Work-Integrated Learning (WIL) Framework:
Employability Skills and Micro-credentials

This framework is created in the context of the Consortium d'apprentissage expérientiel francophone de l'Ontario (CAPFO) to provide a starting point and structure for educators as they embark in the world of work-integrated learning (WIL).

First of all, what is CAPFO?

The Consortium d'apprentissage expérientiel francophone de l'Ontario (CAPFO) is a program led by eCampusOntario, a non-profit organization funded by the Ontario Ministry of Colleges and Universities. **This program aims to provide access to experiential learning tools and resources to the francophone and bilingual post-secondary institutions in Ontario.**

And why is this important?

As part of eCampusOntario's commitment to facilitate capacity and contribution, this initiative facilitates access to experiential learning (EL) and work-integrated learning (WIL) resources for francophone and bilingual educators while also increasing the access to EL and WIL opportunities for francophone and bilingual learners in a francophone minority context in Ontario.

What is experiential learning and work-integrated learning?

Experiential education, as defined by the Association of Experiential Education (AEE) "is a teaching philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities."[1]
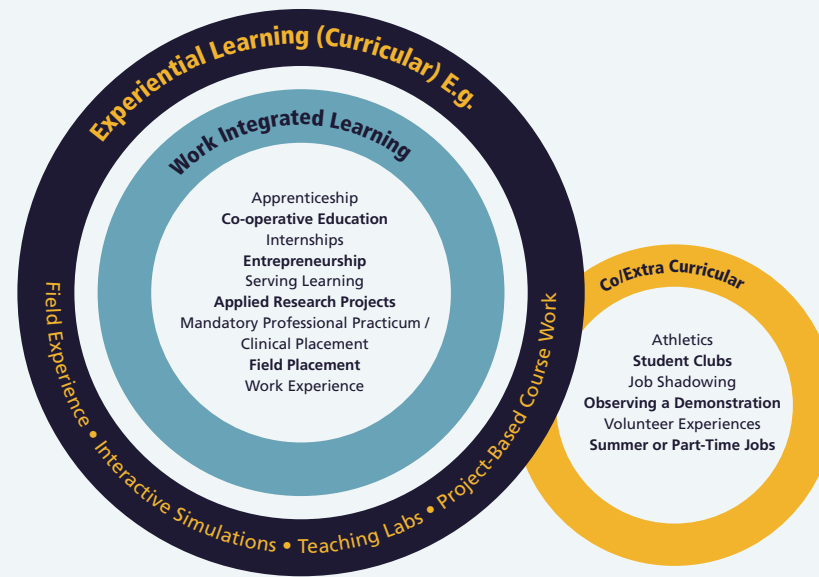
Work-integrated learning, on the other hand, is defined by the Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) as "a form of curricular experiential education that formally integrates a student's academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to: employability, agency, knowledge and skill mobility and life-long learning."[2]

Sources

1 Association of Experiential Education. (n.d.). What is Experiential Education. https://www.aee.org/what-is-experiential-education#:~:text=Experiential%20education%20is%20a%20teaching,to%20contribute%20to%20their%20communities

2 Co-operative Education and Work-Integrated Learning Canada. (n.d.). What is Work-Integrated Learning (WIL)? https://cewilcanada.ca/CEWIL/CEWIL/About-Us/Work-Integrated-Learning.aspx?hkey=ed772be2-00d0-46cd-a5b8-873000a18b41

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Depiction of experiential learning and work-integrated learning correlation

Experiential Learning (Curricular) E.g.

Work Integrated Learning

Apprenticeship
Co-operative Education
Internships
Entrepreneurship
Serving Learning
Applied Research Projects
Mandatory Professional Practicum /
Clinical Placement
Field Placement
Work Experience

Field Experience • Interactive Simulations • Teaching Labs • Project-Based Course Work

Co/Extra Curricular

Athletics
Student Clubs
Job Shadowing
Observing a Demonstration
Volunteer Experiences
Summer or Part-Time Jobs

○ Embedded in program or course design

○ Embedded in program or course design and includes 3rd party engagement, e.g. Employer, undustry or community partner

○ Student driven — may or may not be program related and is not embedded in program or course design.

Note: The image was created by Co-operative Education and Work-Integrated Learning (CEWIL) Canada.[3]

How to identify employability skills within an EL or WIL opportunity?

eCampusOntario proposes the employability skills chart created by the Agence universitaire de la francophonie (AUF) as a tool to parse information gathered from EL and WIL experiences in order to identify the employability skills of learners. You will find this table on the right.

Summary of Employability Skills

CATEGORY	SKILLS
Basic competencies	Reading, writing, arithmetic, using several languages and mastering digital tools
Socioemotional competencies	Recognizing one's own abilities, empathy, flexibility, adaptability, collaboration, communication, and concern for a job well done
Transferrable competencies	Learning, problem solving, critical, creative and innovative thinking, participation, taking responsibility and initiative, managing one's own work

Note: This table was created by the Agence universitaire de la francophonie.[4]

How do we micro-credential employability competencies once we have identified them?

We invite you to discover our micro-credential principles and framework on the next page. This framework will allow you to begin the micro-credentialing process for the competencies identified in EL and WIL experiences.

Sources

3 Co-operative Education and Work-Integrated Learning Canada. (n.d.). What is Work-Integrated Learning (WIL)?. https://cewilcanada.ca/CEWIL/CEWIL/About-Us/Work-Integrated-Learning.aspx?hkey=ed772be2-00d0-46cd-a5b8-873000a18b41

4 L'Agence Universitaire de la Francophonie. (2021). L'employabilité dans la formation universitaire en français dans les Amériques. https://www.auf.org/wp-content/uploads/2022/08/DRA_AUF_Rapport_Employabilite_2021.pdf

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Micro-credential Principles and Framework

Ready to launch a micro-credential initiative?

The eCampusOntario principles and framework is a great place to start. Join fourteen Ontario colleges and universities and contribute to the development of a nimble skills recognition system in Ontario and beyond. This framework was developed by a community working group of employers, colleges, universities and other public agencies dedicated to building a harmonized micro-credential ecosystem in Ontario. This is a living document. Partner organizations and institutions are encouraged to test this framework in their contexts and share their findings publicly to enable the development of a healthy micro-credential ecosystem that serves all Ontarians.

Principles

Relevance
Micro-credentials will only be issued for competencies that are currently relevant to the labour market. Relevance is achieved through consultation and partnership between employers and post-secondary institutions.

Verifiability
Micro-credentials will be verifiable, and integrity will be maintained.

Ownership
Once awarded, micro-credentials and associated data will be the property of the earner.

Extensibility
Micro-credentials will be designed to facilitate continuous pathway for lifelong learning, where possible.
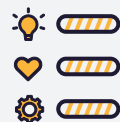
Framework

Issuing Body
Micro-credentials will be issued by an established agency, organization, institution, or employer.

Competency/skills targeted
Micro-credentials will adhere to harmonized skills and competency language and will be aligned with a common competency framework such as ESCO[1].

Outcomes
Micro-credentials will recognize performance competencies explicitly aligned to underlying knowledge, attitudes and skills.

Summative assessment
Micro-credentials will require evidence of achievement of outcomes. Evidence will be embedded and visible to employers.

Transcriptable
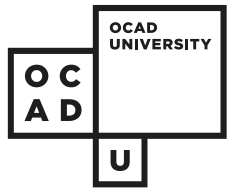Micro-credentials will be compatible with traditional transcripts, where possible.

Partner endorsement
Micro-credentials will be validated by industry partners/external bodies, where possible. This validation will confirm 1) the competency is in demand by industry and; 2) the established assessment is reflective of job performance in that industry.
[1] https://ec.europa.eu/social/main.jsp?catId=1326&langId=en

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The following institutions have adopted the Principles and Framework to guide ongoing micro-credential pilot projects:

CONESTOGA
Connect Life and Learning

GEORGE BROWN COLLEGE

HUMBER

Lambton College

LAURIER
Inspiring Lives.

OCAD UNIVERSITY

OntarioTech UNIVERSITY

Queen's UNIVERSITY

SAULT COLLEGE

St. Lawrence College

UNIVERSITY OF WATERLOO

University of Windsor

Western ContinuingStudies

YORK U
UNIVERSITÉ UNIVERSITY

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