



Higher Education
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Barriers to Work-integrated Learning (WIL) Opportunities Appendix

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Appendix A: Online Survey Instrument

Landing Page:

The Higher Education Quality Council of Ontario (HEQCO) is looking to better understand the barriers to student participation in work-integrated learning (WIL) opportunities and how these challenges are best overcome. The WIL typology adopted by HEQCO recognizes seven types of WIL: apprenticeships, field experience, mandatory professional practice, co-op, internships, applied research projects and service learning. For this study, all WIL types except apprenticeships are being considered.

An important component of this study is a survey of Ontario postsecondary educational programs offering WIL experiences. The survey is approximately 30 to 45 minutes in length, depending on your answers, and can be completed over multiple sessions.

Your ideas and those of other stakeholders from all postsecondary institutions across Ontario will help build a list of effective practices that address student challenges.

Participation is voluntary. Neither you nor your institution will be identified in the report.

If you have any questions about the survey, please contact Rob Assels, Research Director, R.A. Malatest & Associates Ltd. at 1-877-782-4816 or via email at r.assels@malatest.com. If you have any questions about the project, please contact Alexandra MacFarlane, Manager, Centre for Learning Outcomes Assessment, HEQCO, at 416-314-8642 or amacfarlane@heqco.ca.

If this is your first time visiting this page, please obtain an access code that will allow you to return to complete the survey in multiple sessions.

If you don't have an access code, please click here

If you are returning to this page, please enter your access code and then click the enter button

Enter

ABOUT YOUR INSTITUTION

AY1 What is the name of your institution?

AY1a Please specify your institution's name.

AY1b Please indicate your role with respect to WIL.

- Manager of WIL Department
- WIL Coordinator
- Academic Lead
- Administrator
- Other (SPECIFY)

AY1e Approximately how many years have you been involved with WIL?

- _____ years
- Don't know

TYPES OF WIL PROGRAMS

TW1 With which types of WIL programs are you involved?

Select all that apply. If more than two options are chosen, two WIL program types will be randomly selected to be explored in this survey. As a result, the remaining questions in this section will be repeated for each WIL program type randomly selected.

- Co-ops
- Internships
- Field Experiences
- Applied Research Projects
- Mandatory Professional Practices
- Service-Learning experiences
- Don't know/No answer [go to end]

TW2 Which of the following best describes the management of the [response from TW1] program at your institution?

- Centralized
- Decentralized
- Mixed
- Don't know

TW3 In what year of study are the [response from TW1] first offered to students?

- First year
- Second year
- Third year
- Fourth year
- OTHER (PLEASE SPECIFY)
- Don't know

TW4 How regularly are the [response from TW1] offered? (Select all that apply)

- Once
- Every semester
- Every year
- Alternating semesters
- Every other year
- OTHER (PLEASE SPECIFY)
- Don't know

TW5 Thinking about the majority of [response from TW1] at your institution, how long does the WIL typically last? (One Answer Only)

- _____ Days
- _____ Weeks
- _____ Months

- Don't know
- TW6 Which of the following best describes the location of the [response from TW1]?
- On campus
 - Off campus
 - Both
 - Don't know/No answer
- TW7 Which of the following best describes the students' remuneration for the [response from TW1]?
- Paid
 - Unpaid/Volunteer
 - Both
 - Don't know/No answer
- TW8 Do students obtain a course credit for the [response from TW1] program?
- Yes
 - No
 - Sometimes
 - Don't know/No answer
 - Other (PLEASE SPECIFY).
- TW9 Is the [response from TW1] program compulsory or optional?
- Compulsory
 - Optional
 - Both
 - Don't know/No answer

STUDENT AWARENESS AND PROMOTION OF WIL

In order for students to participate in WIL, they must first have an awareness that WIL opportunities are offered as part of their chosen field of study. Even though a student may have an awareness of the concept of WIL, they may still be hesitant to engage due to uncertainty about what a WIL experience entails and what would be required in order for them to participate.

- P1 How are WIL programs promoted to students at [answer from AY1 or AY1a]?
-
- Don't know
- P3 Generally speaking, how aware do you think students are of the availability of WIL programs at [answer from AY1 or AY1a]?
- Very aware
 - Somewhat aware
 - Not very aware
 - Not at all aware
 - Don't know
- P5 In your opinion, how effective are the following strategies at helping students consider WIL programs?

Programmer note: Rotate options except for i	Very effective	Somewhat effective	Not very effective	Not at all effective	Have Not Tried
a. Events (e.g., career fairs) showcasing WIL programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Inventory of WIL programs for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Case studies/testimonials of previous student experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Social media presence of WIL programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Faculty champions to promote WIL programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Lecture/class visits to promote WIL programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. High school outreach to promote WIL programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Employers advertising and promoting WIL experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Marketing materials specific to WIL programs other than those mentioned above (Please specify other marketing materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS AND PREPAREDNESS FOR WIL

Student expectations and preparedness can have a great impact on their WIL experience.

EP1 Some students have job expectations beyond what their skills and experience can justify. What strategies has [answer from AY1 or AY1a] used to ensure students' job expectations are realistic?

-
- None
 - Don't know

EP2 How effective are the following strategies and tools at helping students set realistic WIL expectations?

Programmer note: Rotate options	Very effective	Somewhat effective	Not very effective	Not at all effective	Not tried
a. Seminars and group presentations discussing WIL expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In class discussions/assignments about WIL expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Program graduates speak about their experiences in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. One-on-one discussions about WIL expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Pre-participation expectation and outcome guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EP4 Students rely on their institutions to help them prepare for their WIL opportunity. What strategies and tools has [answer from AY1 or AY1a] used to prepare students for their WIL experience?

- None
- Don't know

EP5 How effective are the following strategies and tools to ensure students are prepared **to secure** a WIL experience?

Programmer note: Rotate options	Very effective	Somewhat effective	Not very effective	Not at all effective	Not tried
a. Structured preparatory WIL course; optional or pre-requisite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Program graduates speak about their experiences in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Online support materials/tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. On-demand workshops on resume writing, networking, interviews, and related topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Resume building software to assist students with job applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programmer note: Rotate options	Very effective	Somewhat effective	Not very effective	Not at all effective	Not tried
f. One-on-one career advising and vocational coaching sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Dedicated WIL advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Ensuring the student meets the preparatory requirements for the placement such as: general Occupational Health and Safety, vaccinations, first aid certificate, Criminal Record Check, and Vulnerable Sector Check or health checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. E-portfolio options [Programmer Note: add hover with definition: “a digital collection of files to represent learning and achievements”]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Mentor to aid with the job searching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Offer an online application process for both students and employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Offer students in-class time to look for jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Offer alternate form of interviewing (e.g., Skype)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EP6 How effective are the following strategies and tools to ensure students are prepared **to complete** a WIL experience?

Programmer note: Rotate options	Very effective	Somewhat effective	Not very effective	Not at all effective	Not tried
a. Structured preparatory WIL course; optional or pre-requisite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Work-ready skills test/program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programmer note: Rotate options	Very effective	Somewhat effective	Not very effective	Not at all effective	Not tried
c. Expectation and outcome guide(s) provided to students prior to participation in WIL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Program graduates speak about their experiences in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Online support materials/tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. On-demand workshops on resume writing, networking, interviews, and related topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Dedicated WIL advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Learning agreement/contract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BALANCING COMMITMENTS

Students can find it challenging to keep up with both their academic work and their work placement. This balance may be especially challenging for students with part-time jobs and/or family commitments.

BC1 How aware do you think students are of the challenges of balancing their WIL requirements with other commitments?

- Very aware
- Somewhat aware
- Not very aware
- Not at all aware
- Don't know

BC2 What strategies and tools does [answer from AY1 or AY1a] use to help WIL students with time-management issues?

-
- None
 - Don't know

BC3 Which of the following strategies and tools has [answer from AY1 or AY1a] found effective in helping students to manage their time with respect to participating in WIL?

Programmer note: Rotate options	Very effective	Somewhat effective	Not very effective	Not at all effective	Not tried
a. Offer one-on-one support / mentor to provide advice on time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Allow students to take an additional course during their work term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provide time management seminars/tutorials/guides/materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide assistance/advice on where to find assistance in managing caring responsibilities (e.g., child care, family with special needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LOCATION AND TIMING OF WIL

The timing and location of some WIL placements has an impact on a student's decision whether or not to participate. Some students are concerned that the WIL component of their program will delay their graduation and prefer not to interrupt their program to participate in a WIL opportunity. Mature students for example may already have many of the job-ready skills required for the work placement and may prefer to complete their studies as soon as is possible. The location of the workplace can also be a challenge for students, particularly if they have to relocate due to commuting distance and/or availability of public transit. For some, the availability and/or affordability of accommodation can also be an issue.

P6 Some students are concerned that the WIL component of their program will delay their graduation. In the case of the WIL opportunities you're involved with, is that an accurate perception?

- Very accurate
- Somewhat accurate
- Inaccurate
- Not applicable

LT1 How effective is promoting the advantages of relevant work experience in encouraging students to participate in WIL?

- Very effective
- Somewhat effective
- Not very effective
- Not at all effective
- Not applicable

LT2 The location of the workplace can be a challenge for students, particularly if they have to relocate. What supports and/or strategies does [answer from AY1 or AY1a] provide to assist students who have to relocate for their work placement?

-
- None
 - Don't know

WORK RELATED EXPENSES

One of the biggest challenges WIL students experience is work related expenses and unexpected financial costs. Students are concerned that they will incur additional debt related to WIL due to costs associated with relocating, commuting, work related clothing or equipment, childcare or other family obligations.

WE1 What strategies and tools does [answer from AY1 or AY1a] use to prepare students financially for their work placement?

-
- None
 - Don't know

WE2 Which of the following strategies has [answer from AY1 or AY1a] found effective in ensuring students are not financially surprised by their work experience?

Programmer note: Rotate options	Very effective	Somewhat effective	Not very effective	Not at all effective	Not tried
a. Explain fully the costs of relocating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Encourage students to budget/save for their WIL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encourage students to calculate their work related costs (e.g., uniforms, steel toed boots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide assistance/advice on where to find assistance in managing caring responsibilities (e.g., child care, family with special needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WE3 Does [answer from AY1 or AY1a] provide students with any financial support for the following: (CHECK ALL THAT APPLY)

- Commuting
- Relocation/Moving
- Work clothing (e.g., uniform, steel toed boots)
- Assistance with caring responsibilities (e.g., child care, caring for family members with special needs)
- Other (SPECIFY)
- None of the above

- Don't know

WE4 Some internships can last up to 16 months, which will trigger OSAP payments. This is no longer a barrier as OSAP now recognizes this. Students can complete the "Continuation of Interest Free Status" form indicating they are still in school and the WIL is part of their program. Has [answer from AY1 or AY1a] done any of the following? (CHECK ALL THAT APPLY)

- Informed WIL students
- Informed faculty
- Updated marketing materials
- None of the above
- Don't know

WIL COMPENSATION

Some students are reluctant to give up an existing job to enter a WIL program. They are concerned they will not be able to return to the job when the WIL has ended. While some WIL opportunities are paid placements, many are non-paying or offer small stipends which reinforce a student's reluctance to give up existing jobs.

WC1 What strategies does [answer from AY1 or AY1a] use to address student concerns with respect to giving up their current job?

-
- None
 - Don't know

WC2 How effective are the following strategies at addressing their concerns?

Programmer note: Rotate options	Very effective	Somewhat effective	Not very effective	Not at all effective	Not tried
a. Only offer paid positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Encourage students to maintain open lines of communication with their current employer(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Promote the advantages of relevant work experience in a competitive job market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WC3 Some students may find registration fees put a WIL opportunity out of their reach. Does [answer from AY1 or AY1a] provide any of the following to assist students with WIL registration fees?

- Scholarships
- Bursaries
- WIL programs that do not require registration fees
- Other (SPECIFY)
- Don't know

EQUITY AND ACCESS

For a number of students access to WIL is especially challenging. Students facing physical, mental or social challenges encounter a number of barriers unique to their circumstances. Other equity and access issues that may put WIL opportunities out of reach for some students include registration fees and grade eligibility requirements for some WIL programs.

BA1 What strategies has [answer from AY1 or AY1a] implemented to assist students facing physical, mental or social challenges enter and complete WIL programs?

-
- None
 - Don't know

BA2 How effective are the following strategies and tools at assisting students facing physical, mental or social challenges enter and complete the WIL component of their program?

Programmer note: Rotate options	Very effective	Somewhat effective	Not very effective	Not at all effective	Not tried
a. Advice on where to find assistance in managing caring responsibilities (e.g., child care, family with special needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A preparatory WIL course designed to help all students face challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. On-demand workshops on topics such as resume development, professional networking, interviews, social media/digital networking, and career development tailored to students facing physical, mental, or social challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. An accessibility advisor to work with student and employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. One-on-one career advising and vocational coaching sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. A workplace transition consultant to support students in advocating for the accommodations they need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Dedicated WIL advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programmer note: Rotate options	Very effective	Somewhat effective	Not very effective	Not at all effective	Not tried
h. Access to other types of WIL if a particular WIL experience is not suitable for student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Additional assistance identifying and pursuing WIL opportunities that are a good fit for their abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BA3 Some students may not meet the academic requirements to be eligible to register for a WIL. Can [answer from AY1 or AY1a] faculty request exceptions to allow the student entry into the WIL?

- Yes
- No
- Don't know

BA4 If a student is not eligible for a WIL program, does [answer from AY1 or AY1a] offer the student entry into another type of WIL program?

- Yes → Please specify alternate type(s) of WIL programs offered
- No
- Don't know

BA5 For what other demographic groups has [answer from AY1 or AY1a] developed strategies to facilitate their participation in WIL programs? (PLEASE ENTER THE GROUP AND THE STRATEGY)

-
- None
 - Don't know

International Students

International students face unique challenges to participating in WIL programs. These may include: English language competency; limited knowledge about the local labour market and workplace culture; prolonging their periods of study; employer attitudes and perceptions; and delays due to obtaining work permits.

IS1 What strategies and tools has [answer from AY1 or AY1a] implemented to assist international students to enter and complete WIL programs?

-
- None
 - Don't know

IS2 We are interested in the efficacy of the strategies [answer from AY1 or AY1a] has implemented to mitigate those challenges. How effective are the following strategies at allowing international students to enter and complete the WIL component of their program?

Programmer note: Rotate options	Very effective	Somewhat effective	Not very effective	Not at all effective	Not tried
a. Encourage international students to apply for work visas in first year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Work with international students to prepare them for job interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Assist international students in getting their work visas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Inform international students about the specific workplace and cultural aspects of the host or partner industry and employer expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provide a structured preparatory WIL course tailored to international students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Offer on-demand workshops on topics (e.g., resume development, professional networking, interviews, social media/digital networking, and career development) tailored to international students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Host employer event showing how to recruit international talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Offer one-on-one career advising and vocational coaching sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Have an international student dedicated WIL advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Assist international students in obtaining work placements outside of Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORMAL POLICIES

- FP1 Which of the following best describes the formal policies at [answer from AY1 or AY1a] to help students overcome barriers and increase student participation in WIL?
- Policies are currently in place

- Policies are under consideration [go to FP2a]
- No formal policies are planned at this time [go to OC]
- Don't know [go to OC]

FP2 What specific policies do you feel have been the most effective at promoting WIL programs at [answer from AY1 or AY1a]?

- None
- Don't know

Programmer note: If FP1= 'Policies are under consideration', ask FP2a

FP2a What specific policies are under consideration at [answer from AY1 or AY1a] to help students overcome barriers and increase student participation in WIL?

- None
- Don't know

OTHER CHALLENGES TO STUDENT SUCCESS

OC Are there any other challenges WIL students face that were not covered in this survey? Does [answer from AY1 or AY1a] have a strategy to address these? (PLEASE SPECIFY CHALLENGES/STRATEGIES BELOW)

- None
- Don't know

FINDINGS

Thank you for responses. When the results are tabulated, we would like to validate them with several WIL stakeholders. If you would like to participate in a follow up interview to help us interpret the survey results, please provide your contact information below.

Name:

Phone:

Email:

- No, thanks. I do not wish to participate in a follow up interview.

Thank you for your time.

Click here to submit.

You will then be brought to HEQCO's home page

Appendix B: Post-survey Interview Guide

Barriers to Work-Integrated Learning (WIL) Opportunities

Post Survey Interview Guide

The Higher Education Quality Council of Ontario (HEQCO) is looking to better understand the barriers to students participating in work-integrated learning (WIL) opportunities and how these challenges are best overcome. R.A. Malatest & Associates Ltd. had been mandated with the task of identifying best practices associated with WIL opportunities.

You recently completed a survey about the strategies Ontario postsecondary educational programs offering WIL experiences employ to help increase student participation. We are now conducting interviews to further explore topics introduced in the survey.

The interview will last approximately 60 minutes, depending on your answers. We will have an informal discussion about the topic areas outlined in this guide. We hope to audio record your interview to ensure that the information you provide is documented accurately. The recording will only be heard by the researchers and will be destroyed after the submission of the final report.

Confidentiality and Anonymity:	All of the information that you share during your interview will remain anonymous for reporting purposes. This means that only researchers at R.A. Malatest & Associates Ltd. will have access to identifying information in connection with interview findings. More information on our privacy policy can be found on our website at http://www.malatest.com/Privacy.htm
Informed Consent:	Prior to beginning your interview, we will confirm that you have no questions about the objectives of the study or the purpose of the interview. Your participation is voluntary. We will ask your permission to begin the interview and the recording.
Questions:	If you have any questions about this interview, please feel free to contact Rob Assels, Research Director, at 877-782-4816 or via email at r.assels@malatest.com . If you have any questions about this project, please contact Jackie Pichette, Manager, Centre for Learning Outcomes Assessment, HEQCO, at 416-314-8642 or jpichette@heqco.ca .

INTRODUCTION

I would like to begin by learning a bit about your involvement with the WIL opportunity offered in your program.

1. You indicated in your survey that you are a [Title] at [institution]. You also noted that have been involved with WIL for [length at institution] years, and you are involved in [WIL]. Is this correct?

2. Are there any other WIL programs at your institution that you can speak to?

We received a good response to our survey; with representation from all but one university in the province. We understand that there are many different types of WIL and that each institution and even departments within an institution approach WIL differently. As a result, some of the survey questions may not have been particularly relevant/applicable with respect to the type(s) of WIL in which you are involved. We want to explore with you some of the survey results and better understand the nuances among WIL programs with respect to the use of and effectiveness of various strategies applicable to the different types of WIL experiences. Should you find that a particular set of questions are not relevant and/or applicable to a particular WIL, please let us know and we can skip the question. Alternatively, we welcome your perspective on any of the topics mentioned as they pertain to the type of WIL you are involved in. If a question is not relevant, please feel free to comment on the topic as it relates (or why it doesn't relate) to the WIL in which you are involved.

STUDENT AWARENESS, EXPECTATIONS AND PREPAREDNESS FOR WIL

Some of the topics our survey looked at centered on student awareness, expectations and preparedness for WIL opportunities.

You may recall that you were asked to rate the effectiveness of some strategies to promote WIL and help students consider participating in WIL opportunities/programs. Of those who used a named strategy, some of the strategies found to be effective were:

- Case studies/testimonials of previous student experiences
- Faculty champions to promote WIL programs
- Lecture/class visits to promote WIL programs
- Events (e.g., career fairs) showcasing WIL programs

3. Do you have experience with any of these strategies?

If yes:

- i. What are some of the challenges in implementing them?

If no:

- ii. What would you say is your top strategy for promoting WIL opportunities to students?
- iii. Can you please explain how you implement this strategy?

Some of the strategies found to be effective in preparing students to secure a WIL experience were also found to be effective in preparing students to complete a WIL experience. These include:

- Having a dedicated WIL advisor
- Structured preparatory WIL course; optional or pre-requisite
- One-on-one career advising and vocational coaching sessions
- Program graduates speak about their experiences in class

4. Do you have experience with any of these strategies?

If yes:

- i. What are some of the challenges in implementing them?
- ii. Are these strategies used for preparing students to secure and complete a WIL experience or do you use a different strategy? If so, please explain.

If no:

- iii. What would you say is your top strategy for preparing students to secure and complete a WIL experience?
- iv. Can you please explain how you implement this strategy?

BALANCING COMMITMENTS

Students can find it challenging to keep up with both their academic work and their work placement. This balance may be especially challenging for students with part-time jobs and/or family commitments. Survey respondents noted that offering advice or assistance, especially one-on-one support / mentorship, on time management were the most effective strategies to help students manage their time with respect to participating in WIL.

5. In general, do you find that students involved in WIL in your department/ program have time management issues with respect to participating in WIL?

If yes, ask:

- i. What is the top strategy you use to help students with time management as it pertains to their involvement in WIL?
- ii. Are there any challenges in implementing this strategy?

LOCATION OF WIL

The location of some WIL placements has an impact on a student's decision whether or not to participate. For some, the availability and/or affordability of accommodation can be an issue.

6. Does the type(s) of WIL you are involved in require students to relocate for their work placement?

If yes, ask:

- i. What do you find is the most effective strategy to assist students who have to relocate for their work placement?
- ii. Are there any challenges in implementing this strategy? Any challenges with respect to Rural/Urban locations of WIL opportunities?

WORK RELATED EXPENSES AND COMPENSATION

Some students experience work related expenses and unexpected financial costs associated with the work component of their program. Some are concerned that they will incur additional debt related to WIL due to costs associated with relocating, commuting, work related clothing or equipment, childcare or other family obligations.

Our study found that of the respondents who used strategies at ensuring students are not financially surprised by their work experience; the following strategies were found to be effective:

- Encourage students to calculate their work related costs (e.g., uniforms, steel toed boots)
- Provide assistance/advice on where to find assistance in managing caring responsibilities (e.g., child care, family with special needs)

7. Do you have experience with any of these strategies?

If yes:

- i. What are some of the challenges in implementing them?

If no:

- ii. What would you say is your top strategies for ensuring students are not financially surprised by their work experience?

8. For students involved in WIL in your department/ program, does the dilemma of having to give up a current job for a WIL opportunity frequently come up as an issue for students?

If yes, ask:

- i. What have you found to be the most effective strategy to address students concerns with respect to giving up their current job?
- ii. Are there any challenges in implementing this strategy?

EQUITY AND ACCESS

For a number of students access to WIL is especially challenging. Students facing physical, mental or social challenges encounter a number of barriers unique to their circumstances.

Strategies that were effective at assisting students facing physical, mental or social challenges enter and complete the WIL component of their program included:

- One-on-one career advising and vocational coaching sessions
- A workplace transition consultant to support students in advocating for the accommodations they need
- Dedicated WIL advisor

9. Do you have experience with any of these strategies?

If yes:

- i. What are some of the challenges in implementing them?

If no:

- ii. What would you say is your top strategies for ensuring students are not financially surprised by their work experience?

INTERNATIONAL STUDENTS

International students face unique challenges to participating in WIL programs.

The study identified four effective strategies at allowing international students to enter and complete the WIL component of their program:

- Assist international students in getting their work visas
- Work with international students to prepare them for job interviews
- Have an international student dedicated WIL advisor
- Offer one-on-one career advising and vocational coaching sessions

10. Do you have experience with any of these strategies?

If yes:

- i. What are some of the challenges in implementing them?

If no:

- ii. What would you say is your top strategy for ensuring international students enter and complete the WIL component of their program?

FORMAL POLICIES

Survey results indicate that the extent to which an institution has formal policies in place to help students overcome barriers and increase student participation in WIL varies depending on type of WIL experiences offered.

11. What policies at your department/institution do you find to be most effective in helping students overcome barriers and increase student participation specific to the type(s) of WIL in which you are involved?
12. Are there any policies specific to the type(s) of WIL you are involved in that you would like to see in place at your department/institution?
 - i. Do you see any challenges to having them adopted?
13. Do you have any final comments that you would like to make regarding strategies and/or best practices associated with WIL opportunities?
14. We are looking to contact employers and industry associations to get their take on WIL programs. Do you have any relationships through your WIL programs with individuals from these stakeholder groups that you suggest we contact? Can you provide contact info?

Thank you very much for your time.

Appendix C: Employer/Host Organization Interview Guide

Barriers to Work-Integrated Learning (WIL) Opportunities Employer/Host Organization Interview Guide	
<p>The Higher Education Quality Council of Ontario (HEQCO) is looking to better understand the barriers to students participating in work-integrated learning (WIL) opportunities and how these challenges are best overcome. R.A. Malatest & Associates Ltd. had been mandated with the task of identifying best practices associated with WIL opportunities.</p> <p>An important component of this study involves speaking with employers/ host organizations about their experience with WIL programs in Ontario postsecondary institutions.</p> <p>The interview will last approximately 45 minutes, depending on your answers. We will have an informal discussion about the topic areas outlined in this guide. We hope to audio record your interview to ensure that the information you provide is documented accurately. The recording will only be heard by the researchers and will be destroyed after the submission of the final report.</p>	
Confidentiality and Anonymity:	<p>All of the information that you share during your interview will remain anonymous for reporting purposes. This means that only researchers at R.A. Malatest & Associates Ltd. will have access to identifying information in connection with interview findings. More information on our privacy policy can be found on our website at http://www.malatest.com/Privacy.htm</p>
Informed Consent:	<p>Prior to beginning your interview, we will confirm that you have no questions about the objectives of the study or the purpose of the interview. Your participation is voluntary. We will ask your permission to begin the interview and the recording.</p>
Questions:	<p>If you have any questions about this interview, please feel free to contact Rob Assels, Research Director, at 877-782-4816 or via email at r.assels@malatest.com.</p> <p>If you have any questions about this project, please contact Jackie Pichette, Manager, Centre for Learning Outcomes Assessment, HEQCO, at 416-314-8642 or jpichette@heqco.ca.</p>

INTRODUCTION

I would like to begin by learning a bit about your company/organization and its involvement with providing WIL opportunities.

1. Could you briefly describe your company/organization and your role?
2. How did your company/organization first become involved with providing WIL opportunities?
 - i. Were you approached by an institution, student or someone else?

- ii. How long has your company/organization been providing WIL opportunities?
3. Could you briefly describe the WIL opportunity provided by your company/organization?
- i. Are different types of WIL experiences offered? (For example, co-op and internships; paid and unpaid; opportunities for students from a variety of disciplines)
 - ii. How long does the WIL opportunity typically last?
 - iii. Approximately how many students are offered/provided a WIL opportunity?
 - iv. Has your company/organization partnered with more than one postsecondary institution?

PARTNERSHIP WITH POSTSECONDARY INSTITUTIONS

Let's discuss the partnership or arrangement your company/organization has with the postsecondary institution.

4. Please describe the arrangement your company/organization has with the postsecondary institution with respect to WIL opportunities.
- i. Is there a formal agreement?
 - ii. Does your company/organization commit to providing WIL opportunities for a set period of time?
 - iii. Is there a fee involved for your company/organization to participate in the postsecondary institution's program?
 - iv. Does the postsecondary institution provide any financial or other supports to your company/organization in order to facilitate participation in the WIL program?

STUDENT AWARENESS AND EXPECTATIONS OF WIL OPPORTUNITY

I would like to understand a bit more about how the WIL opportunity provided by your company/organization is promoted to students.

5. To the best of your knowledge, how are students first made aware of a WIL opportunity offered by your company/organization?
- i. Does your company/organization participate in job fairs, networking events, or class visits to promote the WIL opportunity offered by your company/organization?
 - ii. What are some of the challenges, if any, in promoting the WIL opportunity to students?
6. In general, do you find that students have realistic expectations for the WIL opportunity offered by your company/organization? Why or why not?
- i. What strategies does your company/organization use to help students understand what they can expect from the WIL opportunity you provide?

STUDENT PREPAREDNESS AND ENGAGEMENT IN WIL

Let's discuss student preparedness for WIL opportunities.

7. What is the process for selecting students for WIL opportunities?
- i. What are some of the challenges with the selection process?
 - ii. How do you overcome these challenges?

8. In general, do you find that students are fully prepared to participate in the WIL opportunities offered by your company/organization? Please explain.
 - i. Does your company/organization provide any training/orientation or on boarding process to students prior to them starting their WIL?
 - ii. Does your company/organization provide any supports to help ensure a student can successfully complete their WIL?
9. In general, do you find that students are fully engaged in their WIL opportunity? Please explain.
 - i. What, if any, are some of the challenges associated with student engagement during their WIL opportunity?
 - ii. How do you overcome these challenges?

STUDENT ASSESSMENT AND FOLLOW UP

Let's talk about how students are assessed during their WIL opportunity.

10. Please explain how you are involved in assessing a student's performance of their WIL opportunity?
 - i. Do you conduct a formal assessment with the student?
 - ii. Do you follow up on the student's progress/achievement with the postsecondary institution?
 - iii. Is there a strategy or process in place should a student not meet your expectations or the goals/tasks defined for the WIL opportunity?

FINAL COMMENTS

11. Are there any policies specific to the type(s) of WIL you are involved in that you would like to see adopted by the postsecondary institution?
12. Do you have any final comments that you would like to make regarding strategies and/or best practices associated with WIL opportunities?

Thank you very much for your time.