostering a safe, inclusive, and equitable environment for Indigenous students and community partners. Leaders in BC increasingly adopt practices along these lines, including the **Declaration of Commitment, Cultural Safety and Humility in Health Services Delivery for First Nations and Aboriginal People in BC** of The First Nations Health Authority (FNHA). This includes promoting cultural safety, with an environment free of racism and discrimination, and practicing cultural humility which is a process of self-reflection to understand personal and systemic biases and to humbly acknowledge oneself as a learner when it comes to understanding another's experience.

The Association of Co-operative Education and Work-Integrated Learning BC/Yukon provides a **Diversity and Inclusion (D&I) Toolkit for Employers and Hiring Managers**.

Particularly useful, ACE/WIL provides this **worksheet** which gives WIL students the opportunity to reflect on their experiences of equity, diversity, and inclusion (EDI) in their workplaces, with specific reference to EDI policies and the Truth and Reconciliation Commission's Calls to Action.

ACE/WIL also provides a **worksheet** for employers to reflect on their active commitments to equity, diversity, inclusion, with specific reference to the Truth and Reconciliation Commission's Calls to Action.

ACE/WIL also provides resources at the **Indigenous WIL Resource Hub**.

Cybersecurity and Work-Integrated Learning

The Canadian Centre for Cyber Security has some good resources on **threats to cybersecurity when working from home** as well as some **tips on addressing threats to cybersecurity**.

Reciprocal Engagement

The Australian Technology Network has a list of **quality indicators** that includes ways of ensuring a project is reciprocal, including:

Student Agency

- Establish a culture of shared responsibility between all parties for student outcomes
- Promote student ownership of their learning
- Promote self-reflection for continuous improvement

Industry/community engagement

- Promote benefits for stakeholders involved in WIL activities
- Articulate the purpose and value of the relationship
- Clarify roles and responsibilities of industry and community partners
- Evaluate relationship management processes

In general, a mixture of tasks is best for students (See Learning Outcomes below).
Work needs to, at least, in part, offer

» **Sense of accomplishment for the student** » **Some guidance from a project leader**

Procedure Guidelines for Breach of Policy

The **ST-16: Work-Integrated Learning Procedure** includes procedures if there is a student breach of policy, see section 7. The policy gives Deans (or designates) the authority to protect the public by allowing them to vary, withdraw or deny the placement of a student in Work-Integrated Learning (WIL) work experiences if there are reasonable grounds to believe that this is necessary in order to protect the public interest.

The conduct of external partners will be managed (or escalated as appropriate) by the relevant Dean or Director, in communication with KPU's Office of Organizational Risk Management and/or The Office of the Provost and Vice President, Academic, where relevant (see Code of Conduct, section 2 in **ST-16: Work-Integrated Learning Procedure**).

Wrapping up the Project

- 1** Consider providing the student with a reference letter, even if is not required or requested. These are priceless!
- 2** Consider if it might be appropriate and worthwhile to stay in touch with the student and/or the KPU instructor.
- 3** Consider if you would like be involved in another KPU Work-Integrated Learning course, review some of the **upcoming courses options**, and reach out to **KPU's Lead Advisor, Work-Integrated Learning**.

Work-Integrated Learning Competencies and Learning Outcomes

At KPU, we are adopting learning outcomes in our Work-Integrated Learning courses. This helps shift the discussion away from ‘hours completed’ and ‘finished projects’ to discrete outcomes that can be learned at any point during a Work-Integrated Learning experience. Here are the basics on how this works...

Competency: A *general* statement that describes the desired knowledge, skills, and attitude of a student graduating from a program (or completing a course). Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.

Learning Outcome: A very *specific* statement that describes exactly what a student has done in some measurable way. There may be more than one measurable outcome defined for a given competency.
Key Distinction: A true learning outcome is written so that it can be measured or assessed. It focuses on what the student is able to do at end of a program (or course).

A competency often consists of 3 elements:

Knowledge: Information that you are aware of, including theories, facts or procedures

Skill: The ability to do something well, usually developed through training and practice

Attitude: A personal quality that is expressed through what you think, do and feel

Here are some examples:

One competency, “**communication**”, can be described as follows:

Learning Outcomes: Student who demonstrate competence in communication can:

- » Define the key features of professional communication in their field (knowledge)
- » Demonstrate proficiency in effective communication by incorporating feedback into revisions (skills)
- » Evaluate ways of staying calm under pressure given different audiences (attributes)

One competency, “**self-awareness**”, can be described as follows:

Student leaders develop a thorough understanding of themselves across multiple dimensions. Through formal and informal reflection, they will recognize how their leadership practice and beliefs are influenced by their values and experiences as well as how their personal behavior affects their ability to build trust and credibility as leaders.

Learning Outcomes: Students who demonstrate competence in self-awareness can:

- » Define and articulate their personal values
- » Discern and describe their personal leadership style, strengths, and limitations
- » Appropriately apply their learning and leadership style and strengths
- » Recognize their own multiple identities, experiences and biases and how these affect their ability to lead
- » Actively seek, evaluate, and, when appropriate, incorporate feedback
- » Evaluate and reflect on their actions and modify as necessary

How to Apply Learning Outcomes to your Work-Integrated Learning Experience

In this course, students will apply attitudes, skills and knowledge to an employment and/or community context.

They will do this through focused practice with industry partners and/or expert collaborators, providing opportunities to develop the following competencies and learning outcomes:



COMPETENCY

Ethics and Professional Responsibility

LEARNING OUTCOMES

- » Apply appropriate legal and ethical standards.
- » Develop and implement judgment when dealing with real-world scenarios.
- » Assess personal and professional alignment with codes of conduct and/or ethical standards.



COMPETENCY

Decision-Making and Active Learning Developed through Complex Handling of Problems and Opportunities

LEARNING OUTCOMES

- » Monitor a project's progress and take timely action to deal with problems or opportunities.
- » Respond to the ambiguity and limits of discipline-specific knowledge by making their thinking explicit.
- » Recognize the value of cultivating a professional network by planning to build and activate relevant relationships.



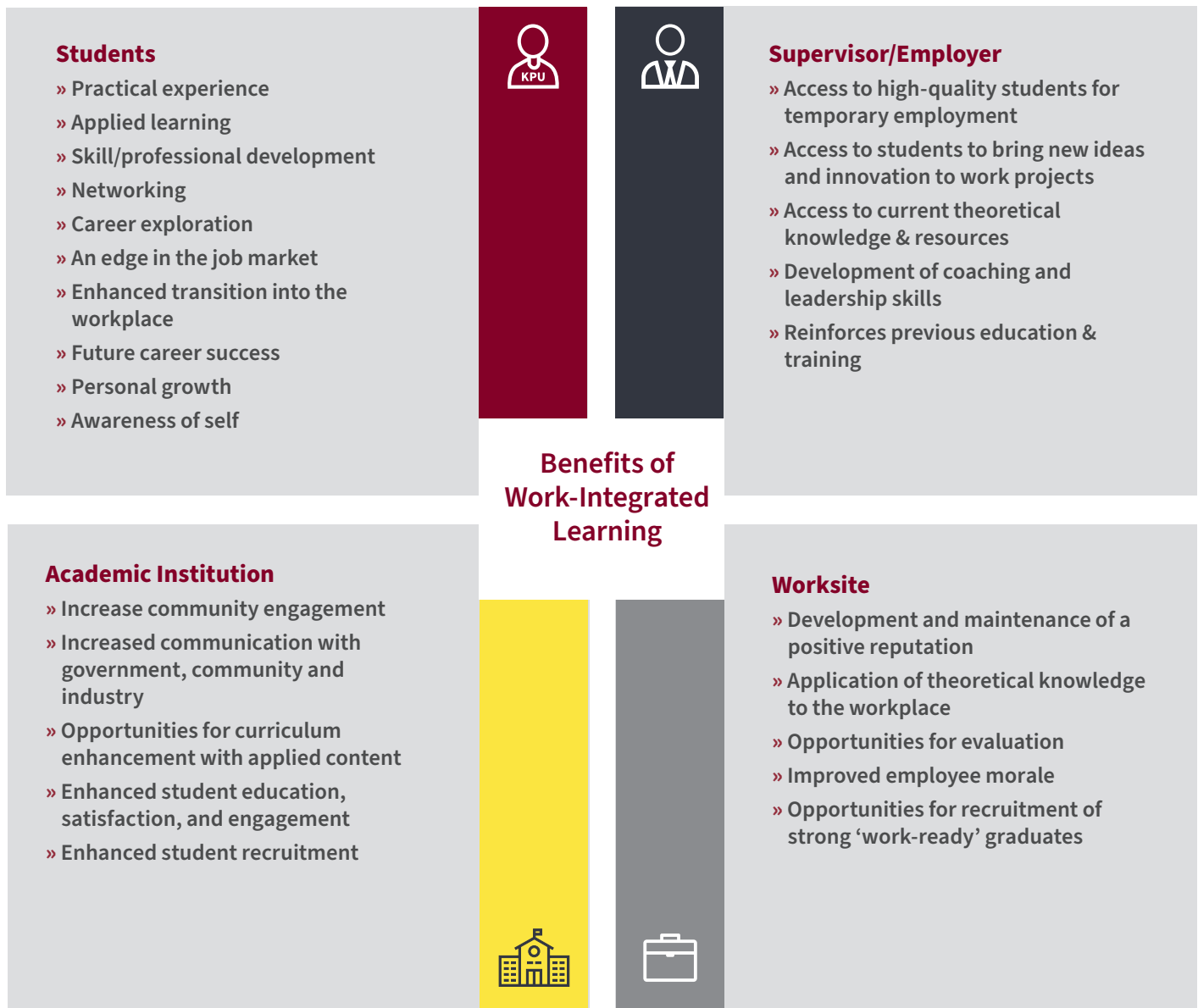
COMPETENCY

Social Perceptiveness and Self-Awareness

LEARNING OUTCOMES

- » Recognize the challenges, needs and/or aspirations of a specific community or workplace.
- » Interact with team and stakeholders in a professional manner, respecting differences, to ensure a collaborative and productive environment.
- » Discern and describe one's professional skills and attitudes, including leadership strengths.

Benefits of Work-Integrated Learning for Partners, Faculty and Students



Some of the key benefits for external partners are:

- 1** Connect with students in programs directly tied to professional credential
- 2** Act as a mentor for the next generation of professionals in your field
- 3** Provide leadership opportunities for your team
- 4** Fill staffing gaps and strengthen your talent pipeline
- 5** Complete short-term projects and undertake research
- 6** Provide a source for innovative ideas and boost competitiveness
- 7** Connect with local institutions and form a reciprocal relationship
- 8** Access resource support for new or existing projects

Research Ethics Board

In some cases, work with an external partner may involve applied research which can prompt the need for a research ethics application.

‘Research’ is defined as an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation. It can include testing and evaluation, designed to develop or contribute to generalizable knowledge. Some quality assurance, quality improvement studies, or program evaluation activities do not constitute ‘research’ and therefore do not fall within the scope of the REB (see TCPS2 Article 2.5).

Please check in with the course instructor and the Research Ethics Board to discuss if a research ethics application is required and how to fulfill that requirement. Specifically, if research with human participants is required, an informed consent process may be necessary. For further information, consult the **Office of Research Services**.

Definitions and forms of Work-Integrated Learning

As described in KPU’s **ST-16: Work-Integrated Learning Policy** and **ST-16: Work-Integrated Learning Procedure**, Work-Integrated Learning (WIL) is a purposeful, organized, supervised and assessed educational activity required for the completion of a program/course that integrates theoretical learning with its application in workplace and/or community settings. WIL includes practicum placements, Co-operative Education, paid work experience, internships, experiential learning, service learning, applied research, and community-engaged projects.



Other ST-16 Work-Integrated Learning Notes and Procedures

- 1** Special note is made of Health placements which may be sourced and allocated by Clinical Placement Coordinators and may involve the use of regional, provincial, and/or federal processes and procedures. In the event of a conflict or inconsistency with provincial and/or federal processes and procedures, the provincial and/or federal processes and procedures shall prevail.
- 2** International global experiences and programs, including but not limited to **field schools** and **COIL** (Collaborative Online International Learning), are governed by procedures as overseen by KPU International. Overseas or other significant travel, including field schools, are outside of the scope of this policy and may involve the **SR5 Insurance/Students Policy** as well as planning, and sign off, from KPU's Office of Organizational Risk Management, the relevant Dean's office, the AVP International, and The Office of the Provost and Vice President, Academic.
- 3** Work shadowing and field trips that are voluntary and not required as part of a course may involve, at the discretion of the Provost or designate and in consultation with the Office of Organizational Risk, additional or alternate procedures, including **SR5a - Final Release of Claims** and **SR5b - Final Release of Claims (Minor)** as well as planning with Dean's offices.
- 4** Apprenticeship programs and Continuing and Professional Studies may involve different processes and procedures. Apprenticeship programs are addressed in the **ST5 Work By Students in Vocational Programs Policy**.
- 5** Please note: Activities undertaken by students that are not part of academic requirements for a program or course, such as student employment at KPU, fall outside the scope of this document.

Further Resources:

The University of Victoria has a good page for **Co-op funding opportunities**.

Ontario has put out a very comprehensive guide, **A Practical Guide for Work-integrated Learning: Effective Practices to Enhance the Educational Quality of Structured Work Experiences Offered through Colleges and Universities**.

CEWIL, **Co-operative Education and Work-Integrated Learning Canada**, has a good guidebook, focused on practicum placements called the **Professional Practicum Clinical Placement for WIL Partners**.

SFU's Vancity Office of Community Engagement has good information on community research, including links to **RESEARCH 101: A Manifesto for Ethical Research in the Downtown Eastside**. And, the CERI **Community Resource Handbook** is also useful for community-engaged collaboration and research.

ACE/WIL has provided a comprehensive report of risk called **Work-Integrated Learning, Review of Risk Management: Legal, Safety and Liability Coverage for Students Working in Diverse Types of Work-Integrated Learning** (June 30, 2021). It includes Appendix A: Table of Risks and Description (Literature Review) and Appendix E: Employee of the Crown document outlining WorkSafe BC Coverage for the Ministry of Advance Education, Skills and Training.

Some of the key organizations in Canada, involved in community work and education, are **Community Based Research Canada**, **Universities Canada**, the **Association for Co-operative Education and Work-Integrated Learning BC/Yukon**, **Community Campus Engage Canada**, **Community Based Research Centre**, and **CEWIL** (Co-operative Education and Work-Integrated Learning Canada) Canada's resources on Work-Integrated Learning.

The **University of Toronto Experiential Learning Hub** includes relevant Guidelines and Procedures as well as **student learning modules**, including a **Work From Home Guide**.





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