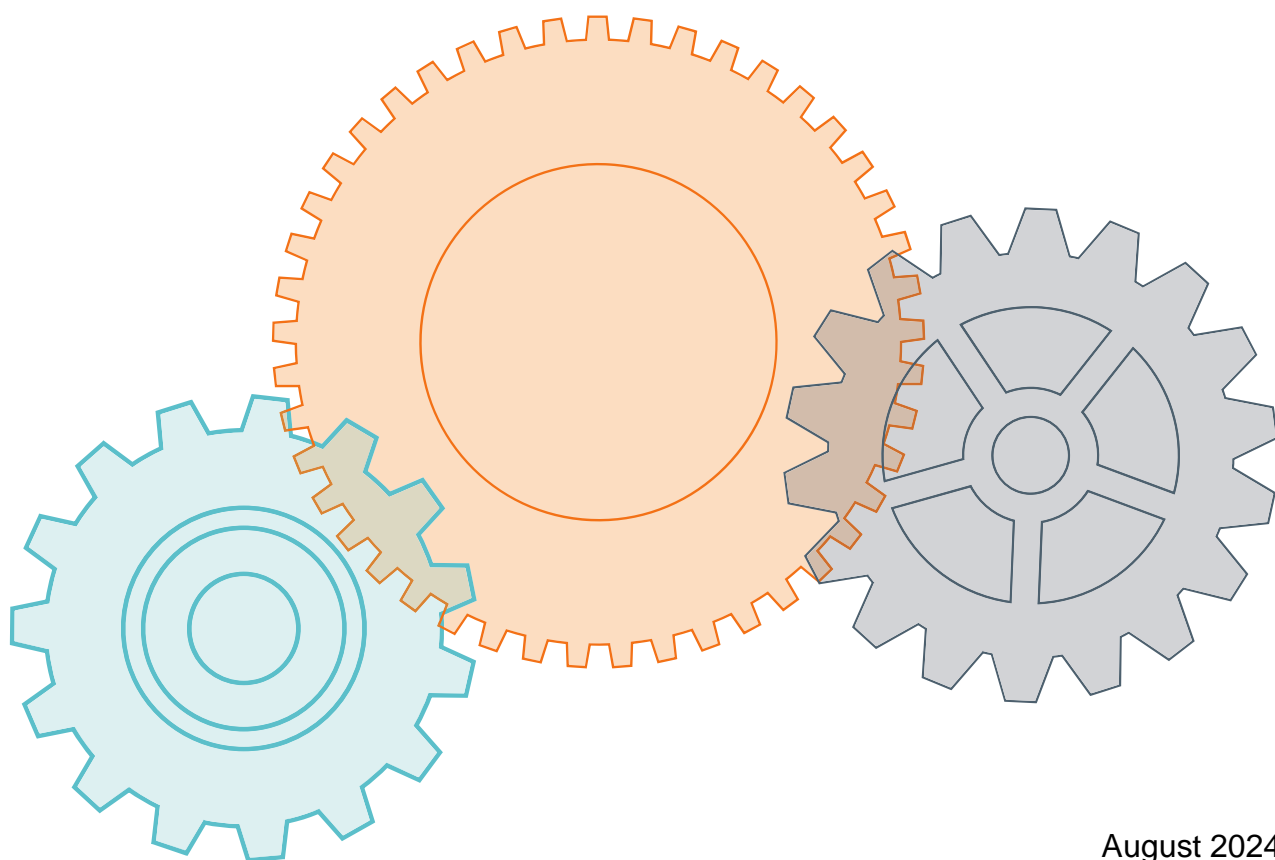


# Work Experience Program Guide

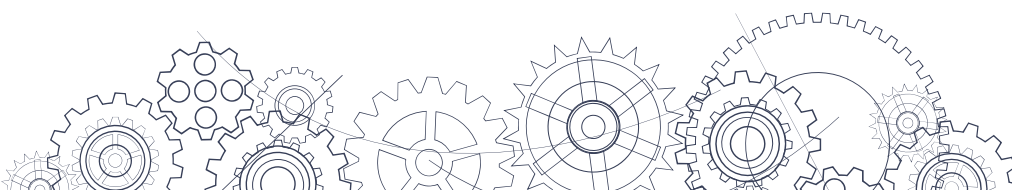
*(Program Procedures, Requirements, and Standards)*

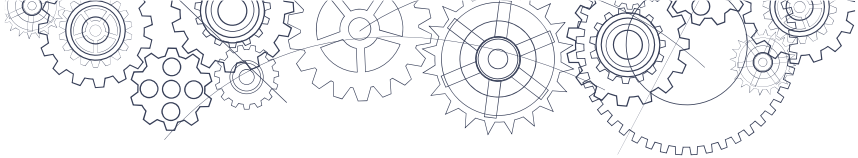


August 2024



Ministry of  
Education and  
Child Care





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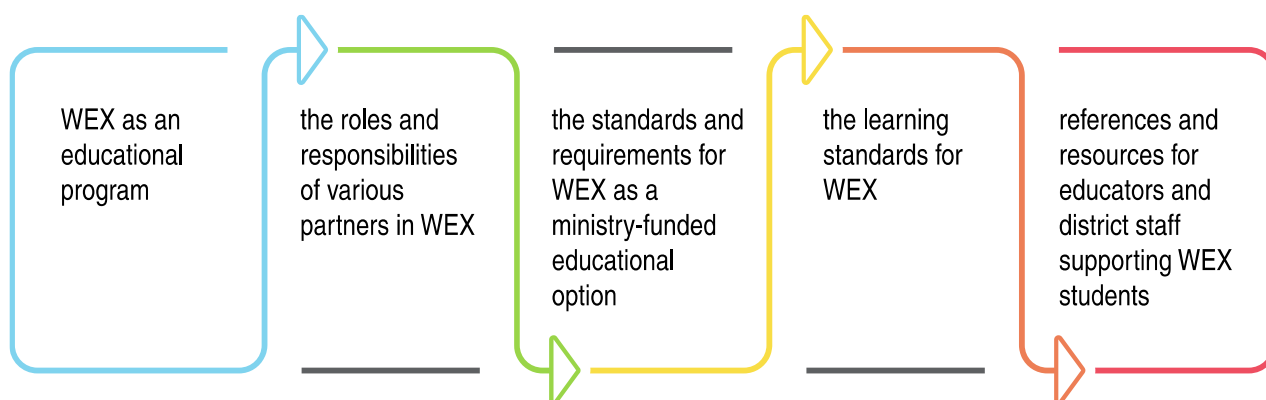


# INTRODUCTION

This program guide sets out the requirements and standards for Work Experience 12A and 12B and is intended to support schools in meeting the requirements for Ministry-authorized Work Experience (WEX) courses. As per the [Elective Work Experience Courses and Workplace Safety Policy](#), WEX 12A and 12B are each worth four credits toward graduation and include in-school time spent on specific workplace orientation, safety instruction, and Ministry curricula. 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 or more of career-life exploration required for graduation as outlined in [Career-Life Connections](#). For more information on the career-life explorations component requirement, please see the [Career Education 10-12 Guide](#).

Schools 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 and Child Care, in consultation with B.C. educators, WorkSafeBC, and the Ministry of Labour, to ensure that it reflects best practices in career-life development, and to support staff in delivering the program.

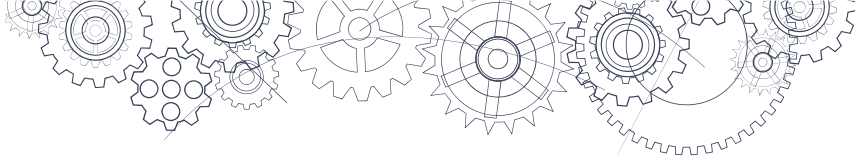
This guide describes:



## Rationale for WEX

WEX 12 A 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. Completion of a four-credit WEX course meets the Applied Design, Skills, and Technologies graduation requirement. A student’s work experience hours accrued during a Ministry-authorized WEX placement may be used toward fulfilling the substantive experiential learning (30 hours or more) of career-life exploration required for graduation as outlined in [Career-Life Connections](#) (CLC), provided that at the time of enrolment in CLC the placement is relevant to the student’s post-secondary planning. More information is found in the [Career Education 10-12 Guide](#).

## Goals of WEX

The primary goal of the WEX program is to help students personalize their learning and prepare them for life after secondary school completion. 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 tasks and have responsibilities related to an occupation or career under the general supervision of a worksite employer. 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 for work experience programming are discussed below (see “Other WEX options”).

A student may have WEX placements at multiple sites. However, each placement 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 that prepare them for the transition from a school environment to a workplace environment
- ✓ take place in the community, not in a school



*Except under exceptional circumstances (see “Other WEX options”), WEX placements should not occur in a student’s school. WorkSafeBC coverage **will not apply** unless WEX placements occur at a standard worksite under the supervision of an employer who has employees and is in good standing with WorkSafeBC. Activities that are extensions of in-school courses or that are extracurricular 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, 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 and career simulation activities at a non-standard community site, created specifically for occupations where hands-on work experience is not available (e.g., simulations for flying, shipping, driving, health care, firefighting, forestry, and heavy-duty machinery operations) (see “Other WEX options”)

## Ministry of Labour’s Age and Hazardous Work Restrictions

The Ministry of Labour’s [Employment Standards Regulation](#) identifies [age restrictions and hazardous work](#) for youth. Schools are advised that under [Section 32\(1\)\(b\) of the Regulation](#), secondary school students in a Ministry-authorized and school-supported work study, work experience or occupational study class are exempt from these provisions, as are trainees or apprentices registered with SkilledTradesBC.

## 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 a private or public post-secondary institution.

Career simulations for eligible WEX courses are organized collaboratively by a community organization and a school 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.

Schools placing students in career simulation WEX courses must meet all other WEX requirements for funding as outlined in this guide.

**Note:** WorkSafeBC coverage **will not apply** unless WEX occurs at a standard worksite. Students undertaking WEX at a non-standard worksite or through a career simulation are not provided with 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 school determines that a paid placement is acceptable and/or appropriate for a student, the paid employment must align with the student’s career/education plan. For students who do not have a documented career/education plan, and for the purposes of claiming ministry course funding, schools need to work with the students to develop a career/education plan that includes a goal or aspiration clearly linked to any paid WEX placement(s).

As is the case with unpaid placements, a school 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 to accrue after the school has contacted the employer, developed a student training plan, completed the safety orientations required for ministry funding, and confirmed the employer meets the requirements related to WorkSafeBC coverage (see “Confirming WorkSafeBC coverage” below). Students in paid WEX placements must still meet all the standards and requirements outlined in this guide.

### **In-school placements**

In-school placements are acceptable for course funding claims if they can be demonstrated to be in the student’s best interests. These could include accommodations for a student who is significantly “at risk” or requires specialized supports to participate, or other special circumstances documented in the school’s policies or guidelines related to work experience or work-study programs.

Students in other in-school placements, such as working in a school’s cafeteria or kitchen, can receive WEX credit if schools determines students have met the learning standards for the course. Such placements are not eligible for ministry course funding.



# WORK EXPERIENCE 12A AND 12B: CURRICULAR DESIGN

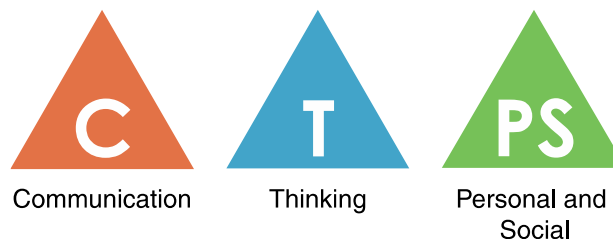


The [Work Experience 12A and 12B curricula](#) (see Appendix B) are designed to introduce school-aged students to career and work experience placement opportunities. While most of the course time consists of authentic work experience placements, it also includes in-school time spent on workplace orientation,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

Like other Ministry curricula, the learning standards for WEX 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 steps:



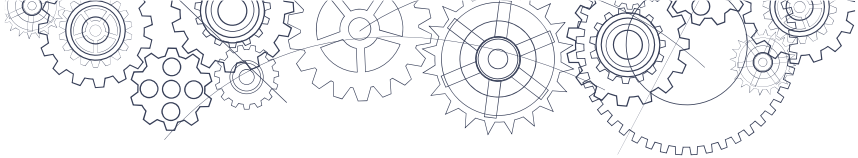
## The Core Competencies



The curricular component of WEX 12A and 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 and build on the knowledge acquired in Career-Life Education (CLE) and Career-Life Connections (CLC). In cases where a student has not completed CLE or CLC, educators must deliver the related learning standards as part of that student's WEX program. These learning standards relate to career-life development, and include employability skills, collaboration, leadership, essential job skills, appropriate workplace behaviour, and workplace safety.



Before participating in WEX placements, students must have had an in-school orientation that includes worksite safety awareness for their specific placements and/or employment sector. The CLE and CLC learning standards related to workplace safety do not satisfy this WEX program requirement.

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.
- ➔ Schools 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 should be accessible in the workplace.

## WORK EXPERIENCE: PROGRAM PROCEDURES, REQUIREMENTS, AND STANDARDS

The Work Experience program requires schools to ensure that students are prepared for their work experience placement and that school records demonstrate compliance with Ministry of Education and Child Care 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 students start their WEX placements, schools are required to provide an in-school safety orientation covering general workplace safety awareness, issues, and practices for their specific placements and/or employment sector.

The in-school orientation may cover:

- WorkSafeBC’s [Student WorkSafe 10-12: Resource for teachers](#)
- WorkSafeBC Regulation 3.12: [The right to refuse unsafe work](#)
- WorkSafeBC Regulation 3.22: [Definitions](#)
- WorkSafeBC Regulation 3.23: [Young or new worker orientation and training](#)



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





- WorkSafeBC Regulation 3.24: [Additional orientation and training](#)
- WorkSafeBC Regulation 3.25: [Documentation](#)
- 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

## 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.

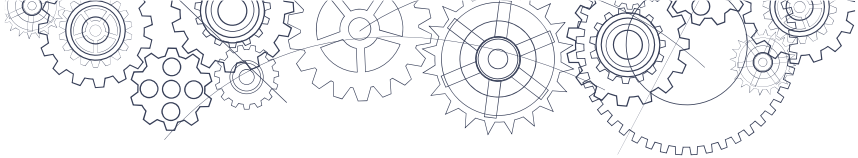
Coverage as “workers of the Crown” is available to students who are 14 years of age or older, and are participating in a school-arranged, school-monitored, and unpaid WEX placement as documented in a Work Experience Placement Agreement Form (see sample in Appendix D). Work Experience Placement Agreement 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, at wholly volunteer organizations, or where the employer is a self-employed individual with no workers (see “Other WEX options” and Appendix K: WorkSafeBC Update).

**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 placement meets the requirements set out in this guide and the Ministry of Education’s [Elective Work Experience Courses and Workplace Safety Policy](#).



For all unpaid WEX placements, schools must confirm and document in student files that employers are registered and in good standing with WorkSafeBC to ensure students qualify as “workers of the Crown.” A WorkSafeBC Clearance letter provides this confirmation and can be accessed through [WorkSafeBC’s website](#). Schools must also confirm and document that (1) the employer is not registered only for [Personal Optional Protection coverage](#), and (2) the employer is insured by WorkSafeBC for employees. Where these requirements are not met, students are not covered as “workers of the Crown.” Clearance letters do not provide this information, so schools will need to ask the employer. Additional information about coverage for unpaid WEX placements is provided in Appendix K: WorkSafeBC Update.

For students undertaking an unpaid WEX placement that requires them to work remotely (in BC) or from home, the [Workers Compensation Act](#) and [Occupational Health and Safety Regulation](#) still apply, as do the procedures and requirements for ministry-authorized WEX placements and per course funding. Additional information is available in WorkSafeBC’s [Working from home: A guide to keeping your workers healthy and safe](#).



### **Paid placements**

Students, who are supported and monitored by the school, and who use paid employment to earn credits for WEX courses, will be covered by the employer for workers' compensation instead of by the Crown. In this sense, it is like any another employer-worker relationship in BC. Schools must confirm that employers provide coverage for students in paid WEX placements and must include confirming documentation, such as a WorkSafeBC Clearance letter, in student files. The Clearance letter will indicate whether the employer is registered and in good standing with WorkSafeBC, and can be accessed through [WorkSafeBC's website](#). As they do for unpaid placements, schools must also confirm and document that the employer of paid WEX placements has WorkSafeBC coverage for employees.

The paid hours to be used for the purpose of completing WEX 12A and/or 12B may only begin to accrue after the school has:

- provided the required in-school and on-site safety orientations
- formally confirmed the student's employer through a signed Work Experience Placement Agreement Form (see Appendix D)
- developed a student training plan with the employer and student

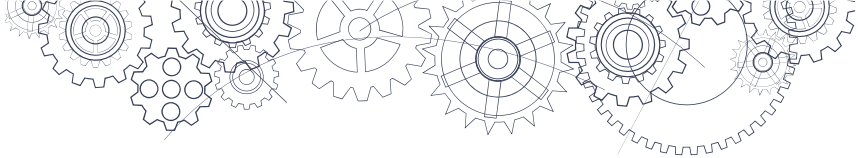
School district staff should also be aware of the Ministry of Finance's [Schools Protection Program](#) (SPP). SPP provides support and coverage for and against liability and loss to all Boards of Education and Francophone Education Authorities. SPP liability coverage is primarily designed to protect the school district and its employees while performing district-authorized duties against third-party claims. SPP also provides advisory services in identifying and managing risks that may lead to loss or damage to property, or harm to individuals.

### **Placements in a federally regulated employment sector**

Most jobs in British Columbia are regulated by provincial labour laws and insurance coverage is provided by WorkSafeBC. There are certain exceptions, including banks, telecommunications, inter-provincial transportation, and marine transportation. [These are regulated by the federal government](#). (Appendix I includes a link to a list of employment sectors regulated by the federal government.)

Although WorkSafeBC does not have jurisdiction over inspections for federally regulated industries, students on unpaid placements in one of these sectors are eligible for WorkSafeBC coverage as a "worker of the Crown."






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

Schools, students, and WEX employers must sign a Work Experience Placement Agreement Form (see Appendix D). 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 anticipated dates and times of the placement.

For some placements, especially those that involve volunteering with community groups, established schedules may not exist or be appropriate. In these cases, the student training plan must include the processes students follow to learn about the date, time, and location. The plan must also include the dates and times of volunteering opportunities once they are known or have occurred. The Work Experience Placement Agreement Form can indicate that the WEX placement schedule is variable and can include a broad range of possible work hours (e.g., “8:00 a.m. to 9:00 p.m., inclusive”).

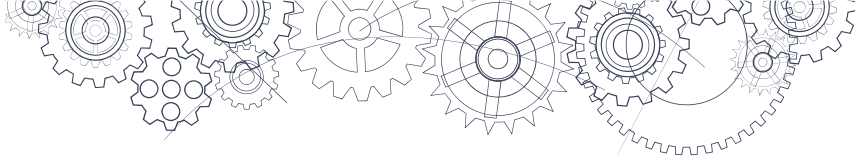
**Note:** The signed Work Experience Placement Agreement form must be retained by school staff for the purposes of WorkSafeBC coverage and for validation of ministry funding claims. It is recommended that parents'/guardians' signatures be obtained for all WEX placements.



### **Providing a worksite safety orientation (unpaid and paid placements)**

WEX employers are required to provide students with an on-site 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 and employers must complete a Worksite Safety Checklist to confirm that an on-site safety orientation occurred (refer to Appendix E and WorkSafeBC’s [Student Work Placement: Guide for assessing workplace health and safety](#) for samples of worksite safety checklists). Schools 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.





## **Developing student training plans (unpaid and paid placements)**

Schools must ensure that student training plans outline the goals for learning and skill development for each WEX placement and demonstrate a student's progress through the curricular learning standards and job-specific skills for each of the WEX courses the student undertakes.

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

- ➔ include the anticipated dates for the completion of in-school and on-site safety orientations
- ➔ outline the duties or tasks to be performed
- ➔ include the learning standards to be met and the work-specific skills to be developed

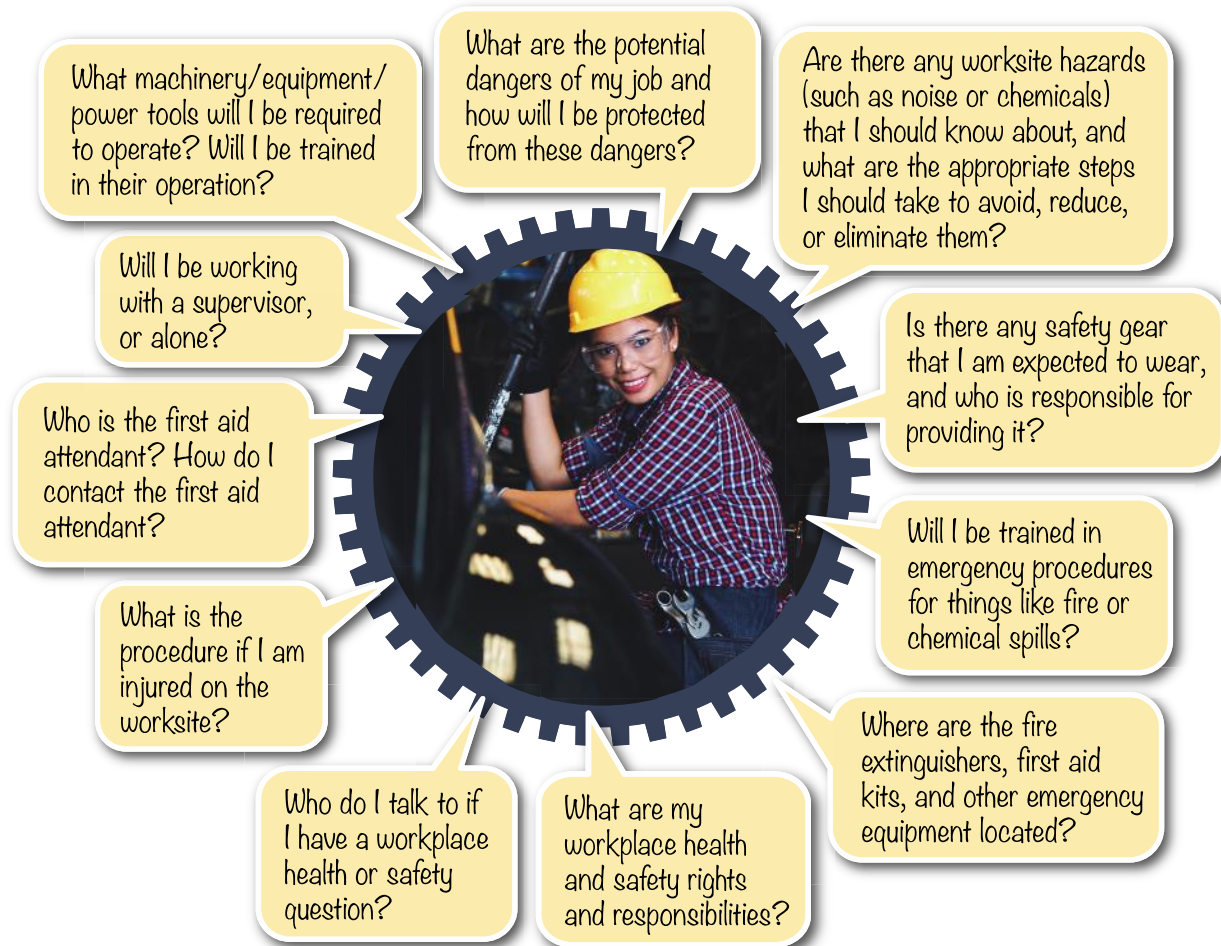
## ***Preparing students for WEX placements: Additional Considerations***

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, school staff must ensure that students are familiar with the rights, responsibilities, and expectations associated with participation in the workforce. Schools must impress upon students the importance of:

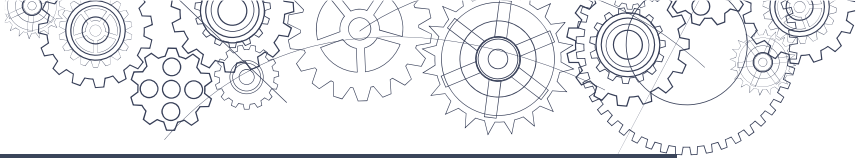
- continuing to attend all in-school courses at times other than those assigned for WEX placements
- participating in all required health and safety education and training at the workplace
- using all provided personal protective equipment and clothing as appropriate
- abiding by the worksite's safety-related 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
- being prepared to discuss with the employer any cultural expectations that may or may not align with workplace commitments



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







<b>WEX placement standards for schools</b>	<b>WEX placement standards for employers</b>
<p>In order for a WEX placement to be effective, schools must:</p>	<p>In order for a WEX placement to be effective, worksite supervisors must:</p>
<ul style="list-style-type: none"> <li>• 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</li> <li>• ensure student training plans capture a student’s progress through the WEX learning standards</li> <li>• familiarize the student with the rights, responsibilities, and expectations associated with participating in a WEX placement, including the need for confidentiality</li> <li>• endeavour to place the student in appropriate situations, taking into account the student’s abilities, required accommodations (if needed), personality, and career aspirations</li> <li>• 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</li> <li>• have all required parties sign a Work Experience Placement Agreement Form (see Appendix D) before any WEX placement begins</li> </ul>	<ul style="list-style-type: none"> <li>• provide a safe working and learning environment</li> <li>• provide a site-specific safety orientation and site-specific training before hands-on activities begin</li> <li>• provide the student with an orientation addressing hours of work, breaks, dress code, and employer expectations (including expectations concerning exploitation and harassment)</li> <li>• introduce the student to regular worksite employees with an explanation of the student’s position</li> <li>• assign an employee to supervise the student</li> <li>• 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</li> <li>• immediately notify the school of any injuries or emergencies, difficulties, or other problems with the student</li> <li>• schools may consider encouraging employers to review WorkSafeBC’s <a href="#">Sample Young Worker Orientation Checklist</a></li> </ul>

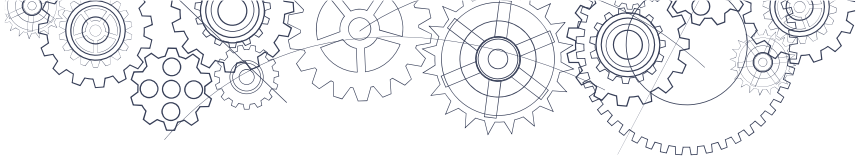
## During a WEX placement

### Program requirements

#### Monitoring WEX students

Both the [Elective Work Experience Courses and Workplace Safety Policy](#) and [Work Experience Order MO237/11](#) require that before they arrange Work Experience placements, Boards of education and Independent School Authorities “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/authority guidelines” if the placement is to be reported as a Ministry-authorized WEX course.





Monitoring students on WEX placements should include worksite visits as well as regular communication with the students' employers and/or workplace supervisors. The frequency and types of communication are determined by schools and are expressed in each board/authority's policies and guidelines related to work experience programming (as required by the [Work Experience Order](#)).

All monitoring activities must be documented. Monitoring ensures employers are meeting their health and safety responsibilities, and students are performing assigned tasks to the best of their ability. Monitoring also confirms students' personal management skills are consistent with the expectations of the employer and school, and include participation in the placement as agreed (see Appendix H for a sample Student Work Hours Log). It is suggested that special attention be paid to attendance and punctuality, as well as the demonstration of positive attitudes, adaptability, and workplace safety.

School administrators must make provisions for staff to monitor all students participating in Ministry-authorized WEX courses. Schools 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.

Schools must also communicate directly with students to ensure that any student concerns about the WEX placements, including health and safety concerns, 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 responsibility of the board/authority 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](#), also available online, and Appendix J 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](#) that define bullying and harassment and explain the duties of employers, supervisors, and workers to prevent and address workplace bullying and harassment. WorkSafeBC has also developed a [Bullying and Harassment Prevention Toolkit](#) to help workplace parties meet 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](mailto:policy@worksafebc.com).

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



## After a WEX placement

### **Program requirement: Assessing and evaluating WEX students**

As in all educational programs, WEX students must be evaluated by educators who are employed by a board of education or independent school authority, and who are certified by the Teacher Regulation Branch of the Ministry of Education and Child Care. A final grade must be assigned and is based on an assessment of the student's completion of the provincial WEX curricula. Schools should incorporate clear criteria and utilize a variety of assessment strategies (suggestions may be found in the elaborations within the curriculum).

Employer feedback and observations are integral components of WEX placements and may be included as part of any discussions or formative assessment activities that schools 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 G for a sample Employer 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, 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 school's online learning and continuing education programming or their independent online learning school, through Independent Directed Studies or Board/Authority Authorized courses, or as a career simulation (see “Other WEX options” above).



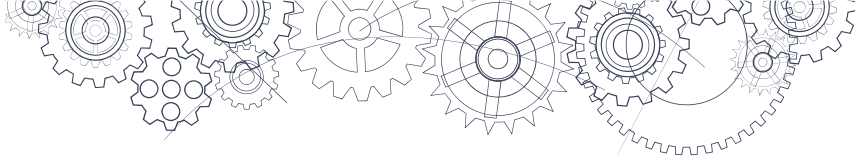
#### **Online Learning**

Boards of Education and Independent School Authorities that comply with the WEX program requirements and procedures outlined in this guide can report online 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 WEX 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 12B**

**Appendix C - Suggested Procedures for Work Experience Placements and Course Reporting**

**Appendix D - Sample Work Experience Placement Agreement Form**

**Appendix E - Sample Worksite Safety Checklist**

**Appendix F - Employer's Report of Injury (Sample)**

**Appendix G - Sample Employer Feedback Form**

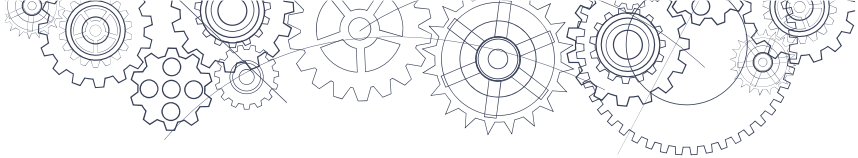
**Appendix H - Sample Student Working Log**

**Appendix I - Related Policies, Legislation, Resources**

**Appendix J - Accident and Injury Reporting Procedure**

**Appendix K - WorkSafeBC Update**





## Appendix A: Sample 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. (Circle the appropriate course designation.)

<b>Area of interest and work placement</b> <i>This placement and student training plan are appropriate for the student's areas of interest (identified below):</i>		
<input type="checkbox"/> Business/Applied Business <input type="checkbox"/> Creative Arts, Design, and Media <input type="checkbox"/> Social Services <input type="checkbox"/> Health Services <input type="checkbox"/> Human Services	<input type="checkbox"/> Humanities <input type="checkbox"/> Engineering, Science/ Applied Science <input type="checkbox"/> Tourism, Hospitality, and Food Services	<input type="checkbox"/> Trades/Construction/ Maintenance/Repair <input type="checkbox"/> Computer/Software Technology <input type="checkbox"/> Mathematics/Research/ Analytics

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

<b>Employability skills:</b> <i>Indicate the employability skills to be practised:</i>	
<b>Fundamental skills:</b> <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"/> _____	<b>Teamwork skills:</b> <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"/> _____
<b>Personal management skills:</b> <input type="checkbox"/> Demonstrating positive attitude and behaviours <input type="checkbox"/> Being responsible <input type="checkbox"/> Being adaptable <input type="checkbox"/> Learning continuously <input type="checkbox"/> Working safely <input type="checkbox"/> _____	<b>Skills specific to area(s) of interest:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____



# Appendix Bi: Curriculum (Work Experience 12A)



Area of Learning: Work Experience 12A

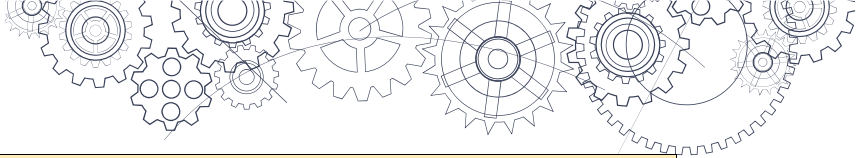
Grade 12

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



## Big Ideas – Elaborations

## Work Experience 12A Grade 12

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

## Curricular Competencies – Elaborations

## Work Experience 12A Grade 12

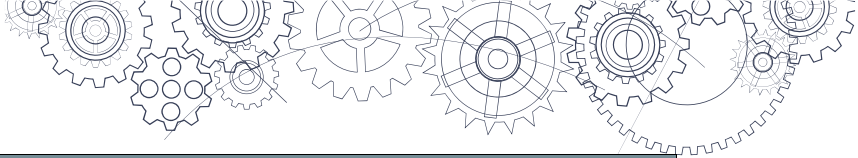
- **Assess knowledge of self:** for example, strengths, preferences, and skills that emerge through reflection and conversations with teacher-mentor about personal career-life development
- **transferrable skills:** skills that transfer from school to work placement and on to post-graduation opportunities 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

## Work Experience 12A Grade 12

- **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





## Content – Elaborations

## Work Experience 12A Grade 12

<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 (Work Experience 12B)



Area of Learning: Work Experience 12B

Grade 12

## BIG IDEAS

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

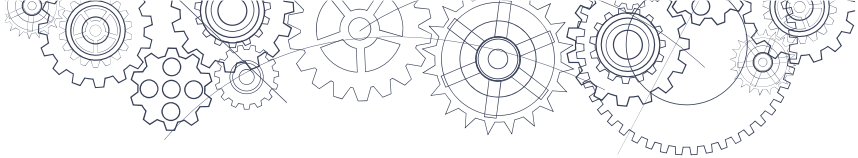
Personal awareness and pathway options are developed through an inquiry mindset.

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



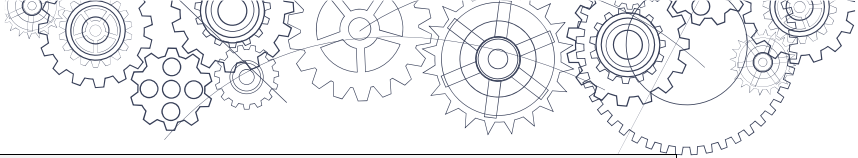


Curricular Competencies	Content
<p><b>Reflect and Refine</b></p> <ul style="list-style-type: none"> <li>• Document work experience to <b>demonstrate required hours</b></li> <li>• Engage in ongoing <b>reflection and documentation</b> of work experience as it relates to current and <b>future pathways</b>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

Big Ideas – Elaborations	Work Experience 12B Grade 12
<ul style="list-style-type: none"> <li>• <b>rights and responsibilities:</b> for example, Workers Compensation Act and Workers Compensation Amendment Act</li> </ul>	

Curricular Competencies – Elaborations	Work Experience 12B Grade 12
<ul style="list-style-type: none"> <li>• <b>Assess knowledge of self:</b> for example, strengths, preferences, and skills that emerge through reflection and conversations with teacher-mentor about personal career-life development</li> <li>• <b>transferrable skills:</b> skills that transfer from school to work placement and on to post-graduation opportunities and experiences</li> <li>• <b>workplace safety:</b> applicable to work placement</li> <li>• <b>provincially legislated:</b> for example, WorkSafeBC</li> <li>• <b>cultural sensitivity, workplace ethics and etiquette:</b> for example, diverse cultures, sexual orientation, gender identity, B.C. employment standards, harassment prevention, WorkSafeBC roles, rights and responsibilities</li> <li>• <b>care of self, others, and community:</b> 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)</li> <li>• <b>independently:</b> includes protocols for working alone</li> <li>• <b>demonstrate required hours:</b> through, for example, time sheets, learning logs, journals</li> <li>• <b>reflection and documentation:</b> 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</li> <li>• <b>future pathways:</b> 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</li> </ul>	





- **independent and collaborative problem-solving strategies:** for example, responding to real-life unexpected situations, trouble-shooting in emerging scenarios

## Content – Elaborations

## Work Experience 12B Grade 12

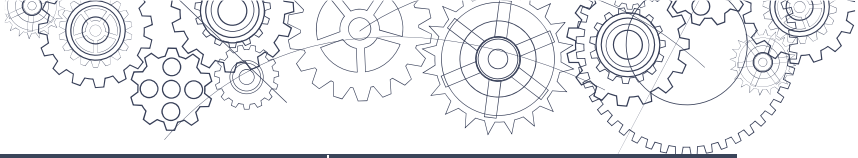
- **occupational health and safety rights and responsibilities:** for example, as outlined in WorkSafeBC and the Employment Standards Act
- **procedures:** as determined by locally developed school district Work Experience plans
- **worker insurance:** WorkSafeBC, Employment Standards Act, Workers Compensation 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 for Work Experience Placements and Course Reporting

The following table presents a schedule and suggested procedures for schools 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 and Child Care for funding. The table is based on eligibility at standard schools and includes considerations for online learning (OL) and continuing education (CE).

Step	Event/Activity	Resources/Appendices	Student file records
<p><b>Before the placement:</b> As required by <a href="#">Work Experience Order MO237/11</a> and <a href="#">Elective Work Experience Courses and Workplace Safety Policy</a>, there must be Board/Authority-established guidelines regarding conduct, supervision, evaluation, and participation of students.</p>			
1	<p>Enrol student in WEX 12A or 12B via the course registry</p> <p><b>Note:</b> For students using unpaid or paid employment, schools must:</p> <ul style="list-style-type: none"> <li>provide the required in-school safety orientation</li> <li>confirm completion of an on-site safety orientation</li> <li>confirm the student's employer has other employees</li> <li>confirm the student's employer through a signed Work Experience Placement Agreement Form (see Appendix D)</li> <li>deliver the Curricular Competencies and Content for WEX 12A and/or WEX 12B</li> <li>develop a student training plan with the employer and student (see Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Form 1701: Student Data Collection</a></li> </ul> <p>Related links:</p> <ul style="list-style-type: none"> <li><a href="#">K-12 Funding General Policy</a></li> <li><a href="#">Elective Work Experience Courses and Workplace Safety Policy</a></li> <li><a href="#">Work Experience Order MO237/11</a></li> <li><a href="#">Online Learning – OLBC Procedures Guide</a></li> <li><a href="#">Adult Funding Policy</a></li> <li><a href="#">Student Work Placement: Guide for assessing workplace health and safety</a></li> </ul>	<ul style="list-style-type: none"> <li>September 29 student timetable</li> <li>Evidence that claims are made after students meet Ministry's attendance requirements</li> <li>All Ministry course funding claims for WEX must be supported by the following documentation: completed in-school and on-site safety orientations; a signed and dated Work Experience Placement Agreement Form; and a signed and dated student training plan. <b>Note:</b> These must be in place before the student starts the on-site placement, not before the end of the 1701 reporting process.</li> </ul>
2	<p>Confirm enrolment with student</p>	<ul style="list-style-type: none"> <li>Student training plan (Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>Signed and dated student training plan</li> </ul>
3	<p>Conduct an in-school orientation addressing safety, workers' rights and responsibilities, and related pre-placement course-specific ministry curriculum.</p> <p><b>Note:</b> 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.</p>	<ul style="list-style-type: none"> <li><a href="#">Student WorkSafe 10-12: Resource for Teachers, Student Resources</a></li> <li><a href="#">Occupational Health and Safety Guidelines</a></li> <li><a href="#">Hazard Recognition</a></li> <li><a href="#">Employment Standards Act and Regulation</a></li> </ul>	<ul style="list-style-type: none"> <li>Locally developed evidence of an in-school orientation having been completed before the placement starts</li> </ul>



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



# Appendix D: Sample 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. This is a sample Work Experience Placement Agreement Form for an unpaid placement at a standard worksite.

## Agreement participants

<b>School</b>			
Name		School contact	
Address		Telephone	
Telephone		Email	
Signature			
Date signed			

<b>Student</b>			
Student name		Date of birth	
Address		Telephone	
Telephone		Email	
Signature			
Date signed			

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

<b>Employer</b>			
Business name		WorkSafeBC Account #	
Address			
Worksite supervisor		Telephone	
Signature		Email	
Date signed			

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

### Duration of agreement

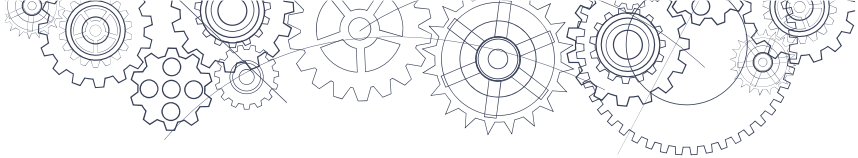
This agreement will be in effect from: \_\_\_\_\_ month/ \_\_\_\_\_ day/ \_\_\_\_\_ year.

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

Days	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Hours							

The parties agree to a Work Experience 12A or 12B placement (the “WEX placement”) for the Student with the Worksite Employer on the following terms and conditions:





## Term of agreement

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

## Student duties

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

## Days and hours of the work experience placement

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

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

Hours: \_\_\_\_\_

or at such other times as may be agreed, in writing, by the Worksite Employer, Board of Education or Independent School Authority, and Student.

None of the provisions of this agreement applies if the Student is employed by the Worksite Employer beyond the days and hours agreed upon by the Worksite Employer, Board of Education/Independent School Authority, and Student.

## Supervision

The Student agrees to be under the direct supervision of the Worksite Employer, and the Worksite Employer agrees to supervise the Student at all times during the WEX placement.

## Site safety orientation

The Worksite 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.

## Board access

The Worksite Employer agrees to allow Board of Education/Independent School Authority representatives to have access at any time to the Worksite Employer’s worksite and the Student.

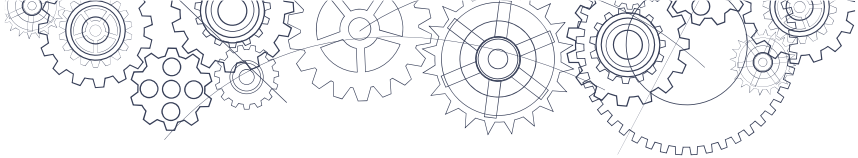
## Transportation

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 Worksite Employer’s worksite, except

\_\_\_\_\_ .

*If no exception, complete by writing “not applicable.” If Board of Education/Independent School Authority or Worksite Employer transportation will be provided, describe in detail.*





## Evaluation

When requested by the Board/Authority, the Worksite Employer will evaluate the Student’s performance of their duties, will report that evaluation in the form required by the Board/Authority, and will consult with Board/Authority representatives about the evaluation.

## Workers’ Compensation Act injury coverage

Students in a WEX placement at a standard worksite 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 [Workers’ Compensation Coverage Order](#).

## Notice of injury

The Worksite Employer will, if a Student is injured, immediately report the occurrence of injury to the Board/Authority by contacting:

\_\_\_\_\_ [insert name, position/title]

at \_\_\_\_\_ [insert telephone and fax numbers]

## Indemnity

The Board/Authority agrees to indemnify and hold harmless the Worksite 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/Authority, the Board/Authority’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 Worksite Employer, its employees or agents.

The Worksite 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.

## Insurance

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

## Minimum Age

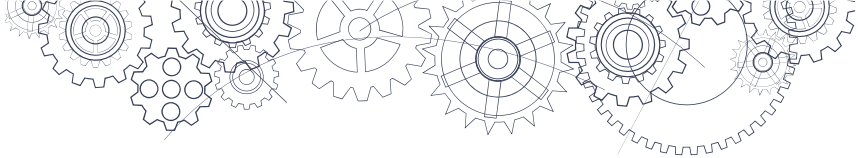
The parent(s) or guardian(s) of the Student warrant that the Student is \_\_\_\_\_ years of age or older at the date of this agreement.

**Note:** A student must be at least 14 years of age to participate in a WEX placement.

## Effect on employees

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





## **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.

## **Reference**

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

## **Confidentiality**

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



## Appendix E: Sample Worksite Safety Checklist (Work Experience 12A and 12B Placements)

Students must complete and submit this form to their school contact to confirm that a worksite safety orientation was conducted by the worksite supervisor.

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 any injuries as soon as possible to the worksite supervisor and school 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 F: Employer's Report of Injury



## Employer's Report of Injury or Occupational Disease



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:

- 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 [worksafebc.com](http://worksafebc.com) and select "Report injury or illness."
- Fillable PDF form:** Type in your details online, print the form, and submit it by **fax** or **mail**. Go to [worksafebc.com](http://worksafebc.com) and select "Report injury or illness."
- 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	
Classification unit number		Operating location number	
Employer address line 1 (mailing)		Employer contact last name	
Employer address line 2 (mailing)		Employer contact telephone (and area code)	
City		Province/state	
Country (if not Canada)		Postal code/zip	
Employer contact last name		First name	
Employer contact telephone (and area code)		Extension	
Employer contact fax (and area code)		Employer payroll contact last name	
Employer payroll contact telephone (and area code)		Employer payroll contact first name	
Employer payroll contact fax (and area code)		Employer payroll contact telephone (and area code)	
Employer payroll contact extension		Employer payroll contact fax (and area code)	

### Worker information

Worker last name		First name		Middle initial		Gender	
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?		3. If yes, start date (yyyy-mm-dd)	
4. At the time of injury, was the worker (check all that apply)		<input type="checkbox"/> Yes <input type="checkbox"/> No			
<input type="checkbox"/> Permanent <input type="checkbox"/> Temporary <input type="checkbox"/> Full time <input type="checkbox"/> Part time		<input type="checkbox"/> Apprentice <input type="checkbox"/> Volunteer <input type="checkbox"/> Student <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)		6. Period of exposure resulting in occupational disease (yyyy-mm-dd)	
		<input type="checkbox"/> am <input type="checkbox"/> pm <b>OR</b>		From To	
7. Did worker report injury or exposure to employer?		8. The injury or disease was first reported to employer on (yyyy-mm-dd)		(please check one)	
<input type="checkbox"/> Yes <input type="checkbox"/> No				To: <input type="checkbox"/> First aid <input type="checkbox"/> Supervisor <input type="checkbox"/> Office	
9. Name of person reported to		<input type="checkbox"/> Other (specify)			
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"/> Assault
<input type="checkbox"/> Overexertion			<input type="checkbox"/> Crush	<input type="checkbox"/> Motor vehicle accident
<input type="checkbox"/> Repetitive (activity repeated over and over again)			<input type="checkbox"/> Sharp edge	<input type="checkbox"/> Unsure/other (please explain below)
<input type="checkbox"/> Slip or trip			<input type="checkbox"/> Fire or explosion	
<input type="checkbox"/> Twist			<input type="checkbox"/> Harmful substances in the work environment	
<input type="checkbox"/> Fall			<input type="checkbox"/> Animal bite	

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 \_\_\_\_\_%

Please select check boxes for any of the following amounts worker receives in addition to **base salary** AND provide the amount for each:  
 Tips and gratuities \$ \_\_\_\_\_  Room and board \$ \_\_\_\_\_  
 Shift differential \$ \_\_\_\_\_  Other \$ \_\_\_\_\_  
 Overtime \$ \_\_\_\_\_

29. If worker is disabled from work, will you continue to pay:  
**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 will continue to receive in addition to **base salary** AND provide the amount for each:  
 Tips and gratuities \$ \_\_\_\_\_  Room and board \$ \_\_\_\_\_  
 Shift differential \$ \_\_\_\_\_  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

32. If no, please explain

33. If yes, show the normal work week by entering the paid hours

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 type="checkbox"/> Yes <input type="checkbox"/> No	
40. If <b>Yes</b> : 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 type="checkbox"/> No	
41. If <b>No</b> : Do you have any modified or transitional duties available? <input type="checkbox"/> Yes <input type="checkbox"/> No Have the modified or transitional duties been offered to the worker? <input type="checkbox"/> Yes <input type="checkbox"/> No	42. If yes, please describe modified or transitional duties

### 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](http://www.labour.gov.bc.ca/eao) or email: [eao@eao-bc.org](mailto:eao@eao-bc.org)

**Toll-free within Canada:**  
1.800.925.2233

**Employers' Adviser Office locations:**  
Richmond, Langley, Kamloops, Kelowna, Nanaimo, Trail, Prince George, Victoria.

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 FIPP Office, at PO Box 2310 Stn Terminal, Vancouver BC, V6B 3W5, or email [FIPP@worksafebc.com](mailto:FIPP@worksafebc.com), or call 604.279.8171.



## Appendix G: Sample Employer Feedback Form (Work Experience 12A and 12B)

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.

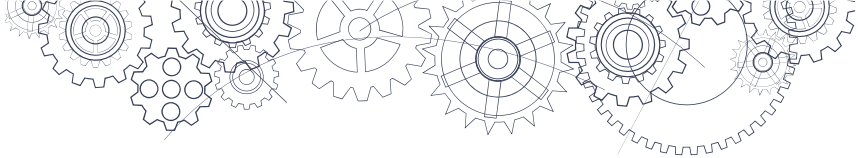
Student name		Employer/ business name	
Dates of Work Experience placement		Worksite supervisor	
Student signature		Worksite supervisor signature	
Date signed		Date signed	

Please use the four-point scale below.

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

<b>Personal qualities and interpersonal skills</b>					
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
<b>Communication skills</b>					
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 (phone, text, email)	1	2	3	4	N/A
<b>Quality of work and work habits</b>					
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 H: Sample Student Work Hours Log (Work Experience 12A and 12B)

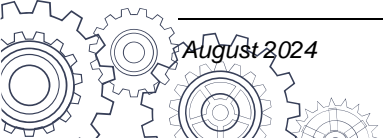
Student name	
Employer/Worksite supervisor	

Date	Hours	Description of work duties	Tools used and skills development
<b>Total hours:</b>			

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 contact).





## Appendix I: Related Policies, Legislation, and Career and Labour Market Information

### Ministry of Education and Child Care

- [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](#)
- [Online Learning – OLBC Procedures Guide](#)
- [Adult Funding Policy](#)
- [Form 1701: Student Data Collection](#)
- [B.C. Graduation Program: Handbook of Procedures](#)

### WorkBC

- [Skills for the Future Workforce](#)
- [Labour Market Snapshots](#)
- [High Opportunity Occupations](#)
- [B.C. Employer Training Grant](#)

### Ministry of Labour (Employment Standards Branch)

- [Employment Standards Act](#)
- [Employment Standards Regulation](#)
- [Guide to the Employment Standards Act and Regulation](#)

### Government of Canada (Employment Standards and Workplace Safety)

- [Employment sectors Regulated by the Federal Government](#)
- [Government Employees Compensation Act](#)
- [Compensation for federal workers](#)



## WorkSafeBC

- [Student Work Placement: Guide for Assessing Workplace Health and Safety](#)
- [Occupational Health and Safety \(OHS\) Policies](#)
- [Get a Clearance Letter](#)
- [Personal Optional Protection](#) and [Personal Optional Protection \(form 1801\)](#)
- [Voluntary Coverage](#)
- [Student WorkSafe 10-12: Resource for Teachers](#)
- [Student Resources](#)
- [Occupational Health and Safety Guidelines](#)
- [Employer's Report of Injury or Occupational Disease](#)
- WorkSafeBC Regulation 3.12: [The Right to Refuse Unsafe Work](#)
- WorkSafeBC Regulation 3.22: [Definitions](#)
- WorkSafeBC Regulation 3.23: [Young or New Worker Orientation and Training](#)
- WorkSafeBC Regulation 3.24: [Additional Orientation and Training](#)
- WorkSafeBC Regulation 3.25: [Documentation](#)
- [Sample Young or New Worker Orientation Checklist](#)
- [Support for Employers: Training and Orientation for Young and New Workers](#)

## Ministry of Finance (Risk Management Branch)

- [Schools Protection Program](#)

## Conference Board of Canada

- [Employability Skills](#)
- [Employability Skills Toolkit](#)



## Appendix J: Accident and Injury Reporting Procedure (Unpaid Work Experience 12A/B Placements)

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's responsibility to inform participating students and worksite supervisors about the procedure for reporting injuries suffered by students on Ministry-authorized, unpaid Work Experience 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 Disease \(Form 7\)](#) 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, 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 Placement Agreement Form (see Appendix D) are required to be submitted to the Ministry of Education and Child Care.

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

6. Injury forms should be emailed to the Ministry of Education and Child Care at: [educ.skills@gov.bc.ca](mailto:educ.skills@gov.bc.ca)
7. In accordance with Board of Education or Independent School Authority records retention policy, the student's Work Experience Placement Agreement Form and the Employer's Report of Injury or Occupational Disease (Form 7) should be kept on file.



## Appendix K: WorkSafeBC Update

### Understanding workers' compensation coverage for B.C. secondary school students engaged in unpaid work study/work experience

The following is intended to clarify when workers' compensation coverage is extended to students engaged in unpaid work study/work experience and to address gaps in understanding to ensure teachers, school districts, and the Ministry of Education and Child Care and Child Care know what to be aware of when placing students in unpaid work environments.

For the purposes of this document, a student is any student enrolled in any B.C. secondary school, aged 14 or over. This document is meant to be shared to create greater understanding and awareness around work placements. WorkSafeBC will share this document with educators through its channels and understands that the ministry will communicate this to school districts and to educators through its channels as well.

#### Frequently Asked Questions

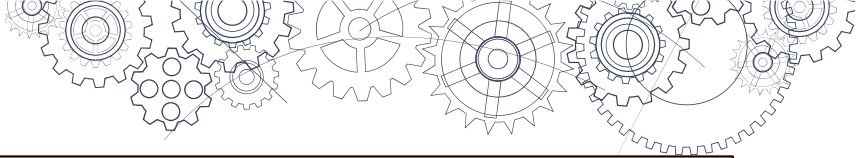
##### **What is the nature of the agreement between WorkSafeBC and the Ministry of Education and Child Care as it relates to students doing unpaid work study/work experience?**

WorkSafeBC has an agreement with the Ministry of Education and Child Care to extend workers' compensation coverage to secondary school students engaged in unpaid work study/work experience. This is an exception, as typically those engaged in unpaid work or acting in a volunteer capacity are not eligible for workers' compensation coverage. However, WorkSafeBC has the authority to extend coverage to secondary school students participating in Ministry-authorized work experience programs with employers at standard work sites (see terms defined below). These students then become workers of the Crown in right of the Province.

##### **Are students doing unpaid work experience eligible for workers' compensation benefits if they are injured while on that placement?**

Yes, under the following circumstances:

- The student is engaged in ministry-approved work study/work experience
- The student is working for an employer (as defined by WorkSafeBC) at a standard work site
- There is a signed program agreement in place
- WorkSafeBC accepts the claim



### **What occupational health and safety rights does a student have while engaged in unpaid ministry-approved work study/work experience?**

A student placed in ministry-authorized unpaid work experience, when placed with an employer, has the rights of any other worker under the *Workers Compensation Act* and, if injured in that placement, may file a claim for compensation. If the claim is accepted, the student will receive the same compensation and benefits as would any other worker suffering an injury or death arising out of and in the course of work.

### **Do certain terms and conditions need to be met for coverage to be extended to students?**

Yes. There must be a signed program agreement (the "Work Experience Placement Agreement Form"). This form must include the name and contact information for all of the agreement participants, including the School District, student (who must be aged 14 or older), parents/guardians (if required) and the employer. It must also include the location of the standard work site where the student will be placed. The agreement must be signed by all parties and outlines the duration of the work experience placement and the schedule.

### **What is the definition of "work study/work experience"?**

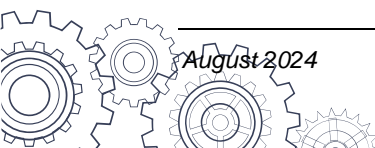
WorkSafeBC defines this as that part of an educational program that provides a student with an opportunity to participate in, observe or learn about the performance of tasks and responsibilities related to an occupation or career. This includes participation in community service under a graduation course requirement established by the Ministry of Education and Child Care (for example, 30 hour work placement or volunteer or community service).

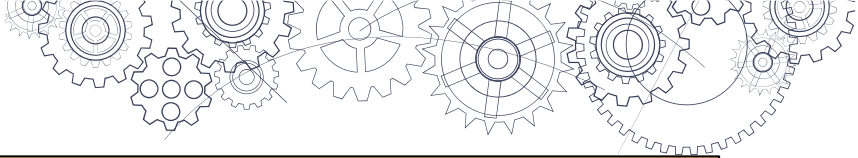
### **Are students covered for their mandatory volunteer hours too?**

Yes, but only if they meet all of the same terms required for work experience. As such, there must be a signed program agreement, the volunteer assignment must be with a standard employer and at a standard work site.

### **What is a "standard work site"?**

This is the location where the work will occur and it cannot be a site created specifically for work experience. It's where the student performs the tasks and responsibilities related to an occupation or career under the general supervision of a work site employer.





contract of hiring or apprenticeship, written or oral, express or implied, a person engaged in work in or about an industry". Simply stated, an employer is an individual who employs at least one worker. As such, they cannot be self-employed without workers, or have Personal Optional Protection (POP) only and no workers. POP is an optional form of insurance available to eligible proprietors and partners of a business that is not a limited company (the owner of a small business, for instance). These individuals are not automatically covered for compensation purposes, and POP coverage, may provide wage loss, health care and rehabilitation benefits if they are injured at work. A proprietor or a partner who has only POP coverage for themselves is not considered an employer but would be considered an employer if they employed a worker as well. A company is presumed to be an employer if it is incorporated.

### **Can a student be placed with any employer?**

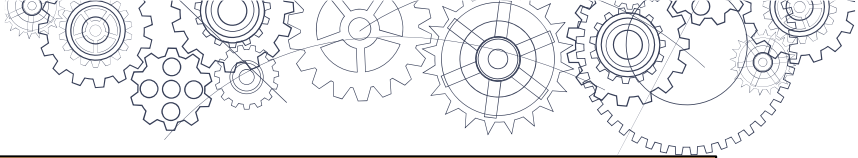
The decision to assign a student to an unpaid work experience placement and determine which employer they are assigned to is up to the school or school district, and likely the teacher, parent and student. However, for workers' compensation coverage to be in effect, the entity that the student is placed with must be an employer as defined by WorkSafeBC, at a standard work site (as defined above). If a student is placed with a self-employed individual with no workers and POP coverage only, the student will not be covered if they are injured as the individual is not, by definition, an employer.

### **What happens if the student in a work placement is injured, and the placement is with a non-standard employer?**

If the student is placed in a non-standard work site, or if there is no program agreement in place, or if the student is placed with an entity not recognized as an "employer", the student would not be covered for workers' compensation and would have to seek other remedies outside of WorkSafeBC coverage, if available. The school district or ministry may be subject to a lawsuit in these circumstances.

### **Is workers' compensation coverage for students dependent upon whether or not the employer is registered?**

No. WorkSafeBC will not punish a worker, or in this case a student who is a worker of the Crown, if the employer they are placed with fails to meet its obligations to register with WorkSafeBC. WorkSafeBC may register a firm on its own initiative if it becomes aware of a firm that is required to



### **What if the employer is registered, but in arrears in its premium payments to WorkSafeBC?**

Regardless of whether or not an employer is in good standing – in other words, up to date on its premium payments – the student placed with an employer in work experience will always have coverage, provided the terms and conditions of coverage are met. It should be noted, however, that if the employer is not paying premiums as required, that the ministry (since the student is a considered a worker of the Crown) could be held liable for any costs arising from a claim should the student be injured. This is one reason why it is important to obtain a clearance letter from WorkSafeBC prior to placing a student in work experience. The clearance will indicate whether the employer is up to date in paying its premiums.

### **In what other situations organized by the school would students NOT be covered by WorkSafeBC for injuries arising in those situations?**

The student would not be covered for workers' compensation in any work study situation where the terms and conditions for work experience programs are not met, as noted above (signed program agreement, standard work site, and standard employer). They would also not be covered by WorkSafeBC during field trips, or when the placement is a career simulation not located in a standard work site.

### **Is getting a clearance letter sufficient in ensuring the safe placement of a student for work experience?**

A clearance letter is a good start and can be obtained quickly and easily at [worksafebc.com](https://worksafebc.com). It will indicate whether an employer is registered and in good standing (up to date on paying its premiums). If an employer is in good standing, this can be an indication of its diligence in meeting its health and safety obligations. However, for students to have coverage, they must be placed with an employer, as defined by WorkSafeBC. A person with POP-only coverage and no workers is NOT an employer as per WorkSafeBC's definition. It is important to note that a clearance letter will not identify whether the entity has POP coverage. Therefore, it is crucial to confirm that the person or organization being considered for the work placement is indeed an employer with workers, otherwise students will not be eligible for compensation if they are injured.





### **Is there a business reason why a clearance letter cannot specify that the registration is for POP-only?**

Privacy legislation prevents WorkSafeBC from advising whether an individual has purchased POP coverage. It is, however, open to the requestor to ask for proof of purchase of optional coverage directly from the account holder.

#### **Note:**

When placing students in work study/work placements, WorkSafeBC recommends educators refer to the document, *Student Work Placement: Guide for assessing workplace health and safety*. As noted in the guide, since the goal is to place students in a safe and compliant work environment, WorkSafeBC recommends teachers/placement coordinators use judgement and discretion to determine whether or not to decline any placement.

#### **Questions?**

Contact Robin Schooley at 604.232.7715 or [robin.schooley@worksafebc.com](mailto:robin.schooley@worksafebc.com).