

Section 1

Introduction

Introduction to Off Campus Education

A Black Gold Off-Campus Education Program is all about students learning valuable work skills beyond the walls of their school. A company work site within their community becomes their 'Classroom'. You, the school Off-Campus Education Coordinator, help them locate a business that wants to partner with the school in your student's learning experience.

The purpose of this program is to familiarize students with the world of work. Real-life resumes and interviews can help them land a quality job, while customized skill and safety training give students the opportunity to excel at their work site.

Students will also earn up to a maximum of 30 credits in Work Experience, 15 of which can be used towards their high school diploma. In addition, many Work Experience students are promoted to RAP (Registered Apprenticeship Program) positions where they can earn up to 40 high school credits and count hours directly towards their first year apprenticeship and permanent employment. This program has enabled some students to complete their first year apprenticeship hours before graduating high school.

The following is a basic outline of our three main Off-Campus programs:

- a) Work Experience/ Work Experience in Canadian Forces/ Work Experience with Cadets
 - i) 30 Credits (15, 25, and 35 levels) with a maximum of 15 credits towards diploma.
 - ii) Courses may be completed in any sequence.
 - iii) Between the students, employers and the off-campus coordinator a set of learning outcomes need to be established.
 - iv) No standardized testing
 - v) For grade 10-12 students over the age of 15 and working toward the completion of a high school diploma.
 - vi) May be completed with the Canadian Forces (Reserves) for students 17 years of age or older.
 - vii) May be completed with Cadet Corps if the student is employed as a staff cadet and 15 years of age or older.

- b) Registered Apprenticeship Program (RAP)
 - i) 40 credits (15, 25, and 35 levels)
 - ii) Courses must be completed in sequence
 - iii) 8 different RAP courses for each trade
 - iv) Student's supervisor must be a journeyman in that trade
 - v) Between the students, employers and the off-campus coordinator a set of learning outcomes need to be established.
 - vi) No standardized testing
 - vii) For grade 10-12 students over the age of 15 and working toward the completion of a high school diploma

- c) Green Certificate Program
 - i) Up to 16 credits may be received
 - ii) Has a specific curriculum for each agricultural endeavor
 - iii) Curriculum divided into three units and testing is done at numerous sites in the area
 - iv) Testing is standardized and completed by agricultural experts

SECTION 2

CTS MODULES USED TO PREPARE STUDENTS FOR THEIR OFF- CAMPUS EDUCATION PROGRAM

CTS Modules

HCS3000: Workplace Safety Systems

- **REQUIRED PREREQUISITE** course for the first off-campus education program taken by a student
- This course is currently being offered through ADLC. Students can be enrolled individually or as a class.
- The course will also be available through a Black Gold Regional Schools Moodle
- Contact the Black Gold On-Line Coordinator to enroll students.

CTR1010: Job Preparation

- **RECOMMENDED PREREQUISITE** course for the second off-campus education program taken by a student
- An information and assignment booklet is included in the Appendix for this Module.

CTR3010: Preparing for Change

- **RECOMMENDED PREREQUISITE** course for the third off-campus education program taken by a student
- This course is currently being offered through ADLC. Students can be enrolled individually or as a class.
- Contact the Black Gold On-Line Coordinator to enroll students.

AGR3000: Agricultural Safety

- **REQUIRED PREREQUISITE** course for students enrolled in the Green Certificate Program.
- This course is currently being offered through ADLC. Students can be enrolled individually or as a class.
- Contact the Black Gold On-Line Coordinator to enroll students.

HCS3010: Workplace Safety Practices

- **RECOMMENDED PREREQUISITE** course for students enrolling in the Registered Apprenticeship Program (RAP)
- This course is currently being offered through ADLC. Students can be enrolled individually or as a class.
- Contact the Black Gold On-Line Coordinator to enroll students

Section 3

Work Experience Guidelines

Employer Instruction Sheets

Student Instruction Sheets

EMPLOYER instructions if student is injured

Dear Employer:

In case of an emergency where your student/employee sustains an injury requiring medical treatment and would be unable to work the next calendar day, you need to do the following:

1. Call one of the teacher supervisors:

2. Fill out the “**Employer’s Report of Injury of Occupational Disease**” form and use **345912-6** as your claim number. Also, because Alberta Learning is providing Workers Compensation insurance for your student/employee, please fill in “**on behalf of Alberta Learning**” beside your signature. This ensures that the accident liability is shouldered by the government and not your company. You have **72 hours** to submit the report after becoming aware of the injury.

Note #1: All injuries, even “no-time-loss” injuries must be reported. If you are able to work the next day and continue working with no complications, the file will not become active at WCB. However, if complications do arise, you will have already completed the necessary paper work for you to receive benefits such as wage replacement, physiotherapy, etc.

Note #2: A WCB form will be filled out by your doctor in addition to the WCB form you must complete.

3. Fax one copy of the completed form to each of the following places:
 - a. Black Gold Regional School Division: 955-6050 Attn. Neil Fenske
 - b. Alberta Learning : 422-0576 Attn. Curriculum Standards
 - c. WCB: 427-5863
 - d. School Fax number

 4. Give your student/employee their information letter and the WCB Worker Handbook. Have them take it home to fill out their “Worker’s Report of Injury” form. They have **48 hours** to send it in.
-

JMHS WORK EXPERIENCE

John Maland High School 780.987.3709

Off-Campus Education Coordinators

WORK EXPERIENCE GUIDELINES

Station Supervisor's Role

1. Provide safe, meaningful work for the students. Working hours for the purpose of Off-Campus Education courses are 7:00 a.m. to 10:00 p.m. seven days per week.
2. Your student may have a couple of small written assignments asking questions about your company's history, your products/services, as well as hazards they need to be aware of and prepared for. In addition, they need to know what personal safety equipment your company provides and which the student needs to provide.
3. Give your work experience students regular feedback as to how they are progressing in these skills and ensure they are filling out their daily time sheets.
4. Provide a written evaluation of student progress every 75 – 125 hours of work, depending on how many hours they work each week.
5. Call ***** in case of injury, and you will be assisted in filling out the appropriate Worker's Compensation forms.
***Note:** all Off-Campus students are automatically covered by Worker's Compensation while working for you as soon as the Off-Campus Education contract is filled out and signed by all parties concerned. They may not work (subcontract) for other employers during this time.*

The following is specific Work Experience policy. Please take the time to read it.

1) WHAT IS WORK EXPERIENCE?

- a) Work Experience is a program in which the school and the community combine resources in order to provide opportunities in meaningful work activities.
- b) Work Experience consists of three separate courses, Work Experience 15,25,35, in which students may obtain three credits for completing an experience equivalent to 75 hours, to ten credits for completing an experience equivalent to 250 hours. This generally works out to 1 credit per 25 hours of work.
- c) The program may be a career exploratory program wherein the student may be given the opportunity to work at two or three occupations. On the other hand, a student may spend all of his or her time with one employer working at one occupation. The experience provides a basis, through observation and supervised participation, for an informed career choice.
- d) The module, "Workplace Safety Systems" (HCS3000) **must be completed** before students will be given credit for their hours.

2) OBJECTIVES OF THE WORK EXPERIENCE PROGRAM

The expectations for the Work Experience program are that the students will:

- a) Have an opportunity to participate in meaningful work;
- b) Gain an understanding of the importance of developing acceptable work habits, good grooming, and the need for self-discipline;
- c) Develop an understanding of positive attitudes for getting along with people;
- d) Learn about the organization of business and relationships of employee to employer, unions, and government;
- e) Explore career opportunities using materials from Counsellor's Office or the internet; and
- f) Receive assistance in making the transition from the school environment to the work environment.

3) GUIDELINES FOR WORKING HOURS

- a) Work Experience is a learning experience; therefore, wages are not *necessarily* involved. This being said, many companies do pay their students the going wage.
- b) Students are required to complete their minimum hours (75) on the job. Each assignment must be completed by the end of the semester. **Note:** Students who have completed "Workplace Safety Systems", (the HCS3000 module) can apply to do Work Experience through the summer.
- c) Working hours for the purpose of Work Experience are 7:00 a.m. to 10:00 p.m. seven days per week, and must not interfere with other school classes. Written parental permission is needed if work hours exceed this. (See "Station Supervisor's Role" section above.
- d) Work Experience hours must be documented on a time sheet and signed by the student and the employer.
- e) The hours may only be obtained at a station for which a contract has been properly signed and on file with the coordinator.
- f) Only time actually spent at work will count. Lunch breaks and travel time DO NOT count.
- g) Students must make up for all absences where possible.
- h) The student will be expected to conform to the employer's rules and regulations and accept directions and assignments from supervisors.

4) ATTENDANCE AND OTHER BEHAVIOUR ISSUES

- a) A student may miss Work Experience only because of illness, school-related functions (field trips, assemblies, etc. or unavoidable circumstances.
- b) The student must give **prior** notice to the supervisor of any absence.
- c) The following behaviours are ground for dismissal and loss of credits:
 - i) Missing work for unacceptable reasons
 - ii) Not giving sufficient notice to the employer prior to being absent
 - iii) Leaving work early without permission or arriving excessively late
- d) After a total of more than two incidents of any of the above, a student should be dismissed from the station and lose the credits/hours earned at your station.
 - i) A student phoned to be absent one day but did not have a valid excuse.
 - ii) A student was sick but did not phone employer.
 - iii) A student left work early without permission.
- e) Students will also be withdrawn from a station and lose all credits at the request of the employer for lying, stealing, repeated "unsafe" work practises, disrespect, or any other behaviour deemed unacceptable by either the employer or work experience coordinator.

STUDENT instructions if student is injured

Dear Student:

Let me first say I hope your injury is not serious and that you recover fully very soon. If this on-the-job injury requires medical treatment and you are unable to work the next calendar day, you will need to do the following:

1. **Visit a doctor and get treatment.** Tell them you work at a supervised site for school credits, were injured there and are covered by WCB through Alberta Learning.
2. Call one of the teacher supervisors:
Teacher supervisors and phone numbers here

If there is no answer, leave a message.

3. Fill out the "**Worker's Report of Injury**" form in the **WCB Worker Handbook** (or get the form from your employer) and use **345912-6** as your **claim number**. Get your parents to help you. Also, because Alberta Learning is providing Worker's Compensation Insurance for you, please fill in "**on behalf of Alberta Learning**" beside your signature. This ensures that the accident liability is shouldered by the government and not your employer. You have **48 hours** to submit the report after sustaining the injury.

Note #1: All injuries, even "no-time-loss" injuries must be reported. If you are able to work the next day and continue working with no complications, the file will not become active at WCB. However, if complications do arise, you will have already completed the necessary paper work for you to receive benefits such as wage replacement, physiotherapy, etc.

Note #2: A WCB form will be filled out by your doctor in addition to the WCB form you must complete.

4. Fax one copy of the completed form to each of the following places:
 - a) Black Gold Regional School Division: 955-6050 Attn. Neil Fenske
 - b) Alberta Learning : 422-0576 Attn. Curriculum Standards
 - c) WCB: 427-5863
 - d) School Fax

SECTION 4

Work Site Application
Work Site Registration

Work Site Application

A good worksite is crucial to a successful work experience placement for the student. Our role as Off-Campus Coordinators is to find quality sites and convince them of the value of their involvement in our school programs.

It may be temptation, especially in smaller centers, to accept mediocre sites and then try to 'fix' them. If a company is very interested in hiring a student but is lacking a certain area of the work site inspection and willing to remedy the areas of concern before the student starts, this is acceptable. However a work site that is messy and unorganized should probably be passed on. This is usually an indication of deeper problems that we don't need to expose our students to.

IF YOU ARE NOT COMFORTABLE WITH THE WITH THE WORK SITE...DO NOT APPROVE IT.

WORK SITES NEED TO BE APPROVED YEARLY

Things to keep in mind during the process of a work site inspection.

- Work Sites must be inspected annually, upon completion of the inspection fill out documentation
- Ask questions and make informed judgments and decisions
- Ensure that key safety features are addressed during the inspection
- Ensure safety training is provided for new workers
- Inquire about personal protective equipment and who is responsible for supplying the equipment.
- Ensure the employers understand their roles as supervisors
- Ensure the worksite is an appropriate environment for an educational activity.

What does the process of a work site inspection involve?

- Make initial contact
- Introduce Supervisor to Off-Campus program/students expectations using the Off-Campus Guidelines for Site Supervisor form
 - get a clear indication of their commitment
 - need to inform employer that it is just like having a probationary employee and if there is a problem to contact the coordinator as soon as possible.
 - Student employees can be released from their place of employment
- Complete Work Site Application as you tour the facility
- What is the likelihood/frequency/severity of any given hazard?
- What controls are in place to minimize exposure to hazards?
- Go over evaluation form
- Go over visitation form
- Go over time sheet

Once your worksites have been approved **yearly**, fill in the Approval of Work sites form and send in to Black Gold Regional Schools Division office

Work Site Supervisor Folder

Instructions: It is helpful to have all documentation for the work experience student in one place at the work site. A folder of some sort with the students name on it and your business card stapled to it works well. At the initial work site approval visit, have this folder filled with the following documents and go through them with the work site supervisor. This folder can then be kept in the supervisor's office or another secure location that is accessible to the student.

Some of these forms can also be found in the appendix.

- School Cover letter with important dates, names, etc.
- Off-Campus Guidelines for the Site Supervisor
- Off- Campus Education Agreement form (copy)
- Time sheets
- 'Student Injury Procedure' Instructions

Off Campus Education Work Site/ Work Station Inspection list

School:

Date:

Address:

School Year:

Off-campus Coordinator:

E-mail:

Telephone No.:

1. The work site/work station inspection must occur prior to student placement.
2. A work site/work station, the specific off-campus location at which the student is involved in off-campus learning activities (Work Experience, Green Certificate Program, RAP), requires inspection and annual approval by the principal. After an accident or injury, the work station requires a subsequent inspection before re-approval. (Reference: *Off-campus Education Handbook*.)
3. Parental or guardian consent shall be obtained on the student's behalf, a student-employer agreement shall be signed by both parties and the parents/guardians of underage students, and this inspection record shall be on file at the school attended by the student and copies sent before the student is placed at the work site/work station.
4. Students and parents/guardians signing the Work Experience Agreement are considered to have signed the WCB Deeming order for workers' compensation coverage.

WORK SITE/WORK STATION

| | |
|--|-------------------|
| Company Name: | |
| Company Address: | |
| Company Contact: | |
| Telephone: | Cell: |
| Type of Business: | |
| Is there more than one worksite involved? | |
| If yes, Work Site Location: | |
| Supervisor: | Telephone: |

Number of students to be placed at work site: _____

Does the employer or job have a minimum age requirement for employee at work site? Yes

No Driver's License required: Yes No

Work Station Approval for (please check)

Work Experience Green Certificate Program RAP

Approved **Not Approved (provide documentation)**

Inspecting Off-campus Coordinator (please print): _____

Date: _____

Signed: _____

Inspecting Off-campus Coordinator

OFF-CAMPUS EDUCATION WORK SITE/WORK STATION INSPECTION CHECKLIST

| ALL CHECKLIST ITEMS MUST BE ACCEPTABLE PRIOR TO APPROVING SITE | Acceptable | Needs Improvement | Not Acceptable |
|---|------------|-------------------|----------------|
| Who will provide onsite supervision and job related training for the student? Name/Position of Supervisor: | | | |
| Will job related health and safety training and orientation be provided to the student? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| Is this work site considered High Risk or Low risk for the purposes of supervision requirements? Reasons: | | | |
| Is the employer familiar with reporting a student injury? (Discuss WCB Coverage with employer) <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| Are there emergency preparedness procedures in place; eg Fire, spills, etc. <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| Is a trained first aider available to the student while the student is working? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| Are fire extinguishers, first aid kits maintained and readily available? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| Are emergency exit/safety signs clearly visible? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| Is emergency eyewash equipment (if necessary) maintained and readily available? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| List the most critical potential hazards or dangers of this job? Have these hazards been identified and controlled by the employer? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| How will the student be made aware of these hazards/dangers? | | | |
| List the tools, materials, and equipment the student will be expected to handle? | | | |
| Does this worksite appear to provide an orderly, well maintained, safe, and caring working and learning environment? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |

APPROVAL OF WORK SITES/WORK STATIONS

School Authority: **Black Gold Regional Schools**

School Year: _____

School: _____

Date: _____

Address: _____

School Code: _____

_____ Postal Code: _____

Telephone: _____

Off-Campus Coordinator: _____

Telephone: _____

Cell Phone: _____

Program Type (Please Check one):

Work Experience 15-25-35 Registered Apprenticeship Program (RAP) Green Certificate

1. Procedures associated with the approval of programs are presented in the *Guide to Education: ECS to Grade 12* and require that this form be completed by a school offering or intending to offer an Off-campus Education Program and be signed by the Superintendent of Schools or designee. This signature attests that the authority's program has been approved by the local school board.
2. I affirm that parental or guardian consent shall be obtained on the student's behalf and that a student-employer agreement shall be signed by both parties and the parents/guardians of students under 16 years of age, and that this agreement shall be on file at the school attended by the student before the student is placed at the work site or work station.

Superintendent or Designee (please print): _____

Signed: _____

Date: _____

Superintendent or Designee

Section 5

Student Learning Plan
Student Training Plans

Student Learning Plan

Every off-campus education program must have a list of outcomes, clearly stating what the student will be able to demonstrate at the conclusion of the off-campus education experience. A summary of the competencies ensures all parties have similar expectations concerning what learning will occur.

The learning plan should include

- Learner outcomes
- Statements as to how well the student should perform the outcomes
- Appropriate employability and workplace skills

Learning plans DO NOT have to be developed for Work Experience with the Canadian Forces

The following is a sample Student Learning



Student Learning Plan

| | |
|-----------------------------------|--|
| STUDENT | |
| JOB TITLE | |
| COMPANY | |
| ADDRESS w/ postal code | |
| SUPERVISOR | |
| PHONE NO. | |
| FAX NO. | |
| EMAIL | |

Student Duties and Responsibilities

Please give a detailed description of the duties that this student will be responsible for at this work site.
Point form is preferable.

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |

Please list the **work place skills, attitudes and knowledge** that you want the student to develop or improve upon during his or her placement.

| |
|---|
| Workplace skills (Ex. Perform or execute a specific skill related to the job; Sweep floor, operate till etc.) |
| Attitudes (Ex. Appreciate the value of safety, Appreciate and respect co-workers) |
| Knowledge (Develop or Analyze how to perform skills –Ex. communicating with people) |

Will the student be receiving a wage? Yes No

If Yes, what will this wage be? _____

NOTE: Please inform the off-campus coordinator if the major job duties change significantly during the work experience placement.

Supervisor's Signature _____ Date: _____

Student's Signature _____ Date: _____

Off-Campus Coordinator's Signature _____ Date: _____

Student Training Plan

The following booklet may be used for students enrolled in the work experience program as part of a formative evaluation or as part of a series of call back sessions.

Section 6

Site Visitation

Visit Logs

Site Visitation

- a AB Learning recommends one visit/phone contact/email every 25 hours
 - Schedule visit and review your visit objectives. Find out if you need to wear/bring any special footwear/safety glasses/long-sleeved shirts, etc.
 - Visit would include assessing student progress, discussing concerns, etc. with supervisor
 - Observe student working and 'take-5' to ask them about job challenges, *new skill* development, attendance, etc.
 - Be sensitive to student's need to return to work, site safety requirements such as PPE's, cleanliness, etc.
 - If possible, schedule your next appointment. It saves phoning.

1. *Note: Some farms have rigorous animal health programs that limit visitor *access*. Discuss this with supervisor *before* making the visit. Spreading disease from one farm to another can be a concern. These farms may have a visitor log that they will want you to sign *and* date *before* you leave.
2. *Note: Some industrial shops require visitors to wear safety glasses and steel-toed shoes. They usually supply hardhats.
3. Training Kit/PPE for Coordinator's site visitation use and modeling to students
 - a. fire resistant coveralls
 - b. safety glasses
 - c. steel-toed shoes
 - d. gloves
 - e. hard hat
 - f. ear plugs
 - g. respirator and cartridges

If a safety issue arises on one of your routine visits, for example, the student reports a 'near miss' or you see the student using a piece of equipment without a safety guard, you need to talk with the supervisor immediately. Once you've gathered the information and completed an incident investigation, you will need to determine the cause and what action needs to be taken.

If you need any of these items, some of them can be provided for you by the Black Gold Maintenance Coordinator, Don Delancey, 780-955-6061

The following pages provide some samples of student visitation records



Off- Campus Student Visitation Record

Instructions:

1. Call For Appointment
2. Arrive early and sign in at the front desk
3. Receive work site orientation
4. Bring suitable attire
5. Bring student file containing:
 - a. extra time sheet
 - b. Visitation record
 - c. Evaluation

STUDENT: _____ **LOCATION:** _____

DATE/TIME: _____ **NEXT VISIT DATE/TIME:** _____

STUDENT COMMENTS:

Biggest Challenge: _____ Skill Learned/Improved: _____ Most Satisfying: _____

Near Misses/Accidents: _____ What hazards have you encountered? _____

How did you control them? (Training, guards, PPE) _____

Have you done anything you weren't trained to do? _____

Have you been asked to something you feel is unsafe? _____

If you were to get an injury on this job, what might it be? _____

Do you ever work alone? _____

What would you do if you were hurt? _____

Goal for improvement: _____

Self Rating (1= No Effort, 4=Great) Communication (), Teamwork (), Customer Service (), Initiative (), Safety (), Work Quality and Quantity (), Tool Skill (), Cleanliness (), Initiative (), Punctual (), Attendance (), Attire ()

EMPLOYER COMMENTS:

Student Rating (1= No Effort, 4=Great) Communication (), Teamwork (), Customer Service (), Initiative (), Safety (), Work Quality and Quantity (), Tool Skill (), Cleanliness (), Initiative (), Punctual (), Attendance (), Attire ()

Work Performance and Comments:

SIGNATURE: _____

TEACHER COMMENTS:

SIGNATURE: _____

OFF CAMPUS EDUCATION STUDENT CONTACT RECORD

STUDENT INFORMATION:

NAME: _____ ADDRESS: _____

STUDENT ID #: _____

REGISTRATION DATE: _____ GRADE: _____ AGE: _____ BIRTHDATE: _____

PHONE CONTACT: HOME: _____ CELL: _____

MOM: _____ DAD: _____

PROGRAM TYPE: (Work Experience, Green Certificate or Registered Apprenticeship Program)

PREVIOUS OFF-CAMPUS COURSES: _____ Credits Granted: _____

PROGRAM: WORK EX: _____ RAP (A,B,C,D) _____ GREEN CERT: _____

EMPLOYER (Company Name): _____

SUPERVISOR NAME: _____ PHONE: _____

MAILING ADDRESS: _____

DIRECTIONS if different than mailing address: _____

BLACK GOLD REGIONAL SCHOOLS DIVISION #18



**BLACK GOLD
REGIONAL
DIVISION NO. 18**

STUDENT TRAINING PLAN

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SECTION 1: What is Work Experience?

The Black Gold Work Experience Program is all about you learning valuable work skills beyond the walls of your school. A company work site within the community becomes your 'classroom'. Your school Work Experience Coordinator helps you locate a business that wants to partner with you in your learning experience.

The purpose of this program is to familiarize you with the world of work. Real-life resumes and interviews help you land a quality job, while customized skill and safety training give you the opportunity to excel at your work site.

Work Experience is different from a part-time job because of the training support you will receive and the unique job opportunities your Work Experience teacher has access to. You will also earn up to a maximum of 15 credits towards your high school diploma at a rate of 1 credit for every 25 hours you work.

In addition, many Work Experience students are promoted to RAP (Registered Apprenticeship Program) positions where they can earn up to 40 high school credits and count hours directly towards their first year apprenticeship and permanent employment. This program has enabled some students to complete their first year apprenticeship hours before graduating. What a head start on their career!!!

Why should I enroll?

What will you be doing after graduation? Will you be one of those high school grads who find themselves not knowing what kind of job they really want or which career they should start training for? Meanwhile, your friends are off to college or working towards an apprenticeship. There you are, settling for a low paying job while trying to figure out what you really want to do and be. You waste time and money.

Now back this scene up a year or two.

What if you could explore different jobs and career options while still in school? What if there was someone dedicated to help you find a job with a quality company? What if you could earn high school credits while working as a Work Experience student?

Throughout your Work Experience Program, you'll get help in making career choices, preparing you for those choices and making the adjustment to the world of work easier because you are beginning while still in school.

What will I learn?

1. Gain useful skills in real jobs and under actual working conditions.
2. Experience the daily operation of a business.
3. Communicate and cooperate with fellow workers and employers.
4. Learn about taking responsibility for the task you've been given.
5. Wear appropriate clothing, as well as PPE's that fit and are designed to protect you.
6. Discover that hard work and educational training can lead to promotions and higher wages.
7. Identify both good work habits and ones that need improving.
8. Learn what your rights are as a worker.

9. Experience the personal confidence that job success helps build.
10. See whether the job you've chosen to explore is one you'd like to make a career of.

Who are the key players?

The Employee (that's you!) will:

1. Complete "How Do I Get Started" in this manual.
2. Show up for work on time and fill in your daily time sheet.
3. Receive proper training from Site Supervisor before beginning each new task.
4. Complete your work and assignments to the best of your ability.
5. Participate in your evaluation.
6. Obey the law by refusing to do a task you feel is unsafe due to lack of training, poorly maintained equipment or lack of Personal Protective Equipment (safety glasses, hearing protection, etc.).
7. Come to the 4 scheduled Callback training meetings with completed monthly timesheet.
8. Call your Work Experience Coordinator if you have any questions or get injured.
9. As you approach the completion of your Work Experience hours, please submit a written note of the fact to your Work Experience coordinator approximately two weeks from the date you expect to be finished.
10. Drugs or alcohol have no place in the work world. Students found in the possession of or under the influence of either will be automatically dismissed from the work site or will be recommended to the Principal for withdrawal from the Work Experience program.
11. Students involved with the law enforcement agency MUST advise the Work Experience Coordinator immediately.

The Work Experience Coordinator (teacher) will:

1. Provide pre-employment training (HCS3000 Workplace Safety Systems) to prepare you for your job.
2. Assist you in selecting and obtaining an appropriate work site.
3. Arrange only one Work Experience placement for the student during the semester. If you have a special concern, talk to your Work Experience Coordinator.
4. Lead monthly Callback meetings to gather timesheets and train you.
5. Visit the work site as required, speaking to the student and/or working site supervisor.
6. Have the work site supervisor make periodic evaluations of the student.
7. Discuss on-the-job challenges with the student and/or supervisor.
8. Provide you with evaluation feedback and a final mark.

The Work Site Supervisor (your employer) will:

1. Lay out the tasks and/or routines that you are required to complete on the job.
2. Identify work hazards and show you how to control them, as well as instruct you on what PPE you will need to wear.
3. Train you to safely use the equipment needed to complete your work.
4. Review emergency procedures including fire escapes, first aid stations and muster points.
5. Meet and/or speak with Work Experience Coordinator on a regular basis to discuss your progress.
6. Sign your monthly time log sheet before it is turned into the Work Experience Coordinator.

7. Evaluate you at mid-term and at the completion of the course on a Student Rating form provided by the Work Experience Coordinator.
8. Write a letter of reference for you should you successfully complete the course.
9. Discuss wage issues with you. Work Experience is a learning experience; therefore, wages are not necessarily involved. Each work site is different and you need to discuss the issue of wages with your work site supervisor and school Work Experience coordinator.
10. Establish the dress and grooming code^

What courses are offered?

- Work Experience consists of three separate courses: Work Ex. 15, 25 and 35.
- At each level you may earn from three credits (for completing 62.5 hours at a work site), to ten credits (for completing 250 hours). This works out to 1 credit per 25 hours of work.
- You may earn up to 30 credits of which a maximum of 15 credits will apply towards graduation requirements. These credits would be from the Work Ex. 25 and 35 level courses.
- Work Experience may be a career exploration program where you try work at two or three occupations during high school. On the other hand, you may spend all of your time with one employer working at one occupation. Either way, Work Experience can help you make an informed career choice.

1. Work Experience 15/25/35: 3 credits earned.

This course consists of 75 hours at a work site. You would work 1.5 hours every second day for the entire semester, (note: Alberta Learning will accept a minimum of 62.5 hours for 3 credits. There are no Work Ex. credits issued for working less than 62.5 hours)

2. Work Experience 15/25/35: 5 credits earned.

This course consists of 125 hours at a work site. You would work 1.4 hours every day for the entire semester.

3. Work Experience 25/35: 10 credits earned.

This course consists of 250 hours at a work site. You would work 3 hours (2 blocks) per day for the entire semester.

4. Work Experience 15/25/35: 3-10 credits earned.

This option consists of courses up to 250 hours in length at a work site. This longer-term commitment could include working evenings, weekends, and holidays (summer in particular). That being said, if you are working in an industry that offers apprenticeships, and you have successfully completed 125 hours of Work Experience, you may want to discuss the RAP program with your site supervisor. Ask your Work Experience Coordinator for details on RAP (Registered Apprenticeship Program).

◆HOURS: YOU MUST COMPLETE ALL THE REQUIRED HOURS OF WORK IN ORDER TO QUALIFY FOR CREDITS IN OPTIONS 1-3. IN OPTION 4, YOU RECEIVE ONE CREDIT FOR EVERY 25 HOURS WORKED.

SECTION 2: How do I get started? What are the two prerequisites to Work Experience?

1. Obtain your Social Insurance Number (SIN) from any Employment and Immigration Canada office below. You MUST take your Birth Certificate with you.

Downtown:9700 Jasper Avenue 495-2280

North:8103 - 127 Avenue 473-3800

West:.....17420 Stony Plain Road489-2277

South:.....6325 - 103 Street.....438-6610

2. Complete the HCS3000 Workplace Safety Systems module. Ask your Work Experience teacher for the course package. This module will teach you about safety in the workplace

Complete "THE CHECKLIST"

1. Complete Work Experience Student Application and Teacher Reference forms.
2. Have your Work Experience teacher help you find an approved work site (a company that has been visited by the school and found to be both safe and eager to train students). Your Work Ex. teacher has a list of approved sites you may choose from.
 - Or, you may know of a company that would be interested in becoming an approved site.
3. Complete and deliver a Cover Letter and Resume to the company you'd like to have as a work site.
4. Hand in a second copy of your cover letter and resume to be marked.
5. Follow up several days later with a phone call to check if they received your material and would like to interview you.
6. Review information on Interviews and prepare for your interview.
7. Schedule and complete interview with prospective employer.
8. If you are hired:
 - a) Complete your Student Training Plan with the Work Site Supervisor
 - b) Bring your Student Training Plan to your Work Experience teacher.
 - c) Go to step 9.
 - d) If you did not get the job, locate another company and go to step 2 above.
9. Obtain and complete the following:
 - a) Work Experience Educational Agreement (this WCB contract provides injury insurance for you

as well as protection from law suits)

b) Driver's Form (gives you permission to drive yourself to a school-related activity)

10. Obtain a timesheet for your first month and start working!!

a) It is your responsibility to fill in your timesheet every day as well as documenting your activities.

b) Timesheets should be kept in your supervisor's folder or pinned on a bulletin board.

11. Come to four Callback Meetings at school, one each month

a) Bring your signed monthly timesheet.

b) Book these meeting dates on your timesheet and your calendar.

What are the Hours of Work?

Work Experience hours can be from 7:00 a.m. to 10:00 p.m. Monday to Sunday

That being said, once 10:00 pm arrives if you still choose to work, you cannot count those hours towards Work Experience and you are not covered by WCB for those hours either.

It is up to you to establish the hours of work in consultation with your employer/supervisor. Arrange your work schedule so that it doesn't interfere with your other classroom courses.

SECTION 3: How do I succeed?

What about Attendance and Behaviour Expectations?

You are required to attend the work site every scheduled day. A student may miss Work Experience only because of illness, school-related functions (field trips, assemblies, etc.) or unavoidable circumstances. If you must be absent from the work site, you must do three things.

- 1) Phone the supervisor and tell him/her that you will not be in and why. Do this 12 hours before your starting time at the station. If you are going to be late, phone and give them a time when you expect to arrive.
- 2) If you are working during school hours, you must also phone in your absence to the school.
- 3) Record the Absence/Late on the official timesheet, and have your employer sign the absence to verify that you followed the notification procedure.

Note: The following behaviours are grounds for dismissal and loss of credits:

- a) Missing work for an unacceptable reason
- b) Not giving sufficient notice to employer prior to being absent
- c) Leaving work early without permission or arriving excessively late
- d) Lying, stealing, repeated "unsafe" work practices, disrespect, or any other behaviour deemed unacceptable.

◆ If you are absent, **PHONE YOUR EMPLOYER**, as you would with a real job!

◆ If you are having concerns or issues with your employer, contact me immediately **BEFORE** you quit, are terminated or released.

◆ Repeated absences or lates can result in a student being fired or withdrawn from the work site.

What is a Callback?

Callbacks are regularly scheduled meetings where all Work Experience students gather at school to hand in signed timesheets and receive important training. There are four Callback meetings per semester and you will find the dates on your Student Document Checklist. Topics include:

- a) Callback #1: Work Site Hazards and how to protect yourself.
- b) Callback #2: Workability Skills and how to improve yourself.
- c) Callback #3: WCB and how to report injuries.
- d) Callback #4: Wrap report and thank you letter.

Do I need Workers' Compensation Insurance while I work?

While you are employed as a Work Experience student, you are automatically covered by Workers' Compensation under an Alberta Learning policy. Should you become injured at your work site, WCB provides insurance coverage for things like wage replacement and medical expenses.

Note: This policy does not cover travel to and from the work site or work between 10:00 pm and 7:00 am.

How am I evaluated?

WORK EXPERIENCE MARKS RECORD

WORK EXPERIENCE INFORMATION

| JOB APPLICATION: 15% | IN | MARK |
|---|----|------|
| • Registration, contract, etc. as per checklist | | 5% |
| • Resume | | 5% |
| • Cover Letter | | 5% |
| CALLBACK TRAINING: 20% | | |
| • September/February | | 2% |
| • October/March | | 2% |
| • November/April | | 2% |
| • December/May | | 2% |
| • January/June | | 2% |
| Call-back Assignments | | |
| • October/March | | 2.5% |
| • November/April | | 2.5% |
| • December/May | | 2.5% |
| • January/June | | 2.5% |
| Final Evaluation: 65% | | |
| • Employer's Final Evaluation* | | 50% |
| • Student Thank You Letter To Employer | | 5% |
| • Letter of Reference from Employer | | 5% |
| • Final Report | | 5% |

|| TOTAL: 100% |

*The employer's evaluation is done at the end of each month, on the form at the back of your monthly timesheet, once at mid-term, and once at the completion of your hours. For the mid-term evaluation, you will complete a self-evaluation and then discuss it with your work site supervisor. It is a progress report and has no bearing on your final mark. It will identify areas in which you can improve. If you are unclear about any of the evaluations you receive from your work site supervisor, ask politely for an explanation. The employer's final evaluation makes up the bulk of your final grade. A copy of this evaluation and the component weightings can be found at the back of this manual.

SECTION 4: How do I get hired?

What is a Cover Letter?

We strive to excel in our training as professionals, spending our energies to become top-notch accountants, welders, teachers, computer technicians... and we spend little or no time learning to promote ourselves on the printed page. When suddenly our livelihood depends on our ability to compose a compelling written summary of the advantages of working with us (e.g. a Cover Letter and Resume), we find ourselves in trouble. Here are the facts:

1. A Cover Letter is the first impression a future employer will have of you.
2. It explains why you are sending your resume and which job you are applying for.
3. It also briefly summarizes your strongest qualities as they relate to the job.
4. The average letter gets about 30 seconds of the hiring manager's attention.
5. Cover Letters must be short (1 page) and to the point.
6. You must grab the reader's attention with quality stationary and laser printing.
7. You must generate interest with the content.
 - Address the letter to the person by name, not "To Whom It May Concern". This shows that you've researched the company.
8. You must turn their interest into desire. Tie yourself to a specific job/work area and call attention to your merits.
9. Your letter must call your reader to action. They should want to read your resume and know that you are serious about setting up an interview.

Cover Letter Sample

451 Hilly Road
Leduc, AB T9E 3J4

May 29, 2006

Mr. A. Brown, Personnel
Manager Nisku Industries
Ltd. 22 Rayborn Road
Nisku, AB T9E 6K8

Dear Mr. Brown:

I am interested in a Work Experience placement with your Sales Division at Nisku Industries Ltd. as advertised on the Leduc Composite High School Work Experience bulletin board.

I am currently attending Leduc Composite High School. Over the last four years, I have taken a secretarial course, which included bookkeeping, typing, shorthand, academic subjects, and studies in advertising and sales techniques. I have achieved a 75% average in these subjects.

As you will note in my resume, which is enclosed, I have worked part-time during the summer months and after school in the office of KLMN Consulting since the beginning of high school. I began as a file clerk, but my duties were gradually expanded to include typing, and, last summer, reception. This experience has given me an opportunity to apply my school training to a business setting and to familiarize myself with the responsibilities of office and sales personnel. I plan to take night classes in Psychology and Personal Dynamics next fall and winter.

I look forward to my interview with you.

Sincerely,

Jenny B. Goode

Enclosure

What is a Resume?

A resume is a summary of your education, work experience, interests and references that help hiring managers pick people to interview for a job position.

A. PERSONAL SUPPORTING DATA

Prepare a page, which includes the following information:

- (1) Your name
- (2) Address
- (3) Telephone numbers (business and residence).

B. EDUCATION

(1) Name and location of educational institution.

- Courses completed.
- Date courses completed.
- Certificate, diploma, or degree obtained.

C. PERSONAL SUPPORTING DATA

- (1) List your previous employment history starting with your present (or most recent) position and work backwards to the first job you had. This should include the job title, number of years in that position, responsibilities and duties.
- (2) If possible, use points rather than paragraphs to explain. Points are easier to read and digest.
- (3) Be more detailed in your description of positions held over the past five years than those prior to that time.
- (4) Use headings to emphasize change of topic.
- (5) Underline and capitalize for emphasis.
- (6) Attach supporting documentation if there is something that you have done very well.

D. PERSONAL SUPPORTING DATA

- (1) Special awards of distinctions you may have received.
- (2) Offices held in clubs or organizations
- (3) Volunteer experience
- (4) Extra-curricular activities

E. REFERENCES

- (1) Personal and professional references.

F. POINTS TO REMEMBER

- (1) Never hand-write a resume. Print a new copy for each place you are applying to.

(2) Keep your resume up to date.

Resume Sample

Jill Juststartingout

12345 - 67 Street
Leduc, AB. T9E3J4
Phone: (780)555-1234

OBJECTIVE

To be part of an office team where I can learn more about the field of sales and service.

EDUCATION

2000 - Present Leduc Composite High School, Leduc, AB
1997 - 1999 Havefun Composite High School, Banana Lake, AB

WORK EXPERIENCE

1998 - Present KLMN Consulting
Supervisor: Bill Numbersmith
Phone: (780) 555-1111

- Position: Mailroom/Fileroom Clerk
- Duties: filing, answering phones, faxing

Summer 1998 Golden East Golf Course
Supervisor: John Duffer Phone:
(780) 555-2222

- Position: Member of Grounds Crew
- Duties: mowing, raking, repairing greens and tees

Summer 1997 Peter Puck's Hockey Camp
Supervisor: Jack Hipcheck
Phone: (780) 555-3333

- Position: Caretaker
- Duties: mopping, sweeping cleaning washrooms

Summer 1997 & 1996 Landscaping
Supervisor: Lori Greengrass
Phone: (780) 555-4444

- Position: Yard Assistant
- Duties: mowing, weeding, spraying, edging

SKILLS

- Bilingual (English and French)
- Work well with others
- Can operate all types of lawn equipment

ACHIEVEMENTS / AWARDS

Leduc Winter Scholarship for Hockey, Winter 2000

Honor Roll, 1998

Forum for Young Canadians in Ottawa, 1998

Community Service Award, 1998

Member, Midget AAA All-Star Game in Alberta, 1998

VOLUNTEER WORK

- Festival of Trees, 1999 and 1995
- Soccer Coach, Banana Lake Community Soccer League, 1998 and 1997
- Canadian Cancer Society, 1996 and 1995

EXTRACURRICULAR ACTIVITIES

- Sound Manager, Havefun Drama Productions, 1998
- Volleyball, soccer, and track for school teams
- Recreational water-skiing and downhill skiing
- Coordinated Junior High School ski trip, 1995

REFERENCES

Available upon request.

(write these up on a separate page)

REFERENCES

Mrs. M. Down,
Human Resources Manager
KLMN Consulting
Edmonton, AB
T5M 8R4
Phone: (780) 456-2345

Mr. Peter Puck Assistant
Coach Quebec Nordique
Quebec City, QC F4R 9L9
Phone: (421) 789-3445

Mr. Larry Dairy
Teacher/Hockey Coach
Banana Lake, AB TON 3C0
Phone: (780) 555-7878

How do I prepare for a Job Interview?

1. Be sure you know the name of the person you are going to meet, the correct address of the company and the exact location of the office.
2. Before your interview, do some research regarding the company and the position. Use company secretary or Website as possible sources of information. Be prepared to ask intelligent questions and show a genuine interest in the position.
3. First impressions are very important. Arrive a few minutes prior to the interview so that you will have time to compose yourself. Wear clothes that are appropriate to the job you seek. Check your grooming to be sure you look neat and tidy as attractive as possible.
4. Try to appear relaxed. Don't fidget with your hands or bounce your leg.
5. Greet the employer or interviewer cheerfully.
6. Don't answer questions hastily. Take time to think about your answer: then give an accurate, sincere and concise answer.
7. DO NOT SAY "I'll do anything". Let them know what you can do well.
8. Express confidence and a willingness to learn. Outline your training, experience, ability, and interests briefly.
9. Ask questions regarding the position and how it relates to your career plans.
10. Bring an extra copy of your resume so that you can refer to it yourself during the interview.
11. Look straight at the person to whom you are speaking.
12. If you are nervous, breathe deeply and speak deliberately.
13. Thank the interviewer for the time spent with you.
14. Leave promptly when the interview is over with a good-natured farewell.
15. Leave the matter of WAGES, HOURS, and BENEFITS until after the job has been offered to you.

What kind of Interview Questions might I be asked?

1. What made you choose this trade or occupation?
2. Have you had any experience in this type of work?
3. What experience did you gain in your most recent job? Why did you leave?
4. What do you consider you most important abilities?
5. What aspect of our place of employment interests you? What do you know about our company?
6. Why do you think you would like to work for our company?
7. What are your long-term career plans?
8. Do you prefer working with others or by yourself?
9. Do you like routine work?
10. What are your hobbies?
11. What is your opinion of routine work?
12. What is your opinion of team work?
13. Do you think employers should be interested in education? Why?

What is a 'Follow-Up Letter' after the Interview?

451 Hilly Road Leduc, AB
T9E 1M8

May 29, 2006

Mr. A. Brown, Personnel
Manager Nisku Industries
Ltd. 22 Rayborn Road
Nisku, AB T9E 6K8

Dear Mr. Brown:

Thank you for the time and consideration you gave me in the interview yesterday afternoon. I appreciated the opportunity to meet with you and to learn more about the receptionist position available at Nisku Industries Ltd.

I was particularly interested to learn that the position would offer the possibility of moving into sales at a later date. As I mentioned in our discussion, I have always enjoyed meeting people, and my experience with KLMN Consulting has aroused in me a strong interest in the selling field.

I feel that I can make a positive contribution to Nisku Industries and would very much like the opportunity to do so. Again, I thank you for your consideration. I look forward to hearing from you.

Sincerely,

Jenny Goode

WORK EXPERIENCE STUDENT APPLICATION FORM

PERSONAL DATA (Please Print)

Last Name: _____ First Name: _____
Address: _____ City: _____ Postal Code: _____
Home Phone: _____ Parent/Contact Daytime Phone: _____
Birth Date: _____ Current Grade: _____
S.I.N. _____ Alberta Health Care ID: _____

WORK SITE SELECTION

Please indicate work site choices that you would prefer:

1st Choice: _____ Contact Person: _____ Phone: _____
2nd Choice: _____ Contact Person: _____ Phone: _____
3rd Choice: _____ Contact Person: _____ Phone: _____

If accepted into the program, what method of transportation will you use to get to your place of employment?

Parents Drive Drive Self Public Transportation Other

EMPLOYMENT RECORD

| EMPLOYER | Type of Work | Duration From To |
|----------|--------------|---------------------|
| 1. | | |
| 2. | | |
| 3. | | |

Do you presently have a part time job?

Yes

No

Are you willing to rearrange part-time job hours to accommodate Of f-Campus Education commitments?

Yes

No

COURSE HISTORY

List all courses you have taken and check those that are relevant to your work site choice OR attach Course History from school office or Work Experience Coordinator.:

- | | | |
|----|----|----|
| 1. | 4. | 7. |
| 2. | 5. | 8. |
| 3. | 6. | 9. |

EXTRACURRICULAR ACTIVITIES

List any extracurricular activities, volunteer work or outside organizations you are/were involved with:

| Dates From To | Organization | Type of Involvement |
|------------------|--------------|---------------------|
| 1. | | |
| 2. | | |

List special skills, courses, certificates, hobbies and interests you have:

- | | | |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |

FUTURE PLANS

Please check what your current plan is after high school:

- Work University Community College Apprenticeship

Job/Degree/Certificate Desired: _____

Please describe your long-range career plans:

In 5 to 7 years I would like to be:

RATIONALE

Briefly explain why you are interested in the Off-Campus Education Program:

I have read the Student Guide and will commit to completing all course requirements.

Student Signature

Date

I have read the Student Guide and will support my child in meeting course requirements. (I also understand that only a maximum of 15 credits of Work Ex. can be applied towards my child's graduation requirements. Review page 5 of Guide to Work Experience for details.)

Parent/Guardian Signature

Date

STUDENT TRAINING PLAN

This is a () Work Experience () RAP () Green Certificate Training Plan for:

FOR OFFICE USE ONLY:

Total number of hours needed to complete before end of semester:

DAYS AVAILABLE TO WORK: Sun Mon Tues Wed Thurs Fri Sat

Instructions to the Employer:

1. This Training Plan is designed to help you orient this Off-Campus Education student to your work site should you offer him/her a position following the interview. Please read and work through the Training Plan with your student.
2. The days and hours this student is available for work is noted above.

Instructions to the Student:

1. Take this Training Plan to your interview.
2. Should you be offered an Off-Campus position, your supervisor will be giving you a work site orientation. Use this Training Plan to record what you will need to know to become a safe and successful employee.
3. After you have completed this Training Plan with your supervisor, obtain all necessary signatures and hand in to Off-Campus Coordinator for review and marking.

Part A: Business Information

(Please Print)

Registered Company Name:

Contact Person:

Business Address:

City:

Postal Code:

Work Phone:

Fax:

Email:

Part B: Supervisor Information

person(s) responsible for training and evaluating the student

Supervisor Name:

Title:

Phone:

Supervisor Name:

Title:

Phone:

Supervisor Name:

Title:

Phone:

Part C: Work Schedule

Work Days:

To:

Work Hours:
From

Hours Per Week:

Comments:

> Note: It is expected that the Off-Campus Education student will arrive on time every day. If the student must be absent, the site supervisor must be notified ahead of time.

Part D: Tracking Hours

(Recording student work hours on time sheet)

In your Work Site Supervisor folder you will find five timesheets, enough for one semester.

Students are to keep a daily record of their hours of work. Travel time, lunch and coffee breaks do not count as work time.

You should also find a list of school calendar dates that students may not be available for work.

Making note of these dates (with your Off-Campus student) on the timesheets ahead of time will help work scheduling.

Please select an easily accessible place for the current time sheet such as your folder or bulletin board. It will need to stay at the work site.

At the end of each month please verify student hours and then sign the time sheet. Retain the white copy for future reference and have the student return the yellow copy to the Off-Campus Coordinator at school.

Part E: Things I Learned About the Company

1) What products/services does this company provide?

2) Who are the main consumers of this company's products/services?

3) How long has this company been in existence?

4) How did this company get started?

5) Who owns this company?

6) How many employees are there?

7) List 5 employee positions and functions within this company:

POSITION

FUNCTION

a)

b)

c)

d)

e)

8) What education/work-related experience steps did your supervisor take to reach his/her present position?

9) What is the starting wage for an employee? \$_ / hour / month

10) Does the company have room for promotion? Yes No If "yes", please explain:

11) Does the employer provide future educational opportunities (i.e. Pay for you to take a first aid course)?
 Yes No If "yes", please explain: _____

12) What benefits would a full-time employee have? Disability Insurance Pension Vision
 Dental Medical Life Insurance
 Other: Other:

Part F: Work Site Orientation Tour (to be completed with supervisor)

(Please add any other site-specific items not listed)

| | Visited | N/A | Notes regarding this item |
|--------------------------------------|--------------------------|--------------------------|---|
| 1) Supervisor's Office | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2) Time Sheet Location | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3) Parking stall | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4) Staff entrance | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5) Locker/closet/cubicle | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6) Lunchroom | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7) Bathroom Facilities | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8) Uniform | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9) Safety Meeting Location | <input type="checkbox"/> | <input type="checkbox"/> | Who will answer my health & safety questions? |
| 10) High Traffic/ Hazardous Areas | <input type="checkbox"/> | <input type="checkbox"/> | Where are they? How do I stay safe? |
| 11) First Aid Station/kits Locations | <input type="checkbox"/> | <input type="checkbox"/> | Where are they? |
| 12) Fire Extinguisher Locations | <input type="checkbox"/> | <input type="checkbox"/> | Who is the First Aid person? |
| 13) Fire Exits | <input type="checkbox"/> | <input type="checkbox"/> | |
| 14) Evacuation Muster/Meeting point | <input type="checkbox"/> | <input type="checkbox"/> | Where is it? |
| 15) Equipment Student will be using | <input type="checkbox"/> | <input type="checkbox"/> | Who will train me? |
| 16) | <input type="checkbox"/> | <input type="checkbox"/> | |
| 17) | <input type="checkbox"/> | <input type="checkbox"/> | |
| 18) | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19) | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20) | <input type="checkbox"/> | <input type="checkbox"/> | |

Part G\ Tasks or Skills to be Trained and Performed at Work Site

(to be completed with supervisor)

Example: Equipment Maintenance (cleans vehicle, checks tire pressure and fluid levels, lubes)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

Part H: Hazard Assessment

Most job sites have hazards that can cause injury, but through training, hazard awareness and wearing appropriate PPE (personal protective equipment), you can work safely.

INSTRUCTIONS: The set of charts below will help you identify the hazards to various parts of your body. Examples of hazards are given after each heading. Check whether they apply to your work site. Then give a brief description of the hazard, including how often you would be exposed to this hazard (ex. rarely, occasionally, frequently) and then how the hazard will be controlled. Examples of hazard controls would include working carefully, having all machine guards in place, getting someone to help you or wearing PPE* such as a hardhat, safety glasses, steel-toed boots, etc.

*Guide for Selecting Personal Protective Equipment (PPE)

1. Familiarize yourself with the potential hazards in the different jobs you perform at your station and the types of protection that are available.
2. Consider the hazards associated with the environment (impact velocities, masses, projectile shape, radiation intensities, etc.).
3. Select PPE that ensures a greater level of protection than the minimum required to protect workers from the hazards.
4. Fit the worker with the PPE and give instructions on its use and care. It is very important that workers be made aware of all warning labels for and limitations of their PPE.

HEAD/HEARING HAZARDS: Tasks that can cause head/hearing hazards include:

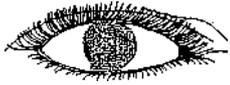


- > Working below other workers who are using tools and materials that could fall.
- > Working with rotating equipment that could throw something in your face.
- > Working with chemicals, acids, or hot liquids.
- > Working under machinery or processes that might cause materials or object to fall.
- > Exposure to loud equipment noise like engines, grinding, and hammering.

Check the appropriate box for each hazard:

| HAZARD | | Hazard Description | Hazard Control/PPE |
|-------------------|--|--------------------|--------------------|
| Burn | <input type="checkbox"/> Yes <input type="checkbox"/> No | What | |
| Chemical Splash. | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Impact | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Loud Noises | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |

EYE HAZARDS: Tasks that can cause eye hazards include:



- > Working with acids and chemicals.
- > Chipping, grinding, or sawing.
- > Extreme heat or welding flashes. Check the appropriate box for each

hazard:

| HAZARD | Hazard Description | Hazard Control/PPE |
|--|--------------------|--------------------|
| Chemicals <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Dust <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Burn <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Impact <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Light/Radiation <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Poor Lighting <input type="checkbox"/> Yes <input type="checkbox"/> No | | |

HAND HAZARDS: Tasks that can cause hand hazards include:



- > Cutting material with saws, knives.
- > Working with electrical circuits or equipment.
- > Working with chemicals.
- > Working with hot or sharp objects. Check the appropriate box for each

hazard:

| HAZARD | Hazard Description | Hazard Control/PPE |
|--|--------------------|--------------------|
| Burns <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Chemical Exposure <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Cuts/Abrasions <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Puncture <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Electrical Shock <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Ergonomie Stress <input type="checkbox"/> Yes <input type="checkbox"/> No | | |

FOOT HAZARDS: Tasks that can cause foot hazards include:

- > Impact: Carrying or handling materials that could be dropped.
- > Compression: Working around rolling equipment (e.g. forklifts, dollies).
 - > Puncture: Working on uneven or slippery ground or walking at construction sites littered with nails.

Check the appropriate box for each hazard:

| HAZARD | Hazard Description | Hazard Control/PPE |
|---|--------------------|--------------------|
| Compression..... <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Impact..... <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Puncture <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Slipping <input type="checkbox"/> Yes <input type="checkbox"/> No | | |

LIMB/BODY HAZARDS: Tasks that can cause limb/body hazards include:

- > Lifting heavy objects.
- > Repetitive lift and/or turning tasks.
- > Working around machines that rotate (e.g. lathes, drills, and tractor PTOs).
- > Moving beneath buckets/hoists supported hydraulically.

| Check the appropriate box for each hazard: | | Hazard Description | Hazard Control/PPE |
|---|-----------------------------|--------------------|--------------------|
| HAZARD | hazard: | | |
| Heavy Lifting..... <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> No | | |
| Repetitive Lifting <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> No | | |
| Rotating Equipment..... <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> No | | |
| Radiation/X-rays..... <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> No | | |
| Hydraulic Equipment..... <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> No | | |

FALL/IMPACT HAZARDS: Tasks that can cause fall/impact hazards include:



- > Working on ladders, scaffolds or roofs.
- > Operating equipment like forklifts on raised docks or sloped ground.
- > Operating any vehicle that travels at road speed.

Check the appropriate box for each hazard:

| HAZARD | | Hazard Description | Hazard Control/PPE |
|---|-----------------------------|--------------------|--------------------|
| Elevated Work <input type="checkbox"/> Yes | <input type="checkbox"/> No | | |
| Driving Equipment..... <input type="checkbox"/> Yes | <input type="checkbox"/> No | | |

RESPIRATORY HAZARDS: Tasks that can cause respiratory hazards include:



- > Working with dust producing equipment/materials
- > Working with air-borne chemicals like paint, crop sprays, or gases like H2S
- > Working in oxygen-reduced environments like silos and tanks

Check the appropriate box for each hazard:

| HAZARD | | Hazard Description | Hazard Control/PPE |
|--|-----------------------------|--------------------|--------------------|
| Dust Exposure..... <input type="checkbox"/> Yes | <input type="checkbox"/> No | | |
| Chemical Exposure..... <input type="checkbox"/> Yes | <input type="checkbox"/> No | | |
| Dangerous Gas Exposure... <input type="checkbox"/> Yes | <input type="checkbox"/> No | | |
| Low Oxygen Environments. <input type="checkbox"/> Yes | <input type="checkbox"/> No | | |

PSYCHOLOGICAL HAZARDS: An environment that can cause psychological hazards



include:

- > Continually working under unrealistic deadlines.
- > Workers being asked to perform tasks they're not trained for.
- > Working with poorly maintained/guarded equipment.
- > Working on extremely repetitive tasks without a break.
- > Working for long periods without a break.
- > Working with difficult co-workers.

| Check the appropriate box for each hazard: | Hazard Description | Hazard Control/PPE |
|--|--------------------|--------------------|
| Unrealistic Deadlines..... <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Lack of Training..... <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Poorly Maintained Equip <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Insufficient Breaks <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Difficult Co-workers..... <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Pornography <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Profanity <input type="checkbox"/> Yes <input type="checkbox"/> No | | |

Part I: Personal Protective Equipment

In general, it is the student's responsibility to supply their own basic PPE such as safety glasses and steel-toed work boots. Though companies will often supply the necessary PPE, it is ultimately your responsibility to obtain and wear the right protective gear.

| PPE | Please note the PPE student will need and who will supplies it? | | |
|-----------------------|---|--------------------------|--------------------------|
| | Employer | Student | N/A |
| Safety Glasses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hearing Protections | <input type="checkbox"/> req'd by law | <input type="checkbox"/> | <input type="checkbox"/> |
| Steel-toed Work Boots | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hard Hat | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gloves | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dust Mask/Respirator | <input type="checkbox"/> req'd by law | <input type="checkbox"/> | <input type="checkbox"/> |
| Uniform/Coveralls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Back Support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Personal Protective Equipment alone should not be relied on to provide protection against hazards. It is understood that the student has been thoroughly trained on well-maintained, guarded equipment.

Part J: Supervision

Supervisors must be in constant contact with student.

1. In what situations would the student be working unsupervised?
2. What would be the longest time the student would be working unsupervised? _____
3. How will you maintain regular contact with the student? _____

Part K: Evaluation

1. On the back of each monthly timesheet is a brief checklist of student performance. Please fill this in and discuss it with the student before sending it back to school.
2. You will have two opportunities for a more formal student evaluation, one at mid-semester and one at semester end. Those forms will be given to you well in advance.
3. At semester end, you will also be asked to provide the student with a letter of reference.

Signatures of Orientation and Training Plan completion:

Student Signature: _____ Date Completed: _____

Work Site Supervisor Signature: _____

Parent/Guardian Signature: _____

I've reviewed and understand this training plan.

Section 7

Registration Procedures for:

- **Work Experience Program**
- **RAP (Registered Apprenticeship Program)**
- **Green Certificate Program**

Work Experience Program

Once a student decides that they would like to enter the Work Experience program and the coordinator has deemed the student to be a suitable candidate for the program. Provided the student already has a worksite, the following procedures need to be completed.

1. Ensure the **Student** has completed the HCS3000 Workplace Safety Systems module.
2. Have the **Student** complete an "Off-Campus Education Agreement". This form needs to be completed and signed by the **Student, Parent, Employer** and **Off-Campus Coordinator**.
3. If the **Student** drives themselves to the worksite, they will need to complete a Black Gold Transportation form.
4. The **Off Campus Coordinator** must complete a work site approval form to ensure that the worksite is a safe work site. At this time the *Off-Campus Guidelines for Site Supervisors* can be discussed
5. The **Off Campus Coordinator** should then add this work site to the schools list of approved sites and submit this list to *Jean Mill* at central office.
6. Have the **Student** complete a training plan for the worksite, which has the student work through potential hazards they may come across at various places of employment.
7. Between the **Student, Off Campus Coordinator** and **Employer**; decide on a learning plan that will appropriate for the student. Complete the *Student Responsibilities and Expectations* form
8. The **Student** should fill in a daily time sheet and return this time sheet to the off campus coordinator monthly. The **Employer** can fill in the evaluation on the last page bi-monthly.
9. The **Off Campus Coordinator** will make visits/phone contact/email with the student's employer as required (every 25 hours) to ensure the students are working well, safe and that there are no issues.
10. The **Off-Campus Coordinator** is responsible for determining a grade for the student. This grade should be based on evaluations from the employer, self evaluations by the student and completion of other assigned tasks.

RAP Registration Procedure

Once a student decides that they would like to enter the Registered Apprenticeship Program and the coordinator has deemed the student to be a suitable candidate for the program. Provided the student already has a worksite, the following procedures need to be completed.

1. Ensure the **Student** has completed *HCS3000 Workplace Safety Systems* module. It is also recommended that students complete the module *HCS3010 Workplace Safety Practices*
2. Have the **Student** complete an “Off-Campus Education Agreement”. This form needs to be completed and signed by the **Student, Parent, Employer** and **Off-Campus Coordinator**.
3. Have the **Student** complete an *Apprenticeship Application and Contract*. This contract needs to be submitted with a payment of \$35.00 to the Alberta Apprenticeship and Industry Training Office. The office addresses are included in the application. This will provide the student with a blue book specific for their trade for their employer to fill out.
4. The **Off Campus Coordinator** must complete and attach a copy of the *Registered Apprenticeship Program (RAP) Verification Form* to the student’s application. The **School** will receive verification that the student is registered.
5. If the **Student’s** drive themselves to the worksite, they will need to complete a Black Gold Transportation form.
6. The **Off Campus Coordinator** must complete a work site approval form to ensure that the worksite is a safe work site. At this time the *Off-Campus Guidelines for Site Supervisors* can be discussed
7. The **Off Campus Coordinator** should then add this work site to the schools list of approved sites and submit this list to *Jean Mill* at central office.
8. Have the **Student** complete a training plan for the worksite, which has the student work through potential hazards they may come across at various places of employment.
9. Between the **Student, Off Campus Coordinator** and **Employer**; decide on a learning plan that will appropriate for the student. Complete the *Student Responsibilities and Expectations* form.
10. The **Student** should fill in a daily time sheet and return this time sheet to the off campus coordinator monthly. The **Employer** can fill in the evaluation on the last page bi-monthly.

11. The **Off Campus Coordinator** will make visits/phone contact/email with the student's employer as required (every 25 hours) to ensure the students are working well, safe and that there are no issues.

12. The **Off-Campus Coordinator** is responsible for determining a grade for the student. This grade should be based on evaluations from the employer, self evaluations by the student and completion of other assigned tasks.

Green Certificate Procedures

Once a student decides that they would like to enter the Green Certificate Program and the coordinator has deemed the student to be a suitable candidate for the program. Provided the student already has a worksite, the following procedures need to be completed.

1. Ensure the **Student** has completed the AGR3000 Agricultural Safety module.
2. Have the **Student** complete an "Off-Campus Education Agreement". This form needs to be completed and signed by the **Student, Parent, Work Site Supervisor** and **Off-Campus Coordinator**.
3. If the **Students** drive themselves to the worksite, they will need to complete a Black Gold Transportation form.
4. The **Off Campus Coordinator** must complete a work site approval form to ensure that the worksite is a safe work site. At this time the *Off-Campus Guidelines for Site Supervisors* can be discussed
5. The **Off Campus Coordinator** should then add this work site to the schools list of approved sites and submit this list to *Jean Mill* at central office.
6. Arrangements are then made for the **Student** to meet up with the **Regional Green Certificate Coordinator** to obtain training materials. At this meeting learning plans will be discussed as well as testing centers and dates.
7. There is a \$960 + GST charge for each student registered in the program. The division will pay 2/3 and the school will pay 1/3.
8. The **Off-Campus Coordinator** is responsible for determining a grade for the student. This grade should be based on the training manual and the test scores.

Section 8

Call Back Meetings / Integration Sessions

Call Back Meetings / Integration Sessions

Call back sessions may be used to reinforce the learner expectations identified as part of the students learning plan. These sessions can be used to integrate theory with practice. The sessions are recommended every two to three weeks. The following are various examples of topics that can be used as part of these call back meetings

- Reflective Learning
- Journal Writing
- Daily Logs
- WCB
- Hazards
- Workability Skills
- Developing a portfolio

Student Callback Meeting #1

Topic: Hazards

Name: _____

Date: _____

Mark for attending: _____ /15

Mark for exercise: _ /15

Introduction: Prior to you beginning your Work Experience placement, you completed a Hazard Assessment exercise. You identified the hazards associated with your job and then described how you would protect yourself from them.

1. Give an example of each type of hazard from your work site:
 - a.) physical:
 - b.) chemical:
 - c.) biological:
 - d.) ergonomic:
 - e.) psychological:
2. If you were to sustain an injury, which hazard example would likely cause it?
3. What precautions do you take to avoid injury from this hazard?
 - a.)
 - b.)
4. Do you feel this is the most effective way to avoid injury from this hazard? Explain
5. Complete the Student Copy of Work Experience Evaluation form.

6. Look over the first page on Work Attitude, Personal Qualities and *General Work*

Performance.

a.) Which item did you *score* yourself the lowest?

b.) What specific steps could you take to bring that score up in the next month?

i.)

ii)

7. Look over the second page on Specific Work Skill Development

a.) Which item did you *score* yourself the lowest?

b.) What specific steps could you take to bring that score up in the next month?

i.)

ii)

Student Callback Meeting #2

Topic: Workability Skills

Name: _____

Date: _____

Mark for attending: _____ /15

Mark for exercise: _____ /15

Introduction: You may have heard people talking about the importance of "employability" skills. These *are* skills needed to get and keep any job. But there *are many types* of work and "workability" factors include all the abilities you will need to get work of any kind, not just full-time employment.

Instructions: This Workability Handbook will help you keep track of your strengths. It will also help you pinpoint where you need to do more work. Use the checklists to tick off things you *are good* at, and fill in the "personal evidence" sections with examples that show you have the skills you've checked off.

Note, some of you may have used this book before but we are looking for current examples from your work experience site. This is similar to updating your resume when you have accomplished new things.

1. Complete the following pages: (2 marks each)

- a. Dependability (p. 2-3)
- b. Integrity/Honesty (p. 4,5)
- c. Concern for quality (p. 6,7)
- d. Independence/Initiative (p.8,9)
- e. Commitment (p.10,11)

At the last Callback meeting you completed the following two questions. Using the question format provided, comment on your whether you were successful at improving that skill.

2. Look over the first page on Work Attitude, Personal Qualities and *General* Work Performance.

- a. Which item did you score yourself the lowest?
- b. What specific steps did you take to bring that score up last month?
 - i.)
 - ii)

3. Look over the second page on Specific Work Skill Development
 - a. Which item did you *score* yourself the lowest?
 - b. What specific steps did you take to bring that score up last month?
 - i.)
 - ii)

And finally....

Next Callback meeting is _____. Our main topic is WCB and Employment Standards. We will also be covering the following topics in the Workability Booklet and (hopefully) giving personal evidence of: courtesy, adaptability skills, problem-solving skills, communication skills and time management skills.

Student Callback Meeting #3

Topic: WCB

Name:

Date:

Mark for attending: _____/15

Mark for exercise: _____ /15

Introduction: You may have heard people talking about being on WCB. What is it and why is there WCB in Alberta? *Are* students in Work Experience required to have WCB coverage?

Complete the following pages in the Workability Handbook. Again, this will help you keep track of your strengths. It will also help you pinpoint where you need to do more work. Use the checklists to tick off things you *are* good at, and fill in the "personal evidence" sections with examples that show you have the skills you've checked off. (2 marks each)

- a. courtesy (p. 14-15)
- b. adaptability skills (p. 16,17)
- c. problem-solving skills (p. 18-19)
- d. communication skills (p.20-21)
- e. time management skills (p.22-23)

The following exercise is designed to help become familiar with the WCB Worker Handbook. Obtain your own copy of this handbook from your teacher. A copy of this handbook is also in your employer's yellow folder.

1) What does WCB stand for? _____

2) WCB is a disability insurance system that compensates injured workers for lost _____ health _____ and other *costs* related to a work-related _____. It also protects _____ from being sued by _____ if they *are* injured on the job.

3) No- _____ insurance allows workers who *are* eligible to receive _____ for work-related injuries regardless of who is at _____.

4) If you *are* injured you must:

- a) immediately inform your _____ who must complete an Employers Report of Injury form and send it to WCB within _____ hours.
- b) See your doctor about your injury. Your doctor will fill out a _____ Report of Injury form.

- c) Complete a Worker's _____ of Injury form and send it in WCB within 48 hrs.
- 5) In your supervisor's yellow folder there is a STUDENT instruction of injury letter. Record the numbers of the following places you would fax your Worker Report of Injury form to.
- a) Black Gold Regional School Div: _____
 - b) Alberta Learning: _____
 - c) WCB: _____
 - d) My high school: _____

6) *Can* my employer and I agree not to report my injury to the WCB?.

a) Explain why. _____

7) Name five compensation benefits *can* I may *receive from* WCB if I am injured?

- a)
- b)
- c)
- d)
- e)

8) When do compensation benefits start?

9) *can* expect my first compensation cheque within _____ days of reporting my injury.

10) Do I pay income tax on workers' compensation benefits? _____

11) Does my employer have to hold my job until I am fit to return to work?

12) If I find it difficult to return to the same type of work because of my injury, my employer might give me modified work or WCB will give me _____

- i) Ask your Work Experience Coordinator for a copy of the WCB Worker Handbook. Using the copy of the three page Worker's Report of Injury form at the back of the booklet, fill it in using information from your Work Experience job. You will have to come up with your own "injury" and story of how you became injured. In coming up an injury, think about the job you do and what part of your body you stand the highest chance of injuring if you were careless (ie. a cut finger if you were a butcher, a torn muscle in your back if you were a laborer, etc.).

And finally....

Next Callback meeting is _____. Our main topic is final evaluation, thank you letters and a work experience summary.

Student Callback Meeting #4

Topic: Wrap up report and Thank you Letter

Name: _____

Date: _____

Mark for attending: _____ /15

Mark for exercise: _____ /15

Introduction: Any time you come to the end of a job, the first thing you should do is send a Thank You letter to your employer. It acknowledges the roll they played in your work *as well as* leaves the door open for future employment. Speaking of future employment, a good *reference* letter from a past employer and *an* attractive Employment Report *entered into the Work History* section of your Work Portfolio can help you get hired at your next job.

Instructions: ****put some instruction here and make a Report Format students can fill in. It will simplify the assignment and make marking easier*****

E M P L O Y M E N T R E P O R T

1. Due no later than the third week of last month of each semester (i.e. third week of January or June before

final exams start.)

The reports MUST be handed DIRECTLY to your Work Experience Coordinator. It is a report on your work experience.

2. It MUST be a minimum of 200 words in length to get a passing mark (507o).

3. It SHOULD be typed and placed inside a duo tang.

4. The report will be marked on:

Length (200
words
minimum) Duo
tang *Cover Page*

Suggestions: Your cover page might include such items as:

- a photograph of you at work;
- colored drawing showing the main product or service offered by your company;

- cut and paste samples of work related items, e.g. advertisements the company has run. Business cards from work, cut out from *newspapers or magazines* etc.

Use your imagination. Make the cover page as attractive and imaginative as possible. Content

- tasks you completed
 - your responsibilities
 - working conditions
 - relationship with personnel
 - education required
- most important thing learned •things liked most and least
- worth while experience
 - grammar, spelling, punctuation.
 - presentation (typed appearance).

And finally....Type up a thank you letter to your work site supervisor. Use example for help.

Section 9

Evaluation

Evaluation

The Off-Campus Coordinator is responsible to come up with a final grade for each student enrolled in any off campus education program. The learner expectations outlined in the learning plans should be reflected in the assessment. Evaluation should consist of both Formative and Summative techniques. The Employer final report should not be the only form of assessment used for the student's grade.

A few samples are included to use as part of the evaluation process.



BLACK GOLD REGIONAL SCHOOL DIVISION

STUDENT EVALUATION

Interim Final

Off-Campus Education Program

Work Experience

RAP

Green Certificate

STUDENT/ID#: _____ YEAR: _____ Sem 1 Sem 2 Summer

WORK SITE: _____ ADDRESS: _____

SUPERVISOR: _____ PHONE: _____ FAX: _____

INSTRUCTIONS: Read the items carefully and rate the student on each of the qualifications listed below, according to the given scale, by circling the number that best describes the student's standing. Evaluate each qualification independent of any other and on its own merit. Base your evaluation on the total time spent thus far at the work site. You may feel that some items are not applicable to this particular job. If so, please circle N/A by those items.

| | | | | |
|--------------------------------|-------------------------------|-------------------------------|--------------------------|---------------------------------|
| 4 Superior Effort | 3 Average Effort | 2 Minimum Effort | 1 No Effort | N/A Not Applicable |
|--------------------------------|-------------------------------|-------------------------------|--------------------------|---------------------------------|

INTERPERSONAL SKILLS:

| | <u>Student Assessment</u> | | | | | <u>Employer Assessment</u> | | | | |
|---|---------------------------|---|---|---|-----|----------------------------|---|---|---|-----|
| 1. Communicates needs with supervisor | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 2. Accepts supervisor's instruction/criticism | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 3. Cooperates with fellow workers | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 4. Serves customers | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 5. Listens attentively and asks for clarification | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |

SAFETY SKILLS:

| | | | | | | | | | | |
|--|---|---|---|---|-----|---|---|---|---|-----|
| 1. Follows health and safety procedures | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 2. Identifies and controls hazards | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 3. Uses Personal Protective Equipment | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 4. Reports unsafe conditions and near misses | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |

VOCATIONAL SKILLS:

| | | | | | | | | | | |
|--|---|---|---|---|-----|---|---|---|---|-----|
| 1. Understands work procedures and terminology | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 2. Uses equipment and tools correctly | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 3. Correctly uses materials and supplies | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |

| | | | | | | | | | | |
|--------------------------------------|---|---|---|---|-----|---|---|---|---|-----|
| 4. Completes work accurately | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 5. Maintains a tidy work area | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 6. Interested in learning new skills | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |

DEPENDABILITY:

| | | | | | | | | | | |
|---|---|---|---|---|-----|---|---|---|---|-----|
| 1. Is punctual | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 2. Arrives clean and well-groomed | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 3. Wears suitable attire for job | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 4. Completes assigned tasks | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 5. Regularly and accurately fills in timesheets | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |

| |
|------------------|
| AVERAGES: |
|------------------|

| | | | | |
|----------|----------|----------|----------|------------|
| 4 | 3 | 2 | 1 | N/A |
| Superior | Average | Minimum | No | Not |
| Effort | Effort | Effort | Effort | Applicable |

SPECIFIC SKILLS DEVELOPMENT:

| | <u>Student Assessment</u> | | | | | <u>Employer Assessment</u> | | | | |
|-----------|---------------------------|---|---|---|-----|----------------------------|---|---|---|-----|
| 1. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 2. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 3. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 4. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 5. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 6. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 7. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 8. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 9. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 10. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 11. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 12. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 13. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 14. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 15. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 16. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 17. _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |

| | | | | | | | | | | | |
|-----|-------|---|---|---|---|-----|---|---|---|---|-----|
| 18. | _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 19. | _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |
| 20. | _____ | 4 | 3 | 2 | 1 | N/A | 4 | 3 | 2 | 1 | N/A |

AVERAGES: _____

SUPERVISOR'S SIGNATURE: _____

Please list 2 skill/performance items the student should concentrate on improving over the next reporting period:

1. _____

2. _____

Thank you for building into the life of this student and giving the opportunity to explore and grow in this job. If you have any questions, feel free to contact us at the phone numbers below.

Sincerely yours,

Fred Rempel: 998-1336 (hm); 919-7336 (cell)

Kevin Knoblock: 490-0715 (hm); 916-9412 (cell)

REGISTERED APPRENTICESHIP PROGRAM

Employer's Evaluation and Record of Hours

Student _____

Company _____

Evaluated By: _____

Date: _____

Hours to Date (as previously reported): _____ HRS

Hours worked this reporting period: From _____ to _____ = _____ HRS

OFFICE USE ONLY

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 15A | 25A | 25B | 25C | 35A | 35B | 35C | 35D |
|-----|-----|-----|-----|-----|-----|-----|-----|

Rate the student by circling the number that best describes the student to date.
 4 = Outstanding; 3 = Very Good; 2 = Satisfactory; 1 = Unsatisfactory; N/A = Not Applicable

Employability Skills

Safety

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Follows safety and health regulations | 4 | 3 | 2 | 1 | N/A |
| 2. Maintains a safe workplace environment | 4 | 3 | 2 | 1 | N/A |
| 3. Identifies potential health and safety hazards | 4 | 3 | 2 | 1 | N/A |
| 4. Assesses personal safety | 4 | 3 | 2 | 1 | N/A |
| 5. Reports injuries | 4 | 3 | 2 | 1 | N/A |

Work Qualities and Habits

- | | | | | | |
|--|---|---|---|---|-----|
| 1. Is Punctual | 4 | 3 | 2 | 1 | N/A |
| 2. Shows interest in learning new job skills | 4 | 3 | 2 | 1 | N/A |
| 3. Able to solve problems | 4 | 3 | 2 | 1 | N/A |
| 4. Demonstrates planning abilities | 4 | 3 | 2 | 1 | N/A |
| 5. Is productive in performing tasks | 4 | 3 | 2 | 1 | N/A |

Attitude and Communication Skills

- | | | | | | |
|-----------------------------------|---|---|---|---|-----|
| 1. Contacts supervisor if absent | 4 | 3 | 2 | 1 | N/A |
| 2. Demonstrates strong work ethic | 4 | 3 | 2 | 1 | N/A |
| 3. Listens attentively | 4 | 3 | 2 | 1 | N/A |
| 4. Follows instructions | 4 | 3 | 2 | 1 | N/A |
| 5. Articulates Ideas Clearly | 4 | 3 | 2 | 1 | N/A |

Personal and Social Skills

- | | | | | | |
|--|---|---|---|---|-----|
| 1. Makes informed decisions | 4 | 3 | 2 | 1 | N/A |
| 2. Works well with colleagues | 4 | 3 | 2 | 1 | N/A |
| 3. Accepts advice and criticism well | 4 | 3 | 2 | 1 | N/A |
| 4. Reacts appropriately to uncertainty | 4 | 3 | 2 | 1 | N/A |
| 5. Suitable attired for the job | 4 | 3 | 2 | 1 | N/A |

Workplace Skills

Vocational Knowledge, Skills and Attitudes

| | | | | | |
|--|---|---|---|---|-----|
| 1. Is on time for work | 4 | 3 | 2 | 1 | N/A |
| 2. Completes work accurately | 4 | 3 | 2 | 1 | N/A |
| 3. Selects correct tools, equipment and/or processes appropriate to task | 4 | 3 | 2 | 1 | N/A |
| 4. Is able to perform current job specific skills to industry standards (list skills below) | | | | | |
| a) | 4 | 3 | 2 | 1 | N/A |
| b) | 4 | 3 | 2 | 1 | N/A |
| c) | 4 | 3 | 2 | 1 | N/A |
| d) | 4 | 3 | 2 | 1 | N/A |
| e) | 4 | 3 | 2 | 1 | N/A |
| 5. Shows an appreciation for the opportunity to learn | 4 | 3 | 2 | 1 | N/A |

Comments

Additional Comments

Signatures

RAP Student

Supervisor/Evaluator

RAP Coordinator

Please ensure the student has had a chance to read and sign this document. If possible, provide a copy to the student/apprentice for his/her future reference. Thank you.

Office Use Only

| ASSESSMENT | | RAP 15 | RAP 25 | RAP 35 |
|----------------------|-------------|---------------------|---------------------|---------------------|
| Employability Skills | /80 = _____ | 40% (X 0.4) = _____ | 30% (X 0.3) = _____ | 20% (X 0.2) = _____ |
| + | | | | |
| Workplace skills | /36 = _____ | 60% (X 0.6) = _____ | 70% (X 0.7) = _____ | 80% (X 0.8) = _____ |
| | | _____% | _____% | _____% |

Work Experience Program

Performance Assessment Scale

| | |
|----------------------|--|
| 90% and 95 % | OUTSTANDING Can perform all required tasks and lead others. |
| 80% and 85% | EXCELLENT Can perform all required tasks and shows initiative and adaptability. |
| 70% and 75% | ABOVE STANDARD Can perform all required skills with acceptable speed and quality. |
| 60% and 65% | AT STANDARD Can perform all required skills satisfactorily for a beginning worker. |
| 50% and 55% | NEAR STANDARD Can perform all required skills but requires more than usual supervision and assistance. |
| 45% and below | BELOW STANDARD Can perform only some parts of the required skills but requires more than usual supervision and assistance. |

FINAL EVALUATION: Please choose the appropriate grade from the suggestions above. Please round to the nearest 5%.

STUDENT: _____

COURSE: WORK EX 15 25 35

WORKSITE: _____

To the best of your knowledge _____ has worked
(STUDENT)
 _____ hours from _____ to _____.

Signature: _____
(EMPLOYER)

DATE: _____

Work Experience

Final Evaluation

Students Name:

Date:

Please rate the student by circling the number that best describes the student's performance.

| | | |
|--------------|----------------|---------------------|
| Rating Scale | 5 Excellent | 2 Needs Improvement |
| | 4 Very Good | 1 Unsatisfactory |
| | 3 Satisfactory | 0 Not Applicable |

Punctuality and Attendance

Rating

| | | | | | | |
|---------------|---|---|---|---|---|---|
| . Punctuality | 5 | 4 | 3 | 2 | 1 | 0 |
| . Attendance | 5 | 4 | 3 | 2 | 1 | 0 |

Personal Qualities and Work Habits

Rating

| | | | | | | |
|--|---|---|---|---|---|---|
| . Cooperative - ability to work with others | 5 | 4 | 3 | 2 | 1 | 0 |
| . Adaptability – ability to adapt to new tasks or situations | 5 | 4 | 3 | 2 | 1 | 0 |
| . Willingness to accept suggestions for improvement. | 5 | 4 | 3 | 2 | 1 | 0 |
| . Practices self control | 5 | 4 | 3 | 2 | 1 | 0 |
| . Reliability | 5 | 4 | 3 | 2 | 1 | 0 |
| . Initiative – eager to learn, seeks additional work | 5 | 4 | 3 | 2 | 1 | 0 |
| . Demonstrates interest and enthusiasm for job | 5 | 4 | 3 | 2 | 1 | 0 |
| . General grooming and appearance | 5 | 4 | 3 | 2 | 1 | 0 |

Execution of Work Duties

Rating

| | | | | | | |
|--|---|---|---|---|---|---|
| . Ability to learn and complete tasks outlined | 5 | 4 | 3 | 2 | 1 | 0 |
| . Tools and equipment used in an effective and safe manner | 5 | 4 | 3 | 2 | 1 | 0 |
| . Neatness of work | 5 | 4 | 3 | 2 | 1 | 0 |
| . Speed of work completion | 5 | 4 | 3 | 2 | 1 | 0 |
| . Application of job—works consistently | 5 | 4 | 3 | 2 | 1 | 0 |

Other Information

1) Students strong points

2) Recommendations for improvement

3) Other comments:

Rated By: _____ Date: _____

Supervisor's Signature: _____

Student's Signature: _____

Section 10

Professional Development And other Outside Resources

Professional Development

Websites

Occupational Health and Safety Regulation

<http://www.gp.alberta.ca/574.cfm?page=2003062.cfm&legtype=Regs&isbncln=077971752X>

Health and Safety Code, 2009

http://employment.alberta.ca/documents/WHS/WHS-LEG_ohsc_2009.pdf

RAP Resource

<http://www.tradesecrets.org>

Working Safely Alone: A guide for employers and employees

www.employment.alberta.ca/documents/AVHS_AVHS-PUB_working_alone.pdf

Shift Work and Fatigue

www.employment.alberta.ca/whs/learning/Shiftwork/index.html

Off - Campus Handbook

<http://education.alberta.ca/teachers/program/off-campus.aspx>

Alberta students spread workplace safety message

<http://alberta.ca/acn/201104/30277979272-EC0C-1EE6-B98C40CF9550AF2F.html>

News release Injury rates hit 20-year low

<http://alberta.ca/acn/201105/30306A3591BEA-AB7D-A295-348F40338C49B0CD.html>

Statistics: <http://employment.alberta.ca/documents/WHS/WHS-PUB-OHS-analysis-2010-statistics.pdf>

Safety inspection results show room for improvement

<http://alberta.ca/acn/201105/30316B63211A5-FCAC-0DE9-2D33A995622B3EED.html>

Jobsite inspections focus on safety of young workers

<http://alberta.ca/acn/201105/30327BB6F133F-B800-62C5-9BBAC98B153AA1BB.html>

FATALITY SUMMARIES

Workplace Incident Fatalities Investigated – April 30, 2011

<http://employment.alberta.ca/documents/WHS/WHS-pub-wpfatal2011.pdf>

Occupational Disease Fatalities Accepted by the WCB – March 31, 2011

<http://employment.alberta.ca/documents/WHS/WHS-PUB-occdifatal2011.pdf>

Motor Vehicle Fatalities Accepted by the WCB – March 31, 2011

<http://employment.alberta.ca/documents/WHS/WHS-PUB-mvfatal2011.pdf>

PARTNERSHIPS

List of Employers with a Certificate of Recognition - Updated weekly

<http://employment.alberta.ca/documents/WHS/WHS-PS-COR.pdf>

Certifying Partners

<http://employment.alberta.ca/SFW/337.html>

Partners in Health and Safety

<http://employment.alberta.ca/SFW/529.html>

HEALTH CANADA - NOTICE TO STAKEHOLDERS NOISE FROM MACHINERY INTENDED FOR THE WORKPLACE

<http://www.hc-sc.gc.ca/ewh-semt/noise-bruit/machinery-machines-eng.php>

Alberta Employment and Immigration web site

<http://employment.alberta.ca>

Videos

A large video selection is available through the Alberta Government Library

Telus Plaza North Tower Site

P.O. Box 1360

15th Floor, 10025 Jasper Avenue

Edmonton, AB

Ph: 780-427-8720

Website: www.employment.alberta.ca/1706.html

Courses

Work Site Inspections Course

Provided by NORTHERN LAKES COLLEGE, WORKFORCE DEVELOPMENT

1-866-652-3456

wfdev@northernlakescollege.ca

St. John's Ambulance Standard First Aid

Edmonton Centre 12304-118 th Avenue

Phone: 780.452.6161 1.800.665.7114

www.sja.ca

Agencies

Job Safety Skills Society Michael
Alpern Ph: 780-413-6876

Occupational Health and Safety Ph: 1-
866-415-8690 Email:
whs@gov.ab.ca

Careers..the Next Generation #200,
10787 -180st Edmonton, AB T5S
1G6
Ph: 1-888-757-7172 Website:
www.nextgen.org

Alberta Education
Mike Dumanski
Curriculum Manager, Off-campus Education, Mathematics and Sciences Branch,
Phone: 780-422-4124

Alberta Construction Safety Association 225
Parsons Rd SW Edmonton, Alberta T6X
0W6
Phone: (780) 453-3311 OR 1 800 661-2272
<http://www.acsa-safety.org>

Section 11

Additional RAP Items

Section 12

Additional Green Certificate Items