

ACE-WIL BC/ YUKON: INTERNSHIP PROGRAM QUALITY STUDENT PREPARATION 2020

QUALITY WIL PREPARATORY CURRICULUM FRAMEWORK

AIMS: Learning Outcomes & Content	<i>Program objectives and expectations:</i> Reflective practice is integrated throughout the curriculum to support students in their thinking about what they know, what they can do, where to transfer their knowledge, to make meaning of their experiences, to draw on experiences and transfer between diverse contexts. Understand value of experiential education. <i>Self discovery tools:</i> Identify skills, accomplishments, strengths, values, and interests and apply them to career planning and objectives. Carry out inventory or personal assets as a self-reflection process before the career planning process. <i>Application documents:</i> Research the industry and occupation and launch an internship search. Collect, analyze, and integrate industry and occupational information, trends, and language. Design effective resumes and cover letters according to industry, professional standards and expectations. Describe the purpose and cultural context of resumes. Refresh the resume and strengthen cover letter. Develop leads list based on industry research. <i>Communication skills:</i> Describe the purpose and cultural context of resumes, cover letters and online platforms. Understand digital media and the career, career conversations event, discussion forums, and reflections. <i>Interview skills and mock interview:</i> Demonstrate essential interview and negotiating skills. Develop and practice interview skills: prepare for the interview, practice, and record of mock interviews, get feedback and reflect. Negotiate offers and understand expectations. <i>Networking skills:</i> Build and manage strategic online profiles using career- related platforms. Conduct effective outreach and manage contacts with industry. Networking: build and manage a professional network. <i>Transition to the workplace/ practice setting:</i> Display positive interpersonal skills and professional relationship-building methods. <i>Rights and responsibilities of employers and self as employee:</i> Develop intercultural competencies and embrace diversities. Understand industry and corporate language.
ACHIEVEMENTS: Assessment & Evaluation	<i>Program objectives and expectations:</i> Mandatory components are graded by facilitator with satisfactory/ unsatisfactory grade. Without completing, students do not qualify for internship. Some activities are optional and not graded, students may request feedback on activities at any time from facilitator. <i>Self discovery tools:</i> Personal assets inventory as self-assessment (better understand who you are, what have to offer, and what kind of internships are a great fit). Develop online profiles and submit for feedback. Reflect on goals for future competency development by aligning to competency frameworks. Develop tools for reflective learning/ self-assessment with ways to express competencies. <i>Application documents:</i> Submit resume and cover letter for feedback.

	<i>Communication skills:</i> Participate in discussion around case studies and scenarios on managing offers and negotiation. In online course, students do a lot of sharing and reflection on all assignments. An example: reply to a colleague's post by reflecting or observing on similarities in your responses or by providing any suggestions for leads that relate to their areas of interest or challenges based on own career experience. <i>Interview skills and mock interview:</i> Conduct mock interviews. Students prepare responses to interview questions. Video record and reflect on interview practice. Undertake peer review process, compare assessments, and engage in discussion on results. <i>Networking skills:</i> Attend networking events. Track networking activities and progress. Arrange informational interviews and include reflection in a public posting and reflection of cohort's reflection. Develop leads list based on industry research.
ACTIONS: Learning & Teaching Process & Procedures	<i>Program objectives and expectations:</i> Universal design for learning in an inclusive environment. Multiple modes of accessing tutorials (video, audio, text) without restrictions on access to the content or number of times quizzes can be taken. The first unit is about experiential learning: What is it? Why is it relevant to me? Apply knowledge of how program works as an educational model versus academic model of learning. Utilize self-reflection strategies to make meaning out of experiences. <i>Self discovery skills:</i> Personal assets inventory workbook: brainstorming, peer feedback, posting reflections and responding to a post. Conduct a personal gap analysis against a new-graduate job posting to list personal competencies and reflect on areas for growth. Integration to future workplaces by asking students how and where they will acquire the required skills. This is the skill gap analysis for new-graduate jobs by connecting future jobs and skill development to goal setting to acquire missing skills. Students can pick specific internship jobs that will provide specific missing skills that new-graduate jobs are asking for. <i>Application documents:</i> Compare samples of resumes and cover letters. Select a real position and target the application: draft a resume and cover letter. Qualitative feedback on cover letter and resume assignment (unlimited number of submissions, unsatisfactory is not a fail, students can get feedback and re-submit). <i>Communication skills:</i> Learn to construct knowledge and meaning by working in collaboration on activities and tasks; encourage sharing to engage and empower students through team-based sharing, discussion, and feedback. Share information in an online forum, in small groups, peer to peer, in conferences, and with an advisor. Participate by blogging and publicly shared posts, sharing and commenting on other's posts for a constant peer-to-peer exchange, overcome challenges, share assignments and reflections, and peer feedback. Effective intercultural communication as an optional course. <i>Interview skills and mock interview:</i> Interview preparation includes working in small groups to practice interviews and record them. Reflect and review. Mock interviews: department does not pull-on specific people in the industry, instead pull-on members within the university that students do not know. Follow up with a thank you letter emailed and cc'd to the instructor. Conduct an informational interview, post reflection about lessons learned and ways to move forward. Reflect with peers. <i>Networking skills:</i> Survey questions provide context, self-assess the quality of performance at networking event.

Networking component includes mandatory networking event. The reflection includes a leads list with targeted and researched organizations.

Transition to the workplace/ practice setting:

Learning about reflection in places of work and after work experiences, reflect on how learnings impact academic studies.

Rights and responsibilities of employers and self as employee:

Resources on how to communicate in a culturally diverse workplace and on intercultural competencies.

Online tutorial about cultural agility followed by a virtual classroom session with invited Indigenous representative for presentation, question, and answer.

Institutional supports and resources:

Facilitator guide for courses and workshops.
Student handbook.
Career services website and career portal; Career management center.
Center for accessible learning.
Online learning community.
Effective intercultural communication course.

Student services in mental health, counselling, awards, activities, advising.
Care team of managers within student services help with student engagement, success, coaching, counselling.
High risk travel release form, resources for study abroad include general preparation, checklists, and pre-departure orientation handbook.
Resources on industry and corporate language.