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# Program Guide for Ministry-Authorized Work Experience Courses



Ministry of  
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# Introduction

This program guide sets out the standards for Ministry-Authorized work experience courses. These elective courses consist of Work Experience 12A and 12B. Schools can give students additional work experience credit by using Independent Directed Studies (IDS) for Work Experience 12A and 12B. (Information about IDS can be found in the *Handbook of Procedures for the Graduation Program*, produced annually by the Ministry of Education.) Work Experience 12A and 12B may be offered as part of a school's career programs, or as stand-alone courses. This program guide does not establish standards for Secondary School Apprenticeship; these standards are contained in a separate guide.

Ministry Work Experience 12A and Work Experience 12B are each 100-120 hours long and worth 4 credits. In conjunction with work experience-based IDS, students can receive up to 16 credits for work experience.

Boards of Education and independent school authorities that do not wish to follow the learning outcomes and Ministry of Education standards prescribed in this guide may develop their own Board/Authority Work Experience courses. Boards and independent school authorities may also develop their own Board/Authority Work Experience courses for students in Grade 10 or students who may have difficulty meeting the Prescribed Learning Outcomes contained in this guide.

Such Board/Authority courses must meet the requirements set out in the ministry policy documents "Elective Work Experience Courses and Workplace Safety" and "Board/Authority Authorized Courses." For more information, see [www.bced.gov.bc.ca/policy/policies/elective\\_work\\_experience.htm](http://www.bced.gov.bc.ca/policy/policies/elective_work_experience.htm).

Work experience is defined in legislation as "that part of an educational program that provides a student with an opportunity to participate in, observe or learn about the performance of tasks and responsibilities related to an occupation or career."

The learning outcomes and standards in this guide apply only to elective work experience courses. The guide does not cover other options that students may use to fulfill the mandatory 30 hours of work experience and/or community service required for Grade 12 graduation.

## Rationale for Work Experience Courses

Both school-sponsored career exploration and community-based work experience are intended to help prepare students for the transition from secondary school to the world of work or further education and training. However, in work experience, the community is the classroom where students gain knowledge and experience about the workplace and are provided with a frame of reference to review or revise their career goals. Work experience provides students with an opportunity to apply classroom learning in a context outside of school and to bring back to the classroom new perspectives about their learning. Work experience also provides students with the chance to gain new skills that can be used in future work opportunities. Boards of education and independent school authorities may establish career exploration-related Board/Authority Authorized courses to complement Ministry-Authorized work experience.

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## Goals for Work Experience Courses

The primary goal of work experience is to help students prepare for the transition from secondary school to the world of work. Through work experience, students have the opportunity to observe and practise generic employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries. Other goals include helping students to:

- connect what they learn in the classroom with the knowledge, skills, and attitudes needed in the workplace
- gain the knowledge, skills, and attitudes needed to be successful in the world of work
- develop job readiness skills for specific occupations and careers
- understand the similarities and differences in behaviour standards between the workplace and school

## Preparing Students for Work Experience Courses

Successful and educationally valid work experience placements in the community require that students be prepared for the expectations of work sites. Students should be knowledgeable about what to expect and what is expected of them. It is essential that students understand that they need to adapt to the workplace environment, and not perceive it as an extension of the school environment. Students need to know what work sites require in terms of behaviour, clothing, and workplace safety. Schools should prepare students for work experience by providing them with an understanding of employability skills, including the importance of a positive attitude toward work and effective interpersonal skills.

Before beginning a work placement, students should be able to demonstrate job-seeking skills, including résumé writing and job interview skills. Students should also be able to demonstrate an understanding of workplace risk reduction and injury prevention. The Planning 10 or Career and Personal Planning 11 and 12 learning outcomes related to job seeking and job keeping, and employment standards and workplace safety, should be successfully completed before students participate in Ministry-Authorized work experience courses. Some of the learning outcomes in Ministry-Authorized work experience courses apply the knowledge acquired in Planning 10 or Career and Personal Planning 11 and 12.

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## Design of Ministry Work Experience 12A and Work Experience 12B

Like other ministry courses, Work Experience 12A and Work Experience 12B have Prescribed Learning Outcomes and Suggested Achievement Indicators. The learning outcomes for ministry work experience are based on four curriculum organizers: Workplace Health and Safety, Secure and Maintain Work, Workplace Application, and Education and Career Planning.

Work Experience 12A and Work Experience 12B differ from most courses in that they are primarily designed to take place outside of the school setting. At least 90 hours of course time must consist of actual work placements. The work experience does not need to occur at just one site, but may take place at multiple sites. The remaining course hours may be devoted to in-school learning or assessment activities for the course, or further work placements. The in-school component of the course may be offered in a variety of formats, including scheduled classroom settings, seminars, drop-in sessions, electronic instruction, and one-on-one instruction.

Work Experience 12A and Work Experience 12B may be offered as part of a school's career programs or as stand-alone courses to help students fulfil their work experience and/or community service hours required for graduation. Some of the learning outcomes for Work Experience 12A and 12B will also help students create evidence for the community connections component of Graduation Transitions.

All students participating in a work experience course must have an in-school orientation to prepare them for the workplace. The orientation must include instruction on work site safety awareness. It may also contain topics such as classroom-taught skills transferable to a specific work placement, worker rights and responsibilities, and employer expectations.

## Considerations for Placing Students in Work Experience

Before arranging a work placement for a student, educators need to consider the following:

- Work placements should match the interests and abilities of each student. A workplace setting that is appropriate for one student may not be appropriate for another.
- Educators should decide whether a student is adequately prepared to participate in a community-based work experience placement. Students who run a high risk of injuring themselves or others on the work site, or demonstrate behaviours that are not in keeping with workplace expectations, need to be carefully evaluated before being allowed to participate in community-based work placements.
- Educators should provide each student with an adequate knowledge and understanding of the work placement before the student begins any on-site work (e.g., differences in behavioural expectations between school and the workplace).

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# Workplace Safety

Students should complete the Employment Standards and Workplace Safety learning outcomes from Planning 10, or the Safety and Injury Prevention learning outcomes from Career and Personal Planning 11 and 12, before enrolling in Ministry-Authorized work experience courses. Before participating in work experience placements, students must have an in-school orientation that includes work site safety awareness. This should prepare students to identify, observe, or apply their knowledge to health and safety issues in the work placement. In addition, as part of the ministry work experience course, they must also meet the learning outcomes related to the Workplace Health and Safety curriculum organizer.

Before placing students with an employer not previously used for work experience, schools should meet with the employer or supervisor to view the work site and discuss having the employer conduct an on-site safety orientation for students before any hands-on tasks begin. (See Appendix C for a sample work site safety checklist.) The work site visit is not intended to be an exhaustive safety inspection, but a common sense perusal of the work site to ensure that the school is comfortable sending students to the work site.

## Safety Questions for Students to Ask Their Supervisor

In addition to the work site orientation, students are advised to ask their work site supervisor about workplace safety. Types of questions suggested by the WCB include:

- What are the potential dangers of my job and how will I be protected from these dangers?
- Are there any hazards (such as noise or chemicals) that I should know about, and what are the appropriate steps to take to avoid these hazards?
- What site-specific safety orientation and training will I receive before I start work?
- Is there any safety gear that I am expected to wear, and who is responsible for providing the gear?
- Will I be trained in emergency procedures for things like fire or chemical spills?
- Where are the fire extinguishers, first aid kits, and other emergency equipment located?
- What are my workplace health and safety responsibilities?
- Who do I talk to if I have a workplace health or safety question?
- What is the procedure if I am injured on the work site?
- Who is the first aid attendant? How do I contact the attendant?

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## Workers' Compensation Coverage

The Workers' Compensation Board has the authority to extend coverage to students participating in Ministry-Authorized work experience programs at standard work sites, and students are deemed to be "workers of the Crown" for these purposes. WCB coverage as workers of the Crown is not available at non-standard work sites. The WCB defines a standard work site as "a location, other than a work site created specifically for work experience, at which a student performs the tasks and responsibilities related to an occupation or career under the general supervision of a work site employer." This definition includes both employers and self-employed persons. However, schools should not place a student with a self-employed person unless that person has purchased WCB insurance (personal optional protection) for himself or herself. This is intended to reinforce to students the importance, for safety reasons, of WCB coverage for all workers.

Coverage as employees of the Crown is only available to students who are 14 years of age or older and on a school-arranged, unpaid and school-monitored work placement that is documented in a work experience placement agreement form. This written form, which must be completed prior to the student commencing work, must include the name of the employer, the location or locations of the standard work site, and the period (date and time) during which the student will be participating in the work experience placement. The employer, the school, the student, and the student's parent/guardian must sign the form. A sample work experience agreement form is included in Appendix B.

In the event of a workplace accident during work experience that results in an injury (permanent or temporary disability) or death to the student, the WCB provides compensation, health care benefits, and rehabilitation benefits on the same terms and conditions as for any other worker. Coverage is limited to the times and dates set out in the signed agreement during which a student is participating in unpaid work experience. It does not include travel to or from work, but may include travel between work sites during the work day while under the supervision of the work site employer.

Students participating in work experience-based Independent Directed Studies or Board/Authority work experience courses that meet the requirements set out in the "Elective Work Experience Courses and Workplace Safety" policy receive WCB coverage as workers of the Crown as outlined in this program guide.

Students who use paid employment supported and monitored by the school to earn credits for elective work experience courses must show that they are working at a site where WCB coverage is provided. WCB coverage for any paid work experience must be covered by the employer, and will not be covered by the Province.

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## Accident and Injury Reporting Procedure

It is essential that every workplace accident, no matter how minor, is followed up and a WCB report filed. This ensures that injuries that initially appear minor, but are potentially serious, are still subject to Workers' Compensation coverage. It is the school's responsibility to inform participating students and work site supervisors about the procedure for reporting injuries suffered by students on work experience placements. Follow the procedure below in the case of a workplace accident or injury:

1. The student must report any injury to the workplace supervisor and work experience teacher as soon as possible.
2. The work site carries out on-site first aid if appropriate. If necessary, the work site supervisor transports the student to a physician or hospital, and indicates to the physician or hospital staff that the injury resulted from a workplace accident.
3. In accordance with section 54 of the *Workers Compensation Act*, a WCB Employer's Report of Injury or Occupational Exposure (Form 7) must be filled out by the school district or Independent School/Authority/Board and submitted to a regional WCB office within three days of the date of the injury. This form can be found on the WCB web site at [www.worksafebc.com/forms/default.asp](http://www.worksafebc.com/forms/default.asp). Please note that the school district or Independent School/Authority/Board must be listed as the student's employer on all WCB forms. By listing the student's occupation as "work experience student" on the form, the claim will be assigned to the provincial government, not the school district or Independent School/Authority/Board. The "WorkSafeBC account number" for work experience students is 4000, and the "classification unit number" is 841102. Leave the "type of business" and "operating location number" cells blank, along with the "employer payroll contact" cells. Also, be sure to list the "worker's occupation" as 'work experience student,' and check the "temporary" and "student" boxes in the section on Worker Information. A sample completed WCB Form 7 is included in Appendix F.
4. Submit to the Ministry of Education as soon as possible a copy of the WCB Injury Report (Form 7) and a copy of the student's Work Experience Agreement form. These forms are required before the ministry will sign off on any WCB claims received for work experience students. Claims will only be covered for students who have a signed work experience agreement for the times and dates of work placements where the injury occurred. Injury forms should be sent to:

Work Experience Coordinator  
Ministry of Education  
Box 9183 STN PROV GOVT  
Victoria, B.C. V8W 9H9

In accordance with school district or Independent School/Authority/Board records retention policy, the Work Experience Agreement form and the WCB Injury Report (Form 7) should be kept on file.

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# Standards for Ministry Work Experience Courses

Since most of the student learning in a work experience course takes place outside of the classroom, in the community, it is important to have standards that all schools follow for placing, monitoring, and evaluating work experience students. The ministry policy on elective work experience courses states that, “in order to be reported as a Ministry-Authorized work experience course, the work experience must be supported and monitored by the school and consist of authentic workplace experiences.” The policy also states, “In most cases, Ministry-Authorized work experience consists of school-arranged, non-paid placements.”

## Standards for Authentic Work Experience

Ministry work experience courses consist of authentic workplace experiences. These authentic workplace experiences should:

- provide students with new learning experiences that go beyond those they receive in a school setting
- provide students with opportunities to apply in-school learning to the world of work
- provide students with opportunities to prepare them for the transition from a school environment to a workplace environment
- be community-based

Except in special circumstances, work placements should not take place in a student’s home school. For example, a student interested in exploring teaching as a career should be placed with a teacher in another school rather than in the student’s home school. An example of a special circumstance would be the placement of a student interested in office administration with a school secretary because no community office placement was available.

Activities that are extensions of in-school courses or that are extra-curricular do not count as Ministry-Authorized work experience placements. These activities are usually linked to a particular course a student is taking; for example, theatre, music, peer tutoring, or yearbook. In these cases, a school should use Independent Directed Studies to provide students with course credits for extra work that is related to the learning outcomes of a Ministry or Board/Authority course. If necessary, additional Board/Authority courses may be created to support the curriculum areas for these school-based activities.

The types of activities that are eligible for ministry work experience courses include:

- hands-on work experience at a standard work site (business, government, self-employed, non-profit, or volunteer organization) supervised by a work site sponsor
- job shadowing a worker at a standard work site
- career mentoring with a worker at a standard work site
- hands-on work experience at a non-standard community site created specifically for work experience (e.g., school district wood lot)
- career simulation activities at a non-standard community site for occupations where hands-on work experience is not available

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A career simulation work experience is organized collaboratively by a community organization and educators to provide students with the opportunity to participate in valid and meaningful career-related activities that would normally not be available to them. Career simulations are only offered in circumstances where students cannot participate at standard work sites because of high risk, specific knowledge requirements, or confidentiality. Examples of occupational areas for which career simulation work experience activities could be established include law enforcement and some health care occupations.

Career simulation work experience consists of hands-on activities that are directly related to the work performed by a given occupation. Workers from the occupation or industry lead the activities.

Career simulation work experience does not include training provided at an educational institution.

Schools placing students in career simulation work experience activities must follow all other work experience standards. Career simulation placements are non-standard work sites, so students are not provided WCB coverage as “employees of the Crown.” These students should be covered by voluntary Student Accident insurance purchased by the student, by a Student Accident insurance provider that offers bonus coverage for work experience injuries sustained by students at non-standard sites, if available, or by the employer/sponsor.

## **Standards for Use of Paid Work Experience**

In most cases, Ministry-Authorized work experience consists of non-paid placements. The use of paid employment for credit for Work Experience 12A or Work Experience 12B may occur in special circumstances. Students participating in paid work experience must still meet all work experience standards and learning outcomes contained in this program guide.

In those cases where paid employment for credit for Work Experience 12A or Work Experience 12B may be in a student’s best interests, the paid employment must coincide with a student’s Focus Area, and the school must contact the employer to establish a training plan and evaluation criteria. (For more information on Focus Areas see [www.bced.gov.bc.ca/graduation/focus.htm](http://www.bced.gov.bc.ca/graduation/focus.htm).) The training plan should include such information as hours to be worked, duties or tasks to be performed, employability skills to be practised, and workplace-specific skills to be developed. (See a sample generic training plan template in Appendix E.) The paid hours to be used for work experience may only begin after the school has contacted the employer and a training plan has been developed.

## **Standards for Monitoring Students on Work Experience**

The Work Experience Ministerial Order (Appendix A) requires school boards to establish guidelines for schools to supervise (monitor) students during work experience. Monitoring students on work placements should consist of work site visits and phone calls or emails with the student’s workplace supervisor. Monitoring activities should be documented.

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District and school-based administrators must make provisions for staff to monitor all students participating in Ministry-Authorized work experience courses. This means that schools must be in contact with employers for all work experience students, including students on paid work experience.

If a school arranges work experience placements for students during the summer or other times when school is not in session, an assigned staff person must be available to monitor the students.

Since an important learning outcome for work experience courses is the use of Employability Skills, schools should focus on how students use these skills in the workplace. Employability Skills refer to the fundamental skills, personal management skills, and teamwork skills deemed essential by the Conference Board of Canada for job seeking and job keeping in any field. The Conference Board of Canada's Employability Skills 2000+ is included in Appendix D.

Schools should monitor whether students are performing assigned tasks to the best of their ability, and whether students' personal management skills (demonstrating positive attitudes and behaviours, being responsible, being adaptable, learning continuously, and working safely) are consistent with expectations of the employer and school. Special attention should be paid to attendance and punctuality, as well as demonstration of positive attitudes, adaptability and workplace safety.

Work experience teachers or coordinators should also communicate directly with students to ensure that any student concerns about the work placements are addressed and that any problems are resolved in the best interests of both the students and the employers.

## **Standards for Assessing and Evaluating Students on Work Experience**

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is evaluated from the information collected through assessment activities.

Although an employer's evaluation of a student's performance on a work placement is an important part of the work experience course mark, it is only one aspect in determining the final course mark.

An educator with a valid teaching certificate must evaluate the performance of all students in work experience courses, and assign final percentages. Evaluation should be based on clear criteria and should include a variety of assessment strategies.

As in any other course, evaluation of work experience courses is based on how well the student has achieved all of the learning outcomes for the course. The Prescribed Learning Outcomes are listed on pages 12 and 13 of this program guide.

This guide also provides Suggested Achievement Indicators for each Prescribed Learning Outcome, starting on page 14. Achievement indicators describe the knowledge acquired, skills applied, or attitudes demonstrated by students in relation to the learning outcomes.

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The achievement indicators listed in this guide are not mandatory. They are suggestions only, and provide criteria to assist teachers in assessing how well their students achieve the learning outcomes.

Teachers determine the actual assessment criteria and measurement activities. Common assessment measures used in work experience courses include:

- student activity logs
- employability skills performance scales
- portfolios
- occupation-specific performance scales
- employer evaluations
- student self-assessments
- written reports
- student projects or products
- oral presentations
- reflective journals
- résumé and interview skills demonstrations
- student learning logs
- student training plans

## **Standards for Students in Relation to Work Experience Placements**

In order for a work experience placement to be effective, a student must:

- abide by the behaviour standards and practices of the workplace
- understand the rights and responsibilities of employees in the workplace
- understand and meet the expectations of the employer
- work the days and hours of work as agreed with the work site supervisor
- notify the work site supervisor and school when unable to report to work
- adhere to all safety-related rules and regulations at the work site
- notify the work site supervisor and school immediately of any injuries, emergencies, or problems at the work site
- respect the confidential nature of information at the work site
- participate in evaluation meetings as required by the work site supervisor or work experience teacher
- continue to attend all in-school courses at times other than those assigned to work experience

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## **Standards for Employers or Work Site Supervisors in Relation to Work Experience Placements**

In order for a work experience placement to be effective, a supervisor should:

- provide a safe working and learning environment
- provide a site-specific safety orientation for the work experience student before hands-on activities begin
- provide an orientation to the student concerning hours of work, breaks, dress code, and employer expectations (including expectations concerning exploitation and harassment)
- introduce the student to regular work site employees with an explanation of the student's position
- assign an employee to supervise the student
- whenever possible, select jobs and activities appropriate for the length of the placement and the student's skills and interests, while allowing the student to participate in a variety of work activities that support the training plan
- immediately notify the school of any injuries or emergencies, difficulties, or problems with the work experience student

## **Standards for Educators in Relation to Work Experience Placements**

In order for a work experience placement to be effective, educators must:

- communicate with the employer to establish a plan for use by the student and employer that articulates the skills and areas of knowledge to be developed during the work placement
- familiarize the student with the responsibilities and expectations associated with participating in a work experience placement, including the need for confidentiality
- monitor the student during the placement by communicating directly with both the workplace and the student so that any problems in the workplace can be addressed
- teach the student about workplace safety before work placements begin
- endeavour to place the student in appropriate situations, taking into account the student's abilities, personality, and career aspirations
- have all required parties sign a Work Experience Agreement Form before any work placement begins
- remind all employers of their responsibility to orient the student to workplace safety practices specific to the industry and work environment
- visit any new work site to meet the employer or supervisor and discuss the required on-site safety orientation for the student before any hands-on tasks begin
- inform workplace sponsors about the intent of the work experience placement and about the assessment and evaluation procedures to be used
- evaluate the student using established criteria measuring student achievement in relation to the Prescribed Learning Outcomes for the course
- endeavour to ensure that the workplace atmosphere is free of exploitation and harassment

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## Prescribed Learning Outcomes

Prescribed learning outcomes are content standards for the provincial education system; they constitute the prescribed curriculum. They set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – for each subject and grade. Learning outcomes are clearly stated and expressed in measurable terms. All learning outcomes complete the stem, *It is expected that students will...*

Schools have the responsibility to ensure that all learning outcomes in this program guide are met. For in-school courses, schools have flexibility in determining how delivery of the curriculum can best take place. In the case of work experience, most of the course takes place outside the classroom at work sites. However, schools still have an obligation to evaluate and assess students in relation to the learning outcomes.

The Prescribed Learning Outcomes for ministry work experience courses follow.

### **Workplace Health and Safety**

*It is expected that students will:*

- apply hazard recognition and injury prevention skills in a work experience placement
- demonstrate knowledge of basic workplace incident and accident response procedures and protocols
- demonstrate knowledge of workplace health and safety rights and responsibilities
- analyze hazards or potential hazards in an occupation or industry sector related to a work experience placement (e.g., restaurant industry, construction industry)

### **Secure and Maintain Work**

*It is expected that students will:*

- apply job search skills, including résumé writing and a job interview, for work experience placements
- demonstrate an understanding of workplace ethics and workplace etiquette

### **Workplace Application**

*It is expected that students will:*

- identify and describe the type of work done while on work experience
- use employability skills while on work experience
- demonstrate a positive work ethic and meet performance standards of the workplace
- use workplace-specific skills while on work experience
- identify how a workplace problem can be analyzed/solved
- identify the transferable skills acquired from in-school courses that were used during work experience placements (e.g., accounting, applied math, carpentry, mechanics, video production, cooking, writing, computer skills, presentation skills)

### **Education and Career Planning**

*It is expected that students will:*

- analyze the impact of work experience learning on their graduation transition plan required for Graduation Transitions
- identify a chosen Focus Area (e.g., Business and Applied Business, Health and Human Services, Trades and Technology) and describe how four in-school courses and the work experience placements support this Focus Area

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## **Suggested Achievement Indicators**

To support teachers in assessing provincially prescribed curricula, this program guide includes sets of Suggested Achievement Indicators in relation to each learning outcome. Achievement indicators define the knowledge acquired, skills applied, and attitudes demonstrated by a student in relation to a Prescribed Learning Outcome.

Suggested achievement indicators are not mandatory. They are suggestions only, provided to assist teachers in assessing how well their students achieve the Prescribed Learning Outcomes.

## Workplace Health and Safety

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>
<ul style="list-style-type: none"> <li>apply hazard recognition and injury prevention skills in a work experience placement</li> </ul>	<ul style="list-style-type: none"> <li>initiate conversation with supervisor and ask questions about workplace hazards and workplace safety procedures (record the information in a journal)</li> <li>practise and accurately document safe work procedures appropriate to the work site</li> <li>use established safety guidelines for recognizing hazards and reducing risk and injury in the workplace (e.g., those set out by the Workers' Compensation Board, WHMIS)</li> <li>use personal protective and other safety equipment appropriate to the work site</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate knowledge of basic workplace incident and accident response procedures and protocols</li> </ul>	<ul style="list-style-type: none"> <li>identify fire exits, alarms, and first-response personnel in the work experience placement</li> <li>describe or list protocols and procedures for reporting accidents and incidents that may occur in the work experience placement</li> <li>list reasons why it is important to report every workplace injury, no matter how minor</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate knowledge of workplace health and safety rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe workplace health and safety rights and responsibilities of employers, supervisors, and workers</li> <li>identify key issues related to supervision, orientation, and training related to workplace health and safety</li> <li>provide examples from work experience placements where workers may need to exercise their workplace health and safety rights, and indicate how they could meet their workplace safety responsibilities</li> <li>list or discuss avenues of recourse for health and safety rights violations and for failures to meet responsibility</li> </ul>
<ul style="list-style-type: none"> <li>analyze hazards or potential hazards in an occupation or industry sector related to a work experience placement (e.g., restaurant industry, construction industry)</li> </ul>	<ul style="list-style-type: none"> <li>research and identify the primary causes of injuries and the main hazards in the occupation or industry</li> <li>conduct interviews with employers or supervisors about potential hazards and injuries in the occupation or industry</li> <li>propose strategies to minimize workplace hazards and prevent injuries in the occupation or industry</li> </ul>

## Secure and Maintain Work

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> <li>apply job search skills, including résumé writing and a job interview, for work experience placements</li> </ul>	<ul style="list-style-type: none"> <li>prepare an updated résumé for work experience placements</li> <li>participate in a job interview for a work experience placement</li> <li>communicate with the employer to thank them for the work placement</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate an understanding of workplace ethics and workplace etiquette</li> </ul>	<ul style="list-style-type: none"> <li>use examples to compare and contrast ethics and etiquette in the workplace</li> <li>explain why confidentiality of workplace information is important to both employer and employee</li> </ul>

## Workplace Application

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"> <li>identify and describe the type of work done while on work experience</li> </ul>	<ul style="list-style-type: none"> <li>list and describe the type of work done and tasks performed</li> <li>create a log or journal of work experience placements and update it on a daily or weekly basis</li> </ul>
<ul style="list-style-type: none"> <li>use employability skills while on work experience</li> </ul>	<ul style="list-style-type: none"> <li>compile a chart listing the employability skills used in school and compare this list to the employability skills used during work experience</li> <li>identify four employability skills that were considered essential for success during the work placements</li> <li>describe why these four employability skills were so important</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate a positive work ethic and meet performance standards of the workplace</li> </ul>	<ul style="list-style-type: none"> <li>list and describe the work performance standards for the work experience placement</li> <li>analyze how teamwork skills contributed to the success of the work experience, and analyze how teamwork by all workers affected productivity at the work site</li> <li>provide at least three examples of how workplace performance improved by accepting feedback or suggestions from workplace supervisors or others</li> </ul>
<ul style="list-style-type: none"> <li>use workplace-specific skills while on work experience</li> </ul>	<ul style="list-style-type: none"> <li>identify and list at least four technical or workplace-specific skills used while on work placements (e.g., use of specific tools, computer software programs, cooking skills, inventory control)</li> <li>describe the selection and use of appropriate equipment, tools, or technology for tasks and assignments while on work placements</li> </ul>
<ul style="list-style-type: none"> <li>identify how a workplace problem can be analyzed/solved</li> </ul>	<ul style="list-style-type: none"> <li>describe a problem experienced or observed at the workplace</li> <li>explain how the problem was identified and with whom it was discussed</li> <li>explain the cause of the problem and each step used to resolve it</li> <li>compare the problem-solving model used at the workplace to ones used to resolve school-based problems</li> </ul>
<ul style="list-style-type: none"> <li>identify the transferable skills acquired from in-school courses that were used during work experience placements (e.g., accounting, applied math, carpentry, mechanics, video production, cooking, writing, computer skills, presentation skills)</li> </ul>	<ul style="list-style-type: none"> <li>create a chart of at least four transferable education skills developed during secondary school, and list the courses that supported each skill developed</li> <li>identify at least four transferable education skills that were used during work experience, and indicate how they were used</li> <li>identify at least four additional skills that may be required to meet career goals, and describe the types of courses that could provide these skills</li> </ul>

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## Education and Career Planning

Prescribed Learning Outcomes	Suggested Achievement Indicators
<ul style="list-style-type: none"><li>analyze the impact of work experience learning on their graduation transition plan required for Graduation Transitions</li></ul>	<ul style="list-style-type: none"><li>describe personal short-term and long-term education and career goals</li><li>outline employment options that relate to career, education, and personal goals</li><li>create or update a résumé that includes work experience placements</li><li>describe how participating in work experience assisted with development or confirmation of the transition plan</li></ul>
<ul style="list-style-type: none"><li>identify a chosen Focus Area (e.g., Business and Applied Business, Health and Human Services, Trades and Technology) and describe how four in-school courses and the work experience placements support this Focus Area</li></ul>	<ul style="list-style-type: none"><li>list four or more courses taken in school that support a chosen Focus Area, and explain why the Focus Area was selected and how the courses support it</li><li>discuss how the work experience placements support the Focus Area</li></ul>

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# Recommended and Supplementary Learning Resources

This section contains information on learning resources, and provides titles, descriptions, and ordering information for recommended resources from Planning 10 that are applicable to ministry work experience courses. Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators, and have Minister's Order granting them provincial recommended status.

A list of learning resources suggested by work experience teachers and career educators is also included. Many of these resources are useful for both teachers and students. As with all supplementary resources, local approval is required before use by students. All of the web sites listed as supplementary resources are free – no subscription sites are included.

## Recommended Learning Resources

### **Developing Your Employability Skills – Toolkit for the Self-Managing Learner**

This Conference Board of Canada Toolkit (2000) focuses on employability skills. The five modules (Know Yourself; Identify and Reflect; Plan, Implement and Practise; Document; and Market) are intended to assist students to become self-managing learners. Through self-reflection, problem-solving, and development of a skills portfolio, students can prepare to market their skills. The activities are best used selectively by teachers to supplement student learning and to design assessment rubrics of employability skills.

*Ordering Information:*

McGraw-Hill Ryerson Ltd.  
Tel: 1-800-565-5758  
Fax: 1-800-463-5885  
Web: [www.mcgrawhill.ca](http://www.mcgrawhill.ca)  
Year Recommended: 2004

### **The Get Real Game**

Students simulate a five-year school-to-work transition plan by exploring various gateways to their goals. A minimum 13 hours of class time is suggested to complete the sessions in the game. Sessions include career options research, budget planning, job-seeking skills, as well as the importance of networking and transferable skills. A web site containing a useful list of career resources for students is included in the game.

*Ordering Information:*

National Life/Work Centre – Memramcook Institute  
Tel: 1-888-533-5683  
Fax: 1-877-929-3343  
Web: [www.lifework.ca](http://www.lifework.ca)

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### **Graduation Portfolio Assessment and Focus Areas: A Program Guide**

The Focus Areas section of this handbook contains descriptors for eight Focus Areas, including samples related to interests and skills, options after graduation, occupations, and elective courses that best fit each Focus Area. A Teachers' Corner section is designed to help teachers work with students to explore Focus Areas. Copies have been distributed to all secondary schools. The document is also available on the ministry web site at [www.bced.gov.bc.ca/graduation/portfolio/](http://www.bced.gov.bc.ca/graduation/portfolio/).

#### *Ordering Information:*

Government Publication Services  
Tel: 1-800-663-6105  
Fax: 250-387-1120  
Web: [www.publications.gov.bc.ca](http://www.publications.gov.bc.ca)

### **Program Guide for Graduation Transitions**

Graduation Transitions replaces the Graduation Portfolio Assessment requirement found in the original 2004 graduation program. The Program Guide lays out the requirements students must meet to earn graduation credits in the areas of personal health, community connections, and career and life. This document is also available on the ministry web site at [www.bced.gov.bc.ca/graduation/grad-transitions/prog\\_guide\\_grad\\_trans.pdf](http://www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_grad_trans.pdf).

#### *Ordering Information:*

Government Publication Services  
Tel: 1-800-663-6105  
Fax: 250-387-1120  
Web: [www.publications.gov.bc.ca](http://www.publications.gov.bc.ca)

### **Education Planner (formerly Opening Doors)**

Education Planner is a web site designed to help students find information on over 1900 post-secondary programs offered in BC. This site allows secondary students to search for programs by secondary school Focus Area, post-secondary subject area, and specific institutions. It allows students to compare programs by admission requirements, tuition fees, and start dates. The site also includes information on student finances, student services available at each institution, and a reference section summarizing former students' experiences and transition success for a large variety of post-secondary programs. There is also an online teacher's guide that includes lesson plans.

#### *Information:*

B.C. Council on Admissions and Transfer  
Tel: 604-412-7790  
Fax: 604-683-0576  
Web: [www.educationplanner.bc.ca](http://www.educationplanner.bc.ca)

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### **Student WorkSafe**

A significantly revised Student WorkSafe replaces the previously recommended learning resources Student WorkSafe 10 and Student WorkSafe 11/12. It was revised specifically to address Prescribed Learning Outcomes and achievement indicators in the ministry Planning 10 course. The six lessons in this resource, taken together, provide a comprehensive package of instructional strategies, resources, and assessment strategies that help students meet the learning outcomes identified in the Employment Standards and Workplace Safety component. The lessons can also be used independently.

In Lesson 1, students learn that young workers are at high risk of being injured on the job and that they have a right to a safe and healthy workplace. In Lesson 2, students participate in role-plays to develop a greater understanding of workplace rights and responsibilities. In Lesson 3, students brainstorm and research major causes of workplace injury. In Lesson 4, students learn to recognize potentially hazardous workplace situations. In Lesson 5, students learn about various types of personal protective equipment used to minimize exposure to hazards. In Lesson 6, students learn more about issues related to workplace health and safety. Teachers can download and print the entire resource from the WCB web site or order a free CD-ROM version from WCB. A printed copy of the lesson plans can also be purchased from Government Publication Services (Tel: 1-800-663-6105).

*Ordering Information:*

Workers' Compensation Board of British Columbia  
Tel: 1-888-621-7233 (local 8578)  
Tel: 604-231-8578 (lower mainland)  
Fax: 604-276-3293  
Web: [www.worksafebc.com](http://www.worksafebc.com)

### **WHMIS at Work**

This booklet provides detailed information about key requirements of WHMIS (Workplace Hazardous Materials Information System). It includes an overview of WHMIS, material safety data sheets, and information about controlled product labelling, WHMIS education and training programs, and various tables and checklists. It provides useful background information for students prior to many types of work experience placements. This publication can be downloaded from the WCB WorkSafe web site or printed booklets can be ordered. It was previously published as *What's WHMIS?*

*Ordering Information:*

Moore Wallace (print copies)  
Tel: 1-866-271-4879  
Fax: 1-866-362-3130  
Web: [www.worksafebc.com](http://www.worksafebc.com) (PDF document for downloading)

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## Supplementary Resources

### **Applications of Working and Learning (AWAL)**

This web site contains a database of free lesson plans for teaching students on how Essential Skills are actually used in the workplace. The lesson plans are developed by teachers as part of a professional development project for educators. Participants are placed in a variety of workplace environments to help them connect the curriculum they teach in the classroom with how that curriculum is used in the workplace. Using what they learn, participants develop relevant classroom activities that are stored in an easy-to-use, searchable database. A facilitator's handbook contains information about the project, as well as workplace interview questions that can easily be adapted for use by students.

Web: [www.awal.ca](http://www.awal.ca)

### **Blueprint for Life/Work Designs**

This national online and printed resource outlines the skills, knowledge, and attitudes that play integral roles in the personal, learning, and career development growth of both students and adults. The Blueprint is divided into 11 competencies with different performance indicators for various stages of a person's life. It is designed so that individual schools and organizations can develop and apply their own standards for each performance indicator.

Web: [www.blueprint4life.ca](http://www.blueprint4life.ca)

### **BC Workinfonet**

This web site is a virtual career information centre for both career development practitioners and job seekers. This site contains the latest BC news on labour market information, as well as information about new career and employment related resources. It also hosts a widely used listserve for career practitioners to share information and discuss current issues related to career development and employment preparation services.

Web: [www.workinfonet.bc.ca](http://www.workinfonet.bc.ca)

### **Canada Prospects**

A national online and printed tabloid with up-to-date information on the world of work and the skills needed for the changing workplace. Each annual edition profiles how young Canadians arrived at various occupations, and includes information about various industry sectors, plus youth-friendly self-assessment quizzes.

Web: [www.canadaprospcts.com](http://www.canadaprospcts.com)

### **Career Directions**

Designed to help secondary students explore occupations that require college programs, trades/technical training, apprenticeship, or on-the-job training. Includes profiles of 186 occupations and provides tips for finding additional information.

Web: [www.careerdirectionsonline.com](http://www.careerdirectionsonline.com)

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### **Career Paths Online**

This BC youth-focused web site and printed tabloid features a blend of practical tips, inspiring career stories, self-assessment quizzes, and labour market information. This site is especially useful for at-risk youth. Also includes an interactive 10-Step Planning Guide.

Web: [www.careerpathsonline.com](http://www.careerpathsonline.com)

### **Essential Skills**

This Government of Canada web site shows how nine Essential Skills are used in a variety of jobs, most of which can be entered directly from high school. Essential Skills are similar to but more specific than Employability Skills. Over 190 occupations are profiled, with a description of the occupational duties and an annotation of how each essential skill is actually used in the occupation.

Web: [http://srv108.services.gc.ca/english/general/home\\_e.shtml](http://srv108.services.gc.ca/english/general/home_e.shtml)

### **Industry Training Authority**

This new web site is the official source for information relating to industry training in BC. Students and educators can find detailed information about more than 150 designated trades in BC, as well as the latest information about training options. This site contains information previously found on the Learn and Earn web site.

Web: [www.itabc.ca](http://www.itabc.ca)

### **Job Futures 2000**

This Government of Canada web site provides a national perspective on over 200 occupational groups. The site lists job duties, average earnings, training required, and projected job prospects for each group. It also provides an overview of labour market trends.

Web: [www.jobfutures.ca](http://www.jobfutures.ca)

### **National Occupation Classification (NOC)**

The NOC is a Government of Canada database that classifies and organizes occupations by skill level and skill type, and describes their major duties and employment training requirements.

Web: <http://www23.hrdc-drhc.gc.ca>

### **Start Now: Work Futures for Entry Level Jobs**

This web site and printed publication profiles BC occupations where students or adults can enter the labour market with little or no post-secondary education. Each profile has a description of the nature of the work and main duties, skills, abilities, and training required, working conditions, job prospects, and wage scales. It also includes a section detailing the training or education required to move up to higher paying jobs in the same occupation area. Occupations profiled include bus drivers, food service workers, construction helpers, nursing aides, and retail sales clerks.

Web: [www.startnow.workfutures.bc.ca](http://www.startnow.workfutures.bc.ca)

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### **Surfing For Work in BC**

This online tutorial helps job seekers use the Internet to find work. Topics include researching potential employers or industries, electronic résumés and job applications, online job search strategies, and career self-management tips.

Web: [www.surfingforwork.com](http://www.surfingforwork.com)

### **What's Key in Labour Market Information in BC**

This site offers an online catalogue of labour market information web sites to help job seekers make more informed career plans and occupation choices. It contains descriptions of and links to about 40 web sites divided into the following categories: self-assessment, occupational information, labour market trends, education and training, and work search.

Web: [www.whatskey.org](http://www.whatskey.org)

### **Work Futures: BC Occupational Outlooks**

This site contains descriptions of nearly 200 BC occupations, including information on the nature of the work, working conditions, and educational requirements. It also provides provincial information on average wages, employment outlooks, and where to receive training.

Web: [www.workfutures.bc.ca](http://www.workfutures.bc.ca)



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# Appendix A: Work Experience Ministerial Order

## Authority: *School Act*, section 168 (2) (a)

Ministerial Order 282/04 (M282/04) Effective July 21, 2004

Amended by M226/07 Effective September 2, 2007

Orders of the Minister of Education

### Interpretation

1. In this order

- “Accelerated Credit Enrollment in Industry Training” means an educational program that allows students to earn credit toward both secondary school graduation and Level 1 or higher trades certification in relation to a program with requirements established by the Industry Training Authority;
- “board” includes a francophone education authority;
- “Career and Personal Planning courses” means the foundation studies courses referred to in Ministerial Order 205/95, the Graduation Requirements Order, as Career and Personal Planning 11 and Career and Personal Planning 12;
- “Career Preparation Program” means an educational program that includes work experience and is designed to help prepare a student in relation to a specific career sector, entry into the workforce, continued studies, or training at a post secondary institution;
- “Career Program” means an educational program focusing on a career or career sector and combining related subjects with a work component and includes includes an Accelerated Credit Enrollment in Industry Training, a Career Preparation Program, a Career Technical Centre Program, a Co-operative Education Program, and a Secondary School Apprenticeship Program;
- “Career Technical Centre Program” means an educational program that combines secondary and post-secondary courses in a range of applied technology and trades areas, and allows students to earn credits towards both secondary school graduation and a post-secondary credential;
- “Co-operative Education Program” means an educational program designed to provide a student with opportunities to explore one or more careers and includes a program of study emphasizing generic employment skills and work experience;
- “Graduation Transitions” means a collection of student documentation that demonstrates that the student has met the standards set out in the applicable educational program guide listed in Ministerial Order 333/99, the Educational Program Guide Order;
- “Secondary School Apprenticeship Program” means an educational program that consists of workplace based training where secondary students register as apprentices with the Industry Training Authority;
- “standard work site” means a location, other than a work site created specifically for work experience by a school or board,
  - (a) at which a worker performs the tasks and responsibilities related to an occupation or career under the general supervision of a work site employer, or
  - (b) at which a self employed person performs the tasks and responsibilities related to that person’s self employment;

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“work experience” means that part of an educational program that provides a student with an opportunity to participate in, observe or learn about the performance of tasks and responsibilities related to an occupation or career; and  
“work study program” means work experience at a standard work site.

### **Career Program**

2. If a board establishes a Career Program, the board must ensure that any person providing instruction in a trade or occupation to students in a Career Program is competent in the trade or occupation being taught.

### **Work experience placement**

3. Before a board arranges a work experience placement, the board must establish guidelines respecting the conduct, supervision, evaluation and participation of students in the work experience.

### **Participation in a work study program**

4. A board must not permit a student to participate in a work study program unless
  - (a) the student is 14 years of age or older,
  - (b) the student will be covered by the *Workers Compensation Act*; and
  - (c) there is on file at a location designated by the board for that purpose, a written agreement setting out the terms of the work experience placement consistent with the guidelines established pursuant to section 3 and completed by the
    - (i) employer who has agreed to supervise the student during the placement,
    - (ii) student, and the student’s parent, in the case of a minor student, and
    - (iii) board.

### **Written agreement**

5. A board must ensure that the written agreement required under section 4 specifies
  - (a) by date and time, the period during which the student will be participating in the work experience,
  - (b) the name of the employer, and
  - (c) the location or locations of the standard work site.

### **Student arranged work experience**

6. Despite section 4, a board may recognize a student’s current or past paid employment as fulfilling the work experience:
  - (a) as part of a Career and Personal Planning course provided the student satisfies the board that the employment
    - (i) supports the career, educational and personal objectives of the student; and
    - (ii) provides or provided for coverage for the student under the *Workers Compensation Act* as confirmed in writing by the student’s employer.
  - (b) as part of Graduation Transitions provided the student satisfies the board that the employment provides or provided for coverage for the student under the *Workers Compensation Act* as confirmed in writing by the student’s employer.

## Appendix B: Sample Work Experience Agreement Form

The information on this form is collected as required by Ministerial Order 282/04, the Work Experience Order.

### SCHOOL DISTRICT LETTERHEAD

WORK EXPERIENCE PLACEMENT AGREEMENT		
BETWEEN:	AND:	AND:
The Board of Education of School District # _____ (_____) ("the Board")	Name of Student:  (the "Student")	Business Name of Work Site Employer:  (the "Work Site Employer")
Name of School:  _____  _____  _____	Student's Date of Birth:  _____  _____  _____	Supervisor Contact Information Name: _____ Telephone No.: _____ Facsimile No.: _____ Email: _____
Name of School Contact:  _____  _____  _____	Name of Parent/Guardian of Student:  _____  _____  _____	Address of Work Site(s) for Work Experience Placement:  _____  _____  _____  Postal Code: _____
Address: _____  _____  Postal Code: _____ Telephone No.: _____ Facsimile No.: _____	Student's Address: _____  _____  Postal Code: _____ Telephone No.: _____ Email: _____	_____
	Address of Parent/Guardian (if different than Student's):  _____  Postal Code: _____ Telephone No.: _____	_____

By their signatures the parties signify their agreement to the terms and conditions set out above.

Board of Education:  School Contact (Title):  (signature)	Student:  (signature)	Work Site Employer:  (signature)
District Career Programs Contact (Title):  (signature)	Parent(s) or Guardian(s):  (signature)	
Date of signing:  _____  _____	Date of signing:  _____  _____	Date of signing:  _____  _____

\* This is a sample form of agreement for a work experience placement at a standard work site. This agreement form is not appropriate for a non-standard work site.

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The parties agree to a work experience placement (the "work experience placement") for the Student with the Work Site Employer on the following terms and conditions:

**1. TERM OF AGREEMENT**

This Agreement will be in effect from \_\_\_\_\_ until \_\_\_\_\_ unless it is ended at an earlier time.

**2. STUDENT DUTIES**

The Student agrees to perform without payment those duties assigned to the Student from time to time by the Work Site Employer in consultation with the Board's representatives. The Student agrees to comply with the Work Site Employer's rules and all applicable safety regulations. Special Rules and Regulations are to be communicated by the Work Site Employer to the Student.

**3. DAYS AND HOURS OF THE WORK EXPERIENCE PLACEMENT**

The Student agrees to perform those duties as assigned by the Work Site Employer in accordance with paragraph 2 on the days and during the hours indicated:

Day(s): \_\_\_\_\_  
Hours: \_\_\_\_\_

or at such other times, in writing, as may be agreed by the Work Site Employer, Board of Education and Student.

If the Student is employed by the Work Site Employer beyond the days and hours agreed upon by the Work Site Employer, Board of Education and Student, none of the provisions of this Agreement apply.

**4. SUPERVISION**

The Student agrees to be under the direct supervision of the Work Site Employer and the Work Site Employer agrees to supervise the Student at all times during the work experience placement.

**5. SITE SAFETY ORIENTATION**

The Work Site Employer will provide to the Student site and work-specific safety training and will not permit the Student to perform any duties unless the Student has all safety equipment required for the tasks to be performed by the Student.

**6. BOARD ACCESS**

The Work Site Employer agrees to allow Board of Education representatives to have access at any time to the Work Site Employer's work site and the Student.

**7. TRANSPORTATION**

The parties agree that the parent(s) or guardian(s) and the Student are solely responsible for the Student's transportation to and from the Work Site Employer's work site, except \_\_\_\_\_

[If no exception, complete by writing "not applicable." If Board of Education or Work Site Employer transportation will be provided, describe in detail.]

**8. EVALUATION**

When requested by the Board, the Work Site Employer will evaluate the Student's performance of the Student's duties, report that evaluation in the form required by the Board, and consult with Board representatives about the evaluation.

**9. WORKERS' COMPENSATION ACT INJURY COVERAGE**

Students in a work experience placement at a standard work site are covered by the Workers' Compensation Act and are considered to be workers of the Government of the Province of British Columbia for Workers' Compensation purposes only. Coverage is limited by the terms and conditions set out in the Minutes of the Workers' Compensation Board dated January 29, 2008.

**10. NOTICE OF INJURY**

The Work Site Employer will, if a Student is injured, immediately report the occurrence of injury to the Board by contacting [Insert Name, Position and Title] at \_\_\_\_\_ [Insert Telephone/Fax Numbers] \_\_\_\_\_

**11. INDEMNITY**

The Board agrees to indemnify and hold harmless the Work Site Employer, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise out of the negligent acts or omissions of the Board, the Board's employees and the Student, in their performance of this agreement, unless such negligent acts or omissions are at the direction of or occasioned by the Work Site Employer, its employees or agents.

The Work Site Employer agrees that it will not require the Student to perform any task unless such task might reasonably be expected to be within the scope of the Student's training and abilities.

**12. INSURANCE**

The Board shall maintain liability coverage to protect the Board, the Board's employees, and the Student during their performance of this agreement.

The Board will not be responsible for any loss or damage to the Work Site Employer's property unless such loss or damage is due to the willful acts or omissions of the Student or is caused by the Student acting outside the Student's authorized duties.

**13. MINIMUM AGE**

The parent(s) or guardian(s) of the Student warrant that the Student is \_\_\_\_ years of age or older at the date of this Agreement.

[\*A student must be at least 14 years of age to participate in a work experience placement.]

**14. EFFECT ON EMPLOYEES**

The Work Site Employer agrees that the placement of the Student will not affect the job security of any employee of the Work Site Employer and will not affect the Work Site Employer's hiring practices. The placement of the Student will be in addition to the Work Site Employer's full complement of employees. The Student will not be a replacement for any employee.

**15. TERMINATION OF THE AGREEMENT**

Any party to this Agreement may end it at any time by giving notice in writing to all other parties at the addresses given in this Agreement.

**16. REFERENCE**

In this Agreement a reference to the Board includes Board officers, employees or representatives acting within the scope of their employment.

**17. CONFIDENTIALITY**

All parties agree to maintain in the strictest confidence, information that comes to their knowledge during the work experience.

## Appendix C: Work Experience Safety Checklist

Date: \_\_\_\_\_

Company/Employer: \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Fax: \_\_\_\_\_

City: \_\_\_\_\_

Postal code: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Company's main activity: \_\_\_\_\_

Home based: \_\_\_\_\_ Industrial: \_\_\_\_\_ Office: \_\_\_\_\_ Retail: \_\_\_\_\_ Other: \_\_\_\_\_

Near bus route: Y / N      Parking: Y / N      Days of operation: S / M / T / W / T / F / S

Hours: \_\_\_\_\_ Number of Employees: \_\_\_\_\_ Attire: \_\_\_\_\_

Duties/Skills: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### To be Reviewed With Student Prior to Work Site Placement

- If you do not know how to do something safely, ask your supervisor for training before you begin work.
- Discuss WCB Regulation 3.12: The Right to Refuse Unsafe Work (*see next page*).
- Participate in all required health and safety education and training.
- Use all provided personal protective equipment and clothing.
- Correct any unsafe conditions if it is safe for you to do so, or report them to your supervisor immediately.
- Immediately report any injury to a first aid attendant or supervisor.

### Work Site Evaluation: General Observations

- Housekeeping: Generally in order/tidy?
- Tools/Equipment: Orderly/put away when not in use?
- Tripping hazards: Extension cords/lumber/debris/uneven ground?
- Noise level: Can you talk at a normal level and be heard?
- Mobile equipment: Speed/watching for other workers?
- Working from heights: Guardrails/fall protection being used?
- Open ditches/excavations: Safe entry and escape route?
- Personal protective equipment: Being used?
- Air quality: Dust/odour/paint fumes/gas/chlorine?
- Heavy lifting: Required? Done correctly?
- Working alone: Do you see people working alone?

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## Questions to Ask Employer/Supervisor

- Will student be given a workplace safety orientation?
- First aid orientation? Who to report injuries to?
- Who to report unsafe work or hazards to?
- Emergency training (e.g., earthquake, fire)?
- Will student be working with a supervisor? Alone?
- Will student be working with or near controlled products (e.g., WHMIS)?
- Personal Protective Equipment: Required? Supplied?
- Will student be required to operate machinery/equipment/power tools?
- Will student be required to operate a vehicle that requires a driver's licence?
- Will task-specific training be provided?
- Are there any specific safety hazards at this particular workplace that the student should be made aware of (e.g., potential for violence/poor air quality/high noise levels)?

If you would like any further information regarding safety aspects of work sites, please contact your local WCB office to speak with your area Safety Officer or call 604-276-3100 (toll free 1-888-621-7233).

## Refusal of Unsafe Work

### 3.12 Procedure for refusal

- (1) A person must not carry out or cause to be carried out any work process or operate or cause to be operated any tool, appliance or equipment if that person has reasonable cause to believe that to do so would create an undue hazard to the health and safety of any person.
- (2) A worker who refuses to carry out a work process or operate a tool, appliance or equipment pursuant to subsection (1) must immediately report the circumstances of the unsafe condition to his or her supervisor or employer.
- (3) A supervisor or employer receiving a report made under subsection (2) must immediately investigate the matter and
  - (a) ensure that any unsafe condition is remedied without delay, or
  - (b) if in his or her opinion the report is not valid, must so inform the person who made the report.
- (4) If the procedure under subsection (3) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, the supervisor or employer must investigate the matter in the presence of the worker who made the report and in the presence of
  - (a) a worker member of the joint committee,
  - (b) a worker who is selected by a trade union representing the worker, or
  - (c) if there is no joint committee or the worker is not represented by a trade union, any other reasonably available worker selected by the worker.
- (5) If the investigation under subsection (4) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, both the supervisor, or the employer, and the worker must immediately notify an officer, who must investigate the matter without undue delay and issue whatever orders are deemed necessary.

## Appendix D: Employability Skills 2000+

*The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.*

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)</li> <li>• write and speak so others pay attention and understand</li> <li>• listen and ask questions to understand and appreciate the points of view of others</li> <li>• share information using a range of information and communications technologies (e.g., voice, e-mail, computers)</li> <li>• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</li> </ul> <p><b>Manage Information</b></p> <ul style="list-style-type: none"> <li>• locate, gather and organize information using appropriate technology and information systems</li> <li>• access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> </ul> <p><b>Use Numbers</b></p> <ul style="list-style-type: none"> <li>• decide what needs to be measured or calculated</li> <li>• observe and record data using appropriate methods, tools and technology</li> <li>• make estimates and verify calculations</li> </ul> <p><b>Think &amp; Solve Problems</b></p> <ul style="list-style-type: none"> <li>• assess situations and identify problems</li> <li>• seek different points of view and evaluate them based on facts</li> <li>• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>• identify the root cause of a problem</li> <li>• be creative and innovative in exploring possible solutions</li> <li>• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</li> <li>• evaluate solutions to make recommendations or decisions</li> <li>• implement solutions</li> <li>• check to see if a solution works, and act on opportunities for improvement</li> </ul>	<p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p><b>Demonstrate Positive Attitudes &amp; Behaviours</b></p> <ul style="list-style-type: none"> <li>• feel good about yourself and be confident</li> <li>• deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>• recognize your own and other people's good efforts</li> <li>• take care of your personal health</li> <li>• show interest, initiative and effort</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>• set goals and priorities balancing work and personal life</li> <li>• plan and manage time, money and other resources to achieve goals</li> <li>• assess, weigh and manage risk</li> <li>• be accountable for your actions and the actions of your group</li> <li>• be socially responsible and contribute to your community</li> </ul> <p><b>Be Adaptable</b></p> <ul style="list-style-type: none"> <li>• work independently or as a part of a team</li> <li>• carry out multiple tasks or projects</li> <li>• be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done</li> <li>• be open and respond constructively to change</li> <li>• learn from your mistakes and accept feedback</li> <li>• cope with uncertainty</li> </ul> <p><b>Learn Continuously</b></p> <ul style="list-style-type: none"> <li>• be willing to continuously learn and grow</li> <li>• assess personal strengths and areas for development</li> <li>• set your own learning goals</li> <li>• identify and access learning sources and opportunities</li> <li>• plan for and achieve your learning goals</li> </ul> <p><b>Work Safely</b></p> <ul style="list-style-type: none"> <li>• be aware of personal and group health and safety practices and procedures, and act in accordance with these</li> </ul>	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p><b>Work with Others</b></p> <ul style="list-style-type: none"> <li>• understand and work within the dynamics of a group</li> <li>• ensure that a team's purpose and objectives are clear</li> <li>• be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>• recognize and respect people's diversity, individual differences and perspectives</li> <li>• accept and provide feedback in a constructive and considerate manner</li> <li>• contribute to a team by sharing information and expertise</li> <li>• lead or support when appropriate, motivating a group for high performance</li> <li>• understand the role of conflict in a group to reach solutions</li> <li>• manage and resolve conflict when appropriate</li> </ul> <p><b>Participate in Projects &amp; Tasks</b></p> <ul style="list-style-type: none"> <li>• plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes</li> <li>• develop a plan, seek feedback, test, revise and implement</li> <li>• work to agreed quality standards and specifications</li> <li>• select and use appropriate tools and technology for a task or project</li> <li>• adapt to changing requirements and information</li> <li>• continuously monitor the success of a project or task and identify ways to improve</li> </ul>

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## Appendix E: Sample Training Plan Template

Student Name:	Work Site Telephone No.:	Work Site Employer Address:
Teacher/Monitor Name:	Work Site Facsimile No.:	
Work Site Employer (Business Name):	Work Site Employer Email:	

**Student Focus Area:**

**Focus Area-related Courses Taken/Planned:**

**Employer On-Site Safety Orientation Provided: Y / N**

**Days/Hours to be worked:**

**Outline:**

*Provide a general description of the nature of work to be performed during the work experience placement, e.g., "Participate in all facets of operating a beauty salon, including customer relations, money management, equipment use and management, etc."*

**Duties/Tasks:**

*List the specific duties/tasks to be observed or performed alone or with assistance, and workplace-specific skills to be developed; for example,*

	Observed	Performed with help	Performed alone
Schedule customer appointment requests in daily calendar	_____	_____	_____
Et cetera	_____	_____	_____

**Employability Skills:**

*List the employability skills to be practiced.*

	Performed with help	Performed alone
Recognize and respect people's diversity, individual differences and perspectives	_____	_____
Et cetera	_____	_____

By their signatures, the parties signify their agreement with the terms of the Training Plan, above.

School:	Student/Parent or Guardian:	Employer:
Contact Name (print):  _____  _____  (signature)	(student signature)  (parent/guardian signature)	Contact Name (print):  _____  _____  (signature)
Date:	Date:	Date:

## Appendix F: Sample Completed WCB Form 7

 WORKING TO MAKE A DIFFERENCE		<b>EMPLOYER'S REPORT OF INJURY OR OCCUPATIONAL EXPOSURE</b>		
<p>As an employer, the <i>Workers Compensation Act</i> requires you to submit this report <b>within three days</b> of an injury to one of your workers, even if you disagree with the claim. By submitting your report promptly, you avoid penalties and delays in the adjudication of the claim. Please report using one of the following options:</p> <p><b>1. Online — The quickest and easiest option:</b> The online screen application customizes questions to the worker's injury. You can save your report and update it later with new information. Once submitted, you can follow the status of the claim online. Go to <a href="http://WorkSafeBC.com">WorkSafeBC.com</a> and select "Report an injury or illness."</p> <p><b>2. Fillable PDF form:</b> Type in your details online, print the form, and submit it by <b>FAX or MAIL</b>. Go to <a href="http://WorkSafeBC.com">WorkSafeBC.com</a> and select "Report an injury or illness."</p> <p><b>3. Paper form:</b> Clearly PRINT details, sign the form, and submit it by <b>FAX or MAIL</b>.</p> <p>FAX: 604 233-9777 in Greater Vancouver or toll-free within BC at 1 888 922-8807 MAIL: WorkSafeBC, PO Box 4700 Stn Terminal, Vancouver BC V6B 1J1</p>				
WorkSafeBC claim number (if known) <input type="text"/>				
<b>Employer information</b>				
Employer's name (as registered with WorkSafeBC) <b>School District No. 1 (Pleasantville)</b>			Type of business	
WorkSafeBC account number <b>4000</b>		Classification unit number <b>841102</b>	Operating location number	
Employer address line 1 (mailing) <b>12345 - 67 Ave.</b>		Employer contact last name <b>Green</b>	First name <b>Peter</b>	
Employer address line 2 (mailing)		Employer contact telephone (and area code) <b>(250) 555-5555</b>	Extension	Employer contact fax (and area code) <b>(250) 555-5556</b>
City <b>Pleasantville</b>	Province/state <b>BC</b>	Employer payroll contact last name		First name
Country (if not Canada)		Employer payroll contact telephone (and area code)	Extension	Employer payroll contact fax (and area code)
<b>Worker information</b>				
Worker last name <b>Jones</b>		First name <b>Johnathan</b>	Middle initial <b>J</b>	Gender <b>M</b> <input checked="" type="checkbox"/> <b>F</b> <input type="checkbox"/>
Date of birth (yyyy-mm-dd) <b>1 9 93 - 03 - 06</b>		Home phone number (include area code) <b>(250) 555-4444</b>	Social insurance number <b>1 2 3 4 5 6 7 8 9</b>	
Address line 1 <b>1234 Centre St.</b>		Address line 2		
City <b>Pleasantville</b>		Province/state <b>BC</b>		Country (if not Canada)
				Postal code/zip <b>V3C 3C3</b>
1. What is the worker's occupation? <b>Work Experience Student</b>			2. Has the worker been employed by this firm for less than 12 months? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	3. If yes, start date (yyyy-mm-dd)
4. At the time of injury, was the worker (check all that apply)			Permanent <input type="checkbox"/> Apprentice <input type="checkbox"/> Self-employed <input type="checkbox"/> Casual <input type="checkbox"/> Temporary <input checked="" type="checkbox"/> Volunteer <input type="checkbox"/> Principal/partner or relative of employer <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Full time <input type="checkbox"/> Student <input checked="" type="checkbox"/> Fisher <input type="checkbox"/> Part time <input type="checkbox"/> New entrant to workforce <input type="checkbox"/> Hired on a contract basis <input type="checkbox"/>	
<b>Incident information</b>				
5. Date and time of incident (yyyy-mm-dd) <b>2008-05-15</b>		a.m. <input type="checkbox"/> p.m. <input checked="" type="checkbox"/> OR	6. Period of exposure resulting in occupational disease (yyyy-mm-dd) From <input type="text"/> To <input type="text"/>	
7. Did worker report injury or exposure to employer? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		8. If yes, date reported to employer (includes first aid) (yyyy-mm-dd) <b>2008-05-15</b>	9. Name of person reported to <b>David Hill</b>	
10. Describe how the incident happened  While cutting tomatoes with a knife in the kitchen, the student cut the index finger of his left hand.			11. Describe the injury in detail (what part of the body was injured)  <b>Deep cut to index finger of left hand (stitches required).</b>	
12. Side of body injured Left <input checked="" type="checkbox"/> Right <input type="checkbox"/> Bilateral <input type="checkbox"/> Not applicable <input type="checkbox"/>				
13. Describe the work incident location (address, city, province) and where incident occurred (e.g. shop floor, lunchroom, parking lot) <b>Kitchen of Paul's Restaurant, 567 Main St., Pleasantville, BC</b>				
14. Did the injury(ies) or exposure result from a specific incident? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>				
15. Contributing factors — select AT LEAST ONE, and as many as applicable				
Lifting <input type="checkbox"/> _____ lb <input type="checkbox"/> kg <input type="checkbox"/> Overexertion <input type="checkbox"/> Struck <input type="checkbox"/> Repetitive (activity repeated over and over again) <input type="checkbox"/> Crush <input type="checkbox"/> Slip or trip <input type="checkbox"/> Sharp edge <input checked="" type="checkbox"/> Twist <input type="checkbox"/> Fire or explosion <input type="checkbox"/> Fall <input type="checkbox"/> Harmful substance in the work environment <input type="checkbox"/>				
Animal bite <input type="checkbox"/> Assault <input type="checkbox"/> Motor vehicle accident <input type="checkbox"/> Unsure/other (please explain below) <input type="checkbox"/>				





## Employer's Report of Injury or Occupational Exposure (continued)

Worker last name <b>Jones</b>	First name <b>Johnathan</b>	Middle initial <b>J</b>	WorkSafeBC claim number (if known)
		Social insurance number 1 2 3 4 5 6 7 8 9 9 8 7 6 5 4 3 2 1 0	
		Personal health number from BC CareCard	

<p>16. Were there any witnesses? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please explain If yes, <b>David Hill, Head Chef</b></p> <p>17. Did the incident occur in British Columbia? <input checked="" type="checkbox"/></p> <p>18. Were the worker's actions at time of injury for the purpose of your business? <input checked="" type="checkbox"/></p> <p>19. Did the incident occur on employer's premises or an authorized worksite? <input checked="" type="checkbox"/></p> <p>20. Did the incident happen during the worker's normal shift? <input checked="" type="checkbox"/></p> <p>21. Was the worker performing their regular duties at the time of the incident? <input checked="" type="checkbox"/></p> <p>22. Are you aware of any previous pain or disability in the area of the worker's reported injury? <input checked="" type="checkbox"/></p> <p>23. Did the worker go to hospital, clinic, or visit a physician or qualified practitioner? <input checked="" type="checkbox"/></p> <p>If yes, please provide: Provider name (if known) <b>Dr. Donald Brown, Pleasantville Medical Clinic</b></p> <p>24. Did the worker receive first aid? <input checked="" type="checkbox"/></p> <p>If yes, please provide: First aid attendant name (if known) <b>Paul Smith</b></p> <p>25. Do you have any objections to the claim being allowed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If yes, please explain)</p>	<p>1 2 3 4 5 6 7 8 9 9 8 7 6 5 4 3 2 1 0</p> <p>Date (yyyy-mm-dd) <b>2008-05-15</b></p>
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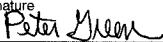
### **Wage information**

26. Did the worker miss any time from work beyond the date of injury or exposure? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No								
<b>If NO WORK WAS MISSED and NO CHANGE to duties/pay, proceed to bottom of page to sign, date, and submit this report.</b> <b>If WORK WAS MISSED or if duties/pay have been MODIFIED, please answer ALL questions on this form.</b>								
27. If work missed: Provide the base salary amount for this employment position at the time of injury \$ <input type="checkbox"/> Hourly <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly <input type="checkbox"/>								
28. Does worker receive other amounts of compensation in addition to base salary? Vacation pay <input type="checkbox"/> _____ % Shift differential <input type="checkbox"/> \$ _____ Overtime <input type="checkbox"/> \$ _____ Does the worker receive vacation pay on every cheque? Room and board <input type="checkbox"/> \$ _____ Other <input type="checkbox"/> \$ _____ Yes <input type="checkbox"/> No <input type="checkbox"/> Tips and gratuities <input type="checkbox"/> \$ _____								
29. Provide the amount of <b>gross</b> earnings for the past 3 months or 12 weeks prior to the date of injury or exposure \$ <input type="checkbox"/> 3 months <input type="checkbox"/> 12 weeks <input type="checkbox"/>								
30. Does the worker have a fixed-shift rotation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If no, please explain								
31. If yes, show the normal work week by entering the paid hours								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 14.28%;">Sun</td> <td style="width: 14.28%;">Mon</td> <td style="width: 14.28%;">Tue</td> <td style="width: 14.28%;">Wed</td> <td style="width: 14.28%;">Thu</td> <td style="width: 14.28%;">Fri</td> <td style="width: 14.28%;">Sat</td> </tr> </table>		Sun	Mon	Tue	Wed	Thu	Fri	Sat
Sun	Mon	Tue	Wed	Thu	Fri	Sat		
32. Did the worker continue to work past day of injury? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> 34. Last day worked (yyyy-mm-dd) <input type="checkbox"/>								
35. Is worker continuing to receive their full salary? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>								
36. Number of hours scheduled to work on last day worked <input type="checkbox"/> 37. Number of hours worked on last day <input type="checkbox"/> 38. Number of hours paid by employer on last day worked <input type="checkbox"/>								

### **Return-to-work information**

39. Has the worker returned to work? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	
40. If YES: Date (yyyy-mm-dd) <b>2008-05-16</b> Since the return to work, has the worker's duties, hours of work, work schedule, and/or rate of pay changed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
41. If NO: Do you have any modified or transitional duties available? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Have the modified or transitional duties been offered to the worker? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
42. If yes, please describe modified or transitional duties	

### **Signature and report date**

43. Employer signature 	44. Employer title <b>Coordinator, Career Programs</b>	45. Date of report (yyyy-mm-dd) <b>2008-05-16</b>
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**For personal assistance**, please call our Claims Call Centre at 604 231-8888 or toll-free within BC at 1 888 967-5377.

The BC Legislature provides impartial advisers on all workers' compensation matters. For more information, call the Employers' Advisers Office at 604 713-0303, or toll-free within BC and Alberta at 1 800 925-2233. To locate the Employers' Advisers office nearest you, visit [www.labour.gov.bc.ca/eao/](http://www.labour.gov.bc.ca/eao/)