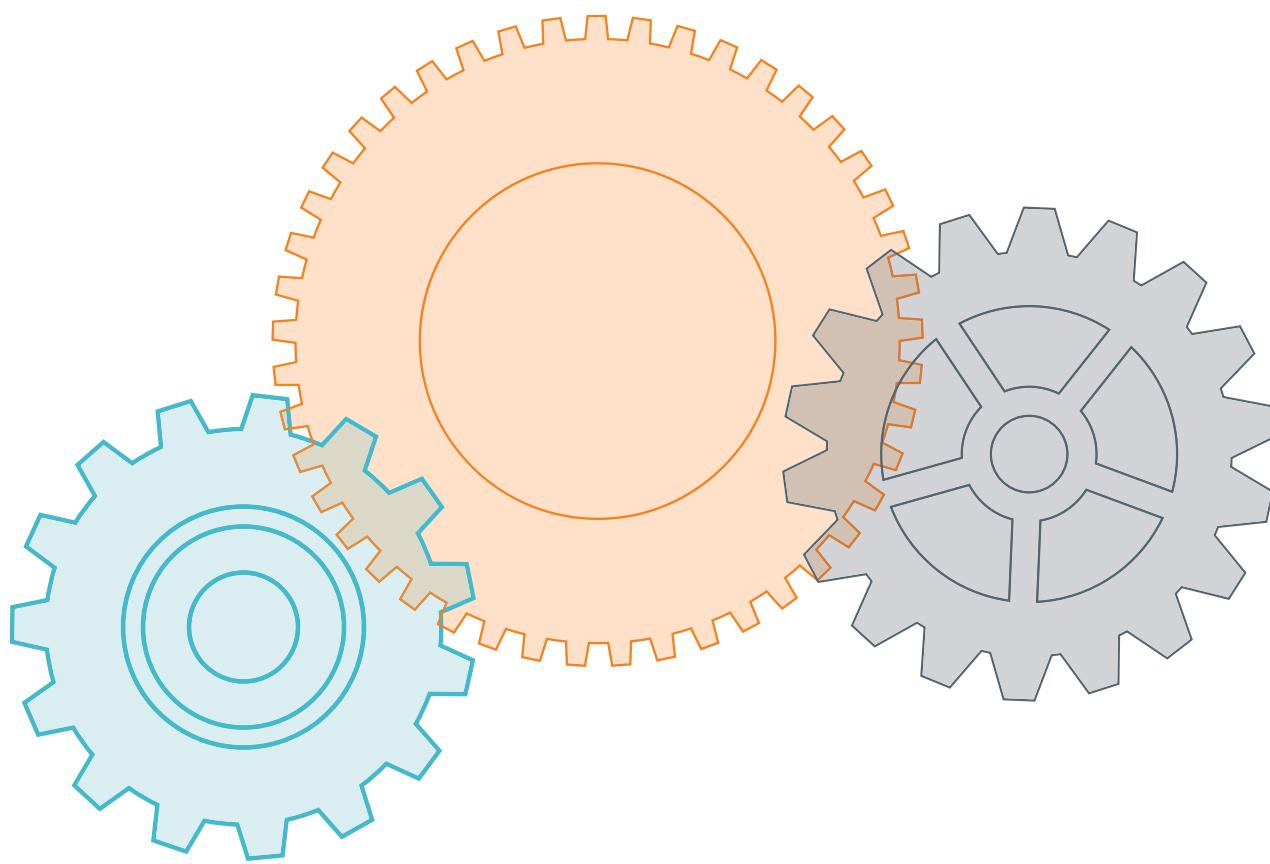


DRAFT

Work Experience Program Guide

(Program Procedures, Requirements, and Standards)



BRITISH
COLUMBIA

Ministry of
Education

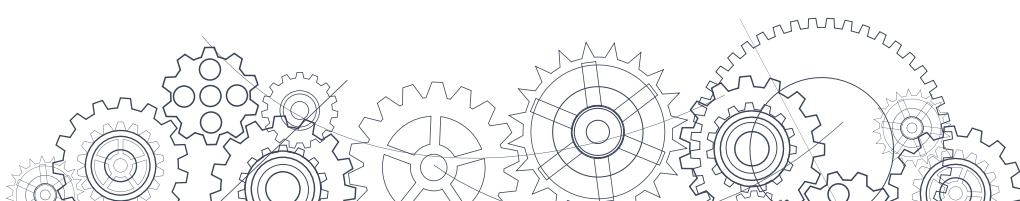
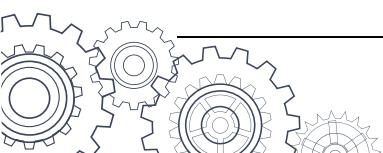




Table of Contents

INTRODUCTION	1
Rationale for WEX	1
Goals of WEX	2
Types of ministry-authorized WEX placements	2
Other WEX options	3
<i>Career simulation placements (non-standard worksites).....</i>	3
<i>Paid work experience.....</i>	3
<i>In-school placements.....</i>	3
WORK EXPERIENCE 12A AND 12B: CURRICULAR DESIGN	4
Student readiness.....	4
WORK EXPERIENCE: PROGRAM PROCEDURES, REQUIREMENTS, AND STANDARDS	5
Before starting a WEX placement.....	5
<i>Program requirements</i>	5
<i>Preparing students for WEX placements; Considerations and resources</i>	7
<i>WEX placement standards for educators</i>	9
<i>WEX placement standards for employers</i>	9
During a WEX placement	9
<i>Program requirements</i>	9
<i>Ongoing student safety considerations</i>	10
After a WEX placement	11
<i>Program requirement: Assessing and evaluating WEX students</i>	11
Other work experience delivery options.....	11
<i>Distributed learning.....</i>	11
<i>Continuing education.....</i>	11
<i>Independent Directed Studies.....</i>	12
<i>Board/Authority Authorized courses</i>	12
LIST OF APPENDICES	13

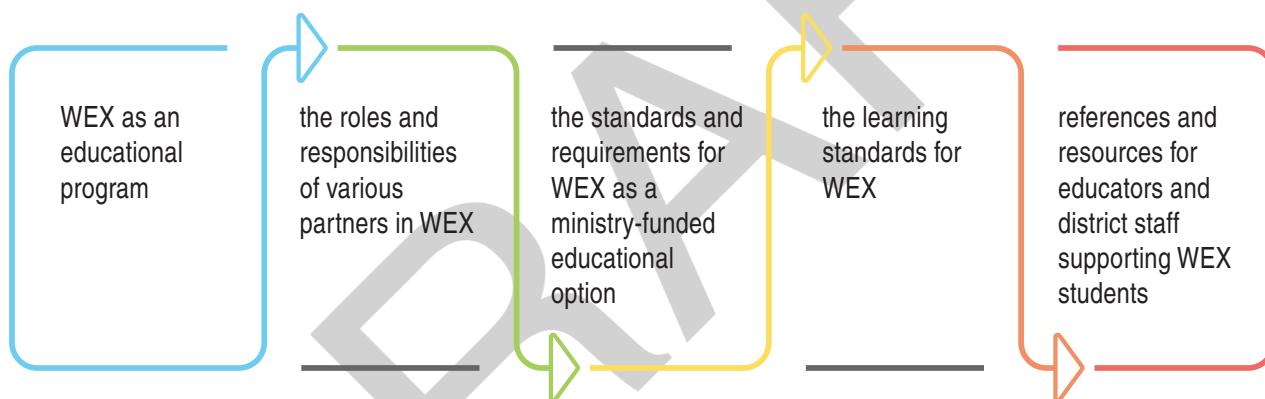


INTRODUCTION

This program guide sets out the requirements and standards for Work Experience 12A and 12B, British Columbia's Ministry of Education–authorized Work Experience (WEX) elective courses. As per the [Elective Work Experience Courses and Workplace Safety Policy](#), WEX 12A and 12B are each worth four credits towards graduation, comprise approximately 100-120 hours, and may include in-school time spent on specific workplace orientation, safety instruction, and Ministry curriculum. However, students must spend most of the course time in authentic work experience placements. The program standards and delivery guidelines outlined in this guide apply only to ministry-authorized WEX courses. This guide does not cover the requirements for Youth Work in Trades (WRK) or the options used to fulfill the mandatory 30 hours of career explorations required for graduation as outlined in Career-Life Connections.

School district staff are responsible for providing access to WEX courses for all interested students and delivering the WEX program according to the provincial policy and operational standards outlined in this guide. The guide was developed by the Ministry of Education, in consultation with B.C. educators, to ensure that it reflects best practices in career-life development, and to support educators and district staff in delivering the program.

This guide describes:

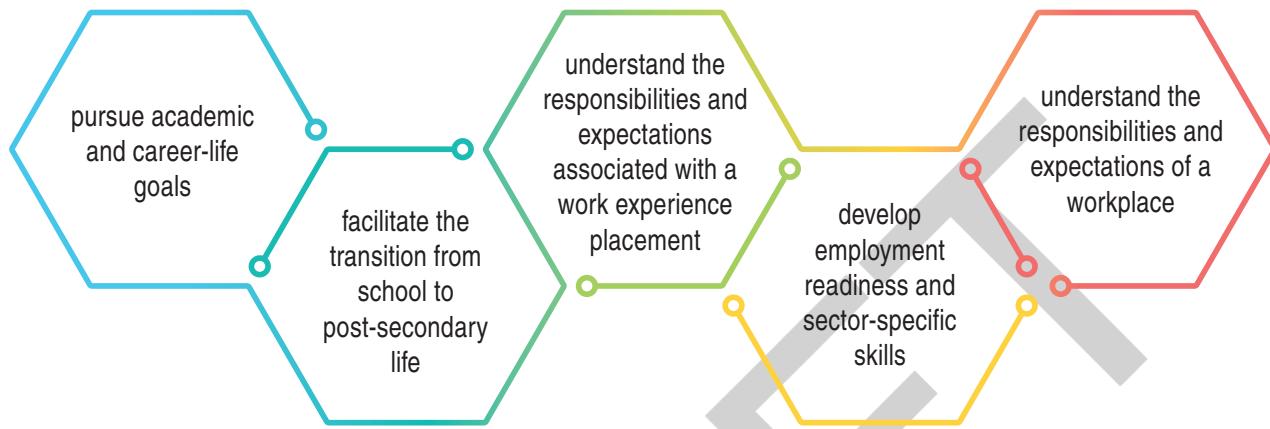


Rationale for WEX

WEX 12A and 12B give students the opportunity to participate in, observe, and learn about the tasks and responsibilities related to an occupation or career. In conjunction with Career-Life Education and Career-Life Connections, work experience helps prepare students for the transition from secondary school to the world of work, for further education and training, or for other post-graduation opportunities. In WEX 12A and 12B, students learn about and experience the workplace and are provided with a frame of reference within which to review or revise their career-life development goals. WEX courses provide students with an opportunity to apply classroom learning in a context outside school and to bring back to the classroom new perspectives about their learning. The courses also provide students with the chance to gain new skills that can be used in future work opportunities.

Goals of WEX

The primary goal of the WEX program is to help students personalize their learning and prepare them for the transition from secondary school to post-graduation life. Through WEX, students have the opportunity to observe and practise generic employability skills, as well as skills specific to occupations, industries, or careers. Other goals of WEX include helping students to:



Types of ministry-authorized WEX placements

Ministry-authorized WEX placements are typically unpaid and occur at standard worksites. These are locations where workers perform the tasks and have responsibilities related to an occupation or career under the general supervision of an employer or self-employed person. For the purposes of this guide, the term “employer” refers to the person or organization that provides unpaid or paid work experience in the tasks, activities, and functions of an occupation or employment sector.

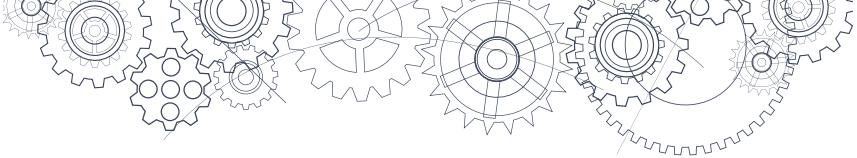
Non-standard worksites and simulation activities offered by a school or district specifically for work experience programming are discussed below (see “Other WEX options”).

A student may have WEX placements at multiple sites. However, in each case, placements must meet ministry requirements for funding and must consist of authentic workplace experiences that:

- provide students with new learning experiences related to their career-life interests and goals, and go beyond those that they typically 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
- are community-based



Except under exceptional circumstances (see “Other WEX options”), WEX placements should not occur in a student’s school. Activities that are extensions of in-school courses or that are extra-curricular are not ministry-authorized WEX placements, as these activities are usually linked with a particular course other than WEX courses. In these cases, if relevant, a school may use Independent Directed Studies to provide students with course credits for extra work related to the curriculum of a ministry- or Board/Authority Authorized course.



Activities that are eligible as ministry-funded WEX courses include:

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

Other WEX options

Career simulation placements (non-standard worksites)

Career simulation placements take place in non-standard worksites. Boards of Education and Independent School Authorities may offer WEX courses that use career simulation activities rather than placements at standard worksites. Career simulations consist of hands-on activities that are directly related to the work performed in a given occupation. Career simulation WEX placements do not include training provided at an educational institution.

Career simulations for eligible WEX courses are organized collaboratively by a community organization and educators and/or district staff to provide students with the opportunity to participate in valid and meaningful career-related activities that would normally not be available to them. Workers from the occupation or industry lead the activities. Career simulations are offered only in circumstances where students cannot participate at standard worksites because of high risk, specific knowledge requirements, or confidentiality. For example, career simulation work experience activities could be established for some occupations in the law enforcement and health care sectors.

Districts placing students in career simulation WEX courses must meet all other WEX requirements for funding as outlined in this guide. Students undertaking WEX through a career simulation are not provided WorkSafeBC coverage as “workers of the Crown.” They are to 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 community organization.

Paid work experience

In most cases, ministry-authorized WEX courses involve non-paid placements, and this guide outlines the requirements for such placements. In cases where a district determines that a paid placement is acceptable and/or appropriate for a student, the paid employment must align with the student’s career or education plan as documented in the student’s file. As is the case with unpaid placements, educators must contact the student’s employer to establish a student training plan, which includes information such as the hours to be worked, duties or tasks to be performed, employability skills to be practised, and workplace-specific skills to be developed. (See Appendix A for a sample student training plan for WEX.) The paid hours to be used for WEX may only begin after the school has contacted the employer, developed a student training plan, and completed the safety orientations required for ministry funding. Students participating in paid work experience must still meet all the standards and requirements outlined in this guide.

In-school placements

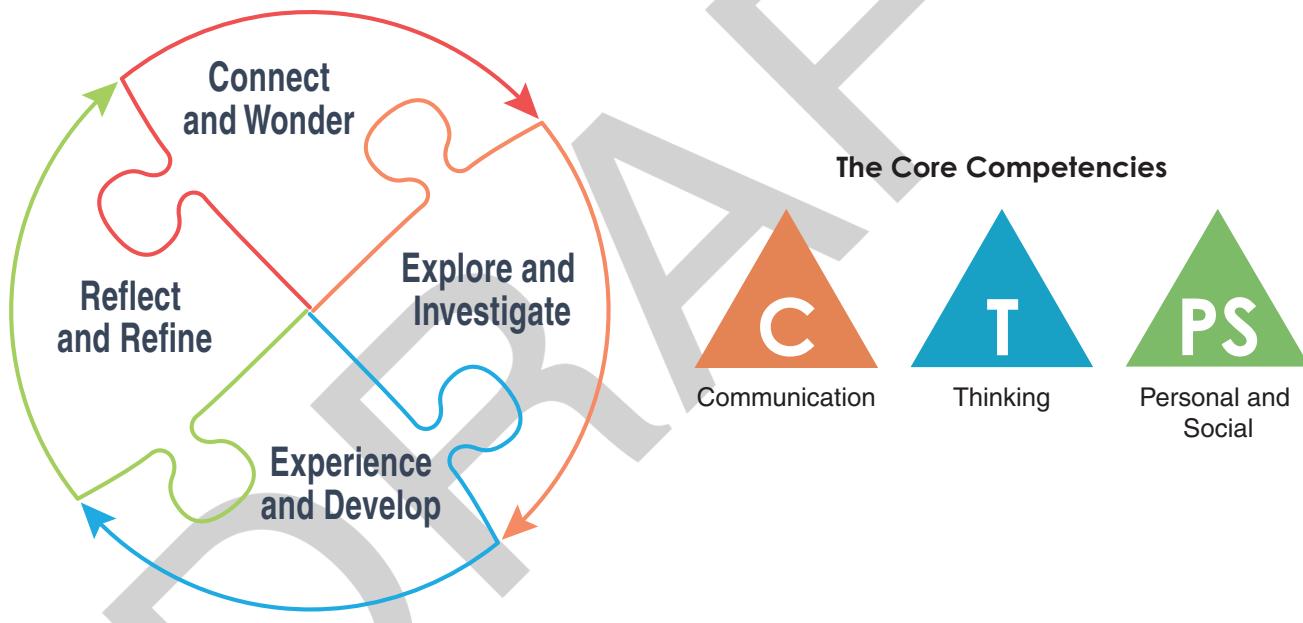
In-school placements are acceptable if they can be demonstrated to be in the student’s best interests, such as accommodations for a student who is significantly “at risk” or requires specialized supports to participate.

WORK EXPERIENCE 12A AND 12B: CURRICULAR DESIGN



The Work Experience 12A and 12B curricula (see Appendix B) are designed to introduce school-aged students to career and work experience placement opportunities. While most of the course time consists of authentic work experience placements, it also includes in-school time spent on workplace orientation, safety instruction, and Ministry curriculum.

Like other ministry curricula, the learning standards for Work Experience 12A and 12B are based on the Know-Do-Understand (KDU) curricular model and consist of Big Ideas, Curricular Competencies, and Content, with the Core Competencies embedded throughout. The Curricular Competencies for ministry-authorized WEX courses reflect the cycle of learning a student undertakes before, during, and after a WEX placement, and are based on an inquiry model, which includes the following:



The curricular component of WEX 12A and WEX 12B may be offered in a variety of formats, including but not limited to scheduled classroom settings; seminars; drop-in sessions; electronic instruction; three-way conversations with the educator, student and employer; and one-to-one instruction.

Student readiness

The learning standards in WEX 12A and 12B apply the knowledge acquired in Career-Life Education (CLE). In cases where students have not completed CLE, educators must deliver the related learning standards as part of that student's WEX program. These CLE learning standards relate to career-life development, and include employability, collaboration, leadership, essential job skills, appropriate workplace behaviour, and workplace safety. Students must complete these learning standards before starting a WEX placement.

Before arranging a WEX placement for a student, consider the following:

- WEX 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 determine whether a student is adequately prepared to participate in a community-based work experience placement
- Students should be provided with adequate knowledge and understanding of the work experience placement and workplace expectations before beginning any on-site work
- Accommodations that students may require are accessible in the workplace

WORK EXPERIENCE: PROGRAM PROCEDURES, REQUIREMENTS, AND STANDARDS

The Work Experience program requires district and school-based staff to ensure that students are prepared for their work experience placement and that district records demonstrate compliance with Ministry of Education requirements, including funding requirements. This section outlines these requirements, referring to supporting resources and information that are included in the appendices.

The WEX program procedures, requirements, and standards are organized as follows and are summarized in Appendix C:

- Before starting a WEX placement
- During a WEX placement
- After a WEX placement

Before starting a WEX placement

Program requirements

Providing an in-school safety orientation

Before a student starts a WEX placement, educators and/or district staff are required to provide an in-school safety orientation covering general workplace safety awareness, issues, and practices. The in-school orientation may cover:

- [WorkSafeBC Regulation 3.12: The Right to Refuse Unsafe Work](#)
- WorkSafeBC's [Student WorkSafe 10-12: Resource for Teachers](#)
- the [Employment Standards Act](#) and [Regulation](#), which set minimum standards for wages and working conditions in most workplaces, and outline the rights and responsibilities of employees in the workplace



*In accordance with
[Ministerial Order MO237/11](#), Boards of Education must establish guidelines regarding conduct, supervision, evaluation, and participation of students undertaking WEX placements.*

Confirming WorkSafeBC coverage

Unpaid placements

WorkSafeBC has the authority to extend coverage to students participating in ministry-authorized WEX placements at standard worksites. Students are deemed to be “workers of the Crown” for these purposes. In the event of a workplace accident during a WEX placement, WorkSafeBC provides compensation, health care benefits, and rehabilitation benefits on the same terms and conditions as for any other worker.

Coverage as “workers of the Crown” is available to students who are 14 years of age or older, and are participating in a school-arranged, school-monitored, and unpaid WEX placement as documented in a Work Experience Placement Agreement Form (see sample in Appendix D). Work Experience Placement Agreement Forms must be completed and signed before students start work. WorkSafeBC coverage for “workers of the Crown” is not available to students at non-standard worksites (see “Other WEX options”).

Paid placements

Students who are supported and monitored by the school district and who use paid employment to earn credits for WEX courses must show that they are working at a site where WorkSafeBC coverage is provided. WorkSafeBC coverage for any paid work experience must be provided by the employer and will not be provided by the Province. Educators and/or district staff must confirm that employers provide coverage for workers in paid placements and district staff must include confirming documentation, such as a [WorkSafeBC Clearance letter](#) (see sample Appendix E), in student files.

In addition, for students using paid employment, the paid hours to be used for the purposes of completing WEX 12A and/or 12B may only begin to accrue after the district has:

- provided the required in-school and on-site safety orientations
- formally confirmed the student’s employer through a signed Work Experience Agreement Form
- developed a student training plan with the employer and student

These requirements must be met and must be documented before the district reports the student for ministry funding.

Completing the Work Experience Placement Agreement Form (unpaid and paid placements)

District staff, students, and WEX employers must sign a Work Experience Placement Agreement Form. The form confirms that the employer will supervise the student during the WEX placement, the terms of the placement, including the location or locations of the worksite, and the specific dates and time of the placement. In the case of a student under the age of 14, the student’s parent/guardian must also sign the Work Experience Agreement Form.

Note: Students participating in unpaid work experience through an Independent Directed Study or Board/Authority Authorized course also receive WorkSafeBC coverage as “workers of the Crown” if the course meets the requirements set out in this guide and the Ministry of Education’s [Elective Work Experience Courses and Workplace Safety Policy](#).



Note: The signed form must be retained by district staff for the purposes of WorkSafeBC coverage and for validation of ministry funding claims. It is recommended that parents’/guardians’ signatures are obtained for all WEX placements.



Providing a worksite safety orientation (unpaid and paid placements)

WEX employers are required to provide students with a safety orientation. The orientation must encompass workplace safety precautions specific to the type of work and the worksite. The on-site orientation must occur before hands-on activities begin, and students must complete a Worksite Safety Checklist to confirm that an on-site safety orientation occurred (see Appendix F for a sample Worksite Safety Checklist). District staff must include the signed checklist in student files as documentation of the orientation. Employers may consider using the checklist as a reference for conducting on-site orientations.

In the case of new WEX employers, district staff and the employer will review the worksite from a safety perspective, through site visits (where feasible) and discussions with the employer or the student's direct supervisor, with the purpose of concluding that the worksite is safe and free from exploitation and harassment. District staff must include documentation of this review in student files. (See Appendix I for a sample Worksite Inspection Form.)

Developing student training plans (unpaid and paid placements)

Educators must ensure that student training plans outline learning goals for skill development and refinement for the WEX placement and demonstrate a student's progress through the learning standards for each of the WEX courses the student undertakes.

Before students begin a WEX placement, educators must work with students and employers to establish and sign off on a student training plan. Student training plans for work experience:

- confirm the completion of in-school and on-site safety orientations
- state the hours and days to be worked
- outline the duties or tasks to be performed
- include the learning standards to be met and the work-specific skills to be developed

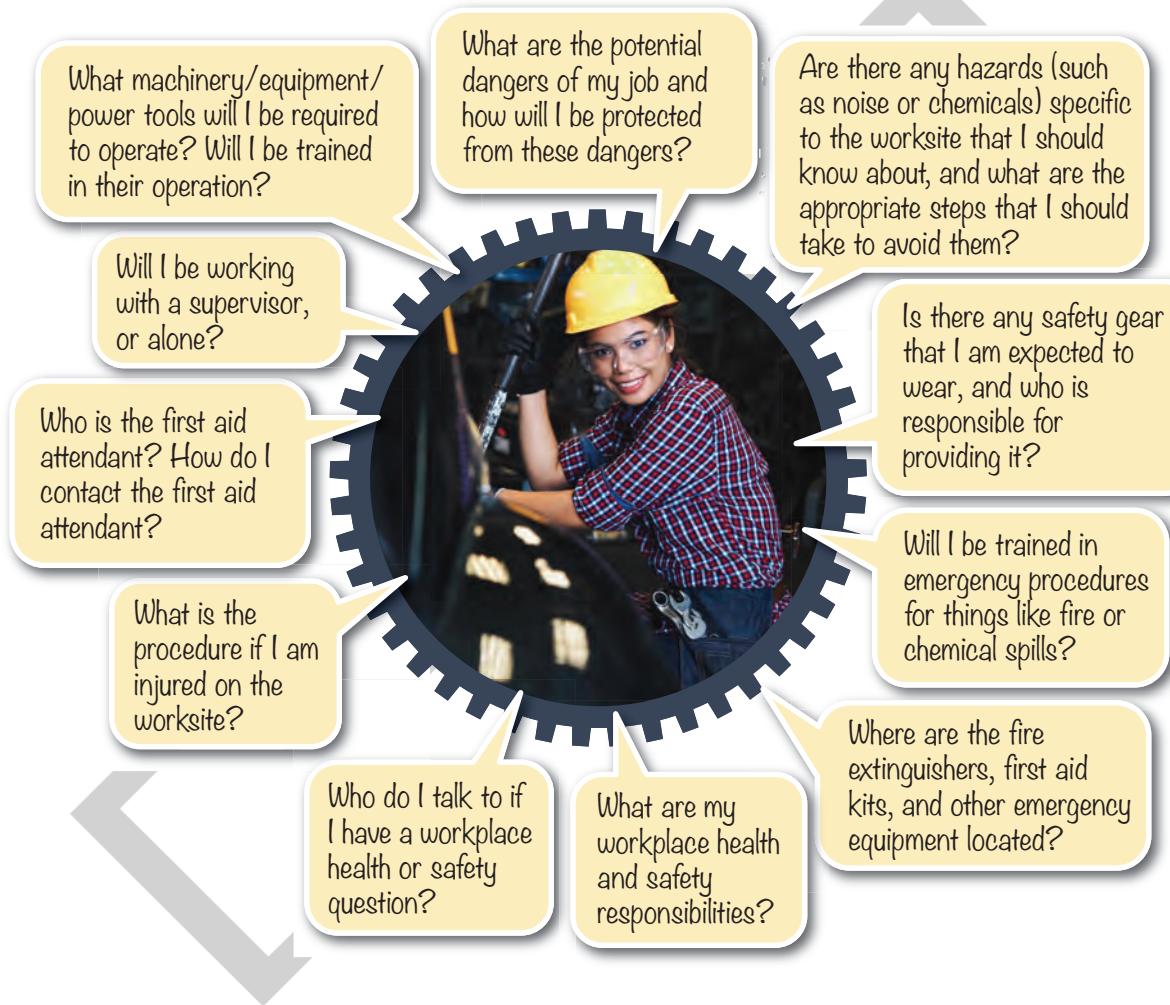
Preparing students for WEX placements: Considerations and resources

In WEX 12A and 12B, students learn first-hand what worksites typically require in terms of behaviour, clothing, and workplace safety. For the WEX placement to be effective, educators and/or other district staff must ensure that students are familiar with the responsibilities and expectations associated with participation in the workforce. Educators and/or other district staff must impress upon students the importance of:

- continuing to attend all in-school courses at times other than those assigned for WEX placements
- participating in all required health and safety education and training at the workplace
- using all provided personal protective equipment and clothing
- abiding by the worksite's safety-related rules and regulations and its behavioural standards and practices
- working the days and hours established with employers, and notifying employers when unable to work
- notifying worksite supervisors immediately of any injuries, emergencies, or other problems

- respecting the confidential nature of information at the worksite
- participating in assessment meetings as required by worksite supervisors or WEX educators
- identifying accommodations required (if needed) to complete specific tasks
- for Indigenous students and any other applicable student, being knowledgeable about cultural expectations that may or may not align with workplace commitments and being prepared to discuss these with the employer

As part of the required worksite orientation, students are advised to ask their worksite supervisor about workplace safety. Questions suggested by WorkSafeBC include the following:



<i>WEX placement standards for educators</i>	<i>WEX placement standards for employers</i>
<p>In order for a WEX placement to be effective, educators must:</p> <ul style="list-style-type: none"> • communicate with the employer to establish a student training plan for use by the student and employer that articulates the skills and areas of knowledge to be developed during the placement • familiarize the student with the responsibilities and expectations associated with participating in a WEX placement, including the need for confidentiality • endeavour to place the student in appropriate situations, taking into account the student's abilities, required accommodations (if needed), personality, and career aspirations • ensure that the student is monitored during the WEX placement by communicating directly with both the employer and the student so that any problems in the workplace may be addressed • have all required parties sign a Work Experience Agreement Form before any WEX placement begins 	<p>In order for a WEX placement to be effective, employers must:</p> <ul style="list-style-type: none"> • provide a safe working and learning environment • provide a site-specific safety orientation for the student before hands-on activities begin • provide the student with an orientation addressing hours of work, breaks, dress code, and employer expectations (including expectations concerning exploitation and harassment) • introduce the student to regular worksite 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 WEX placement and the student's skills and interests, while allowing the student to participate in a variety of work activities that support the student training plan • immediately notify the school of any injuries or emergencies, difficulties, or other problems with the work experience student

During a WEX placement

Program requirements

Monitoring WEX students

The [Elective Work Experience Courses and Workplace Safety Policy](#) requires that Boards of Education "establish guidelines respecting the conduct, supervision, evaluation and participation of students in all school-arranged work placements." The policy also states that "school personnel must monitor each student on a school-arranged work placement as determined by board guidelines" in order to be reported as a ministry-authorized WEX course. The [Work Experience Ministerial Order](#) requires that "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."



Monitoring students on WEX placements should include worksite visits as well as regular communication (e.g., phone calls or emails) with the student's employer and/or workplace supervisor. All monitoring activities must be documented. Monitoring ensures that students are performing assigned tasks to the best of their ability and confirms that students' personal management skills are consistent with expectations of the employer and school, including participating in the placement as agreed (see Appendix J for a sample Student Work Hours Log). It is suggested that special attention be paid to attendance and punctuality, as well as demonstration of positive attitudes, adaptability, and workplace safety.

District and school-based administrators must make provisions for staff to monitor all students participating in ministry-authorized WEX courses. Educators and/or district staff must be in contact with employers for all WEX students, including students on paid placements. If a school arranges WEX 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.

Educators and/or district staff must also communicate directly with students to ensure that any student concerns about the WEX placements are addressed and that any problems are resolved in the best interests of both the students and the employers.

Reporting injuries to WorkSafeBC

It is essential that every workplace accident, no matter how minor, is followed up and a WorkSafeBC report filed. It is the school district's responsibility to inform participating students and worksite supervisors about the procedure for reporting injuries suffered by students on WEX placements. (For reference, Appendix F is an [Employer's Report of Injury or Occupational Disease](#), which is also available online, and Appendix L provides an overview of the reporting procedures in the case of a workplace accident or injury.)



Ongoing student safety considerations

During work experience placements, events and circumstances can sometimes lead to negative social-emotional impacts on students. There is growing evidence that exposure to bullying and harassment in the workplace can have serious negative consequences. Workplace bullying and harassment can take many forms, including verbal aggression, personal attacks, and other intimidating or humiliating behaviours. WorkSafeBC has developed [Occupational Health and Safety \(OHS\) policies](#) to help workers, employers, and supervisors prevent and address workplace bullying and harassment.

WorkSafeBC has also developed a [Bullying and Harassment Prevention Toolkit](#) to assist workplace parties in meeting their legal duties as outlined in the OHS policies. The toolkit provides information, training tools, and templates that workplaces can adapt to meet their individual needs. Questions about these resources can be answered at policy@worksafebc.com.

Students, educators, other district staff, or employers who witness or experience bullying and harassment in the workplace should follow the procedures set out by their employer. They can also contact the Prevention Information Line: 604-276-3100 (Lower Mainland) or 1-888-621-7233 (toll-free within B.C. and Alberta).

After a WEX placement

Program requirement: Assessing and evaluating WEX students

As in all educational programs, WEX students must be evaluated by educators with valid teaching certificates and a final grade must be assigned. Course evaluations are based on assessment of student learning of the provincial WEX curriculum. As always, educators should incorporate clear criteria and utilize a variety of assessment strategies (suggestions may be found in the elaborations within the curriculum). Final course grades are derived from evaluation of student learning of the course curriculum by an educator employed by the Board of Education or Independent School Authority who is certified by the Teacher Regulation Branch of the Ministry of Education.

Employer feedback and observations are integral components of work experience and may be included as part of any discussions or formative assessment activities that educators and/or district staff may have with students before, during, and/or after their placement. Employer feedback and observations may also inform instruction. However, they may not be considered as part of a student's formal evaluation or final course grade. (See Appendix H for a sample Employer's Feedback Form.)

Other work experience delivery options

This guide focuses primarily on the requirements and procedures for Boards of Education and Independent School Authorities delivering ministry-funded WEX courses through a “bricks and mortar” school and where WEX placements occur at standard worksites. If Boards of Education and Independent School Authorities comply with WEX program requirements and procedures, they can report students for ministry funding through [Form 1701 reporting processes](#).

Students may also take WEX courses through their district’s distributed learning and continuing education programming or their independent distributed learning school, through Independent Directed Studies or Board/Authority Authorized courses, or as a career simulation (see “Other work experience options” above).



Distributed learning

Boards of Education and Independent School Authorities that comply with the WEX program requirements and procedures outlined in this guide can report distributed learning students through [Form 1701 reporting processes](#) only after attendance criteria are met and students become “active” in each course.



Continuing education

Boards of Education that comply with the WEX program requirements and procedures outlined in this guide can report continuing education students through [Form 1701 reporting processes](#) only after the [Adult Funding Policy](#)’s definition of attendance has been met in each course.



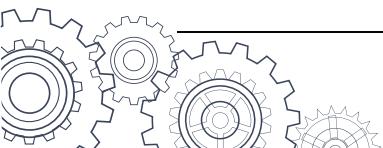
Independent Directed Studies

Through Individual Directed Studies (IDS), students can receive an additional eight credits for work experience (to a maximum of 16 credits in total for all work experience courses). District and school staff are required to follow the requirements for IDS as identified in the [Graduation Program Order](#).



Board/Authority Authorized courses

Boards of Education or Independent School Authorities that wish to develop their own credit-based work experience courses not based on ministry guidelines for work experience must ensure that these courses meet the [Elective Work Experience Courses and Workplace Safety](#) and [Board/Authority Authorized Courses](#) requirements. Board/Authority Authorized work experience courses can be developed for students who may have difficulty meeting the learning standards contained in the [Work Experience 12A and 12B curricula](#). A student can earn up to a maximum of 16 credits for all work experience courses.





LIST OF APPENDICES

Appendix A: Sample Student Training Plan

Appendix Bi: Curriculum (WEX 12A)

Appendix Bii: Curriculum (WEX 12 B)

Appendix C: Suggested Procedures Timeline (WEX)

Appendix D: Sample Work Experience Agreement Form

Appendix E: Sample Clearance Letter

Appendix F: Sample Worksite Safety Checklist (WEX)

Appendix G: Sample Employer's Report of Injury or Occupational Disease

Appendix H: Sample Employer Feedback Form (WEX)

Appendix I: Sample Worksite Inspection Form (WEX)

Appendix J: Sample Student Work Hours Log

Appendix K: Links to Related Policies, Legislation, and Career and Labour Market Information

Appendix L: Accident and Injury Reporting Procedure



Appendix A: Sample Student Training Plan

DRAFT

Student Training Plan

(WORK EXPERIENCE 12A AND 12B)

Student name			
Student signature		Date	
Employer name			
Employer's main activity			
Worksite supervisor name			
Worksite supervisor signature		Date	

By their signatures, the parties signify their agreement with the terms of this student training plan.
This student training plan applies to the student's Work Experience **12A or 12B** placement.

Area of Interest and work placement

This placement and student training plan are appropriate for the student's areas of interest (identified below):

<input type="checkbox"/> Business/Applied Business	<input type="checkbox"/> Humanities	<input type="checkbox"/> Trades/Construction/ Maintenance/Repair
<input type="checkbox"/> Creative Arts, Design, and Media	<input type="checkbox"/> Engineering, Science/ Applied Science	<input type="checkbox"/> Computer/Software Technology
<input type="checkbox"/> Social Services	<input type="checkbox"/> Tourism, Hospitality, and Food Services	<input type="checkbox"/> Mathematics/Research/ Analytics
<input type="checkbox"/> Health Services		
<input type="checkbox"/> Human Services		

General description of the work to be performed and its connection to the student's area of interest:

Employability skills:

Indicate the employability skills to be practised:

Fundamental skills: <input type="checkbox"/> Communicating <input type="checkbox"/> Managing information <input type="checkbox"/> Using numbers <input type="checkbox"/> Thinking, analyzing, and solving problems <input type="checkbox"/> _____	Teamwork skills: <input type="checkbox"/> Working with others <input type="checkbox"/> Participating in projects and tasks <input type="checkbox"/> Giving and/or receiving feedback <input type="checkbox"/> Demonstrating initiative <input type="checkbox"/> _____
Personal management skills: <input type="checkbox"/> Demonstrating positive attitude and behaviours <input type="checkbox"/> Being responsible <input type="checkbox"/> Being adaptable <input type="checkbox"/> Continuous learning <input type="checkbox"/> Working safely <input type="checkbox"/> _____	Skills specific to area(s) of interest: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____



Appendix Bi: Curriculum (WEX 12A)

DRAFT

BIG IDEAS

Experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery.

Personal awareness and pathway options are developed through an inquiry mindset.

Understanding and applying one's personal **rights and responsibilities** as a worker builds a safer work environment for all.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Connect and Wonder</p> <ul style="list-style-type: none"> Identify novel and guided approaches to utilize personal strengths, preferences, and skills Assess knowledge of self and identify personal areas of interest to explore options for work placement <p>Explore and Investigate</p> <ul style="list-style-type: none"> Apply job search and interview skills Identify transferable skills specific to the work placement Develop a plan to address skill development and refinement Access information and ideas on workplace safety prior to work placement to determine workplace safety risks Identify, demonstrate and incorporate provincially legislated safety and site-specific work-site safety procedures while at the work placement <p>Experience and Develop</p> <ul style="list-style-type: none"> Demonstrate knowledge of cultural sensitivity, workplace ethics and etiquette Demonstrate progression of skills learned specific to the work placement Contribute to care of self, others, and community Develop skills to work respectfully and constructively, both independently and with others, to achieve common goals 	<p><i>Students are expected to know the following:</i></p> <p>Workplace Safety</p> <ul style="list-style-type: none"> occupational health and safety rights and responsibilities, including trade-specific hazards, risk reduction, and the rights and procedures to refuse unsafe work worker insurance potential hazards in their occupation/industry sector workplace incident and accident response procedures and protocols injury prevention awareness <p>Workplace Skills</p> <ul style="list-style-type: none"> job search and interview skills for work experience essential skills for a continually changing labour market responsibilities and expectations associated with participating in a work experience placement general and site-specific workplace expectations cultural land use considerations and First Peoples knowledge



Ministry of Education

Area of Learning: Work Experience 12A

Grade 12

Learning Standards (continued)

Curricular Competencies	Content
<p>Reflect and Refine</p> <ul style="list-style-type: none">Document work experience to demonstrate required hoursEngage in ongoing reflection and documentation of work experience as it relates to current and future pathwaysReflect on independent and collaborative problem-solving strategies implemented, specific to the work placement	<ul style="list-style-type: none">problem-solving and conflict resolution strategies, and interpersonal skillsself-advocacy skills and self-efficacybenefits of volunteerism

Big Ideas – Elaborations

- **rights and responsibilities:** for example, Workers Compensation Act and Workers Compensation Amendment Act

Curricular Competencies – Elaborations

- **Assess knowledge of self:** for example, strengths, preferences, and skills that emerge through reflection and conversations with teacher-mentor about personal career-life development
- **transferrable skills:** skills that transfer from school to work placement and on to post-graduation opportunities and experiences
- **workplace safety:** applicable to work placement
- **provincially legislated:** for example, WorkSafeBC
- **cultural sensitivity, workplace ethics and etiquette:** for example, diverse cultures, sexual orientation, gender identity, B.C. employment standards, harassment prevention, WorkSafeBC roles, rights and responsibilities
- **care of self, others, and community:** for example, digital citizenship; injury prevention; various safety protocols, such as Workplace Hazardous Materials Information System (WHMIS), personal protective equipment (PPE), Food Safe Level 1, safety data sheets (SDS)
- **independently:** includes protocols for working alone
- **demonstrate required hours:** through, for example, time sheets, learning logs, journals
- **reflection and documentation:** activities that help students reflect on their learning and make their learning visible – for example, multiple forms of representation, including but not limited to student/educator conversations; three-way conversations between employer, student, and teacher; portfolios, photo essays, digital presentations, oral presentations; evidence gathering, journaling, storytelling
- **future pathways:** refers to career-life development which is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts. This includes, but is not limited to, course selection, personal interests and passions, community service, certificate programs, degrees, apprenticeships, diploma programs, co-op opportunities, work placements
- **independent and collaborative problem-solving strategies:** for example, responding to real-life unexpected situations, trouble-shooting in emerging scenarios

Content – Elaborations

- **occupational health and safety rights and responsibilities:** for example, as outlined in WorkSafeBC and the Employment Standards Act
- **procedures:** as determined by locally developed school district Work Experience plans
- **worker insurance:** WorkSafeBC, Employment Standards Act, Workers Compensation Act
- **injury prevention awareness:** for example, tripping hazards, appropriate lifting techniques
- **job search and interview skills:** for example, resumé creation, cover letter writing, interview preparation, networking. Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).
- **essential skills:** includes, for example, the thinking, communication and personal and social core competencies; see also Government of Canada's essential skills profiles (<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html>)
Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).
- **workplace expectations:** for example, conduct, confidentiality, job- and task-specific apparel, personal protective equipment (PPE), time management
- **cultural land use considerations and First Peoples knowledge:** for example, as they relate to the work placement
- **self-advocacy:** students' representation of their skills, views, or interests
- **self-efficacy:** students' belief in their ability to achieve goals



Appendix Bii: Curriculum (WEX 12 B)

DRAFT

BIG IDEAS

Experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery.

Personal awareness and pathway options are developed through an inquiry mindset.

Understanding and applying one's personal **rights and responsibilities** as a worker builds a safer work environment for all.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Connect and Wonder</p> <ul style="list-style-type: none"> Apply novel and guided approaches to utilize personal strengths, preferences, and skills Assess knowledge of self and prior work experience, and identify personal areas of interest to explore options for work placement <p>Explore and Investigate</p> <ul style="list-style-type: none"> Refine job search and interview skills Identify, apply, and reflect on transferrable skills specific to the work placement Implement a plan to address skill development and refinement Access information and ideas on workplace safety prior to work placement to determine workplace safety risks Identify, demonstrate and incorporate provincially legislated safety and site-specific work-site safety procedures while at the work placement <p>Experience and Develop</p> <ul style="list-style-type: none"> Demonstrate understanding of cultural sensitivity, workplace ethics and etiquette Demonstrate progression of skills learned specific to the work placement Contribute to care of self, others, and community Develop skills to work respectfully and constructively, both independently and with others, to achieve common goals 	<p><i>Students are expected to know the following:</i></p> <p>Workplace Safety</p> <ul style="list-style-type: none"> occupational health and safety rights and responsibilities, including trade-specific hazards, risk reduction, and rights and procedures to refuse unsafe work worker insurance potential hazards in their occupation/industry sector workplace incident and accident response procedures and protocols injury prevention awareness <p>Workplace Skills</p> <ul style="list-style-type: none"> essential skills for a continually changing labour market responsibilities and expectations associated with participating in a work experience placement general and site-specific workplace expectations cultural land use considerations and First Peoples knowledge problem-solving and conflict resolution strategies, and interpersonal skills self-advocacy skills and self-efficacy job search and interview skills for work experience benefits of volunteerism



Ministry of Education

Learning Standards (continued)

Curricular Competencies	Content
<p>Reflect and Refine</p> <ul style="list-style-type: none">• Document work experience to demonstrate required hours• Engage in ongoing reflection and documentation of work experience as it relates to current and future pathways• Reflect on independent and collaborative problem-solving strategies implemented, specific to the work placement	

Big Ideas – Elaborations

- **rights and responsibilities:** for example, Workers Compensation Act and Workers Compensation Amendment Act

Curricular Competencies – Elaborations

- **Assess knowledge of self:** for example, strengths, preferences, and skills that emerge through reflection and conversations with teacher-mentor about personal career-life development
- **transferrable skills:** skills that transfer from school to work placement and on to post-graduation opportunities and experiences
- **workplace safety:** applicable to work placement
- **provincially legislated:** for example, WorkSafeBC
- **cultural sensitivity, workplace ethics and etiquette:** for example, diverse cultures, sexual orientation, gender identity, B.C. employment standards, harassment prevention, WorkSafeBC roles, rights and responsibilities
- **care of self, others, and community:** for example, digital citizenship; injury prevention; various safety protocols, such as Workplace Hazardous Materials Information System (WHMIS), personal protective equipment (PPE), Food Safe Level 1, safety data sheets (SDS)
- **independently:** includes protocols for working alone
- **demonstrate required hours:** through, for example, time sheets, learning logs, journals
- **reflection and documentation:** activities that help students reflect on their learning and make their learning visible – for example, multiple forms of representation, including but not limited to student/educator conversations; three-way conversations between employer, student, and teacher; portfolios, photo essays, digital presentations, oral presentations; evidence gathering, journaling, storytelling
- **future pathways:** refers to career-life development which is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts. This includes, but is not limited to, course selection, personal interests and passions, community service, certificate programs, degrees, apprenticeships, diploma programs, co-op opportunities, work placements
- **independent and collaborative problem-solving strategies:** for example, responding to real-life unexpected situations, trouble-shooting in emerging scenarios

Content – Elaborations

- **occupational health and safety rights and responsibilities:** for example, as outlined in WorkSafeBC and the Employment Standards Act
- **procedures:** as determined by locally developed school district Work Experience plans
- **worker insurance:** WorkSafeBC, Employment Standards Act, Workers Compensation Act
- **injury prevention awareness:** for example, tripping hazards, appropriate lifting techniques
- **essential skills:** includes, for example, the thinking, communication and personal and social core competencies; see also the Government of Canada's essential skills profiles (<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html>)
Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).
- **workplace expectations:** for example, conduct, confidentiality, job- and task-specific apparel, personal protective equipment (PPE), time management
- **cultural land use considerations and First Peoples knowledge:** for example, as they relate to the work placement
- **self-advocacy:** students' representation of their skills, views, or interests
- **self-efficacy:** students' belief in their ability to achieve goals
- **job search and interview skills:** for example, resumé creation, cover letter writing, interview preparation, networking. Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).



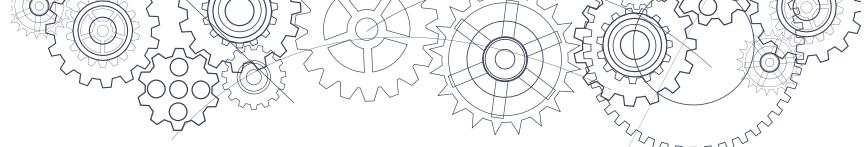
Appendix C: Suggested Procedures Timeline (WEX)

DRAFT

Suggested Procedures for Work Experience Placements and Course Reporting

The following table presents a schedule and suggested procedures for school district staff coordinating Work Experience (WEX) paid and unpaid placements at standard worksites. The table includes steps and practices to meet the requirements for reporting eligible student enrolments to the Ministry of Education for funding. The table is based on eligibility at standard schools and includes considerations for distributed learning (DL) and continuing education (CE).

<i>Step</i>	<i>Event/Activity</i>	<i>Resources/Appendices</i>	<i>Student file records</i>
Before the placement: As required by Work Experience Order 237/11 and Elective Work Experience Courses and Workplace Safety Policy , there must be Board-established guidelines regarding conduct, supervision, evaluation, and participation of students.			
1	<p>Enrol student in WEX 12A via the course registry</p> <p>Note: For students using unpaid or paid employment, districts must:</p> <ul style="list-style-type: none"> provide the required in-school and on-site safety orientations confirm the student's employer through a signed Work Experience Agreement Form (see Appendix D) deliver the Ministry curriculum for WEX 12A and/or WEX 12B develop a student training plan with the employer and student 	<ul style="list-style-type: none"> Form 1701: Student Data Collection <p>Related policy links for funding eligibility:</p> <ul style="list-style-type: none"> K-12 Funding General Policy Elective Work Experience Courses and Workplace Safety Policy Work Experience Order MO237/11 DL Active Policy Adult Funding Policy 	<ul style="list-style-type: none"> September 30 student timetable Evidence that claims are made after students meet ministry's attendance requirements For all placements, documentation includes completion of both safety orientations, a signed and dated Work Experience Agreement Form, and a signed and dated student training plan. These must be in place before reporting students for ministry course funding and beginning to track the student's workplace hours.
2	Confirm that the student knows they are in the course	<ul style="list-style-type: none"> Student training plan (Appendix A) 	<ul style="list-style-type: none"> Signed and dated student training plan
3	<p>Conduct an in-school orientation addressing safety, workers' rights and responsibilities, and related pre-placement course-specific ministry curriculum.</p> <p>Note: In-school and on-site safety orientations for WEX 12B are required only if the student's placement changes or if the job duties are significantly different from those in WEX 12A and require new or additional safety training.</p>	<ul style="list-style-type: none"> Student WorkSafe 10-12: Resource for Teachers, Student Resources Occupational Health and Safety Guidelines Hazard Recognition Employment Standards Act and Regulation 	<ul style="list-style-type: none"> Locally developed evidence of an in-school orientation having been completed before September 30



<i>Step</i>	<i>Event/Activity</i>	<i>Resources/Appendices</i>	<i>Student file records</i>
4	Since students using paid employment for WEX are not covered as “workers of the Crown” by WorkSafeBC, districts must confirm that each student’s employer provides WorksafeBC coverage	<ul style="list-style-type: none"> • WorkSafeBC’s Get a Clearance Letter and Understanding Your Clearance Letter • Sample Clearance Letter (see example in Appendix E) 	<ul style="list-style-type: none"> • Clearance letter or other documentation confirming employer’s WorkSafeBC account number and good standing
5	Create a student training plan that: <ul style="list-style-type: none"> • includes evidence that in-school and site-specific safety orientations were completed • describes the student’s workplace responsibilities (Note: A WEX 12B training plan must describe new, different responsibilities from those in WEX 12A.) • where appropriate, identifies the general progression through course-specific ministry curriculum from WEX 12A and WEX 12B 	<ul style="list-style-type: none"> • Student training plan (Appendix A) • Course curricula (Appendix B) 	<ul style="list-style-type: none"> • Evidence of a signed student training plan for each of WEX 12A and WEX 12B • A student training plan must be signed before reporting students for ministry course funding and before beginning to track the student’s workplace hours.
During the placement:			
6	Placement starts and hours accumulate	<ul style="list-style-type: none"> • Student Work Hours Log (See appendix J) 	<ul style="list-style-type: none"> • Signed Student Work Hours Log
7	Monitor student during all placements, including performance and attendance.	<ul style="list-style-type: none"> • Locally developed processes 	<ul style="list-style-type: none"> • Evidence of monitoring as determined by Board guidelines
8	As per Student Training Plan and/or Board guidelines, teachers confirm that the student applies learning from course-specific ministry curriculum	<ul style="list-style-type: none"> • Locally developed processes 	<ul style="list-style-type: none"> • Evidence of monitoring as determined by Board guidelines
After the placement:			
9	Employer completes a locally developed Employer Feedback Form	<ul style="list-style-type: none"> • Employer Feedback Form (see WEX sample in Appendix H) 	
10	Student completes self-reflection and other post-placement activities as required by district policies and/or course instructor, and course-specific ministry curriculum	<ul style="list-style-type: none"> • Locally developed processes 	
11	Teacher assigns final course grade	<ul style="list-style-type: none"> • Locally developed processes 	<ul style="list-style-type: none"> • Report card or other reporting process



Appendix D: Sample Work Experience Agreement Form

DRAFT

Work Experience Courses

WORK EXPERIENCE PLACEMENT AGREEMENT FORM

The information on this form is collected as required by Ministerial Order 237/11 (M033/09), the *Work Experience Order*. This form is to be filed with the Board of Education or Independent School Authority.

Agreement participants

School district			
School district name		District contact	
Address		Telephone	
Telephone		Email	
Signature			
Date signed			

Student			
Student name		Date of birth	
Address		Telephone	
Telephone		Email	
Signature			
Date signed			

Parents/Guardians (if required)			
Name(s)		Telephone	
Address		Email	
Signature			
Date signed			

Employer			
Business name			
Address			
Worksite supervisor		Telephone	
Signature		Email	
Date signed			

By their signatures, the parties signify their agreement to the following:

Duration of agreement

This agreement will be in effect from: _____ month/_____ day/_____ year.

Work Schedule (subject to change based on operational needs and student schedule)

Days	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Hours							



Appendix E: Sample Clearance Letter

DRAFT



WORKING TO MAKE A DIFFERENCE

Assessment Department Location

Mailing Address

PO Box 5350
Station Terminal
Vancouver BC V6B 5L5

6951 Westminster Highway
Richmond BC
V7C 1C6
www.worksafebc.com

Clearance Section

Telephone 604 244 6380
Toll Free within Canada
1 888 922 2768
Fax 604 244 6390

Mr John Smith
123 Main Street
BIGCITY, BC V5M 3L2

This is the name of the business or individual requesting the clearance letter (typically the person or firm hiring the contractor).

December 31, 2009

Person/Business : WCB TEST ACCOUNT - EBUSINESS SUPPORT
655044 AQ (001)

This is the subject's account number.

This is the subject of the clearance letter (i.e., this is who the clearance letter is about).

This letter provides clearance information for the purposes of Section 51 of the *Workers Compensation Act*.

We confirm that the above-referenced firm is active, in good standing, and has met WorkSafeBC's criteria for advance clearance. Accordingly, if the addressee on this letter is the prime contractor, the addressee will not be held liable for the amount of any assessment payable for work undertaken by the above-referenced firm to January 01, 2010.

This is the subject's clearance status.

This firm has had continuous coverage with us since December 19, 2000.

Employer Service Centre
Assessment Department

Clearance Reference # : C125744958
CLRAAA-7

For more information about Section 51 and clearance letters visit WorkSafeBC.com

Please refer to your account number in your correspondence or when contacting the Assessment Department.

To alter this document constitutes fraud.



Appendix F: Sample Worksite Safety Checklist (WEX)

DRAFT

Worksite Safety Checklist

FOR WORK EXPERIENCE PLACEMENTS

Employer		
Employer address		
Employer's main activity		
Worksite location		
Worksite supervisor name		
Supervisor signature	Date	
Student name		
Student signature	Date	

By their signatures, the student and worksite supervisor confirm the following:

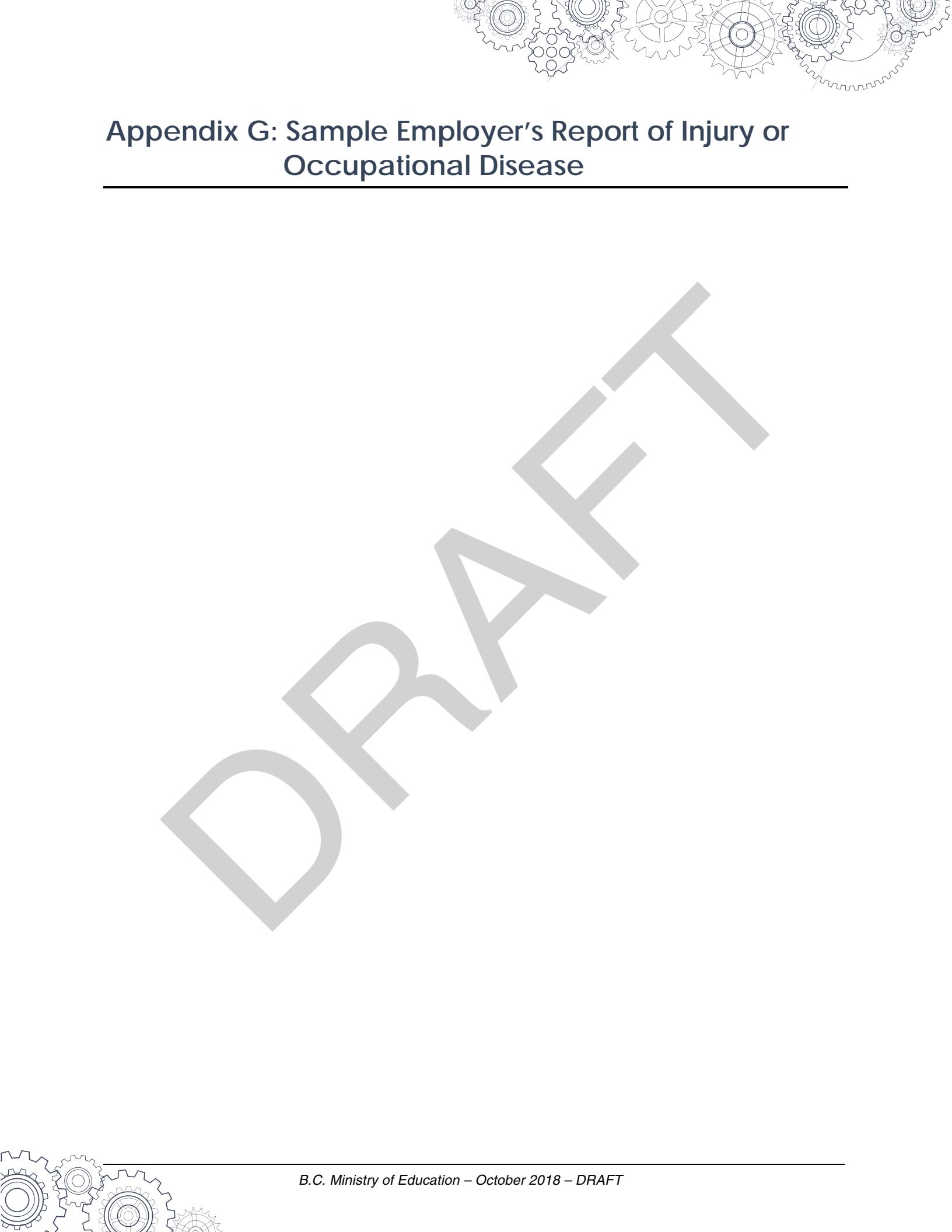
- The student received a safety orientation at the worksite.
- The student referred to the safety questions below as part of the discussions with the worksite supervisor.
- The student agrees to report as soon as possible any injuries to the worksite supervisor and school district Work Experience contact.
- The student is aware of the procedures set out by the employer in the case of witnessing or experiencing bullying and harassment in the workplace.
- The student has been instructed in:
 - the use of personal protective equipment
 - workplace health and safety rules and procedures
 - the location of first aid equipment
 - the management and organization of tools and equipment
 - procedures for working alone or in isolation
 - the location and management of hazardous materials
 - procedures for reporting accidents and/or safety concerns



Suggested safety questions from WorkSafeBC:

- 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 that I should take to avoid these hazards?
- 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 worksite?
- Who is the first aid attendant? How do I contact the first aid attendant?
- What are the procedures I should follow if I witness or experience bullying and harassment in the workplace?





Appendix G: Sample Employer's Report of Injury or Occupational Disease

DRAFT



As an employer, the *Workers Compensation Act* requires you to submit this report **within three days** 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:

1. Online — The quickest and easiest option: 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 worksafabc.com and select "Report injury or illness."

2. Fillable PDF form: Type in your details online, print the form, and submit it by **fax or mail**. Go to worksafabc.com and select "Report injury or illness."

3. Paper form: Clearly print details, sign the form, and submit it by **fax or mail**.

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

RESET

Employer information

Employer's name (as registered with WorkSafeBC)		WorkSafeBC claim number (if known)	
WorkSafeBC account number		Type of business	
Employer address line 1 (mailing)		Classification unit number	
Employer address line 2 (mailing)		Operating location number	
City		Employer contact last name	
Province/state		First name	
Country (if not Canada)		Employer contact telephone (and area code)	
Postal code/zip		Extension	
Employer payroll contact last name		Employer contact fax (and area code)	
Employer payroll contact telephone (and area code)		Extension	
Employer payroll contact fax (and area code)			

Worker information

Worker last name	First name	Middle initial	Gender <input type="checkbox"/> M <input type="checkbox"/> F
Date of birth (yyyy-mm-dd)	Home phone number (include area code)	Social insurance number	
Address line 1		Address line 2	
City	Province/state	Country (if not Canada)	Postal code/zip

1. What is the worker's occupation?	2. Has the worker been employed by this firm for less than 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No	3. If yes, start date (yyyy-mm-dd)
4. At the time of injury, was the worker (check all that apply)		
<input type="checkbox"/> Permanent <input type="checkbox"/> Apprentice <input type="checkbox"/> Temporary <input type="checkbox"/> Volunteer <input type="checkbox"/> Full time <input type="checkbox"/> Student <input type="checkbox"/> Part time <input type="checkbox"/> New entrant to workforce	<input type="checkbox"/> Self-employed <input type="checkbox"/> Principal/partner or relative of employer <input type="checkbox"/> Fisher <input type="checkbox"/> Hired on a contract basis	<input type="checkbox"/> Casual <input type="checkbox"/> Other (specify)

Incident information

5. Date of incident (yyyy-mm-dd)	Time of incident (hh:mm) <input type="checkbox"/> am <input type="checkbox"/> pm OR	6. Period of exposure resulting in occupational disease (yyyy-mm-dd) From _____ To _____ (please check one) To: <input type="checkbox"/> First aid <input type="checkbox"/> Supervisor <input type="checkbox"/> Office <input type="checkbox"/> Other (specify)	
7. Did worker report injury or exposure to employer? <input type="checkbox"/> Yes <input type="checkbox"/> No	8. The injury or disease was first reported to employer on (yyyy-mm-dd)		
9. Name of person reported to			
10. Describe how the incident happened		11. Describe the injury in detail (what part of the body was injured)	
12. Side of body injured <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Both <input type="checkbox"/> Not applicable			
13. Describe the work incident location (address, city, province) and where incident occurred (e.g. shop floor, lunchroom, parking lot)			
14. Did the injury(ies) or exposure result from a specific incident? <input type="checkbox"/> Yes <input type="checkbox"/> No			





Employer's Report of Injury or Occupational Disease

If faxing form, please complete this section and fax both sides of page. Missing pages may result in delays in processing.

Worker last name	First name	Middle initial	WorkSafeBC claim number (if known)
Social insurance number	Personal health number (CareCard)	Date of incident (yyyy-mm-dd)	Date of birth (yyyy-mm-dd)

15. Contributing factors — select at least one, and as many as applicable

- | | |
|--|---|
| <input type="checkbox"/> Lifting <input type="checkbox"/> lb <input type="checkbox"/> kg | <input type="checkbox"/> Struck
<input type="checkbox"/> Crush
<input type="checkbox"/> Sharp edge
<input type="checkbox"/> Fire or explosion
<input type="checkbox"/> Harmful substances 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) |
|---|--|

16. Were there any witnesses?

- Yes No

17. Did the incident occur in British Columbia?

- Yes No

18. Were the worker's actions at time of injury for the purpose of your business?

- Yes No

19. Did the incident occur on employer's premises or an authorized worksite?

- Yes No

20. Did the incident happen during the worker's normal shift?

- Yes No

21. Was the worker performing their regular duties at the time of the incident?

- Yes No

22. Did the worker receive first aid?

- Yes No Date (yyyy-mm-dd) ►

If yes, please provide first aid attendant name (if known)

23. Did the worker go to hospital, clinic, or visit a physician or qualified practitioner?

- Yes No Date (yyyy-mm-dd) ►

If yes, please provide provider name (if known)

If yes, please provide provider address (if known)

24. Are you aware of any recent pain or disability in the area of the worker's reported injury?

- Yes No

25. Do you have any objections to the claim being allowed?

- Yes No

If yes, please explain

Wage information

26. Did the worker miss any time from work beyond the date of injury or exposure?

- Yes No

**If no work was missed and no change to duties/pay, proceed to bottom of page to sign, date, and submit this report.
If work was missed or if duties/pay have been modified, please answer all questions on this form.**

27. Provide the base salary amount for this employment position at the time of injury

\$ Hourly Daily Weekly Monthly Yearly

28. Does worker receive other amounts of compensation in addition to base salary?

- Yes No
Does worker receive vacation pay on every cheque? Yes No
If yes, vacation pay %

29. If worker is disabled from work, will you continue to pay:

- Yes No

Base salary?

- Yes No

Other amounts of compensation in addition to base salary?

- Yes No

Will worker receive vacation pay on every cheque?

- Yes No

If yes, vacation pay %

Please select check boxes for any of the following amounts worker receives in addition to base salary AND provide the amount for each:

- | | |
|--|--|
| <input type="checkbox"/> Tips and gratuities \$ <input type="checkbox"/> Room and board \$ | <input type="checkbox"/> Shift differential \$ <input type="checkbox"/> Other \$ |
|--|--|

Please select check boxes for any of the following amounts worker will continue to receive in addition to base salary AND provide the amount for each:

- | | |
|--|--|
| <input type="checkbox"/> Tips and gratuities \$ <input type="checkbox"/> Room and board \$ | <input type="checkbox"/> Shift differential \$ <input type="checkbox"/> Other \$ |
|--|--|

Overtime \$

30. Provide the amount of gross earnings for the past 3 months or 12 weeks prior to the date of injury or exposure

\$ 3 months 12 weeks

31. Does the worker have a fixed-shift rotation?

- Yes No

Sun	Mon	Tues	Wed	Thu	Fri	Sat

34. Did the worker continue to work past day of injury?

- Yes No

35. Last day worked (yyyy-mm-dd)

36. Number of hours scheduled to work on last day worked

37. Number of hours worked on last day

38. Number of hours paid by employer on last day worked





Employer's Report of Injury or Occupational Disease

If faxing form, please complete this section and fax both sides of page. Missing pages may result in delays in processing.

Worker last name	First name	Middle initial	WorkSafeBC claim number (if known)
Social insurance number	Personal health number (CareCard)	Date of incident (yyyy-mm-dd)	Date of birth (yyyy-mm-dd)

Return-to-work information

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

Signature and report date

43. Employer signature	44. Employer title	45. Date of report (yyyy-mm-dd)
------------------------	--------------------	---------------------------------

For assistance, please call our Claims Call Centre at 604.231.8888 or toll-free within Canada at 1.888.967.5377, M-F, 8:00 a.m. to 6:00 p.m.

Please note: If you have concerns with this claim, please contact the officer handling the claim at the WorkSafeBC office to make known your objections or you may submit a letter detailing your specific concerns. **Impartial advice on WorkSafeBC claims** — To ensure you have an opportunity to obtain impartial advice on WorkSafeBC claims matters, the BC legislature has provided impartial advisers. **Employers' Advisers** are available to provide independent advice or clarification on a WorkSafeBC claim related to your firm. For additional information on the Employers' Advisers, please refer to their website at www.labour.gov.bc.ca/eao/.

Lower Mainland

604.713.0303 (Richmond)
Toll-free within Canada 1.800.925.2233

Abbotsford, Kamloops, Kelowna, Nanaimo, Trail, Prince George, Victoria

Toll-free within Canada 1.800.925.2233

WorkSafeBC collects information on this form for the purposes of administering and enforcing the *Workers Compensation Act*. That Act, along with the *Freedom of Information and Protection of Privacy Act*, constitutes the authority to collect such information. To learn more about the collection of personal information, contact WorkSafeBC's freedom of information coordinator at PO Box 2310 Stn Terminal, Vancouver BC, V6B 3W5, or call 604.279.8171.





Appendix H: Sample Employer Feedback Form (WEX)

DRAFT

Employer Feedback Form

(WORK EXPERIENCE)

Employers' feedback is greatly appreciated in developing the workplace skills of Work Experience students. Please assess this Work Experience student as you would a novice worker. If possible, discuss the assessment with the student and ask the student to sign this form to acknowledge your discussion.

Student name		Employer/ business name	
Dates of Work Experience placement		Worksite supervisor	
Student signature		Worksite supervisor signature	
Date signed		Date signed	

Please use the four-point scale below.

1 – Beginning	2 – Developing	3 – Proficient	4 – Exceeding
---------------	----------------	----------------	---------------

Personal qualities and interpersonal skills					
Co-operative and able to work with others	1	2	3	4	N/A
Accepting of constructive criticism	1	2	3	4	N/A
Adaptable to new tasks and/or situations	1	2	3	4	N/A
Respectful of others	1	2	3	4	N/A
Appropriately groomed	1	2	3	4	N/A
Demonstrates a positive attitude	1	2	3	4	N/A
Shows interest and enthusiasm	1	2	3	4	N/A
Communication skills					
Uses appropriate communication for the worksite	1	2	3	4	N/A
Speaks clearly	1	2	3	4	N/A
Listens well	1	2	3	4	N/A
Asks appropriate questions	1	2	3	4	N/A
Uses appropriate body language	1	2	3	4	N/A
Writes clearly and legibly	1	2	3	4	N/A
Communicates appropriately by alternative means (cell, text, email)	1	2	3	4	N/A
Quality of work and work habits					
Reliable	1	2	3	4	N/A
Punctual (including after breaks)	1	2	3	4	N/A
Attends regularly	1	2	3	4	N/A
Shows good work ethic	1	2	3	4	N/A
Able to follow directions	1	2	3	4	N/A
Completes assigned tasks on time	1	2	3	4	N/A
Completes assigned tasks thoroughly	1	2	3	4	N/A
Shows initiative	1	2	3	4	N/A
Utilizes and is aware of safety practices	1	2	3	4	N/A
Utilizes technology and/or other tools effectively	1	2	3	4	N/A

Additional comments:



Appendix I: Sample Worksite Inspection Form (WEX)

DRAFT

Worksite Inspection Form

FOR WORK EXPERIENCE 12A and 12B

This worksite visit is to be completed by school district staff. Worksite visits are not intended to be exhaustive safety inspections, but are common-sense inspections that ensure that the school district has determined the worksite and placement to be appropriate for the student's safety and skills development.

Student and school district information	
Student name	
PEN	
School contact name	
School contact email	

Worksite information	
Employer name	
Employer address	
Employer telephone	
WorkSafeBC account number	

A WorkSafeBC clearance letter is attached? Yes No

Type of worksite

- This is a **standard worksite** (i.e., where a worker performs the tasks and responsibilities related to a career under supervision of a worksite employer), or
- This is a **non-standard worksite** (i.e., a simulated worksite).

In evaluating the worksite, consider:



1. the provision of a safe work environment
2. the site supervisor's interest in and concern for the student

Placement/worksite considerations

- The worksite matches the interests and abilities of the student.
- This is a physically safe worksite (including location, environmental conditions, building structure, etc.).
- Necessary safety practices are in place and the student will be informed of these.
- The student will have the necessary safety attire and/or equipment. Provisions will be agreed upon by the student and the employer.
- The employer has been informed of WorkSafeBC accident or injury reporting procedures and coverage.
- The employer/supervisor will ensure that the student is adequately instructed/trained and supervised.
- The employer/supervisor will ensure a comfortable working environment for the student.

Additional comments or concerns about the worksite:

--	--

This worksite is: Recommended Not recommended

School contact name		Date	
School contact signature			



Appendix J: Sample Student Work Hours Log

DRAFT

Student Work Hours Log

(WORK EXPERIENCE 12A AND 12B)

Student name	
Employer/Worksite supervisor	

By their signatures, the student and worksite supervisor confirm that the information above is accurate.

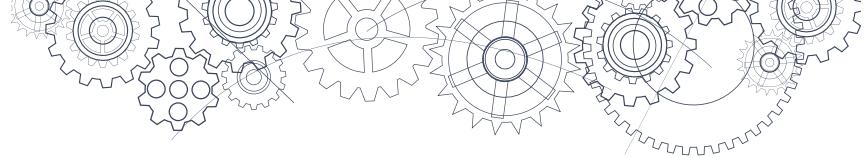
Student name		Student signature	
Worksite supervisor name		Supervisor signature	

Received on ____ / ____ / ____ (date) by _____ (school or district contact).



Appendix K: Links to Related Policies, Legislation, and Career and Labour Market Information

DRAFT



Links to Related Policies, Legislation, and Career and Labour Market Information

Ministry of Education

- [WEX 12A and WEX 12B Curricula](#)
- [Career and Skills Programs](#)
- [K-12 Funding General Policy](#)
- [Elective Work Experience Courses and Workplace Safety Policy](#)
- [Work Experience Order MO237/11](#)
- [DL Active Policy](#)
- [Adult Funding Policy](#)
- [Form 1701: Student Data Collection](#)
- [Handbook of Procedures](#)

WorkBC

- [Skills for the Future Workforce](#)
- [Labour Market Snapshot](#)
- [High Demand Occupations](#)
- [What is the BC Employer Grant?](#)
- [Employer's Report of Injury or Occupational Disease](#)

WorkSafeBC

- [Student WorkSafe 10-12: Resource for Teachers](#)
- [Student Resources](#)
- [Occupational Health and Safety Guidelines](#)
- [Student WorkSafe 10-12: Resource for Teachers, Student Resources](#)
- [Occupational Health and Safety Guidelines](#)
- [Hazard Recognition](#)
- [Employment Standards Act and Regulation](#)

Conference Board of Canada

- [Employability Skills \(2018\)](#)



Appendix L: Accident and Injury Reporting Procedure

DRAFT



Accident and Injury Reporting Procedure

It is essential that every workplace accident, no matter how minor, be followed up and a WorkSafeBC report filed. This ensures that injuries that initially appear minor, but that are potentially serious, are still subject to WorkSafeBC coverage.

It is the school district's responsibility to inform participating students and worksite supervisors about the procedure for reporting injuries suffered by students on ministry-authorized Work Experience (WEX) placements.

The procedures below are to be followed in the case of a workplace accident or injury:

1. The student must report any injury to the workplace supervisor and WEX teacher as soon as possible.
2. If appropriate, the worksite carries out on-site first aid. If necessary, the worksite 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 the [Workers Compensation Act](#) (s. 54), a WorkSafeBC [Employer's Report of Injury or Occupational Exposure \(Form 7\)](#) must be submitted to a regional WorkSafeBC office **within three days** of the date of the injury.

Note: *The school district or Independent School Authority must be listed as the student's employer on all WorkSafeBC forms, and the student's occupation must be listed as "Work Experience 12 student" so that the claim will be assigned to the provincial government rather than the school district or Independent School Authority.*

4. When completing Form 7:
 - a. The "WorkSafeBC account number" for ministry-authorized Work Experience students is 4000.
 - b. The "classification unit number" is 841102.
 - c. Leave the "type of business" and "operating location number" cells blank, along with the "employer payroll contact" cells.
 - d. List the "worker's occupation" as "Work Experience student" and check the "temporary" and "student" boxes in the Worker Information section.
5. For a student injured on a school-approved and unpaid work experience placement at a standard worksite, a copy of the Employer's Report of Injury or Occupational Exposure (Form 7) and a copy of the student's Work Experience Agreement Form (see Appendix D) are required to be submitted to the Ministry of Education.

Note: *Claims will only be covered for students who have a signed Work Experience Agreement Form for the times and dates of work placements where the injury occurred.*

6. Injury forms should be sent to the Ministry of Education at:
 - email: educ.skills@gov.bc.ca
 - Mailing address: Custom Programs and Projects
PO Box 9887, STN PROV GOVT
4th Floor, 620 Superior St.
Victoria BC V8W 9T6
7. In accordance with Board of Education or Independent School Authority records retention policy, the student's Work Experience Agreement Form and the Employer's Report of Injury or Occupational Exposure (Form 7) should be kept on file.