

# Work-Integrated Learning



WILSON SCHOOL  
OF DESIGN

  
KPU RICHMOND  
CAMPUS



**Guidebook for Students**

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# Contents

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Policies and Procedures ▷	5
Conflict of Interest ▷	5
Criminal Record Check ▷	5
Work-Integrated Learning Form for Students ▷	6
Research Ethics Board ▷	6
Intellectual Property ▷	7
Preparing for your first day ▷	8
Cybersecurity and Work-Integrated Learning ▷	9
Code of Conduct ▷	9
Be Ready to Pivot ▷	10
Equity, Diversity, and Inclusiveness ▷	10
Harassment and Safety ▷	11
Student Rights and Responsibilities ▷	11
Duty to Report ▷	12
Wrapping up the Project ▷	12
Work-Integrated Learning and Competencies ▷	13
How to Apply Learning Outcomes to your Work-Integrated Learning Experience	14
Other ST-16 Work-Integrated Learning Notes and Procedures	15
Further Resources ▷	15

- ▷ 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 building facade with the letters 'KPU' in white on a dark red background. The building has a modern design with large glass windows and balconies. The background of the entire image is a clear blue sky with a tall, curved glass skyscraper on the right side.

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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. ▶

## Policies and Procedures

### STUDENTS MUST COMPLY AND ACT IN ACCORDANCE WITH:

- » KPU's policies and procedures
- » the rules and procedures of the external partner, and
- » any reasonable safety instructions and requirements of the external organization and/or discipline / industry

This includes the student responsibility to notify the instructor:

- » if there is any reason which may affect one's capacity to undertake the assignment, such as injury, illness or personal difficulty
- » of an immediate reporting of any incident/accident, work-related injuries, and unsafe act or condition the day of the incident/injury
- » any potential conditions which may involve a conflict of interest (see below)

## 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).

If you have a question about this, please check with your instructor to clarify if there is an issue, and notify your instructor of the need for a change, where applicable.

## 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 during your employment, occupation or education

In some cases, the external organization will facilitate the Criminal Record Check process, with a non-refundable fee of \$28. For an online KPU access code and KPU CRC procedures please contact **KPU's Lead Advisor, Work-Integrated Learning** or see this **FAQ information sheet**.

# Work-Integrated Learning Form for Students

There is a **short form** to keep track of Work-Integrated Learning initiatives for students. The form includes statements on intellectual property (see below for information) and confidentiality or ‘Non-Disclosure Agreements (NDAs).’ If you have any comments or questions, please check in with your instructor or **KPU’s Lead Advisor, Work-Integrated Learning**. The Faculty of Health typically has a different set of forms and these should be used, unless otherwise notified by your instructor.

## 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 your course instructor 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**.



# 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)** often treat IP as if you are 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**.

## Preparing for your first day

Appreciating your project context: do background research beforehand (websites, LinkedIn profiles)

Questions to ask your external partner when starting a Work-Integrated Learning opportunity:

What is the best way to contact you?

What will my hours of work be?

What do I need to know about working with your organization and community?

What are my duties?  
Are there duties I should not perform?

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

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

What is appropriate dress and presentation for your organization?

What is appropriate cell phone use while on work premises?

What should I do if I am ill and cannot attend a scheduled placement shift or meeting?

How can I best prepare for my placement?

What's the best procedure if I need to let you know that I will be late?

What can I do to ensure this is a successful experience for both of us?

If students are to work from home for their Work-Integrated Learning experience, they are asked to consider how to safely work from home. For any help with this, ask your instructor for resources such as the best way to **set up your chair and desk** and see below for cybersecurity protocols.



# Cybersecurity and Work-Integrated Learning

- 1** Students should familiarize themselves with the organization/workplace structure and cultural norms, including those around digital practices
- 2** Know what cyber-security risks you might face and how to minimize these when working with an external partner
- 3** Organizations increasingly have protocols for email, as well as the use of anti-virus software
- 4** Consider safe back-up processes and keeping all software up-to-date
- 5** Be aware of the provisions to keep information safe and private, including knowing how to safely handle, manage and store information
- 6** Please employ safe behavior online, including maintaining the same standards of honesty, respect, and consideration that you use face-to-face

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**.

## Code of Conduct

- 1** Students should maintain an awareness of external partner values, practices and general suitability
- 2** Familiarize yourself with the overall structure and operations of the organization, as well as the key policies, procedures and protocols that may affect you
- 3** Students will follow the code of conduct within the organization, including in communication and professional behavior (punctuality, dress standards, suitable online communication, proofread documents)
- 4** Never work under the influence of alcohol, drugs or any other substance, or if overtired
- 5** Students will comply with all confidentiality agreements, intellectual property arrangements and workplace security arrangements
- 6** Values of trust, honesty, collaboration, respect, dignity, and inclusion should be front of mind when communicating, as a student, with an external partner, both in-person and online
- 7** No person should misuse or misrepresent themselves or the university
- 8** Students should be aware that they have the right to keep their private information confidential (e.g. phone number, non-KPU email)

## Be Ready to Pivot

At KPU, Work-Integrated Learning is designed with learning outcomes in mind (see below). In some cases, the complexity of Work-Integrated Learning can be challenging and some of these tips might help:

- 1 Value what others bring: embrace the diverse perspectives that different stakeholders bring**
- 2 Be proactive: grab opportunities and take initiative to collaboratively work through challenges**
- 3 Seek advice and support from experts and stakeholders to manage changes in scope and timelines**
- 4 Be ready to pivot: be ready to adapt to unforeseen changes including changing a project entirely**
- 5 Come up with a productive ‘downtime’ activity (create a guidebook, brainstorm a deliverable that may be unexpected, but helpful)**
- 6 Consider how to start documenting and building your E-portfolio and or resume items**
- 7 Students can track their hours, if a requirement, using this [form](#) or a similar system.**

While you are doing all of these things, keep circling back to learning outcomes and think about learning one new thing each day, until you’ve met your goals, keeping in mind that these goals can change.

## 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 for Co-operative Education and Work-Integrated Learning BC/Yukon provides some resources. ACE/WIL provides this **worksheet** which gives WIL students with an 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.

## Harassment and Safety

All workplaces harbor some level of risk and young and new workers are at the highest risk. WorkSafeBC urges those in the workplace to follow safe work procedures and act safely in the workplace at all times. Students are responsible for seeking guidance from their instructor and supervisor concerning safety related knowledge and skills required to ensure safe performance in their University related activities. This may involve attending safety training programs and meetings, as instructed. Please ask questions if you are unsure of workplace safety.

Consider your own personal safety in any on-campus or off-campus Work-Integrated Learning activity. Do not tolerate unsafe conditions. Give a phone number to a friend, or relative so that they know where you are going to be when not on-campus. Also, consider do you need to disclose any personal or medical issues for safety reasons? If you have any concerns, please contact your instructor, **KPU's Student Rights and Responsibilities Office** at **srr@kpu.ca**, and/or **KPU's Lead Advisor, Work-Integrated Learning**.

Students should be aware of both the effect of creating an intimidating, humiliating, offensive, or hostile work environment and the personal responses that one can experience if they themselves have been harassed. If you have concerns about workplace bullying and harassment, please let your instructor know and/or consult provincial resources from **WorkSafeBC** and other **national resources**. Bullying and harassment may include behavior or comments like verbal aggression, insults, using derogatory names, harmful initiation practices, vandalizing someone's personal belongings, and spreading rumors maliciously.

## Student Rights and Responsibilities

**RIGHTS:** Students, as members of the University community, have **rights and responsibilities** as detailed through KPU's Student Rights and Responsibilities Office. The rights include, but are not limited to, the right to pursue their education in an environment that is safe, secure and conducive to learning; the right to be free from harassment, sexual harassment or violence, bullying or discrimination, indignity, injury or violence; the right to due process and procedural fairness; and, the right to have their privacy protected, consistent with University policy and privacy legislation.

**RESPONSIBILITIES:** Student **responsibilities** include, but are not limited to: following **KPU Policies and Procedures**; the expectation to act in keeping with the values of the University community and to obey local, provincial and federal laws; making the KPU community safe, respectful and inclusive; and the responsibility for resolving academic and personal problems by communicating with the appropriate University personnel. KPU has standards of conduct which require that students obey the law, be aware of and abide by University policies, behave in a safe and civil manner, demonstrate respect for members of the University's community, and demonstrate respect for the University's and its community members' property and resources. This is detailed in **ST 7 Student Conduct (Non-Academic) Policy**, while standards of academic conduct are described in **ST 2 Student Academic Integrity Policy**.

## Duty to Report

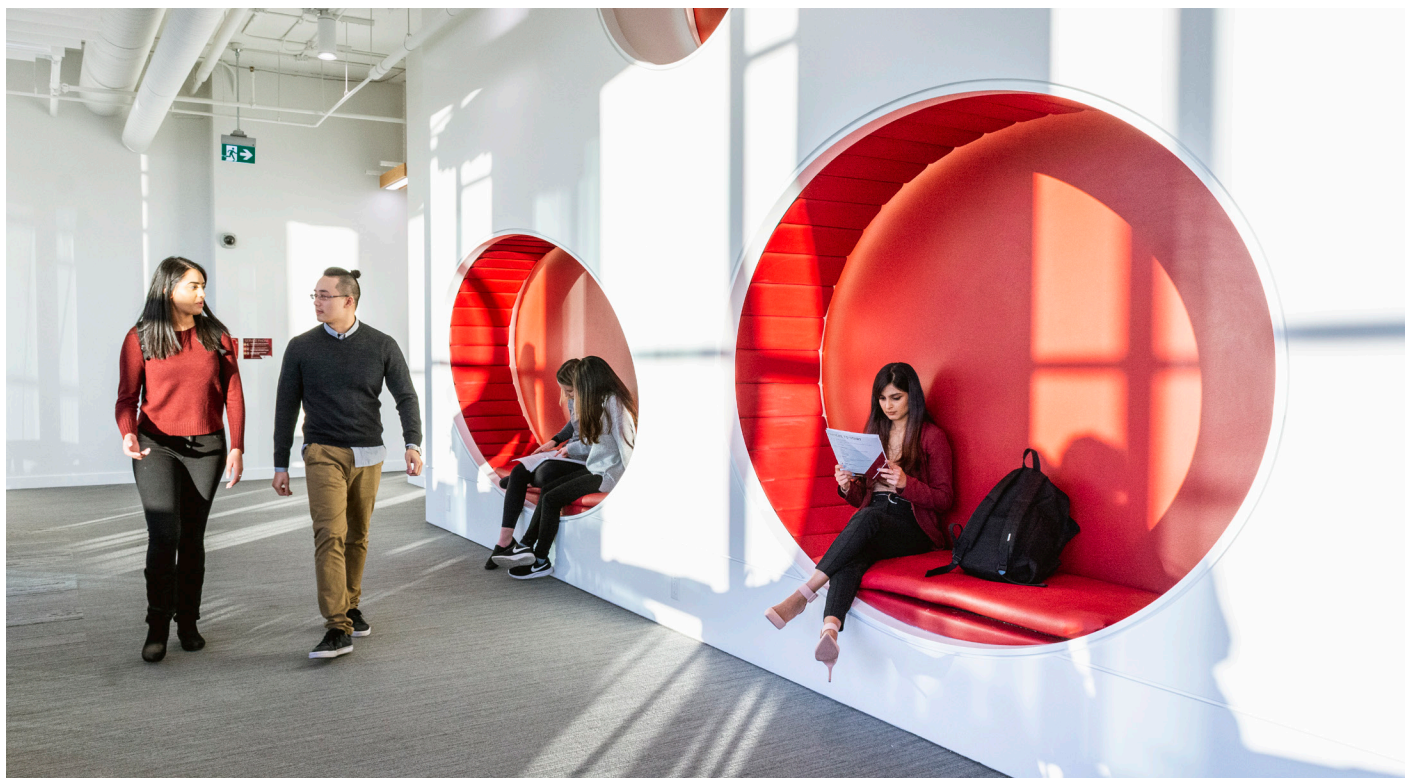
Students must immediately notify their instructor of any accident, injury or safety incident. Students should also inform their instructor and/or external organization representative of any incident, unsafe act or condition. It is critical that students recognize the limits in their expertise and capacity and take care not to exceed these limits. Students will terminate any activity if it becomes clear that there is a risk of harm.

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 are responsible, in this case, for filling out **WCB Form 6** which must be submitted directly to WorkSafeBC for all incidents resulting in work-related injuries. Please note that the form asks for student private information, including a Social Insurance number and your Health Number.

For questions and/or reporting of Sexual Violence and Misconduct, please tell your instructor, contact **KPU's Student Rights and Responsibilities Office** at **srr@kpu.ca**, and/or consult **SR 14 Procedures for Dealing with Sexual Violence and Misconduct**.

## Wrapping up the Project

- 1** Before your Work-Integrated Learning experience ends, send a quick email to formally thank your external partner(s) in writing. Keep the message focused, concise and professional and consider highlighting the key opportunities and achievements from your experience, acknowledging, specifically, how they may have helped you
- 2** Self-reflect on your Work-Integrated Learning experience (see Learning Outcomes)
- 3** Strengthen your professional profile, and update your resume and/or e-portfolio
- 4** Consider if it may be appropriate to stay in contact with members of your team or partner organization
- 5** Consider if you would like to take other **Work-Integrated Learning courses** to build on your experience
- 6** Consider applying for **KPU's Student Research and Innovation Grant** to continue to build on your experience



# Work-Integrated Learning and Competencies

**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.

## Other ST-16 Work-Integrated Learning Notes and Procedures

- 1 The policy will be implemented at the Faculty level with approval by the Dean, and as coordinated by The Office of the Provost and Vice President, Academic. Work-Integrated Learning (WIL) specific to applied research and innovation will be administered by the Office of the Associate Vice President, Research, Innovation and Graduate Studies.
- 2 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.
- 3 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.
- 4 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.
- 5 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**.
- 6 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.
  - 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.
- 7 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 Toronto Experiential Learning Hub** includes relevant Guidelines and Procedures as well as **student learning modules**.



[kpu.ca/wil](http://kpu.ca/wil)