

# Off-campus Education Handbook

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Off-campus Education Handbook

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# Preface

This *Off-campus Education Handbook* (handbook) has been prepared to support school authorities and schools in the organization and delivery of off-campus education programming in partnership with the community.

This handbook replaces the *Off-campus Education Handbook*, 2010, and incorporates revisions to Alberta Education's policies and procedures, as well as updates to legislation regarding employment standards and occupational health and safety.

Additionally, this handbook reflects recommended practices that have been successfully implemented across Alberta to foster meaningful, safe educational experiences that take place outside of the school classroom environment.

To assist with implementation of off-campus education programming, samples of required forms appear in the appendix of this handbook. **These samples are intended as a guide and do not replace legal advice to any individual or entity.** School authorities may need to consult with their own legal advisors to develop forms that suit their needs.

A copy of this handbook may be downloaded from the Alberta Education Off-campus Education Programs of Study web page at <https://education.alberta.ca/off-campus-education>.

**Note:** Publications related to legislation, regulations, funding, and forms are regularly revised and may be accessed through the Alberta Education website at <https://education.alberta.ca/>. Please refer to the current versions of [Guide to Education: ECS to Grade 12](#) and the [Funding Manual for School Authorities](#).

# Background

Alberta Education permits school authorities to develop off-campus education programming in accordance with prescribed guidelines and procedures. Such programming encourages students to investigate a variety of occupation-based opportunities in contexts that assist them in making informed decisions concerning education, training, and employment upon completion of high school. In short, off-campus education facilitates smooth transitions for students by promoting informed decisions as students progress from high school to post-secondary and/or to work.

Using the expertise, talent, and resources of community-based organizations and agencies, and local businesses, industry, citizen groups, and parents/guardians, schools can enrich the educational experiences of students. A well-planned off-campus program may involve the community in such a way that out-of-school experiences reinforce, extend, and motivate students. Each of the partners share the responsibility for student learning, skill development, and health and safety.

Off-campus education programming uses a set of planned educational experiences designed to enable students to acquire knowledge, skills, and attitudes related to work and other life roles through their participation in out-of-class study, observation, and/or performance at community-based work sites<sup>1</sup>. This may involve volunteer activities or paid employment.

The school authority must ensure that all staff adhere to the procedures and guidelines as outlined in this *Off-campus Education Handbook*.

The following off-campus education programs and courses are available in Alberta:

- Career Internship
- Green Certificate Program
- Registered Apprenticeship Program
- Work Experience
- Workplace Readiness and Workplace Practicum
- Work Study Programming

Students wanting to enrol in off-campus education programming must be under the local supervision of an Alberta certificated teacher (often referred to as an off-campus teacher or off-campus coordinator) employed by a school authority.

Home education students can enrol in off-campus education programming and receive high school credits provided they are under the local supervision of a certificated teacher and the supervising school authority or the accredited private school is responsible for providing, monitoring, and supervising the program or course.

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<sup>1</sup> Work site replaces the term *work site/work station* from the *Off-campus Education Handbook*, 2010.

# Comparison of Off-campus Education Programming

## Summary of Off-campus Education Programming

Off-campus education provides work-integrated learning experiences to students to enable them to develop the knowledge, skills, and attitudes defined in the program of studies and/or course learning plans when on or off-campus.

Program and Course	Eligible Grades	Credits Available per Course (25 hours/credit)	Maximum Credits Available	Time Spent Off Campus (approx. %) <sup>2</sup>	Required Prerequisite Course(s)	Payment to Students
<b>Work Study Programming (in all program areas<sup>3</sup>)</b>	7–12	None (students earn credits for other courses)	Not Applicable	Variable	Appropriate health and safety outcomes	Not required
<b>Knowledge &amp; Employability Workplace Readiness Grades 8 and/or 9</b>	8–9	None	Not Applicable	Variable	Appropriate health and safety outcomes	Not required
<b>Knowledge &amp; Employability Workplace Readiness 10–4</b>	10–12	5	5	Variable	None	Not required

<sup>2</sup> Percentages refer to time spent off campus in programs indicated, not to the student's overall program. In-class time is usually for orientation and preparation purposes.

<sup>3</sup> Work Study Programming can be conducted through various programming (e.g., CTF, Science 9, Biology 30, CTS).

Program and Course	Eligible Grades	Credits Available per Course (25 hours/credit)	Maximum Credits Available	Time Spent Off Campus (approx. %) <sup>2</sup>	Required Prerequisite Course(s)	Payment to Students
<b>Knowledge &amp; Employability Workplace Practicum 20–4; Workplace Practicum 30–4</b>	10–12	5	20-4: 20 30-4: 20	Variable	HCS3000 or Workplace Readiness 10–4	Not required
<b>Work Experience 15–25–35</b>	10–12	3, 4, 5, 6, 7, 8, 9, or 10	30 <sup>4</sup>	90–95%	HCS3000 <sup>5</sup>	Not required
<b>Career Internship 10</b>	10–12	3, 4, or 5	5	Minimum 33%	HCS3000 <sup>6</sup>	Not required
<b>Registered Apprenticeship Program (RAP)</b>	10–12 (Minimum Age 15)	5	40 in each trade	100%	HCS3000	At least minimum wage required
<b>Green Certificate Program</b>	10–12	5 or 6	16 in each specialization	100%	AGR3000	Not required

<sup>4</sup> A maximum of 15 credits in Work Experience can be counted toward the Alberta High School Diploma.

<sup>5</sup> Students enrolled in Knowledge and Employability may use Workplace Readiness 10-4 as the prerequisite to Work Experience.

<sup>6</sup> Students enrolled in Knowledge and Employability may use Workplace Readiness 10-4 as the prerequisite to Career Internship 10.



# Off-campus Education Programming

Junior and senior high school students can access various off-campus education programs and courses to acquire and apply knowledge, skills, and attitudes related to various life/work roles.

For the purposes of the off-campus education programming outlined in this handbook, the term

- *junior high school students* refers to those enrolled in grades 7, 8, or 9
- *senior high school students* refers to those enrolled in grades 10, 11, or 12

As specified in [Guide to Education: ECS to Grade 12](#), the course challenge provision and the provision of credits for waived prerequisite courses do not apply to any off-campus education programs or courses.

## Work Study Programming

Work Study programming provides the opportunity for students to apply the knowledge, skills, and attitudes from coursework to real-life situations through a school-community partnership arrangement.

Work Study programming means off-campus experiential learning undertaken by a junior high school student or senior high school student that

- may include job shadowing, job investigation or research, workplace observation, work site investigation, a mentorship arrangement, or a project
- is an integral part of the curriculum of a provincially approved junior or senior high school program or course (e.g., Career and Technology Foundations (CTF), Science 9, Biology 30, Career and Technology Studies (CTS))
- is under the cooperative supervision of a certificated teacher and the employer's onsite representative (usually the onsite supervisor)
- is a short-term and/or part-time experience
- offers no additional marks and/or credits beyond those awarded for the course that the work study is an integral part of

### Prerequisites and Procedures

- Junior high school students should complete the appropriate safety outcome within the CTF Program of Studies or complete Unit A: Personal and Workplace Safety within the Workplace Readiness Grades 8 and 9 Program of Studies.
- Senior high school students should complete HCS3000: Workplace Safety Systems, or Workplace Readiness 10-4 for students in Knowledge and Employability programming, before participating in Work Study programming.

## Knowledge and Employability Workplace Readiness Grades 8 and 9

Knowledge and Employability junior high occupational courses focus on the exploration stage of student understanding and progress. For example, through Workplace Readiness 8 and 9 (two junior high level [occupational courses](#)), students learn to work safely with a variety of tools, equipment, and materials in school laboratories, shops, and classrooms and at off-campus work sites.

Areas of study and related units may be combined to form a course or courses during each year of a student's involvement in the Knowledge and Employability junior high school occupational component. Student interests and abilities, as well as school and community resources, should determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks that build entry-level employability skills.

Workplace Readiness Grades 8 and 9 means off-campus experiential learning undertaken by a junior high student that

- may include job shadowing, job investigation or research, workplace observation, work site investigation, or a mentorship arrangement or project
- is an integral part of the Knowledge and Employability curriculum
- is under the cooperative supervision of a certificated teacher and the employer's onsite representative (usually the onsite supervisor)
- provides hands-on experience to help students relate their learning to everyday life in the workplace and community
- is a short-term and/or part-time experience

#### **Prerequisites and Procedures**

- Junior high school students must complete Unit A: Personal and Workplace Safety within the Knowledge and Employability Workplace Readiness Grades 8 and 9 Program of Studies before going off-campus.
- Students enrolled in Workplace Readiness Grades 8 and 9 require a learning plan.

Course information for [Knowledge and Employability](#) programming may be accessed through the Alberta Education website.

## **Knowledge and Employability Workplace Readiness 10-4, Workplace Practicum 20-4, and Workplace Practicum 30-4**

The senior high school Knowledge and Employability Workplace Readiness and Practicum courses are designed to provide senior high school students with a practical environment in which to develop and demonstrate employability skills.

- Workplace Readiness 10-4 is designed to support students and prepare them for the work place.
- Workplace Practicum 20-4 is designed to accompany or follow the completion of a Knowledge and Employability 20-level occupational course.
- Workplace Practicum 30-4 is designed to complement a Knowledge and Employability 30-level occupational course.

Workplace Readiness 10-4, Workplace Practicum 20-4, and Workplace Practicum 30-4 refer to off-campus experiential learning undertaken by a senior high school student that

- may include job shadowing, job investigation or research, workplace observation, work site investigation, or a mentorship arrangement or project
- is an integral part of the Knowledge and Employability curriculum
- is under the cooperative supervision of a certificated teacher and the employer's onsite representative (usually the onsite supervisor)

- provides hands-on experience to help students relate their learning to everyday life in the workplace and community
- is part of a 5-credit (125 hour) course

### Prerequisites and Procedures

- Senior high school students must complete HCS3000: Workplace Safety Systems or Workplace Readiness 10-4 prior to enrolling in Workplace Practicum 20-4 and/or Workplace Practicum 30-4.
- Senior high school students should be enrolled in and/or have completed an occupational course at the 20 and 30 levels related to the practicum placement.
- Workplace practicums can be extended in time and credits, following completion of the 5-credit (125 hour) course, by allocating work experience credits.
- Students may access more than one practicum at the 20 and 30 levels to correspond with the number of prerequisite occupational courses they have taken.
- Credits earned may be counted toward the requirement for a Certificate of High School Achievement and/or an Alberta High School Diploma. For additional information on diploma and certificate requirements, refer to [Guide to Education: ECS to Grade 12](#).
- Credits earned for a practicum course should be recorded separately from those earned for a corresponding occupational course.
- Students enrolled in a Knowledge and Employability course require a learning plan.

Students enrolled in Knowledge and Employability courses may use Workplace Readiness 10-4 as the prerequisite safety course in lieu of HCS3000: Workplace Safety Systems.

Information for [Knowledge and Employability](#) programming may be accessed through the Alberta Education website.

## Work Experience 15, 25, 35

Work Experience 15, 25, and 35 are three separate courses developed to provide opportunities for senior high school students to apply their knowledge, skills, and attitudes in the workplace. These courses also provide opportunities for the school and community to combine resources to further students' career development and build their employability skills.

Through work experience, students may discover their occupational interests and aptitudes in meaningful work-integrated learning activities.

Work Experience 15, 25, 35 means off-campus experiential learning undertaken by a senior high school student 15 years of age or older

- that is an integral part of a planned school program
- that is under the cooperative supervision of a certificated teacher and the employer's onsite representative (usually the onsite supervisor)
- where the activity constitutes separate work experience courses based on 25 hours per credit
- that may involve volunteer activities, paid employment, or both

**Note:** Work experience conducted through some external organizations may have additional requirements for student participation.

## Prerequisites and Procedures

- Students must complete HCS3000: Workplace Safety Systems prior to enrolling in Work Experience 15, 25, or 35.
- Students enrolled in Knowledge and Employability programming may complete Workplace Readiness 10-4 in lieu of HCS3000: Workplace Safety Systems.
- Work experience courses may be offered for variable credit options with a maximum of 30 credits awarded to a student:
  - Work Experience 15 (3 to 10 credits)
  - Work Experience 25 (3 to 10 credits)
  - Work Experience 35 (3 to 10 credits)
- A maximum of 15 work experience credits can be counted toward the Alberta High School Diploma requirements. For additional information on diploma and certificate requirements, refer to [Guide to Education: ECS to Grade 12](#).
- Students may enrol in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25; however, as levels increase, students are expected to demonstrate
  - skills at a higher level of proficiency,
  - a more advanced skill set, or
  - the ability to work effectively in a more complex or sophisticated environment.
- Students enrolled in work experience require a course learning plan for each level (15, 25, or 35) with measurable goals and outcomes.
- A student may **not** earn credits in work experience courses retroactively. A student must be enrolled in a work experience course that has been fully approved by an off-campus teacher before they can begin earning hours for credit.

Work experience levels, while not prerequisites to each other, are intended to be sequential. Therefore, it is important for schools to consider the level of work experience to initially enrol a student in. If a student enrolls in a higher-level work experience course (e.g., 25), that student cannot then enrol in a lower-level work experience course (e.g., 15). However, the student may continue with a higher-level work experience course (e.g., 35).

The program of studies for [Work Experience 15, 25, 35](#) may be accessed through the Alberta Education website.

## Career Internship 10

Career Internship 10 is a workplace-based curriculum designed to assist senior high school students in making informed decisions about their transitions from high school to post-secondary and/or the workplace.

Career Internship 10 means off-campus experiential learning undertaken by a senior high school student 15 years of age or older

- as an integral part of a planned school program
- that is under the cooperative supervision of a certificated teacher and the onsite representative (usually the onsite supervisor)
- where the learning activity constitutes a separate course based on 25 hours per credit and meets the standards specified for the general and specific outcomes in the program of studies

Career Internship 10 can be done in addition to Work Experience 15, 25, and 35.

## Prerequisites and Procedures

- Students must complete HCS3000: Workplace Safety Systems prior to enrolling in Career Internship 10.
- Career Internship 10 may be offered for 3, 4, or 5 credits.
- Credits earned may be counted toward the requirements for an Alberta High School Diploma and/or a Certificate of High School Achievement. For additional information on diploma and certificate requirements, refer to [Guide to Education: ECS to Grade 12](#).
- Students enrolled in Career Internship 10 require a course learning plan with measurable goals and outcomes.

Students may benefit from enrolling in Career Internship 10 prior to enrolling in the Registered Apprenticeship Program. Career Internship 10 may help determine a student's suitability to a specific trade before applying to become an apprentice.

The program of studies for [Career Internship 10](#) may be accessed through the Alberta Education website.

## Registered Apprenticeship Program

The Registered Apprenticeship Program (RAP) provides senior high school students the opportunity to earn credits in high school and gain on-the-job training that can be applied toward an apprenticeship.

Apprenticeship and Industry Training (AIT), Alberta Advanced Education, sets the training and certification standards for individuals who wish to become journeypersons in a designated trade as outlined in the [Apprenticeship and Industry Training Act](#).

Apprenticeship training in Alberta is a well-organized system and combines technical training (formal instruction in a designated post-secondary institution or high school) and on-the-job training at a place of employment.

RAP students are both high school students and registered apprentices, taking courses such as English language arts, French language arts, Français (for Francophone students), social studies, science, mathematics, and other complementary courses to meet the requirements of graduation in Alberta.

Students, schools, and employers jointly agree to a suitable schedule that will appropriately divide RAP students' time between an approved work site (for RAP courses) and their school (for other courses). For example, students might work as a RAP apprentice for half of each school day; for one or two days per week; on holidays and weekends; during summers; or for an entire semester.

- Registered Apprenticeship Program means experiential learning undertaken by a senior high school student 15 years of age or older-as an integral part of a planned school program
- that is under the cooperative supervision of a certificated teacher and the employer's onsite representative (usually the onsite supervisor)
- where the student is registered with Alberta Apprenticeship and Industry Training (AIT) as an apprentice
- where the program meets the statutes and regulations relating to apprenticeship training
- where the activities constitute a series of separate courses based on 125 hours per 5-credit course

## Prerequisites and Procedures

- Students must complete HCS3000: Workplace Safety Systems prior to enrolling in RAP.
- Students should be encouraged to obtain additional appropriate workplace health and safety training courses concurrent with enrolling in RAP courses:
- HCS3010: Workplace Safety Practices is strongly recommended for students who would like to participate in RAP.
- Students should be encouraged to enrol in Career Internship 10 or work experience prior to enrolling in RAP to determine suitability for a specific trade before applying to become an apprentice.
- Students must be employed by a qualified employer and supervised by a qualified journeyman.
- Students must be paid at least minimum wage.
- Credits earned may be counted toward the requirements for both a certificate of high school achievement and/or an Alberta High School Diploma. For additional information on diploma and certificate requirements, refer to [Guide to Education: ECS to Grade 12](#).
- Students enrolled in RAP require a course learning plan indicating that each RAP course involves new learning requiring 125 hours of instruction.
- A student may **not** earn credits in RAP courses retroactively. A student must receive their Apprenticeship Blue Book before they can commence a RAP placement.
- Outcomes for RAP are a student's Apprenticeship Blue Book provided by Alberta Apprenticeship and Industry Training (AIT).
- There is **no** provision for waived prerequisites (advanced standing) in a sequence of RAP courses.

Additional information on the RAP program can be found in Appendix B: Tip Sheets on page 73 of this handbook.

Additional information on apprenticeship may be accessed on the Apprenticeship and Industry Training, Advanced Education, [Trade Secrets website](#).

## Green Certificate Program

The Green Certificate Program is a joint endeavour between Alberta Education and [Alberta Agriculture and Forestry](#), and has been an approved program of studies available to Alberta high schools since June 2000.

The apprenticeship-style delivery of Green Certificate courses ensures that a participant learns by actively performing the skills required. The student (trainee) learns on the job, under the direction of experienced farm personnel (trainers) and under the supervision of a certificated teacher.

Students who complete all three courses in a specialization, to the standards specified, would earn an Alberta Agriculture and Forestry Level I (Technician) Green Certificate for that specialization.

Green Certificate Program means experiential learning undertaken by a senior high school student 15 years of age or older

- that is an integral part of a planned school program
- that is under the cooperative supervision of a certificated teacher, a representative of Alberta Agriculture and Forestry, and the employer's onsite representative (usually the onsite supervisor)
- where the student is involved in agriculture-related work activities
- where the activities constitute a series of separate courses based on 25 hours per credit

As with all off-campus programs, Green Certificate students receive WCB coverage.

## Prerequisites and Procedures

- Students must complete AGR3000: Agriculture Safety prior enrolling in the Green Certificate Program.
- The course order is normally determined by the season and work requirements at the trainer's agricultural operation.
- Students must be made aware that stringent standards are maintained throughout the delivery of the program and that the number of hours committed to the learning activities frequently goes beyond the 25 hours per credit.
  - For example, demonstrating proficiency at the specified standard often requires additional practice and/or self-directed study.
- Credits earned may be counted toward the requirements for an Alberta High School Diploma or a Certificate of High School Achievement. For additional information on diploma and certificate requirements, refer to [Guide to Education: ECS to Grade 12](#).
- Students enrolled in the Green Certificate Program require a learning plan for each course with measurable goals and outcomes.

The program of study for the [Green Certificate Program](#) may be accessed through the Alberta Education website.

Students must be enrolled and approved by [Alberta Agriculture and Forestry](#) in the Green Certificate Program before they can start any work on Green Certificate courses. Additional information on the Green Certificate Program, including information on the training process, may be accessed through the [AAF Green Certificate Program Information](#) website. The [Green Certificate Farm Tour](#) inspection form can be found on the Alberta Agriculture and Forestry website.

Additional information on the Green Certificate Program can be found in the tip sheet on page 78 of this handbook.

# Roles and Responsibilities

While the roles and responsibilities of the various stakeholders involved in off-campus education may vary, it is the responsibility of all stakeholders to ensure that students are provided with welcoming, caring, respectful, and safe learning environments.

School authorities, school administrators, teachers, parents/guardians, students, and employers work together to determine roles and responsibilities in alignment with this handbook and that best meet the needs of students.

Successful delivery of off-campus education programming depends on the cooperation of all stakeholders in providing welcoming, caring, respectful, and safe learning environments for students.

## School Authority

The school authority is responsible for developing policies and procedures that facilitate off-campus education programming in schools while permitting flexible and responsive opportunities to be developed and implemented at the school level.

### Development and Implementation Procedures

1. The school authority must pass a motion approving the involvement of students in off-campus education activities.
  - The motion shall approve all or limited off-campus education programs and courses as defined in this handbook.
  - An amendment must be passed to approve any additional activities not specified in the original motion.
2. The school authority shall develop and maintain local guidelines relating to off-campus education to define additional parameters and/or procedures as necessary to meet local guidelines.
  - Local guidelines must be in alignment and compliance with the guidelines and procedures outlined in this handbook.
3. A school authority may operate individually or with another school authority to offer off-campus education programming.
  - One authority shall act as the agent for contract purposes.
4. The school authority shall be responsible for
  - ensuring that course content, where available, is followed and, where necessary, is developed and followed
  - the instructional practice and evaluation of all off-campus education programming, including
    - Career Internship 10
    - Green Certificate Program
    - Knowledge and Employability Workplace Readiness Grades 8 and 9
    - Knowledge and Employability Workplace Readiness 10-4
    - Knowledge and Employability Workplace Practicum 20-4 and 30-4
    - Registered Apprenticeship Program (RAP)



- Work Experience 15, 25, 35
  - Work Study programming components of core and complementary courses
5. A school authority shall ensure that all students have successfully completed the required prerequisites prior to enrolling in an off-campus program or course.
  6. The school authority is responsible for ensuring that the regional office of Apprenticeship and Industry Training, Advanced Education, registers the RAP applicant.
  7. Off-campus education programming approved by the school authority
    - shall specify learner outcomes for each student (i.e., in a course learning plan)
    - shall ensure student eligibility to obtain credit if the off-campus component of the program is terminated by the employer by no fault of the student (e.g., business closure, fire, natural disaster)
    - may require senior high school students to enrol in health and safety courses from the Career and Technology Studies (CTS) Programs of Study; e.g., HCS3000: Workplace Safety Systems or AGR3000: Agriculture Safety, prerequisite courses
    - may be undertaken at one or more work sites
  8. Where required by related legislation and regulations, the onsite instructor shall be a certified journeyperson (i.e., as in RAP) or equivalent status in the trade or technology.
    - An onsite instructor without a valid Alberta teacher certificate is permitted, provided the program is
      - consistent with provincial education policies and procedures
      - supervised by a certificated teacher who regularly monitors each off-campus site as specified in the Student Placement and Monitoring section of this document
  9. The onsite supervisor shall be designated as the person who has primary responsibility for each student's health and safety while the student is at a work site.
  10. Off-campus education programming offered by a school authority
    - may include any of the off-campus education programs or courses listed in [Guide to Education: ECS to Grade 12](#)
    - shall meet the requirements as set out in [Guide to Education: ECS to Grade 12](#), as well as in the relevant programs of study for junior and senior high school
    - shall provide course content based on approved curriculum and the programming developed cooperatively by the certificated teacher and the onsite instructor/supervisor
  11. A school authority shall evaluate each new off-campus education program or course during the first year and should conduct annual reviews thereafter.
    - As part of the program evaluation, work sites used for the first time should be evaluated at the end of the first semester of use and annually thereafter.
      - The evaluation could be part of the approval process for the following year.
    - A report of the completed program evaluations shall be kept on file by the school authority.
  12. In developing and maintaining off-campus education programming, the school authority shall also ensure that at each selected work site
    - the student does not replace the regular worker, except in the case of RAP
    - there are a variety of appropriate learning experiences offered that relate to the curriculum and/or the course learning plan

- adequate supervision is provided as specified in the Student Placement and Monitoring section of this handbook
13. School authorities offering off-campus education through the Knowledge and Employability Workplace Readiness or Workplace Practicum courses for students with specialized learning needs are also required to follow the guidelines and procedures described in this handbook.

## Staffing and Supervisory Procedures

1. The school authority must ensure that all staff adhere to the guidelines and procedures outlined in this handbook.
2. School authorities must ensure that off-campus teachers are provided with adequate training, time, and other resources to enable them to perform the necessary inspections, orientations, monitoring, assessment, and evaluation for the effective delivery of programming.
3. Off-campus education shall be supervised by an Alberta certificated teacher (usually referred to as an off-campus teacher or an off-campus coordinator) who shall
  - obtain the appropriate written consent from employers, students, and, when required, parents or guardians.
  - ensure that learning expectations for each student are in place and that the specified curriculum and/or course learning plan is followed
  - ensure that evaluations are in alignment with guidelines as they relate to students, teachers, and programs
  - ensure that health and safety provisions, as outlined in the Student Health and Safety Considerations section of this handbook, are met
  - ensure that equipment owned by the school authority is properly monitored and maintained
  - monitor student progress and assess student performance
  - monitor student attendance in partnership with the employer
  - monitor student-employer relationships and work site-community relationships to support a successful placement
  - ensure a welcoming, caring, respectful, and safe learning environment
  - ensure that appropriate records are maintained (i.e., work agreements, course learning plans, site visits, student time sheets, student evaluations, work site inspections and evaluations, program evaluations) and available at the school authority level

## Insurance Procedures

1. School authorities offering off-campus education programming shall insure all equipment owned by the school authority that is located at a work site, and include the following provisions in their contracts with employers:
2. (a) The employer agrees to indemnify and hold harmless the school authority, its employees and agents against and from any and all third party claims, demands, actions, or costs (including legal costs on a solicitor-client basis) to the extent arising from
  - (i) the employer's breach of this agreement, or
  - (ii) the negligence, other tortious act or wilful misconduct of the employer, or those for whom the employer is legally responsible, in relation to the performance of its obligations under this agreement

- (b) The school authority agrees to indemnify and hold harmless the employer, its employees and agents against and from any and all third party claims, demands, actions, or costs (including legal costs on a solicitor-client basis) to the extent arising from
  - (i) the school authority's breach of this agreement, or
  - (ii) the negligence, other tortious act or wilful misconduct of the school authority, those for whom the school authority is legally responsible, or the school authority's students in relation to the performance of its obligations under this agreement
- (c) These hold harmless provisions shall survive the agreement.

**Workers' Compensation Board (WCB) insurance starts when a work agreement has been signed and a student begins a placement in an off-campus education program.**

## Hours of Work Procedures

Students under 16 years of age are required to attend school and may not be employed during normal school hours unless they are enrolled in an off-campus education program articulated under the *Education Act*.

1. Hours of work for junior high school off-campus education shall take place between 8:30 a.m. and 4:30 p.m., Monday through Friday.
2. Hours of work for senior high school off-campus education shall, at minimum, align with the Employment Standards Code with the additional expectations that
  - due diligence<sup>7</sup> is exercised to ensure that the health and safety of students is the primary focus for all off-campus education learning experiences
  - parameters regarding student off-campus education work schedules are outlined in a school authority's off-campus policy and detailed in a student's work agreement
  - the following hours of work recommendations must be taken into consideration in planning a senior high school student's work schedule:
    - a **standard work day of 8 hours per day** for a student who is not attending classes at the same time as participating in an off-campus learning experience (e.g., one full semester is spent in off-campus work)
    - a **maximum of 12 hours combined per day** for a student who is attending classes at the same time as participating in an off-campus learning experience (e.g., attend classes for 6 hours and participate in off-campus learning experience for 6 hours)
    - a **maximum of 40 hours of work per week** for a student who is not attending classes at the same time as participating in an off-campus learning experience (e.g., one full semester is spent in off-campus work)
    - a **maximum of 60 hours combined per week** for a student who is attending classes at the same time as participating in an off-campus learning experience (e.g., attend classes for 30 hours and participate in off-campus learning experience for 30 hours)

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<sup>7</sup> For a general discussion on due diligence, see *Workplace Health and Safety Bulletin – Due Diligence* <https://open.alberta.ca/publications/li015-legislation>

Where a student is required to work outside of the recommended maximums, additional health and safety parameters must be outlined in the work agreement.

3. A school authority may limit the hours of off-campus education activity listed above due to religious or other reasons.

## Work Site Procedures

1. The school authority is responsible for ensuring that all work sites are inspected and approved within the previous 12 months, with the understanding that
  - work sites are inspected to ensure a safe and caring learning environment that is appropriate for educational activities
  - a certificated teacher (usually the off-campus teacher) is involved in the inspection of potential work sites
  - the person carrying out the inspection need not be a specialist in occupational health and safety, but must have sufficient background and training<sup>8</sup> to conduct an inspection that will demonstrate due diligence in deciding whether or not the workplace should be approved as an off-campus learning site
  - the certificated teacher, as part of the workplace inspection, may request recent occupational health and safety records from the employer
  - a certificated teacher must approve potential work sites prior to placing students at the work site
2. In developing and maintaining off-campus education programming, the school authority shall ensure that each selected work site
  - has adequate space provided for the number of students enrolled
  - is approved within the previous 12 months prior to the placement of students
  - implements additional measures to ensure the health and safety of students if an incident has occurred
  - has facilities and equipment to make it possible to achieve the objectives of the program
  - meets the [Canadian Standards Association](#) standards or an equivalent industry standard for equipment used by students
  - follows applicable federal, provincial, and municipal legislation and established health and safety standards, including, but not limited to, the
    - [Apprenticeship and Industry Training Act](#)
    - [CTS Health and Safety Resource](#)
    - [Employment Standards Code](#)
    - [Freedom of Information and Protection of Privacy \(FOIP\) Act](#)
    - [Labour Relations Code \(Alberta\)](#)
    - [Occupational Health and Safety \(OHS\) Act](#)
    - [Workplace Hazardous Materials Information System](#) (WHMIS)
    - [Workers' Compensation Act](#)
    - [Youth Criminal Justice Act](#)
3. A school authority may limit the geographical area in which students can enrol in off-campus education programming to allow for reasonable access to program supports.

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<sup>8</sup> Sufficient background training could be attained by developing a qualification standard, implementing safety training for off-campus teachers, and/or consulting with third-party occupational health and safety experts.

# School Administrators

School administrators have an important role in providing flexible and responsive off-campus education programming to their students. In most cases, program emphasis should be determined by the needs of the students, the school, and the community, as recognized by school administration.

To effectively support off-campus education programming, school administrators must be familiar with the guidelines and procedures in all sections of this handbook.

## Programming Considerations

1. Off-campus education programming can be offered to students within a school or school authority in a variety of ways, including
  - in a particular program
  - as part of an existing course
  - as a combination of regular courses and an apprenticeship
2. Off-campus education programming reflects variables such as
  - the need to complement school-based resources
  - the desire to further emphasize career development across the curriculum
  - the need for non-traditional programs for students with diverse needs
  - the desire to expand experiential learning opportunities for students in specific courses or across the curriculum
  - student interest in participating in the Registered Apprenticeship Program, the Green Certificate Program, or a similar program

School administrators are responsible for providing the necessary training, time, and other resources to the off-campus teacher in support of this challenging assignment.

## Initiating and Implementing Off-campus Education Programming

1. To support off-campus education programming, administrators must plan for
  - adequate time, personnel (e.g., certificated teachers), and other resources needed to operate off-campus education activities effectively
  - support among school administrators and staff to plan and coordinate activities that meet a broad spectrum of student needs
  - adequate levels of community supports for off-campus education
2. Off-campus education activities should take into consideration the structure of the community, the volunteer sector, the local labour market, and the needs of local employers.
3. School administrators may also seek support of professional associations, sector councils, and union officials within the community before implementing off-campus education programming.
4. As part of the decision-making process, the school administrator should also consider
  - whether programming will be coordinated through central administration or by individual schools
  - the rights and responsibilities of central office personnel, school administrators, teachers, students, and employers

- job descriptions for coordinating personnel and for certified teachers involved in delivery of off-campus education programming
- the transportation needs of students
- liability insurance for students
- assessment and evaluation of students
- evaluation of programming

The off-campus teacher is *key* in the delivery of successful off-campus education programming and thus requires an appropriate level of support from school administration.

5. To facilitate effective off-campus education, it is imperative that school administrators provide active and continuous support to off-campus teachers as they develop the diverse set of skills required for
  - developing and maintaining contacts with business and industry in the community
  - inspecting and approving work sites
  - selecting, orienting, and preparing students
  - developing course learning plans and student outcomes
  - monitoring student progress
  - assessing and evaluating students
  - monitoring and evaluating work sites
  - evaluating off-campus education program delivery

Additional information on initiating and implementing off-campus education programming may be accessed on Alberta Education's [Off-campus Education web pages](#).

## Evaluation of Off-campus Education Programming

Effective educational programs and courses must be evaluated periodically in order to identify, develop, and implement strategies for improvement.

1. Evaluation of off-campus education programming should include every aspect of the school's program, including individual employers, work sites, and the overall delivery of the various programs and courses.
2. Evaluation reports must be kept on file. Records should be kept by the off-campus teacher with copies maintained at the school and school authority level.

### Program Evaluation

Off-campus education programming must be evaluated on a yearly basis to determine if program objectives are being met and to provide feedback to guide improvements.

1. Students, teachers, employers, and parents/guardians should be involved in the evaluation process.
2. A program evaluation should address the following:
  - Was the program beneficial to the participants?
  - Did the program meet a community need?
  - Were employers who participated in the program satisfied with their involvement?
  - Did the program assist in developing a productive future employee?
  - Did the program assist with the school-to-work transition?
  - What are the strengths of the program?
  - What are the areas for improvement?

3. One method of soliciting feedback on the program is to ask participants to complete a survey at the end of each semester.
  - Information and statistics compiled from surveys can demonstrate whether or not participants feel that the program's educational objectives are being satisfied.

### Work Site Evaluation

1. Work sites need to be evaluated at the end of the first semester of use and periodically thereafter.
  - The school's representative (e.g., off-campus teacher) needs to objectively examine every potential work site before placing a student.
  - Once the work site is used for an off-campus placement, the school's representative needs to reassess its suitability for the program at least every 12 months and as often as necessary.
2. The following are suggested work site evaluation questions:
  - Did the employer ensure the safety of the student?
  - Did I see on-the-job instruction, including safety instructions, during monitoring visits?
  - Did the employer follow the outline of the course learning plan/learner expectations?
  - Did the employer implement suggestions about how to improve student learning?
3. Schools should consider having students play a role in evaluating a work site's suitability (e.g., through a student evaluation process).

Supporting documentation can be found on pages 52 and 68 of this handbook.

## Off-campus Teacher

The off-campus teacher is the certificated teacher who is assigned the responsibility of supervising, monitoring, and assessing students in off-campus education programming.

The off-campus teacher must understand the guidelines and procedures in all sections of this handbook to effectively support students in off-campus education programming.

As the off-campus teacher plays a significant role in the effective implementation of off-campus education programming, school administrators must provide adequate training, time, and other resources for

- student preparation, orientation, monitoring, and evaluation
- work site inspections and evaluations
- program evaluation
- documentation
- record keeping

Off-campus teachers are responsible for

- obtaining the appropriate written consent for students to participate in off-campus programs
- ensuring that learning expectations for each student are in place and that the specified curriculum and/or course learning plan is followed
- ensuring that student, teacher, and program evaluation practices are in accordance with school authority guidelines
- ensuring that health and safety provisions, as outlined in the Student Health and Safety Considerations section of this handbook, are met
- monitoring student progress and assess student performance

- monitoring student attendance in partnership with the employer
- monitoring student-employer and work site-community relationships to support a successful placement
- ensuring a welcoming, caring, respectful, and safe learning environment
- ensuring that appropriate records are maintained (e.g., work agreements, course learning plans, site visits, student time sheets, student evaluations, work site inspections and evaluations, program evaluations) and available within the school authority

The off-campus teacher is responsible for selecting, orienting, and preparing students who wish to participate in off-campus education to ensure they achieve the maximum benefit from being placed in a work-integrated learning situation. This process

- helps students determine whether a program is going to meet their expectations and educational needs
- takes into consideration the type and location of the work site, as well as student accessibility to the possible work site

## Student Selection Process

### Career Planning

To support student success, the ideal selection process would involve working with students to develop a career plan as part of their off-campus selection process.

- A career plan encourages students to connect their learning goals to potential off-campus opportunities, which may help off-campus teachers determine student interest, needs, and suitability. For example,
  - students wishing to be placed at an off-campus education work site in a designated trade or occupation should conduct the appropriate job research, such as
    - identifying career development opportunities in the designated trade or occupation of choice
    - discussing the potential for crediting time spent off-campus in a designated trade or occupation toward RAP or a regular apprenticeship after leaving school
  - students wishing to be placed in an off-campus education work site through the Green Certificate Program should conduct the appropriate job research, such as
    - identifying career development opportunities in the agriculture-related occupation of choice
    - discussing the potential for crediting an earned Green Certificate toward further education and training in a post-secondary institution
- Career planning is an ongoing, sequential process that involves learning about students' attributes, specific occupational fields of interest, and students' personal priorities.
- Schools are encouraged to access the comprehensive career planning resources on the [Alberta careers, learning and employment information](#) (alis) website.
  - The alis website is the provincial gateway to career, learning, and employment information that helps Albertans achieve success.
  - For example, [CAREERinsite](#), within the alis website, supports schools and students in career planning and suggests a four-step process to career planning:
    1. Know yourself
    2. Explore options
    3. Get ready
    4. Take action
  - CAREERinsite also provides [Tips for Career Counsellors and Educators](#) on the use of the website's features.



As part of career planning, the off-campus teacher may wish to interview a student to

- discuss their interests, strengths, educational background, occupational goals, and specific reasons for taking the course or program
- determine their expectations and commitment to an off-campus education experience
- provide students with more detailed information about their responsibilities
- help students recognize that they benefit from their own efforts
- help determine the most appropriate work site

Additionally, input from other teachers, school counsellors, and administrators within the school can assist the off-campus teacher with the selection process.

### **Student Awareness**

Prior to selection, students need to be made aware of

- program alternatives and parameters
  - programs and courses offered
  - school authority and/or school policies
  - hours of work (refer to the Hours of Work section in this handbook)
  - Workers' Compensation Board [Student Coverage](#) insurance provided by Alberta Education
    - other insurance maintained by the school authority and/or school
- specific policies regarding
  - injury reporting procedures and [Workers' Compensation Board](#) forms
  - student responsibilities and liability
  - student transportation responsibilities
  - days and hours allowed to earn credits for off-campus education programming (refer to the Hours of Work section in this handbook)
- the off-campus assessment, including
  - student school-awarded mark
  - student work site-awarded mark
  - percentage distribution of marks as determined by the off-campus teacher

### **Type and Location of Work Site**

During the student selection process, the type and location of the work site should be identified, as student's accessibility to possible work sites is an important consideration.

- The off-campus teacher, student, and parent/guardian must identify transportation alternatives available to the student for off-campus placement.
- Limited transportation alternatives for the student can often compromise the most appropriate placement within the community.

**Note:** A formalized selection process may not be necessary for students involved in **work study** as a component of any core or complementary course.

- In this case, the course teacher (e.g., the science teacher), in consultation with the student, should determine whether or not to place the student off campus as an integral part of the curriculum of that course.

## Communication with Parents/Guardians

A vital component of student selection is communication between the off-campus teacher and the student's parents/guardians.

- Parent/guardian consent **is mandatory** if a student is under 16 years of age; however, it is recommended that **all students** involved in off-campus education obtain the consent of a parent/guardian prior to enrolling in any program or course.
- Although students have legal signing authority (i.e., of the work agreement contract) at age 16, it is important to keep parents/guardians aware of students' involvement and progress.
  - Notably, if a problem occurs, the off-campus teacher may be dealing with the parent/guardian acting on behalf of the student.
- Additionally, it is important that parents/guardians be made aware of the school's expectations of their child in an off-campus program.
  - The responsibilities of the student should be clearly defined for the parents/guardians to acknowledge when they sign the student's work agreement.

## Freedom of Information and Protection of Privacy Legislation

Off-campus teachers must be aware that the protection of a student's privacy and personal information is critical and that, as teachers, they play a role and have responsibilities in the collection, use, and protection of student information.

The *Freedom of Information and Protection of Privacy Act* ([FOIP legislation](#)) is applicable when providing information to an employer about a student being considered for placement at an off-campus work site (Section 33-40).

Schools should consult with their school authority's legal advisor about the type of student information that can be shared, as well as the type of information that must not be provided to an employer who is considering accepting a student for an off-campus placement.

There may be circumstances, such as medical conditions/special needs, that, in the best interests of the student, it may help to inform the employer. In such a case, the off-campus teacher should ensure they are following all steps laid out by the legal advisor of their school authority to obtain proper consent for disclosing such information.

## Health and Safety Courses and Training

The off-campus teacher must ensure that students successfully complete the appropriate prerequisite health and safety course *prior to enrolling* in their first off-campus education learning experience.

### Health and Safety Courses

The prerequisite and recommended health and safety courses outlined below provide the appropriate knowledge, skills, and attitudes in workplace health and safety and workplace orientation to prepare students for off-campus education experiences, to support career planning, and to support transitions to the world of work.

- [HCS3000: Workplace Safety Systems](#) is the **prerequisite** for students enrolling in Workplace Practicum, Work Experience, and Career Internship.
  - **Note:** Students in Knowledge and Employability programming may take [Workplace Readiness 10-4](#) rather than HCS3000.

- [HCS3000: Workplace Safety Systems](#) is the **prerequisite** for students enrolling in the Registered Apprenticeship Program (RAP).
- [HCS3010: Workplace Safety Practices](#) is a recommended additional course for students in RAP.
- [AGR3000: Agriculture Safety](#) is the **prerequisite** for students enrolling in the Green Certificate Program.
- [CTR1010: Job Preparation](#) is a recommended additional course for students to develop successful employment search skills and a personal employment search portfolio.
- [CTR3010: Preparing for Change](#) is recommended for students to develop the knowledge and skills relating to the changing labour market and analyzing and refining personal career plans.

### Additional Health and Safety Training

The pre-placement orientation should include additional safety training, as necessary, for the work environment where the student will be placed.

- Students placed off campus must be informed about their rights and responsibilities under the [Occupational Health and Safety Act](#).
- Where applicable, they must receive specific training (e.g., where additional safety standards have been established for a specific work site).
- Alberta Labour and Immigration provides information that may be useful to off-campus teachers and participating students at <http://work.alberta.ca/>.
- Best practices, guides to Occupational Health and Safety laws, eLearning programs, and other health and safety resources for Alberta workers and employers, along with other publications, can be accessed at <http://work.alberta.ca/occupational-health-safety/resources.html>.

### Pre-placement Orientation

Providing students with a thorough pre-placement orientation before they begin off-campus placements will encourage successful transitions from the classroom to the workplace.

#### Pre-placement Preparation

The pre-placement preparation should cover topics such as employer's expectations; workplace health and safety procedures; employers' rights and responsibility; young workers' rights and responsibilities; and work ethics and attitudes.

All students must be made aware that they have a right to a safe and healthy workplace and should have a good understanding of Employment Standards and Occupational Health and Safety standards in Alberta.

- Alberta's [Employment Standards Code](#) provides minimum standards of employment that apply to the majority of employers and employees in the province.
- The [Occupational Health and Safety Act](#) establishes standards to protect and promote the health and safety of workers.
- It outlines the rights and responsibilities of workers, as well as the rights and responsibilities of others connected with the work site.
  - Information specific to young workers can be accessed at <https://work.alberta.ca/occupational-health-safety/young-workers.html>.

## Pre-placement Considerations

To facilitate the matching of each student to the most appropriate work site employer, the following should be taken into consideration:

- student educational background; e.g., program, grade, courses completed, ability
- specific student needs; e.g., intellectual, behavioural, physical
- maturity level
- attendance and punctuality patterns
- student interests
- workplace location; e.g., distance from school/home, accessibility, transportation needs

## Employer Selection

Off-campus teachers are responsible for ensuring that off-campus education placements are successful for students and employers. This can be supported by

- facilitating and/or procuring work sites that provide a positive, safe, and caring learning experience for students appropriate to the students' needs and goals
- fostering the progressive development of occupation-related knowledge, skills, and attitudes
- ensuring that approval of work sites is completed and documented

Potential employers may have an established reputation in the community or be new in the community. An appropriate employer is one that is actively interested in providing positive off-campus learning experiences for students.

Appropriate employers

- are enthusiastic about being involved in the program
- provide a positive, safe, and caring working environment for the student
- meet the requirements of related legislation, regulations, codes, and policies; e.g., Education Act, Occupational Health and Safety Act, Workers' Compensation Act, Employment Standards Code
- orient the student to proper health and safety practices, ensuring that the student understands and will comply
- carefully explain all procedures to the student
- help the student feel like part of the work team
- offer work consistent with the student's ability
- adapt to the individual student's limitations, as needed
- work with the off-campus teacher and the student to improve the level of learning
- assign an onsite representative to the student who provides effective and appropriate supervision
- complete the necessary forms; e.g., monthly time sheet and evaluations

Notably, off-campus teachers should strive to have open discussion with prospective employers about responsibilities and time commitments.

- If an employer or an onsite supervisor does not understand or accept their role as defined by the program, or the work site does not meet the standards for a safe and caring learning environment, a more suitable employer should be pursued.

Additional information on identifying and recruiting employers can be found on page 72 of this handbook.

## Work Site Inspection and Approval

All work sites must be inspected to ensure a safe and caring learning environment that is appropriate for educational activities.

- While the school authority is responsible for ensuring that off-campus work sites are inspected and approved, a certificated teacher (usually an off-campus teacher) must be involved in the inspection and must approve potential work sites within the 12 months prior to the placement of a student.
- The off-campus teacher may be assisted with inspections by specialists from the employer or an outside agency.
- The off-campus teacher may request recent occupational health and safety records from the employer as part of the work site inspection.
- To support the development of an appropriate work site inspection and approval process, persons designated to conduct the inspections may want to take courses and/or training provided by various safety associations and sector councils.

To support the off-campus teacher in making decisions regarding the approval of a work site, the following should be considered:

- Will the employer/onsite supervisor provide a safe and caring learning environment?
- Is the employer/onsite supervisor willing and able to meet the expectations of the placement?
- Ask yourself, “Would I want my child to be placed at this work site?”
- If in doubt, either do not approve the site or request a second opinion from your occupational health and safety district representative.

Additional information to support work site inspections may be accessed on Alberta Labour and Immigration’s [Occupational Health and Safety](#) website.

## Learning Plans

Off-campus education procedures require that learner expectations be specified for each student enrolled in an off-campus education activity. As Alberta Education does not provide learner expectations for off-campus education programming, it is up to the off-campus teacher, in collaboration with the student and employer, to determine the learning outcomes in a course **learning plan**.

Learning plans *are a required element* of an off-campus education experience and ensure that students, employers, and off-campus teachers clearly understand the scope and sequence of the learning that is to take place.

- The course learning plan provides a basis for determining student progress and should include the following:
- learning outcomes that specify what the student will be expected to know and be able to do at the conclusion of the off-campus education experience
- statements that specify how well the student is required to demonstrate the learning outcomes
- an indication of how the student will be assessed and/or how student progress will be recorded
- The course learning plan for an off-campus experiential learning course needs to reflect the different learning time frames that are available (e.g., 3-credit or 5-credit).
- Course learning plans need to be developed for each level of an off-campus experiential learning course and become progressively complex as the course level increases (i.e., have different and more complex learning outcomes as a student progresses from Work Experience 15 to 25).

**Note:** In cases, where students are participating in an off-campus experiential learning course with clearly articulated training specifications/learning outcomes under close supervision with stringently enforced standards (i.e., Canadian Armed Forces Reserves), the training specifications/learning outcomes of that program could be used to replace the course learning plans.

### Value of Formalizing a Learning Plan

- A summary of the learning outcomes within a course learning plan ensures that the off-campus teacher, employer, and student have similar expectations concerning what learning will occur.
- The off-campus teacher can ensure the quality of the placement as an educational experience so that students, parents/guardians, other teachers, and labour representatives can be assured that structured learning is taking place.
- The off-campus teacher can ensure that students are not being taken advantage of.
- By outlining what kinds of tasks students will attempt while at the work site, employers gain confidence in their own ability to deliver these learning opportunities to students.
- Employers ensure that work gets done so that their businesses continue to prosper.

### Work Agreements

A work agreement lays out the conditions for the off-campus learning experience and binds the parties to the terms of the agreement. To ensure coverage under the Government of Alberta's Workers' Compensation Board (WCB) insurance, Alberta Education requires a **work agreement** (i.e., a contract agreed to in advance) to be completed prior to a student being placed at a work site.

Minimum expectations of a work agreement include

- clearly outlined parameters regarding a student's off-campus education work schedule (i.e., dates, days, and times a student is expected to participate in the off-campus learning experience)
- additional health and safety parameters where a student is required to work outside of the recommended maximum hours outlined in the Hours of Work section of this handbook
- the appropriate written consent

Although students have legal signing authority at age 16, it is important to keep parents/guardians aware of students' involvement and progress in their off-campus placement. Alberta Education recommends that parents/guardians sign the work agreement regardless of the age of students.

A sample work agreement is included in Appendix A of this handbook.

### Student Placement and Monitoring

The off-campus teacher is responsible for ensuring that the following are completed **prior to placing** a student at a work site:

- The student has successfully completed the prerequisite health and safety course.
- Where applicable, the student has received an appropriate pre-placement orientation.
- The off-campus work site has been inspected and approved within the previous 12 months.
- A course learning plan with identified learner outcomes is completed.
- A work agreement has been completed and signed by the student, the student's parent/guardian, the employer, and the school authority designee (usually the off-campus teacher).

Students must be monitored by off-campus teachers while at a work site. The success of any off-campus education program, in terms of student learning, teacher and program accountability, and public relations, depends on effective monitoring techniques.

- Based on student needs, visits could be conducted in person or accommodated using technology and/or through school meetings.
- Placements can be supported by e-mail and phone contact with dated formative and summative assessment reports.

Off-campus teachers' monitoring schedules of work sites should be as frequent as necessary to ensure and enhance the learning experience for students. More frequent visits may be necessary for those students needing additional support to succeed.

Effective student monitoring techniques can include the following:

- Make careful, critical observations of the student's activities at a work site.
- Discuss observations with the student and the onsite supervisor at the work site.
- Maintain dated, anecdotal records of each visit.
- Establish a monitoring ratio that ensures the student is fully supported. Alberta Education recommends
  - one visit or contact with the student and the employer for every 25 hours that a student is at the work site (i.e., one visit for every credit earned) if a student is in a part-time off-campus experience
  - one visit or contact with the student and the employer each week if a student is in a full-time off-campus experience
  - visits take place at different times if the student works varying shifts

### Site Monitoring Considerations

Regular monitoring helps students understand that workplace activities are valuable learning experiences within a school program and helps them feel supported by the teacher and the school. Programs that do not have regular and visible work site monitoring will quickly lose credibility with the community and the school.

During work site visits, off-campus teachers should carefully assess the following:

1. Is the training situation safe and appropriate for the student?
2. Is appropriate learning and skill development occurring, including a variety of experiences related to program goals and learner expectations?
3. Is there adequate communication between the onsite supervisor and the student?
4. Is the learning plan/list of learning outcomes accurate or is revision required?
5. Is the onsite supervisor satisfied with the student's learning? Are improvements needed? If necessary, how can these best be instituted?
6. Is the student satisfied with the work site? Are improvements needed? If necessary, how can these best be instituted?

### Integration Sessions

To support students enrolled in a Work Experience 15, 25, or 35 courses or a Career Internship 10 course, integration sessions may be used to introduce and/or reinforce the learner expectations identified as part of the student's learning plan.

Integration sessions can help to integrate the in-school curriculum (theory) with the out-of-school curriculum (practice), providing students with a common ground to link the realities of their work experiences with classroom instruction.

It is recommended that off-campus teachers bring students back into the classroom for an integration session once every two to three weeks during the course of their placements to

- help to reinforce the skills and techniques students are learning in the workplace
- allow students to share their experiences with one another and reflect on what they have learned
- allow students to explore related career information
- allow students to interact with their teachers and their peers
- allow students to critically examine the workplace and have a forum for discussion of problems
- allow students to use group problem-solving techniques, and thus develop team-building and leadership skills
- give the teacher feedback from students and allow the teacher to establish and maintain rapport with the students

Additional information on integration sessions may be accessed on Alberta Education's [Off-campus Education](#) web pages.

## Student Assessment

The off-campus teacher has primary responsibility for student assessment in off-campus education activities.

Assessment procedures must be clearly explained to students before off-campus education activities at the work site commence and must comply with both the school authority's and the school's existing evaluation policies.

### Assessment and Evaluation Procedures

- The procedures for the assessment of performance and the evaluation of the achievement of students involved in off-campus education must comply with existing school authority and school evaluation policies.
- The learning outcomes outlined in the course learning plan should be reflected in the assessment.
- Students should understand the composition of the final mark, including how work site assessments will contribute to the final evaluation.
- While student performance at the work site is evaluated by the off-campus teacher in conjunction with the onsite supervisor, the **off-campus teacher is responsible for evaluating the student's achievement for the final mark.**

### Student Evaluation Criteria Considerations

When assessing the performance of students engaged in off-campus education, formative and summative assessment techniques should be used.

- Assessment is closely tied to the individual training plan (e.g., student's learning plan) and maintains student, teacher, and supervisor awareness of the learning outcomes and the student's progress. Assessment may be
- based on formal interviews, performance appraisals, projects, quizzes, and/or written assignments
- obtained through self-evaluation, logs, journals, questionnaires, reports, and short assignments
- Evaluation takes place at the end of the work term or semester to determine the student's final mark.



## Student Records

To support best practices, the off-campus teacher must maintain a file for each student involved in off-campus education. This student record must also be available within the school authority. Records must be retained for a period of 7 years after the student ceases to attend a school operated by the school authority.

This file should include at minimum

- a student's work agreement
- a student's course learning plan that outlines learning outcomes
- dated, anecdotal monitoring reports
- employer evaluations of a student's work
- detailed student time sheets that are consistent with the employer's records

Additionally, the file may include copies of a student's

- completed application form
- cover letter and resumé
- references
- portfolio material

The off-campus teacher may wish to take the student file to the work site when conducting monitoring visits.

Samples of required forms are included in the appendix.

## Student Health and Safety Considerations

Although the health and safety of students engaging in off-campus education programming is the responsibility of all participating parties, the off-campus teacher is the main person responsible for practising due diligence to ensure the health and safety of students in off-campus placements (i.e., do everything reasonably possible to ensure the health and safety of students in off-campus programs).

A general discussion on due diligence can be accessed through Alberta Labour and Immigration's website (refer to [Workplace Health and Safety Bulletin – Due Diligence](#)).

Practicing due diligence includes

- providing appropriate health and safety course(s) for students prior to them enrolling in their first off-campus education experience
- conducting appropriate work site inspections to identify potential hazards
- communicating with employers regarding student health and safety procedures in case of a safety incident

## Reporting Student Injuries to Alberta Education and the Workers' Compensation Board

Despite efforts to prevent injuries through health and safety training prior to placing students at work sites, injuries may still occur. This section contains information and procedures related to the reporting of student injuries that occur while involved in off-campus education activities.

Students in off-campus education programming need to understand that *all injuries*, major or minor, *must be reported immediately* to the work site supervisor and to the off-campus teacher.

### Workers' Compensation Coverage

Students enrolled in off-campus education programming are considered workers employed by the Government of Alberta for the purposes of insurance coverage.

- The Workers' Compensation Regulation AR 325/2002, Section 7(1)(e), of the [Workers' Compensation Act](#) applies to students registered in off-campus education programming.
- Employers should review this prior to becoming involved in off-campus education programming since it affects procedures for reporting student injuries.
- School authorities, school administrators, and off-campus teachers must understand Workers' Compensation Board (WCB) procedures and ensure that their students know what to do should they be injured.

Information to guide schools, students, and employers can be accessed through the [Workers' Compensation Board - Alberta](#) website.

Workers' Compensation Board (WCB) insurance starts when a work agreement has been signed and a student begins a placement in an off-campus education program.

### Reporting an Injury

Should an injury occur, the following information outlines reporting procedures.

#### Student Responsibility

1. Tell your employer: Tell your employer/onsite supervisor the details of your injury.
2. Tell your parent/guardian.
3. Tell your off-campus teacher: Tell your teacher the details of the injury. The teacher will need to complete appropriate paperwork in collaboration with you and the employer.
4. Tell a health-care provider: If the injury requires you to see a health-care provider, such as a family physician, tell the health-care provider that the injury occurred at work. The health-care provider must report the injury to WCB-Alberta within 48 hours. **Note:** If the doctor does not send in a report, the WCB will not open a file.
5. Tell WCB: With the help of the off-campus teacher and the employer, complete a [Worker Report of Injury or Occupational Disease](#) if required.

Additional information is available in the WCB-Alberta Worker Handbook on Alberta Labour and Immigration's [Workers' Compensation Board](#) website.

## Employer Responsibility

If a student is injured at the work site, the employer must immediately contact the off-campus teacher if

- the student requires medical treatment beyond first aid; and/or
- the injury results in lost time away from the work site.

**Note:** Even if WCB notification is not required, the employer's onsite supervisor is responsible for ensuring that the injury is recorded in the employer's incident/injury record book.

Injuries are to be reported to WCB within 72 hours; thus, the employer must alert the off-campus teacher as soon as they learn about the incident so that the off-campus teacher can submit the appropriate paperwork in the required time frame.

The employer, in collaboration with the off-campus teacher, will determine whether an [Employer Report of Injury](#) form needs to be submitted by the employer to WCB-Alberta. A form needs to be submitted if the injury results in or is likely to result in

- lost time or the need to temporarily or permanently modify work beyond the date of the incident
- death or permanent disability (amputation, hearing loss, etc.)
- a disabling or potentially disabling condition caused by occupational exposure or activity (poisoning, infection, respiratory disease, dermatitis, etc.)
- medical treatment beyond first aid (assessment by physician, physiotherapy, chiropractic, etc.)
- medical aid expenses (dental treatment, eyeglass repair or replacement, prescription medications, etc.)

Additional information can be accessed in the WCB-Alberta Employer Handbook on Alberta Labour and Immigrations [Workers' Compensation Board](#) website.

## Off-campus Teacher Responsibility

The off-campus teacher is responsible for working with the student and the employer to complete WCB's [Worker Report of Injury or Occupational Disease](#) and the [Employer Report of Injury](#) forms.

- The Alberta Education account code, **345912/6**, must be entered on the Employer Report of Injury form by the off-campus teacher or another designated representative of the school authority.
- The off-campus teacher signs the forms on behalf of the Government of Alberta.
- The forms must be submitted by the off-campus teacher to WCB and to Alberta Education within 72 hours of an injury incident.
- Reporting to WCB: Complete the online form or fax the completed paper form to the WCB at 780-427-5863 or 1-800-661-1993.
- Reporting to Alberta Education: Scan and email a copy of completed forms to Alberta Education at [offcampusedu@gov.ab.ca](mailto:offcampusedu@gov.ab.ca).

## Key Considerations

- Health-care providers play a major role in the health and well-being of workers who are injured on the job. Legislation requires health-care providers to submit reports to WCB within 48 hours of providing treatment or assessment.
- Timely and appropriate care is a key component of a worker's claim.
- Regular medical updates are needed to determine entitlement under the *Workers' Compensation Act*.
- For general claims information, students and employers can contact their nearest WCB Contact Centre or Alberta Education at 780-422-4124 (dial 310-0000 first for toll-free connection).

- Beyond Workers' Compensation, any insurance coverage deemed desirable is to be obtained by the student, the school authority, or the employer.
- Insurance coverage for students travelling to and from a work site from their homes is the same as for students going to and from their homes to school. Please refer to [Alberta WCB Travel Policy 02-01](#).
- Students involved in off-campus education programming are strongly recommended to consider purchasing additional student insurance.
- The off-campus teacher should keep in contact with the student and/or parents/guardians regarding the student's condition and their return to school/work.
- Prior to a student returning to the work site after an injury, the off-campus teacher should meet with the student and the employer to discuss and develop strategies to prevent similar incidents in the future.

## Parents/Guardians

Parents/guardians are an integral partner in the success of their child's off-campus education experience, along with the school and the community. Parents/guardians can provide valuable insight, experience, and knowledge while supporting their child's career journey.

As personal accountability is a determining factor in a student's success in off-campus education activities, parents/guardians can play an important role in helping students decide if they are ready to commit to a program. Additionally, parents/guardians can support students by encouraging a positive attitude toward work and other requirements of the program.

While it is the responsibility of the off-campus teacher to ensure that parents/guardians are aware of the parameters and expectations of an off-campus education course or program, parents/guardians can support their child's experience by being aware of and understanding the

- school's expectations of their child in an off-campus course or program (e.g., program parameters, learning plan)
- work agreement contract prior to providing consent
- Alberta Education recommends that all students involved in off-campus education obtain a parent/guardian consent prior to enrolling in any program.
- While students have legal signing authority at age 16, it is important for parents/guardians to be aware of students' involvement and progress.
- Notably, if a problem occurs, the off-campus teacher may be dealing with the parent/guardian acting on behalf of the student.
- Workers' Compensation Board (WCB) insurance starts when a work agreement has been signed and a student begins a placement in an off-campus education program
- potential need for the student, the school board, and/or the employer to obtain additional insurance, beyond WCB insurance coverage

Finally, parents/guardians are encouraged to connect with off-campus teachers to communicate successes and challenges that the student may be experiencing.

## Students

Students, as learners and workers, need to do their best to honour and find success in their off-campus experience. Success is likeliest when students participate fully in any pre-placement orientation and/or training set up by the off-campus teacher.

As part of the selection process, students may be required to

- call an employer and set up an interview appointment
- fill out an employer's application form
- submit a resumé
- prepare for and participate in an interview
- confirm hours of the off-campus experience and any special conditions required by the work site
- complete the required health and safety prerequisite course prior to enrolling in the first off-campus education experience
- apply themselves to the best of their ability throughout the placement
- Success in an off-campus placement is largely determined by a student's motivation and the effort applied to the work.
- collaborate with the off-campus teacher and the employer to develop learning outcomes to maximize the learning experience
- understand the importance of the learning plan, the work agreement, and other documentation that may be required
- work diligently to perform the duties outlined in the learning plan in a safe and respectful way
- comply with school attendance policies while at the work site and in the classroom
- follow the work schedule outlined in the work agreement
- ensure timesheets are signed by the employer and submitted to the off-campus teacher as per the agreed-upon schedule (i.e., a monthly timesheet).
- know their rights and responsibilities as a worker and ask questions to ensure their safety
- Students have the right to point out health and safety concerns.
- Students have the right to say "no" if they feel unsafe. As stated on Alberta Labour and Immigration's website: "You can't be fired for telling your boss you think a job is unsafe."
- show respect in the workplace to the employer, other employees, and the employer's clients
- work with the onsite supervisor and the off-campus teacher to ensure challenges are dealt with quickly
- follow all the employer's safety regulations and rules while at the work site

Additional information for young workers may be accessed on Alberta Labour and Immigration's website at <https://work.alberta.ca/occupational-health-safety/young-workers.html>.

# Employers

Together with the school and the student, employers are an integral partner in the success of students' off-campus education experiences.

Employers create an environment for students to learn and develop the workplace knowledge, skills, attitudes, and work ethic beneficial to future occupational aspirations.

Employers are often students' first exposure to the world of work. As mentors, it is important for employers to thoughtfully consider

- how they will provide a welcoming, caring, respectful, and safe learning/working environment for students and meet the requirements of related legislation, regulations, codes, and policies; i.e., *Education Act, Employment Standard Code, Occupational Health and Safety Act, Workers' Compensation Act*
- the unique health and safety risks that face young workers and how they will orient students to safety practices and ensure that students understand and will comply
- the onsite supervisor who will have the primary responsibility for the student's health and safety while at the work site
- how to support students in becoming part of the work team
- how to provide work that is consistent with the student's ability and make allowances for any student limitations
- the need to allow off-campus teachers access to work sites and to students to ensure appropriate monitoring can be carried out
- the need to provide information to off-campus teachers relating to students' work performance for the purposes of assessment and evaluation
- the need for the employer/onsite supervisor to complete any related documentation provided by off-campus teachers for the purposes of assessment and evaluation
- how they will ensure that the student's employment will not adversely affect the job security of other employees

Additional information on the employer's responsibility to protect workers' health, safety, and welfare in the workplace may be accessed on [Alberta Labour and Immigration's website](#).

# Excerpts of Legislation, Regulations, and Codes

The health and safety of students participating in off-campus education programming is paramount to the success of the program and is the responsibility of all parties involved.

The following excerpts are provided to highlight key sections at the time of printing for this handbook. It is imperative that school authorities, school administrators, and off-campus teachers remain informed of current health and safety best practices, including the full text of legislation, regulations, and codes listed below. Changes can be found at the [Alberta Queen's Printer](#).

## Education Act

*Education Act* (Revised Statutes of Alberta 2000, Chapter S-3)

- 1(1)** In this Act,
- (y) “school” means a structured learning environment through which an education program is offered to a student by
    - (i) a board,
    - (ii) an operator of a private school,...
    - (iv) a parent giving a home education program, or
    - (v) the Minister;

### **Courses, programs, etc.**

- 39(1)** The Minister may do the following:
- (a) prescribe courses of study or education programs, including the amount of instruction time;
  - (b) authorize courses of study, education programs or instructional materials for use in schools;
  - (c) prescribe the minimum total hours of instruction a board shall make available to a student in a school year;
  - (d) approve any course, education program or instructional material that may be submitted to the Minister by a board or another operator of a school for use in a school;
  - (e) subject to the right of a board to provide religious instruction, by order prohibit the use of a course, an education program or instructional material in schools;
  - (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

## Off-campus education programs

- 54(1)** A board may provide off-campus education programs for its students.
- (2) Subject to the regulations, a board may enter into an agreement with a person to provide a workplace for students who are participating in an off-campus education program.
- (3) When a student wishes to participate in an off-campus education program, the board shall obtain the consent of the student's parent or, if the student is 16 years of age or older, the student.
- (4) A student who is participating in an off-campus education program is considered to be attending school while at the workplace provided for the program.

## Employment Standards Code

[Employment Standards Code](#) (Revised Statutes of Alberta 2000, Chapter E-9)

### Employment of children

- 65(1)** No person may, during normal school hours, employ, or permit to work on the person's premises, an individual who is required to attend school under the *Education Act*, unless the conditions specified in section 66 are complied with.
- (2) No individual under 15 years old may be employed without the written consent of the individual's parent or guardian and the approval of the Director, unless the regulations and the condition specified in section 66 are complied with.

### Conditions of a child's employment

- 66** The condition referred to in section 65 is that the individual must be enrolled in an off-campus education program provided under the *Education Act*.

## Employment Standards Regulation

[Employment Standards Regulation](#) (Alberta Regulation 2018)

### Part 5 Employment of Individuals Under 18 Years of Age

#### Definitions

- 51 In this Part,
- (a) "adolescent" means an individual who is 13 or 14 years old;
- (b) "artistic endeavour" means work in
- (i) recorded entertainment, such as film, radio, video or television, including television and radio commercials,
- (ii) voice recording for video and computer gaming, and
- (iii) live performances, including theatre and musical performances;
- (c) "young person" means an individual who is 15, 16 or 17 years old.

AR 14/97 s51;218/2018



## Permit

51.1 An approval referred to in section 65(2) of the Act must be given by a permit issued by the Director. AR 218/2018 s4

### 12 years old or younger employment

51.2(1) The Director may issue a permit for an individual who is 12 years old or younger only for employment in an artistic endeavour.

(2) Notwithstanding section 65(1) of the Act, the permit may authorize employment during normal school hours.

(3) Notwithstanding section 11, the permit must include a condition that the employer must pay the individual for a minimum number of hours of work determined by the Director at not less than the minimum wage to which the employee is entitled.

AR 218/2018 s4

### Adolescent's employment

52(1) An employer may employ an adolescent without a permit outside of normal school hours if

(a) the adolescent is employed as a

(i) delivery person of small wares for a retail store,

(ii) clerk or messenger in an office,

(ii) clerk in a retail store,

(iv) delivery person for the distribution of newspapers, flyers or handbills, or

(v) worker in an occupation approved by the Director,

(b) the employment is not or is not likely to be injurious to the life, health, education or welfare of the adolescent, and

(c) a parent or guardian of the adolescent gives the prospective employer written consent to the employment.

(2) Section 66 of the Act does not apply to the employment of an adolescent if the employment occurs outside of normal school hours.

(3) No employer may employ an adolescent

(a) for longer than 2 hours outside of normal school hours on a day during which the adolescent is required to attend school, or

(b) for longer than 8 hours on a day during which the adolescent is not required to attend school.

(4) During the period of time from 9:00 p.m. to the following 6:00 a.m., no employer may employ an adolescent and no adolescent may work in any employment.

(5) Where a permit is issued for employment in an artistic endeavour, the permit may authorize

(a) employment for periods that exceed the hours referred to in subsection (3),

(b) employment during the period of time referred to in subsection (4), and

(c) employment during normal school hours, notwithstanding section 65(1) of the Act.

(6) Notwithstanding section 11, the permit referred to in subsection (5) must include a condition that the employer must pay the individual for a minimum number of hours of work determined by the Director at not less than the minimum wage to which the employee is entitled.

- (7) Pursuant to section 98 of the Fair and Family-friendly Workplaces Act, section 97 of that Act does not apply to the Director's approval related to the employment of adolescents in the restaurant and food services industry issued on November 2, 2009.

AR 14/97 s52;218/2018

### **Young persons employment**

- 53(1) During the period of time from 9:00 p.m. to the following 12:01 a.m., no employer may employ a young person and no young person may work in any employment on or in connection with any of the following premises unless the young person works with and is in the continuous presence of at least one other individual 18 years old or older:
- (a) the premises of any retail business selling
    - (i) food or beverages, whether alcoholic or not, or
    - (ii) any other commodities, goods, wares or merchandise;
  - (b) the premises of a retail business in which gasoline, diesel fuel, propane or any other product of petroleum or natural gas is sold;
  - (c) a hotel, motel or other place that provides overnight accommodation to the public.
- (2) During the period of time from 12:01 a.m. to the following 6:00 a.m., no employer may employ a young person and no young person may work, in any employment on or in connection with any of the premises specified in subsection (1).
- (3) With respect to the employment of young persons on premises not specified in subsection (1) during the period of time from 12:01 a.m. to the following 6:00 a.m., no employer may employ a young person and no young person may work in any employment unless
- (a) a parent or guardian of the young person gives the prospective employer written consent to the employment, and
  - (b) during the employment the young person works with and is in the continuous presence of at least one individual 18 years old or older.

### **Conditions on employment**

- 54(1) The Director may impose conditions on the employment of an individual under 18 years old whenever the Director considers it necessary to do so, including imposing conditions with respect to any permit referred to in this Part or an approval referred to in section 52(1)(a)(v).
- (2) The employer or an individual under 18 years old who is subject to conditions imposed under subsection (1) must comply with them.
- (3) The Director may at any time amend or revoke a permit referred to in this Part or an approval referred to in section 52(1)(a)(v).

AR 14/97 s54;218/2018

## **Workers' Compensation Act**

[Workers' Compensation Act](#) (Revised Statutes of Alberta 2000, Chapter W-15)

### **Transportation of injured workers**

- 87(1)** 87(1) Where a worker suffers an accident and is in need of medical aid, the worker's employer shall, if the worker is in need of transportation, furnish at the employer's expense immediate transportation for the worker to a hospital or other treating agency, to a physician or to any other place that is appropriate for the treatment of the worker's condition.

- 153(2)** The Lieutenant Governor in Council may, in respect of persons to whom this Act does not apply, make regulations
- (a) authorizing the [Workers' Compensation] Board to make orders declaring that the Act applies to any class of those persons;
  - (b) designating those classes of persons in respect of whom the [Workers' Compensation] Board may make an order under a regulation made under clause (a)...
- (3)** Where the [Workers' Compensation] Board makes an order under a regulation made under subsection (2)(a) declaring that this Act applies to a class of persons, the persons in that class are, for the purposes of this Act, considered to be workers employed by the Government of Alberta.

## Workers' Compensation Regulation

[Workers' Compensation Regulation](#) (Alberta Regulation, Chapter 325/2002)

### Order declares Act to apply

- 7(1)** The [Workers' Compensation] Board may make orders declaring that the [Workers' Compensation] Act applies to the following classes of persons:
- (e) students registered in a secondary school while they are attending and participating in a work experience program or the practical experience part of a work-related program, including courses in industrial education and home economics, if the program has been designated as such by the secondary school and approved by the [Workers' Compensation] Board.
- (3)** The compensation payable to a person who suffers an accident and to whom the Act is declared to apply under this section must...
- (b) in the case of a person to whom subsection (1)(a)(ii), (b)(ii), (c)(vi) or (e) applies, be based on the usual rate of wages paid at the time of the accident to apprentices in the trade that is most equivalent to the training provided by the work-related rehabilitation program or other program.

## Occupational Health and Safety Act

[Occupational Health and Safety Act](#) (Revised Statutes of Alberta 2017, Chapter O-2)

### Obligations of employers

- 3(1)** Every employer shall ensure, as far as it is reasonably practicable for the employer to do so,
- (a) the health and safety and welfare of
    - (i) workers engaged in the work of that employer,
    - (ii) those workers not engaged in the work of that employer but present at the work site at which that work is being carried out, and
    - (iii) other persons at or in the vicinity of the work site who may be affected by hazards originating from the work site,
  - (b) that the employer's workers are aware of their rights and duties under this Act, the regulations and the OHS code and of any health and safety issues arising from the work being conducted at the work site,

- (c) that none of the employer's workers are subjected to or participate in harassment or violence at the work site,
- (d) that the employer's workers are supervised by a person who
  - (i) is competent, and
  - (ii) is familiar with this Act, the regulations and the OHS code that apply to the work performed at the work site,

### Obligations of workers

- 5** Every worker shall, while engaged in an occupation,
- (a) take reasonable care to protect the health and safety of the worker and of other persons at or in the vicinity of the work site while the worker is working,
  - (b) cooperate with the worker's supervisor or employer or any other person for the purposes of protecting the health and safety of
    - (i) the worker,
    - (ii) other workers engaged in the work of the employer, and
    - (iii) other workers not engaged in the work of that employer but present at the work site at which that work is being carried out.

## Apprenticeship and Industry Training Act

[Apprenticeship and Industry Training Act](#) (Revised Statutes of Alberta 2000, Chapter A-42)

### Definitions

- 1** In this Act,
- (m) "student work training program" means a program
    - (i) under which a student receives work experience and training in a designated trade,
    - (ii) that is offered to the student by or on behalf of
      - (A) a board as defined under the *Education Act*,
        - (A.1) an operator of a school that is a charter school as defined in the *Education Act*,
        - (A.2) an operator of a school that is a private school as defined in the *Education Act*, ...
      - and
    - (iii) that is approved, registered or otherwise recognized by the [Alberta Apprenticeship and Industry Training] Board

### Compulsory certification trades

- 21(3)** A person shall not work in a compulsory certification trade unless that person
- (b) has filed an application under this Act to participate in the apprenticeship program in that trade and that application is subsisting,
  - (c) is an apprentice in the apprenticeship program in that trade,
  - (e) is a student in a student work training program in that trade

### Optional certification trades

- 22(3)** A person shall not work in an optional certification trade unless that person
- (c) has filed an application under this Act to participate in the apprenticeship program in that trade and that application is subsisting,
  - (d) is an apprentice in the apprenticeship program in that trade,
  - (f) is a student in a student work training program in that trade

## Canada Labour Code

[Canada Labour Code](#) (R.S.C., 1985, c. L-2)

### Employees under 17 years of age

- 179.** An employer may employ a person under the age of seventeen years only
- (a) in an occupation specified by the regulations; and
  - (b) subject to the conditions fixed by the regulations for employment in that occupation.

R.S., 1985, c. L-2, s. 179; 1996, c. 32, s. 2. (last amended on June 22, 2017).

**Note:** A student may engage in off-campus education programming in the activities stated within the *Canada Labour Code* providing that the student and the activity meet the requirements of provincial legislation, as cited in this section.

## Canada Labour Standards Regulations

### Employees Under 17 Years of Age

[Canada Labour Standards Regulations](#) [SOR/91-461, s. 9]

- 10 (1)** An employer may employ a person under the age of 17 years in any office or plant, in any transportation, communication, maintenance or repair service, or in any construction work or other employment in a federal work, undertaking or business if
- (a) he is not required, under the law of the province in which he is ordinarily resident, to be in attendance at school; and
  - (b) the work in which he is to be employed
    - (i) is not carried on underground in a mine,
    - (ii) would not cause him to be employed in or enter a place that he is prohibited from entering under the *Explosives Regulations*,
    - (iii) is not work as a nuclear energy worker as defined in the *Nuclear Safety and Control Act*,
    - (iv) is not work under the *Canada Shipping Act* that he is prohibited by reason of age from doing, or
    - (v) is not likely to be injurious to his health or to endanger his safety.

- (2) An employer may not cause or permit an employee under the age of 17 years to work between 11 p.m. on one day and 6 a.m. on the following day.
- SOR/80-687, s. 1;
  - SOR/81-284, s. 1;
  - SOR/86-477, s. 1;
  - SOR/91-461, s. 10;
  - SOR/96-167, s. 1;
  - SOR/99-337, s. 1;
  - SOR/2002-113, s. 2.
- (3) [Repealed, SOR/99-337, s. 1]
- (4) [Repealed, SOR/91-461, s. 10]

# Glossary

**Accredited private school** – a school in Alberta that has been accredited by the Minister under section 28(2) of the *Education Act*. These private schools seek additional recognition beyond basic registration to receive accredited status.

**Career** – a lifestyle concept that involves the sequence of work, learning, and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles.

**Career development** – the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future

**Career plan** – an important component to support student success in off-campus education and that should be part of the selection and orientation process

**Career planning** – a process through which a student can identify attributes, specific occupational fields of interest, and personal priorities to guide their high school programming and transitioning from high school to post-secondary and/or the workplace

**Certificated Teacher** – an educator with the authorization to teach Kindergarten to Grade 12 in Alberta. Being a “certificated teacher” means that the individual has met the standards and requirements necessary to be employed as a teacher and has obtained a valid certificate from the Minister of Education through the Office of the Registrar.

**Employee** – for the purposes of off-campus education, a junior high or senior high school student enrolled in an Alberta school that is participating in an off-campus education program or course at a work site

**Employer** – in the context of off-campus education programming, an employing entity entrusted by the school authority to provide off-campus education placements for students to work at; e.g., school authority or school, a business, a government department, a not-for-profit agency, a community organization, or a post-secondary institution

**Note:** The Government of Alberta (Alberta Education) is considered the employer only for the purposes of Worker’s Compensation coverage.

**Employer’s representative** – the contact person within the employing entity. This individual typically gives or obtains approval for the employer’s involvement in an off-campus education program.

**Junior high school student** – a student in grade 7, 8, or 9

**Learning outcomes** – in the context of off-campus education programming, the knowledge, skills, and attitudes that students should demonstrate at the conclusion of the off-campus education experience

**Learning plan** – a summary of the knowledge, skills, and attitudes, along with related strategies aligned with the list of learning outcomes, clearly stating what the student will be able to demonstrate

**Local supervision** – the certificated teacher (often referred to as an “off-campus teacher”) assigned by the responsible school authority to provide face-to-face support and assistance for each student engaged in off-campus education programming, and to ensure all procedures and processes as defined and delineated in this *Off-campus Education Handbook* are completed

**Off-campus education programming** – all of the off-campus programs and courses listed within the *Off-campus Education Handbook*

**Off-campus teacher** – an Alberta certificated teacher who is assigned by a school authority to supervise, monitor, assess, and evaluate students in any off-campus education program or course. This term replaces the previously used term *off-campus coordinator*.

**Onsite instructor** – an individual responsible for providing instruction to off-campus education students while at the work site. In the case of the Registered Apprenticeship Program (RAP), the onsite instructor is a journey person in the associated trade.

**Note:** Often, the onsite instructor is also the onsite supervisor.

**Onsite supervisor** – the designated person who oversees the student while they are at the work site; the person who has the primary responsibility for the students’ health and safety while they are at the work site

**Note:** Often, the onsite supervisor is also the onsite instructor.

**Qualified employer** – in the context of the Registered Apprenticeship Program (RAP), an employer that has met the requirements to provide training to apprentices as set out in the Apprenticeship and Industry Training Act and regulations

**Required forms** – the forms that Alberta Education requires school authorities to complete for a student to participate in an off-campus education course or program. Required forms include the course learning plan, work agreement, time sheet (at least monthly), student evaluation, program evaluation, and work site inspection.

**Senior high school student** – a student in grade 10, 11, or 12.

**Successfully completed** – The student has received all the required instruction and completed all the required practical activity and is able to pass such examinations and assessments as necessary to demonstrate proficiency at or above the specified standard.

**Work site** – in the context of off-campus education programming, the location where a student is placed for an off-campus learning activity; the physical space where the work takes place, whether at a single location or multiple locations



## Appendix A: Sample Forms

**Samples are intended as a guide and do not replace legal advice to any individual or entity.** School authorities need to consult with their own legal advisors to develop forms that suit their needs.

# SAMPLE – WORK AGREEMENT

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

## BETWEEN

A. Name of Student: \_\_\_\_\_  
(herein called "the student")

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

Postal Code: \_\_\_\_\_ Supervising Teacher: \_\_\_\_\_

B. Name of Employer: \_\_\_\_\_ Telephone: \_\_\_\_\_  
(herein called "the employer")

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

## WHEREAS

1. The school board has approved an Off-campus education program for students in its school pursuant to section 39 of the *Education Act*.
2. The employer and the student have agreed to participate in the said program on the terms and conditions herein set forth.

## WITNESSETH

### EFFECTIVE PERIOD AND HOURS

1. The parties agree the off-campus education employment contemplated in this agreement shall start on \_\_\_\_\_, 20\_\_\_\_, and end on \_\_\_\_\_, 20\_\_\_\_.
2. The student's standard hours of work for this off-campus employment shall be no more than\_\_\_\_ hours per week, distributed as follows:

Day		Maximum Hours*
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

\* Where a student is required to work outside of the recommended maximums, additional health and safety parameters must be outlined on the other side of this work agreement.

3. **Termination**  
Notwithstanding anything herein contained to the contrary, any party written hereto may, with or without cause, summarily terminate by giving written notice of termination to the parties to this agreement.
4. **Supervision**  
During the hours of employment herein set forth, the student shall be under the direct supervision and control of the employer, provided that the employer shall at all times permit the school authority or its representatives access to the employment site and the student.
5. **Evaluation**  
The employer shall, at the request of the school authority or its representatives, evaluate the student in the performance of his or her duties hereunder and report such evaluation on a form from time to time provided to the employer by the school authority.
6. **Full-time Employee Tenure**  
The employer agrees that the employment of the student hereunder shall in no way affect the job security of any other employee of the employer, nor the employer's hiring practices with regard to full-time employees.

**7. Insurance**

Pursuant to the *Workers' Compensation Act* (W-15, R.S.A. 2000), and regulations or orders-in-council made thereunder, the student participating in this program is deemed to be a worker of the Alberta Government for the purpose of workers' compensation.

_____ Employer	_____ Student
_____ Off-campus Teacher	_____ Parent or Guardian of Student

**Additional Health and Safety Parameters for Students Working Beyond Recommended Hours**

(a) The parties acknowledge and agree that the hours set out in subsection (b) are beyond the recommended maximums outlined in the Alberta Education document entitled "Changes in the *Off-campus Education Handbook*" (June 2017). The board and employer represent and warrant that the following additional health and safety parameters are in place to effectively support the student:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**Approval of Student Schedules Outside of Recommended Hours of Work**

Based on sufficient due diligence, the off-campus teacher approves of the student working outside of the recommend hours of work:

Approved     Not Approved

Off-campus Teacher (please print full name): \_\_\_\_\_

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

# SAMPLE – Work Site Inspection Form

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

Address: \_\_\_\_\_ School Year: \_\_\_\_\_

Off-campus Teacher: \_\_\_\_\_ Email: \_\_\_\_\_

Telephone No.: \_\_\_\_\_

1. The work site inspection must occur prior to student placement.
2. A work site—the specific off-campus location at which the student is involved in off-campus learning activities (Work Study Programming, Work Experience, Career Internship, Green Certificate Program, Workplace Readiness/Practicum, RAP)—requires inspection and annual approval by the off-campus teacher. Should an accident or injury occur, the work site requires a subsequent inspection before reapproval (see the *Off-campus Education Handbook* for details).
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.
4. Students and parents/guardians signing the Work Agreement are considered to have signed the Workers’ Compensation Board Deeming Order Application for workers’ compensation coverage.

**Work site**

<p>A. Company Name: _____                  Company Address: _____                  Postal Code: _____                  Company Contact Person: _____                  Telephone: _____ Cell: _____                  Type of Business: _____                  More than one work site involved: Yes <input type="checkbox"/> No <input type="checkbox"/>                  If yes, complete Box B.</p>	<p>B. Work Site Location(s)                  _____                  Supervisor (onsite): _____                  Telephone: _____                  Email: _____                  More than one supervisor involved (please list all):                  _____                  _____                  _____</p>
--	---

Number of students to be placed at work site: \_\_\_\_\_

Does the employer or job have a minimum age requirement for employees at work site? Yes  No

Driver’s license required: Yes  No

**Work Site Approval for Specified Programs**

Work Study Programming       Work Experience       Career Internship   
 Green Certificate Program       Workplace Readiness/Practicum       RAP

Approved       Not Approved  (provide documentation)

Inspecting Off-campus Teacher (please print): \_\_\_\_\_

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

Principal/Assistant Principal (please print): \_\_\_\_\_

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

	All checklist questions must be reviewed prior to approving this work site.	Acceptable	Needs Improvement	Not Applicable																								
1	Who will provide onsite supervision and job-related training for the student? Name/position of supervisor:																											
2	Will job-related health and safety training and orientation be provided to the student? Yes <input type="checkbox"/> No <input type="checkbox"/>																											
3	Is the student expected to wear any personal protective equipment (PPE)? Yes <input type="checkbox"/> (please specify, below) No <input type="checkbox"/> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Employer</th> <th>Student</th> </tr> </thead> <tbody> <tr> <td>Hearing protection</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Eye protection</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Footwear</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Headwear</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Gloves</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Coveralls/uniform</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Other</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Employer	Student	Hearing protection	<input type="checkbox"/>	<input type="checkbox"/>	Eye protection	<input type="checkbox"/>	<input type="checkbox"/>	Footwear	<input type="checkbox"/>	<input type="checkbox"/>	Headwear	<input type="checkbox"/>	<input type="checkbox"/>	Gloves	<input type="checkbox"/>	<input type="checkbox"/>	Coveralls/uniform	<input type="checkbox"/>	<input type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>			
	Employer	Student																										
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Footwear	<input type="checkbox"/>	<input type="checkbox"/>																										
Headwear	<input type="checkbox"/>	<input type="checkbox"/>																										
Gloves	<input type="checkbox"/>	<input type="checkbox"/>																										
Coveralls/uniform	<input type="checkbox"/>	<input type="checkbox"/>																										
Other	<input type="checkbox"/>	<input type="checkbox"/>																										
4	Is the employer familiar with the process for reporting a student injury? (Employer must be informed that the student is an employee of Alberta Education for WCB coverage.) Yes <input type="checkbox"/> No <input type="checkbox"/>																											
5	Are there emergency preparedness procedures in place; e.g., fire, spill? Yes <input type="checkbox"/> No <input type="checkbox"/> Not relevant <input type="checkbox"/>																											
6	Is a trained first aider available to the student at all times while the student is working? Yes <input type="checkbox"/> No <input type="checkbox"/>																											
7	Are fire extinguishers and first-aid kits maintained and readily available? Yes <input type="checkbox"/> No <input type="checkbox"/>																											
8	Are emergency exit/safety signs clearly visible? Yes <input type="checkbox"/> No <input type="checkbox"/>																											
9	Is emergency eyewash equipment (if necessary) maintained and readily available? Yes <input type="checkbox"/> No <input type="checkbox"/> Not relevant <input type="checkbox"/>																											
10	Identify the most critical potential hazards or dangers of this job from the list below: <input type="checkbox"/> Chemical – exposure to solvents, asbestos, dangerous gases (e.g., carbon monoxide) <input type="checkbox"/> Biological – exposure to moulds, parasites, blood, body fluids <input type="checkbox"/> Ergonomic – lifting heavy or awkward materials, repetitive work <input type="checkbox"/> Physical – manual lifting, exposure to noise, radiation, workplace violence, dangerous machinery, confined spaces <input type="checkbox"/> Psychological/Cultural Factors – stress, harassment, crude language, gender considerations (e.g., student is the only male/female at the work site) Have these hazards been identified and controlled by the employer? Yes <input type="checkbox"/> No <input type="checkbox"/>																											
11	How has the student been made aware of these hazards/dangers? Explain the messaging: _____																											
12	Identify the tools, materials, and equipment the student will be expected to use or handle: <input type="checkbox"/> Hand tools <input type="checkbox"/> Heavy equipment <input type="checkbox"/> Power lift equipment <input type="checkbox"/> Vehicle operation <input type="checkbox"/> Power tools <input type="checkbox"/> Other hazardous machinery _____ <input type="checkbox"/> other _____																											
13	Does this work site appear to provide an orderly, well-maintained, safe, and caring work and learning environment? Yes <input type="checkbox"/> No <input type="checkbox"/>																											

## SAMPLE – Course Learning Plan

Student:

Job Title:

Company  
Name:

Address and  
Postal Code:

Supervisor(s):

Telephone No.: \_\_\_\_\_ Fax No.: \_\_\_\_\_

Email: \_\_\_\_\_

### Student Duties and Responsibilities

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

1.

2.

3.

4.

### Student Learning Plan

List the demonstrated workplace skills, attitudes, and understanding that enabled the student to be hired for the job position.

Workplace skills (soft and/or hard skills):

Attitudes:

Understanding:

What job training and/or safety training has the student completed to date?

--

What special training will the student complete in the next \_\_\_ 75 \_\_\_ 125 \_\_\_ 250 hours of work?


What workplace skills, attitudes, and understanding should the student to develop or improve during the next \_\_\_ 75 \_\_\_ 125 \_\_\_ 250 hours of work?

Workplace skills (soft and/or hard skills):   
Attitudes:   
Understanding:   

**Notes:**

1. If the **primary job duties change significantly** during the work experience placement, the off-campus teacher must be informed so that the course learning plan can be updated.
2. To facilitate planning, students should be provided with a one- or two-week work schedule.

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Source: Adapted with permission from materials supplied by Edmonton School District No. 7.

## SAMPLE – MONTHLY TIMESHEET

### Off-Campus Education Program Time Sheet

Student Name: \_\_\_\_\_ Month/Year: \_\_\_\_\_

Employer: \_\_\_\_\_

To be signed by your employer and handed in to your off-campus teacher on the first school day of the following month.

DATE	Time In	Time Out	# Hours Worked	Description of Work Activity
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
<b>Total Hours This Month</b>				
Previous Month's Hours				
Total Hours				

For employer to complete (preferably with a conversation): The student's overall performance this month was ... Excellent  Very Good  Satisfactory  Unsatisfactory

**Employer Supervisor's Signature:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_



## SAMPLE – OFF-CAMPUS PROGRAM EVALUATION

School: \_\_\_\_\_

Off-campus Teacher: \_\_\_\_\_

### INSTRUCTIONS

This checklist consists of statements of provisions, conditions, and characteristics that are found in quality off-campus education programs. Some may not be necessary or applicable to every situation. This evaluation is a guideline to help schools inform and grow their practice. If features or procedures are missing, add them to the appropriate sections.

**The checklist statements should accurately and completely reflect factual information.**

Rate each item, using your best judgement and all available evidence. The suggested shorthand for rating each statement is as follows:

- NA Does Not Apply** The provisions or conditions are: (1) missing and do not apply; (2) are not desirable for the students of the program; or (3) they do not conform to the school's philosophy and programming goals.
- 3 Excellent** The provisions or conditions are extensive and functioning well.
- 2 Satisfactory** The provisions or conditions are moderate and functioning well.
- 1 Unsatisfactory** The provisions or conditions are limited in extent and function poorly, or are entirely missing.

Rating	Statement on Placement
<b>ORGANIZATION OF THE OFF-CAMPUS WORK-INTEGRATED LEARNING EXPERIENCE</b>	
	Standards for the operation of off-campus education developed by the school authority have been accepted by those involved in the operation.
	The off-campus teacher checks to see if practices meet developed and approved standards.
	The off-campus teacher is allowed sufficient time for coordinating activities.
	School and work site schedules are developed to meet the needs of students in the program.
	The latest version of the <i>Off-campus Education Handbook</i> has been reviewed by the school administration and off-campus teacher.
<b>STAFF MEMBERS</b>	
	An Alberta certificated teacher is assigned to manage the off-campus program.
	The off-campus teacher participates in conferences, workshops, in-service programs, professional organizations, and other activities contributing to professional growth.
	The off-campus teacher and the school administration seek to continuously improve each aspect of off-campus education.
<b>SUPPORT OF THE SCHOOL</b>	
	The program is accepted as an integral part of the total school curriculum.
	The school administrators take an active part in the operation and evaluation of off-campus education.
	Teachers and other staff members cooperate with the off-campus teacher in the operation of off-campus education.
	Building space and facilities are sufficient to carry out off-campus education.
	School administrators seek feedback from employer representatives, faculty members, community groups, and students as to the effectiveness of off-campus education.

<b>SELECTION AND GUIDANCE OF STUDENTS</b>	
	Prospective students are given a clear understanding of the purposes and nature of work education before they are enrolled.
	The off-campus teacher maintains the collection of occupational information.
	Minimum age, grade, and other standards have been developed and are met by students before they enroll in off-campus education.
	The off-campus teacher determines the final selection of students who are recommended for off-campus education.
	A cumulative record is kept on each student.
	Periodic individual conferences are held with students concerning their general progress in the school and program.
	Provision is made for parents/guardians to contact the off-campus teacher when needed.
	Provision is made for checking on each student's progress in school.
	A learning plan is developed and maintained for each student.
<b>PLACEMENT OF STUDENTS AT WORK SITES</b>	
	A developed plan outlines the criteria by which work sites are selected.
	The off-campus teacher contacts employers and sets up work sites for all students in the class.
	Students who already have part-time jobs are admitted to off-campus education after the work sites are approved by the off-campus teacher.
	The off-campus teacher ensures that all related legislation is followed.
	A supervisor is appointed by each employer for each student.
	Employer supervisors provide periodic ratings and report on each student's progress at the work site.
	The off-campus teacher assists employer supervisors in evaluating the work site progress of students.
	The off-campus teacher seeks to acquire new work sites.
<b>PROGRAMMING ORGANIZATION AND INSTRUCTION</b>	
	The off-campus teacher observes all students at their work sites.
	The off-campus teacher develops, coordinates, and follows a schedule.
	The off-campus teacher assists with other courses that are related to career development.
	Instruction is provided to students in the context of their career-path choices.
	Adequate records of student progress are maintained and used in developing the learning plan
	The off-campus teacher periodically assesses the classroom instructional component.
	Students participate in the evaluation of their own achievement.
	Community resources are used as equitably as possible.

## SAMPLE – EMPLOYER EVALUATION OF STUDENT

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_

### Note to Employer:

Evaluate this student as you would a novice worker in your employ, adding a comment for each section about why you rated the student as you did to help them develop desirable skills. A description of each of the employability skills is located on the following page of this form. Notably, not all skills are applicable.

Employability Skills	Excellent	Proficient	Adequate	Limited	Not Yet Demonstrated (ND) or Not Applicable (NA)
Verbal communication	The student communicates affectively with an engaging and confident tone.	The student communicates clearly with a well-considered tone.	The student communicates sufficiently with an appropriate tone.	The student's communication is incomplete and/or has an ineffective tone.	
Written communication	The student's writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.	The student's writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.	The student's writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics.	The student's writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.	
Willingness to learn	The student effectively demonstrates learning.	The student demonstrates learning.	The student demonstrates a willingness to learn.	The student does not demonstrate a willingness to learn.	
Self-confidence	The student consistently demonstrates self-confidence.	The student usually demonstrates self-confidence.	The student sometimes demonstrates self-confidence.	The student rarely demonstrates self-confidence.	
Ability to set and obtain goals	The student effectively sets goals and obtains them.	The student sets goals and obtains them.	The student sets goals and sometimes obtains them.	The student rarely sets goals and rarely obtains them.	
Accountability for actions	The student is consistently accountable for their actions.	The student is usually accountable for their actions.	The student is sometimes accountable for their actions.	The student is not accountable for their actions.	
Personal ethics (honesty, etc.)	The student always demonstrates personal ethics.	The student reliably demonstrates personal ethics.	The student usually demonstrates personal ethics.	The student does not demonstrate personal ethics.	
Initiative	The student effectively takes initiative.	The student usually takes initiative.	The student sometimes takes initiative.	The student does not take initiative.	
Ability to think critically	The student effectively demonstrates the ability to think critically.	The student usually demonstrates the ability to think critically.	The student sometimes demonstrates the ability to think critically.	The student does not demonstrate the ability to think critically.	
Effective technology use	The student effectively uses technology.	The student is able to use technology.	The student can use some technology.	The student cannot use technology.	
Creativity	The student is very creative and able to use it to benefit the workplace.	The student is creative and uses it to contribute to the workplace.	The student is sometimes creative and it could be of benefit to the workplace.	The student is not creative.	

Performs tasks safely	The student always performs tasks safely.	The student consistently performs tasks safely.	The student usually performs tasks safely.	The student sometimes performs tasks safely.	
Respectful of diversity	The student always demonstrates attitudes that show respect for diversity.	The student consistently demonstrates attitudes that show respect for diversity.	The student usually demonstrates attitudes that show respect for diversity.	The student does not demonstrate attitudes that show respect for diversity.	
Cooperative (a team player)	The student is able to cooperate effectively with their workplace team.	The student is able to cooperate most of the time with their workplace team.	The student is able to cooperate some of the time with their workplace team.	The student does not cooperate with their workplace team.	

<b>OVERALL RATING</b>	<b>Excellent</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Needs Improvement</b>

Has this report been discussed with the student?

Yes \_\_\_\_\_ No \_\_\_\_\_

Recommendations for improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Supervisor's Signature

## SAMPLE – DESCRIPTION OF EMPLOYABILITY SKILLS

The following is a description of the employability skills appearing on the rubric.

<b>Verbal communication</b>	Understands and speaks the language in which the business is conducted, including proper use of specialized terminology.
<b>Written communication</b>	Writes effectively in the language in which the business is conducted, including proper use of specialized terminology.
<b>Willingness to learn</b>	Shows a positive attitude toward learning and lifelong learning.
<b>Self-confidence</b>	Shows faith in himself or herself to do the job well. Shows an increasing ability to handle constructive criticism.
<b>Ability to set and obtain goals</b>	Demonstrates an ability to set goals and priorities in work and personal life, and shows an ability to manage time and other factors to achieve these goals.
<b>Accountability for actions</b>	Assumes responsibility for actions he or she takes, and deals effectively with the consequences.
<b>Personal ethics</b>	Demonstrates honesty and a morality that is consistent with expected behaviour at the workplace, including confidentiality (if required).
<b>Initiative</b>	Demonstrates an ability to begin new tasks when it is appropriate to do so, and shows energy and persistence to get the job done.
<b>Ability to think critically</b>	Sees issues clearly and truly in order to judge them fairly, and acts logically to evaluate situations, solve problems, and make decisions.
<b>Uses technology effectively</b>	Is able to learn how to use the technology of the business, and makes appropriate decisions while using it.
<b>Creativity</b>	Is able to suggest new or innovative ideas to get the job done when the situation warrants it. Also implies the enterprising entrepreneurial spirit.
<b>Performs tasks safely</b>	Wears appropriate safety gear, and acts responsibly and safely toward self and others.
<b>Respectful of diversity</b>	Recognizes and respects people's diversity and individual differences.
<b>Cooperative (a team player)</b>	Is able to understand and work within the culture of the group and exercise "give and take" to achieve group results.

## SAMPLE – STUDENT SELF-EVALUATION

Student's Name: \_\_\_\_\_ Job Placement: \_\_\_\_\_

### Instructions:

Evaluate your development of employability skills from this work-integrated learning course. A description of each of the employability skills is located on the back of this form. Not all of these skills will be applicable to you in all situations. Be honest with yourself.

Employability Skills	Excellent	Proficient	Adequate	Limited	Not Yet Demonstrated (ND) or Not Applicable (NA)
Verbal communication	I can communicate effectively with an engaging and confident tone.	I can communicate clearly with a well-considered tone.	I can communicate sufficiently with an appropriate tone.	My communication is incomplete and/or has an ineffective tone.	
Written communication	My writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.	My writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.	My writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics.	My writing has faltering control of correct sentence construction, usage, grammar, and mechanics.	
Willingness to learn	I effectively demonstrate learning.	I demonstrate learning.	I demonstrate a willingness to learn.	I do not demonstrate a willingness to learn.	
Self-confidence	I consistently demonstrate self-confidence.	I usually demonstrate self-confidence.	I sometimes demonstrate self-confidence.	I rarely demonstrate self-confidence.	
Ability to set and obtain goals	I effectively set goals and obtain them.	I set goals and obtain them.	I set goals and sometimes obtain them.	I rarely set goals and rarely obtain them.	
Accountability for actions	I am consistently accountable for my actions.	I am usually accountable for my actions.	I am sometimes accountable for my actions.	I am not accountable for my actions.	
Personal ethics (honesty, etc.)	I always demonstrate personal ethics.	I reliably demonstrate personal ethics.	I usually demonstrate personal ethics.	I do not demonstrate personal ethics.	
Initiative	I effectively take initiative.	I usually take initiative.	I sometimes take initiative.	I do not take initiative.	
Ability to think critically	I effectively demonstrate the ability to think critically.	I usually demonstrate the ability to think critically.	I sometimes demonstrate the ability to think critically.	I do not demonstrate the ability to think critically.	
Effective technology use	I effectively use technology.	I am able to use technology.	I can use some technology.	I cannot use technology.	
Creativity	I am very creative and able to use it to benefit the workplace.	I am creative and use it to contribute to the workplace.	I am sometimes creative and it could be of benefit to the workplace.	I am not creative in the workplace.	
Performs tasks safely	I always perform tasks safely.	I consistently perform tasks safely.	I usually perform tasks safely.	I sometimes perform tasks safely.	
Respectful of diversity	I always demonstrate attitudes that show a respect for diversity.	I consistently demonstrate attitudes that show a respect for diversity.	I usually demonstrate attitudes that show a respect for diversity.	I do not demonstrate attitudes that show a respect for diversity.	
Cooperative (a team player)	I am able to cooperate effectively with my workplace team.	I am able to cooperate most of the time with my workplace team.	I am able to cooperate some of the time with my workplace team.	I do not cooperate with my workplace team.	

OVERALL RATING	Excellent	Proficient	Adequate	Needs Improvement

One area where I made improvement in my placement can be shown by: \_\_\_\_\_

---



---

One area where I think I could make further improvement in future jobs: \_\_\_\_\_

---



---

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Supervisor's Signature

## SAMPLE – DESCRIPTION OF EMPLOYABILITY SKILLS

The following is a description of the employability skills appearing on the rubric.

<b>Verbal communication</b>	Understands and speaks the language in which the business is conducted, including proper use of specialized terminology.
<b>Written communication</b>	Writes effectively in the language in which the business is conducted, including proper use of specialized terminology.
<b>Willingness to learn</b>	Shows a positive attitude toward learning and lifelong learning.
<b>Self-confidence</b>	Shows faith in himself or herself to do the job well. Shows an increasing ability to handle constructive criticism.
<b>Ability to set and obtain goals</b>	Demonstrates an ability to set goals and priorities in work and personal life, and shows an ability to manage time and other factors to achieve these goals.
<b>Accountability for actions</b>	Assumes responsibility for actions he or she takes, and deals effectively with the consequences.
<b>Personal ethics</b>	Demonstrates honesty and a morality that is consistent with expected behaviour at the workplace, including confidentiality (if required).
<b>Initiative</b>	Demonstrates an ability to begin new tasks when it is appropriate to do so, and shows energy and persistence to get the job done.
<b>Ability to think critically</b>	Sees issues clearly and truly in order to judge them fairly, and acts logically to evaluate situations, solve problems, and make decisions.
<b>Uses technology effectively</b>	Is able to learn how to use the technology of the business, and makes appropriate decisions while using it.
<b>Creativity</b>	Is able to suggest new or innovative ideas to get the job done when the situation warrants it. Also implies the enterprising entrepreneurial spirit.
<b>Performs tasks safely</b>	Wears appropriate safety gear, and acts responsibly and safely toward self and others.
<b>Respectful of diversity</b>	Recognizes and respects people’s diversity and individual differences.
<b>Cooperative (a team player)</b>	Is able to understand and work within the culture of the group and exercise “give and take” to achieve group results.



## SAMPLE – STUDENT EVALUATION BY OFF-CAMPUS TEACHER

**\*Please note that the following is only an example and should be adjusted to match the context of the school and students.**

Student report marks will be determined as follows.

Tasks	Excellent (91%–100%)	Proficient (71%–90%)	Adequate 51%–70%	Limited (50% or less)	Mark %	Recommended Weighting
PRE-EMPLOYMENT/ INTEGRATION SESSIONS	The student effectively completed parts of the pre-employment training and the integration sessions.	The student completed the pre-employment training and the integration sessions.	The student completed most of the pre-employment training and the integration sessions.	The student completed a few sessions of the pre-employment training and the integration sessions.		20%
RESUMÉ	Resumé is relevant. Both content and format provide a strong, professional presentation. There is easy to access key details.	Resumé is clear. Both content and format provide good presentation. There is easy to access key details.	Resumé is suitable. Both content and format provide an understandable presentation.	Resumé is incomplete. Content and format are insufficient or unclear.		5%
EMPLOYER EVALUATION (Use the rating on the employer evaluation form.)	Excellent	Proficient	Adequate	Limited		50%
STUDENT SELF- EVALUATION (Use the rating on the student self-evaluation form.)	Excellent	Proficient	Adequate	Limited		10%
TIME SHEET COMPLETION	The student fully completed time sheets in a timely manner.	The student fully completed time sheets in a timely manner with a few errors.	The student required prompting to complete time sheets in a timely manner.	The student did not complete time sheets in a timely manner or had major errors.		5%
FILE DOCUMENTATION	The student effectively completed all documentation.	The student completed all documentation.	The student completed most of the documentation.	The student completed very little of the documentation.		10%

# Appendix B: Tip Sheets

## Tip Sheet for Integration Sessions to Support Off-campus Learning

To support students enrolled in a Work Experience 15–25–35 course or a Career Internship 10 course, integration sessions may be used to introduce and/or reinforce the learner outcomes identified as part of the student’s learning plan.

- Integration sessions can help to integrate the in-school curriculum (theory) with the out-of-school curriculum (practice).
- Integration activities provide students with a common ground to link the realities of their work experiences with classroom instruction. It is recommended that off-campus teachers routinely bring students back into the classroom for an integration session once every two to three weeks during the course of their placements.

### Integration sessions

- help to reinforce the skills and techniques students are learning in the workplace
- allow students to share their experiences with one another and reflect on what they have learned
- allow students to explore related career information
- allow students to interact with their teachers and their peers
- allow students to critically examine the workplace and have a forum for discussion of problems
- allow students to use group problem-solving techniques, and thus develop team-building and leadership skills
- give the teacher feedback from students and allow the teacher to establish and maintain rapport with the students

### Approaches to Integrated Learning

The following are examples of various integration session approaches.

- **Reflective Learning** – In order for students to have a chance to reflect upon their off-campus education experience, they need to be guided through regular sessions of disciplined discussion. This process is often referred to as “reflective learning.” When students share their work experiences with their peers, they learn about experiences they have in common and about solving problems for themselves and others. In reflective learning sessions, students become more introspective and the teacher uses this process to facilitate student learning and personal growth.
- **Journal Writing** – Journals usually consist of creative writing by students to record their feelings and reactions to events that occur at the work site. There is a variety of journal formats, including responses to issue-oriented questions or statements, diaries, fictional stories, illustrations, or clippings.
- **Daily Logs** – Student activity logs can keep track of attendance, punctuality, actual hours worked, and tasks completed. Students are responsible for keeping these logs up to date and accurate. By the end of the placement, the logs should provide an accurate summary of the tasks performed at the work site for evaluation purposes. If the daily log is designed so there is space for students to write about what has occurred at the work site, the teacher will be able to use this information immediately as a source for integration discussions. In addition, as students write their logs, they spend time thinking about and reflecting on what they are learning at the work site.

- **Observation Reports** – Some off-campus teachers periodically ask their students to make an observation at the work site on a pre-determined topic. For example, all students might be asked to observe the line of authority at their work site. Students would then share their observations in class, providing a common basis for group discussion.
- **Call-back Session Exercise** – Helping students understand an employer’s expectations for job maintenance and advancement is an important activity in an integration session.
- **Portfolios** – A portfolio is a collection of samples of a student’s work that might include a notebook or journal pages, diagrams, written recordings of activities, or larger pieces of work, such as projects. The off-campus teacher should assist students in choosing what to include in a portfolio to best represents the students’ skills and abilities. Students should make the choice as to what should be included in their portfolio. Among other benefits, a portfolio
  - is cumulative, assembled, and may be revised over time
  - focuses on what a student can do, rather than on what cannot be done
  - can include a wide range of items
  - can result in tangible products that can be useful to students after graduation

The use of portfolios as an assessment strategy is gaining favour in many in-school and off-campus education programs. Every student can benefit from having a portfolio. In off-campus education programs, a student portfolio might include

- an application
- a resumé
- a cover letter
- letters of recommendation
- samples of work and a written summary for each; e.g., digital, print, charts
- a career research project
- employer evaluations from off-campus placements

An off-campus teacher can introduce the process of developing a portfolio in pre-placement classes and as part of integration sessions. Portfolios should be managed by the student, and the organization and contents of the portfolio should be directed by the student’s career goals. For example, one student may organize the portfolio based on a desire for a specific occupation, while another student may organize it around the expectations for entrance into a post-secondary institution. Whatever method is used, the mission of all portfolios is to help students organize evidence of their accomplishments.

Many business and industry sector councils, professional associations, and other groups of employers have produced reports outlining the skills necessary for an employee to be successful on the job. A student portfolio is one way for students to respond to these lists of “employability skills.” By documenting their skills, or by demonstrating a plan that will lead to the development of these skills, students will be able to show that they have what it takes to be successful in the workplace.

# Tip Sheet for Evaluating a New Work Site

The off-campus teacher should, in partnership with employers, provide students with an excellent learning experience in a safe and caring learning environment. Considering the following questions can assist the off-campus teacher in evaluating a new work site to ensure the health and safety of students. These questions could be asked as part of the initial site visit and during the site inspection/approval.

## 1. The student must be under the direct supervision of a competent worker. This means that

- the student must be under the personal and continuous visual supervision of a competent worker
- the supervisor and the student must be able to readily and clearly communicate with one another throughout the duration of the work
- the supervisor must be a minimum of 18 years old

A competent worker is someone who

- is adequately qualified
- is suitably trained
- has sufficient experience to safely perform the work without supervision or with a minimal degree of supervision

## 2. Will the student be working alone?

The work site cannot be approved if the student is not supervised or is working alone in constant isolation.

## 3. Will job-related health and safety training and orientation be provided to the student?

The company should provide a general orientation of the work site before the student starts work. This would include items such as

- the student's responsibilities for health and safety
- the dress code and personal protective equipment requirements
- the work schedule, hours, and company policies
- safety rules and procedures
- Workplace Hazardous Materials Information System (WHMIS) training
- emergency response procedures; e.g., fire exits and location of fire extinguishers, emergency eyewash, and first-aid services and supplies
- the procedure to report injuries or unsafe conditions
- care of equipment
- cleaning of the work area

## 4. Will the student be involved in "hazardous work"?

Employees under 18 years old have specific rules under Alberta's laws. For example, engaging in work deemed to be hazardous is restricted or limited by Alberta's youth employment laws.

Off-campus teacher MUST be aware of [Employment Standards Code/Regulations](#) and [Occupational Health and Safety](#) as outlined by Alberta Labour and Immigration.

- There are restrictions on the employment of persons under 18 years of age.
- Regardless of age, all employees under 18 years of age are entitled to the minimum standards of employment, such as general holidays, vacations, minimum wage, and termination notice or pay.
- Some exceptions apply, such as to students in an approved training course or Work Experience program who may be exempt from the requirement to pay minimum wage.
- Hazardous work is defined in reference to Occupational Health and Safety (OHS) legislation.
- Employees aged 15–17 may be employed in any type of work.

- Hazardous work is permitted for those between 15 and 17 years of age only under the following conditions:
  - the health, safety, and well-being of the individual are protected
  - the individual is supervised by a responsible adult while the work is being performed and adequately trained in advance
- As with all workers in Alberta, employers of young people need to perform [hazard assessments](#) and control workplace hazards.

## 5. Is the student required to wear any personal protective equipment?

Confirm with the employer what personal protective equipment (PPE)

- is required at the workplace
- the employer will provide
- the student is expected to provide as a condition of employment

While onsite, validate the use of PPE through observation.

All PPE should meet regulatory standards listed in the Occupational Health and Safety Act, Regulation and Code; e.g., safety footwear, hearing protection, gloves, and protective eyewear must be approved by the Canadian Standards Association (CSA) (a green triangle indicates CSA approval). Respirators must be approved by the National Institute for Occupational Safety and Health (NIOSH).

Employers may provide most required PPE. However, some items, such as footwear, may have to be purchased by the student.

## 6. Is the employer familiar with the process for reporting a student injury?

For the purposes of WCB, students engaged in approved off-campus education activities are regarded as employees of Alberta Education. Student injuries are covered under Alberta Education's Workers' Compensation Board (WCB) account. The off-campus teacher must also follow the school authority's policy/practice in the event of an injury.

General Procedure

- The injured student informs the employer.
- First aid or medical attention is provided as required and documented in the first-aid record at the work site.
- The student reports the injury to the school off-campus teacher as soon as possible.
- With the assistance of the student and the employer, the off-campus teacher completes two WCB forms: [Worker Report of Injury or Occupational Disease](#) and the [Employer Report of Injury](#).
- Work with the work site supervisor to ensure that the incident is investigated and that corrective action is implemented to prevent further incidents.

More information is available at [Employer Fact Sheet: My worker is injured...what do I do?](#)

**7. Are there emergency preparedness procedures in place; e.g., fire, chemical spills, biological spills, radioactive material spills, or fuel and oil spills?**

- How are the procedures communicated?
- Are the procedures documented?
- Do the procedures in place put the safety of the student first? For example, what is the student instructed to do in case of fire? Is the student expected to evacuate the building? Is the student expected to use the fire extinguisher to fight the fire? (least desirable)
- What are the expectations of the student in the event of an emergency?
- What is the student to do if there is an incident of workplace violence?
- In the event of a robbery, what should the student do?

**8. Is a trained first aider available to the student at all times while the student is working?**

Employers are required to have proof of employees certified in first aid. If uncertain, ask the employer to produce copies of valid certification.

**9. Are fire extinguishers and first-aid kits maintained and readily available?**

If they are not readily observed, ask for the location of emergency equipment.

**10. Are emergency exit/safety signs clearly visible?**

Emergency exit and safety-related signs should be posted and clearly visible.

**11. Is emergency eyewash equipment (if necessary) maintained and readily available?**

If chemical hazards are present, eyewash equipment must be readily available.

**Note:** True eyewash stations are plumbed units on a water line that can provide enough water for continuous irrigation of the exposed eye for 15 minutes. It is strongly recommended that at least one eyewash station be installed in the central first-aid area. Portable eyewash bottles should be available in areas where corrosive chemicals are used; e.g., science, CTS, custodial work areas. Portable eyewash bottles can be used in satellite areas to help transport an injured person to a proper eyewash station.

**12. What are the most critical potential hazards of this work site?**

Understanding the potential hazards of the work allows the off-campus teacher to better assess if these hazards are being adequately controlled. Existing and potential workplace hazards are generally grouped under the following categories:

- Chemical – exposure to solvents, asbestos, dangerous gases (e.g., carbon monoxide)
- Biological – exposure to moulds, parasites, blood, and body fluids
- Ergonomic – lifting heavy or awkward materials, repetitive work
- Physical – manual lifting; exposure to noise, radiation, workplace violence, dangerous machinery, confined spaces
- Psychological/cultural factors – stress, harassment, crude language, gender considerations (e.g., student is the only male/female at the work site)

Consider the following:

- Have the work hazards been controlled and is there an effective communication system in place in the event of an emergency?
- Does the work involve handling cash?
- Will there be training in emergency procedures; e.g., fire, robbery?
- Does the work involve dealing with difficult people?
- Do the working conditions present a potential problem to students with health issues or special needs?
- Will the student be operating equipment and/or driving machinery/vehicles?
- If driving is required, does the student have a driver's license?

### **13. How are possible hazards being controlled by the employer?**

Asking this question provides a better understanding of the work demands and potential work site risks to the student and whether special training, protective equipment, or supervision will be required.

What is the process for letting employees know about the hazards? For example,

- new worker orientation
- safety meetings
- signage
- word of mouth (least desirable)

### **14. How are students made aware of possible hazards/dangers?**

Employers have a responsibility to inform workers about on-the-job hazards and the control measures in place to protect all workers. Refer to the OHS Code Explanation Guide for more information.

### **15. Should the work site be approved?**

The off-campus teacher should feel comfortable that the answers to the previous questions are satisfactory.

- The employer should seem knowledgeable, have a positive attitude, and agree to answer any questions or complete any checklists with the students.
- The work site should provide good lighting and proper exhaust ventilation if there is exposure to excessive dust, fumes, and offensive odours.
- The work site should be orderly.
- Exits and entrances must be accessible and free of debris and other materials at all times.

Ask the following:

- Will the employer/supervisor provide a safe and caring learning environment?
- Is the employer willing and capable of meeting the expectations of the placement?

If in doubt, do not approve the site, or request a second opinion from your school authority's occupational health and safety representative.

# Tip Sheet for Identifying and Recruiting Employers

## Recruiting an Employer

Before attempting to recruit a prospective employer, it is advisable to research the business, its services, and/or its products. It is not recommended to drop in on a prospective employer without prior knowledge or planning.

Once a potential employer is identified, make an appointment to visit the employer in person. A well-planned and organized recruitment visit is essential in order to provide the employer with information about the program, to obtain information on the suitability of the work site, and to gain commitment from the employer.

## First Visit to an Identified Employer

Once an employer is identified, prepare a program package for the interview and present it to the employer's representative. A package could include a

- description of the program
- list of the student's responsibilities
- list of the supervisor's responsibilities
- list of the off-campus teacher's responsibilities
- copy of the work agreement or contract
- sample learning plan or proposed list of learner expectations
- sample time log
- sample employer evaluation form

In order to give the employer a complete picture of the off-campus education program, share information about

- the purpose, history, and philosophy of the program
- the benefits to the student and the employer
- the student selection process relating to the program
- the pre-placement orientation
- the work site supervisor's role in the educational experience and evaluation of the student
- the off-campus teacher's role in supporting the student and the supervisor
- the frequency of, and need for, monitoring visits
- the student (relevant background information)
- the procedure for the employer interview of the student

Consider the following as well:

- Be prepared to respond to questions asked by the employer's representative.
- If possible, tour the facility and meet the employee who will supervise the student.
- It is important for the off-campus teacher to maintain open discussion with the prospective employer about responsibilities and time commitments.
- At an appropriate time, ask the employer's representative for a commitment to the program.

The first visit will influence the off-campus teacher's decision to accept or reject an employer.

- If an employer or a supervisor does not appear to understand or accept the role as defined in the program, and/or the work site does not meet expectations of being a safe and caring learning environment, it is best to locate a more suitable employer.



## Tip Sheet for Registered Apprenticeship Program

Apprenticeship-designated trades are a special category of occupations. Apprenticeship and Industry Training, Alberta Advanced Education, sets the training and certification standards for those individuals who wish to become journeypersons in designated trades. Apprenticeship is a well-organized training system that combines technical training (formal instruction in a designated post-secondary school) and on-the-job training at a place of employment. An up-to-date list of Alberta's designated trades can be found online at <https://tradesecrets.alberta.ca/trades-occupations/trades-occupations-list/>.

- The Registered Apprenticeship Program (RAP) is an apprenticeship program for senior high school students 15 years of age or older. RAP students are both full-time students and registered apprentices, and must be actively working toward the completion of senior high school. RAP students take courses such as English language arts, French language arts, Français, social studies, science, mathematics and other complementary courses to meet the requirements for either an Alberta High School Diploma or a Certificate of High School Achievement.
- The amount of time a RAP student spends at school and on the work site can be quite flexible, allowing the student to divide his or her time between an approved work site and senior high school. The student, school and employer jointly agree to a suitable schedule. The student might work as a RAP apprentice for half of each school day, for one or two days per week, holidays and weekends, during summers, or for an entire semester. However, the hours a student works should follow the [Hours of Work Procedures](#) in the Off-campus handbook.
- As a worker, the RAP apprentice is expected to take on the same responsibilities as a regular apprentice and be just as productive. The RAP apprentice is punctual, completes tasks as assigned, and observes all safety regulations and other rules of the employer. As a student, the RAP apprentice attends classes, completes school assignments, and maintains passing grades.
- Alberta Advanced Education, Apprenticeship and Industry Training (AIT), sets the training and certification standards for individuals who wish to become journeypersons in a designated trade as outlined in the [Apprenticeship and Industry Training Act](#).
- Technical training schedules are established by Apprenticeship and Industry Training. Technical training is normally required after the student completes each year of apprenticeship. The RAP apprentice's technical training is delayed until after he or she has completed senior high school and has also completed the required number of hours of work site learning.
- If a student completes all of his or her required senior high school courses and wishes to enroll in the technical training component early, the student should consult with the in-school off-campus teacher and Apprenticeship and Industry Training to make the necessary arrangements.
- A RAP student may also enroll in CTS courses related to his or her chosen trade area. By completing specific 1-credit courses, he or she may meet the requirements of a CTS-to-apprenticeship articulation agreement and further accelerate his or her progress through apprenticeship.
- A RAP student is expected to continue his or her apprenticeship after graduating from senior high school.

**Note:** In some trades, and for some employers, a student may also be required to purchase his or her own tools.

## The RAP Process

The following pages list the RAP procedures and processes. In addition, participants in RAP must also adhere to the procedures and processes defined and delineated elsewhere in this *Off-campus Education Handbook*.

**Note:** Although there may be some minor variation in the sequence, all of the steps are necessary in the process of a student enrolling in and completing a series of courses in RAP.

### 1. Pass Motion

The school authority must pass a motion that specifically includes RAP as a part of their off-campus education program.

### 2. Explore Careers, Trades, and Pathways

The student must specifically state an interest in the trades and demonstrate readiness to enter a trade before being considered for enrollment in RAP. Student readiness must include an understanding of the demands of the workplace and a positive attitude toward work.

The school must ensure that

- the student has up-to-date information about RAP and apprenticeship (see Apprenticeship and Industry Training Web site at <http://www.tradesecrets.alberta.ca> or contact any Apprenticeship and Industry Training office)
- parents/guardians and the student understand the goals and purposes of RAP
- parents/guardians and the student understand the rules and procedures related to RAP and how senior high school credits are awarded upon successful completion of RAP courses. The student can investigate occupations and pathways related to the trades by
  - consulting with a parent/guardian, teacher, or counsellor about the advantages and disadvantages of a trade career and about how well he or she is suited to working in a specific trade
  - working a part-time job
  - researching online or through unions, sector councils, and other organizations

The student may enroll in one or more CTS courses to gain information about trades and related pathways and to gain information about potential employers.

A student who is uncertain about entering RAP should consider enrolling in Career Internship 10 or Work Experience course to explore one or more of the trades. Such courses often give both employer and student the time they need to determine whether or not a formal apprenticeship agreement is advisable.

### 3. Identify Employer

The student is responsible for finding an employer who is willing to accept him or her as an apprentice. The student may be assisted by

- the school
- the off-campus teacher
- other organizations; e.g., Careers: The Next Generation, Southern Regional Consortium

#### 4. Inspect and Approve Work Site

The school authority must ensure all RAP work sites are inspected and approved prior to the placement of students.

Most frequently, it is the off-campus teacher who conducts the inspection. The off-campus teacher shall ensure the site is appropriate as an educational environment and meets Occupational Health and Safety (OHS) requirements for the safety of the student before submitting the appropriate documentation for approval.

#### 5. Apply to Apprenticeship and Industry Training (AIT)

When an employer has been identified, the student has made a commitment to learning a specific trade, and the student has received approval from the school to enroll in RAP courses, the student needs to complete the AIT apprenticeship application by following the steps below:

- a. Ensure your employer has given you the email address of the individual who has the authority to agree to enter into an apprenticeship contract. [Link](https://tradesecrets.alberta.ca/mytradesecrets/access-employer-services/) to information for the employer (<https://tradesecrets.alberta.ca/mytradesecrets/access-employer-services/>).
- b. Access the [step by step guide for completing the online apprenticeship application](https://tradesecrets.alberta.ca/SOURCES/PDFS/Forms/paperless_app_instructions.pdf) ([https://tradesecrets.alberta.ca/SOURCES/PDFS/Forms/paperless\\_app\\_instructions.pdf](https://tradesecrets.alberta.ca/SOURCES/PDFS/Forms/paperless_app_instructions.pdf)).
- c. Access AIT's [tradesecrets.alberta.ca](https://tradesecrets.alberta.ca) website to access the online apprenticeship application.
- d. Specific things to note in regards to the RAP apprenticeship applicant:
  - i. You will need to create an account on MyAlberta Digital ID page. Log in with your MyAlberta Digital ID or, if you do not already have an account, create your Basic Account. This is required to access Mytradesecrets in the future. Need help? Email [myalbertadigitalid@gov.ab.ca](mailto:myalbertadigitalid@gov.ab.ca) or call 1-844-643-2789.
  - ii. In the apprenticeship application, **you must select that you are currently attending high school** for you to be registered into the RAP program.
  - iii. The application fee is waived for RAP apprentices.

AIT will process the application and register the student as a RAP apprentice. The student receives their AIT Record Book (Blue Book) from AIT. The student informs the school they are a RAP apprentice once the AIT Record Book (Blue Book) is received; the school may require a copy of the record book or a copy of the student's apprenticeship card. The AIT information phone number is 1-800-248-4823.

#### 6. Enroll in RAP Courses

The off-campus teacher is responsible for ensuring the student is properly registered as an apprentice and has completed all prerequisite courses and requirements before enrolling the student in RAP courses or placing the student at a work site.

Reminder: As with other off-campus education courses, the student must successfully complete the Workplace Safety Systems (HCS3000) course prior to being enrolled in any RAP courses.

The school may require a recommendation from school staff and others prior to enrolling a student in RAP courses. The parent/guardian must give informed consent for the student to participate in RAP.

The school enrolls the student in one or more trade-specific RAP courses. There are eight 5-credit RAP courses available in each of the designated trades. Each RAP course involves 125 hours of on-the-job learning and is worth 5 credits. Each course has its own course code that is used to record course credits on the student's senior high school transcript. RAP courses within each trade designation must be taken sequentially (15, 25a, 25b, 25c, 35a, 35b, 35c, 35d), as indicated in [Guide to Education: ECS to Grade 12](#), Appendix 2.

The specific RAP courses that are available in each school will depend on the willingness of local employers to employ apprentices.

A RAP student can earn up to 40 credits toward senior high school diploma requirements when they have achieved 1000 hours of work experience in their RAP program. The following rules apply to the granting of credits for RAP courses.

- Hours spent in Work Experience 15–25–35 courses in a trade-related workplace do NOT count as hours toward credit in a RAP course.
- An employer and/or Apprenticeship and Industry Training may count the hours completed in trade-related Work Experience courses toward apprenticeship requirements.
- A student may not earn credits in RAP courses retroactively.
- There is NO provision for waived prerequisites (advanced standing) in a sequence of RAP courses.
- A student may be enrolled in both RAP courses and related CTS courses in the same school year.

The school must maintain enough flexibility in the school timetable to allow students to participate in their RAP placements.

The student must apply himself or herself to the best of his or her ability throughout the placement. It must be emphasized that the success of the RAP student is largely determined by the student's motivation and the effort he or she applies to the work.

## 7. Develop Learning Plan

The school authority must ensure that a learning plan is developed and that the student is properly prepared for the area in which he or she will be working.

The off-campus teacher, in consultation with the student's employer, develops a learning plan for each student that identifies what that student is expected to know and be able to do for successful completion of each RAP course.

The student's RAP learning plan must indicate that each RAP course involves new learning requiring 125 hours of instruction.

The off-campus teacher should encourage the student to obtain additional appropriate workplace health and safety training courses concurrent with enrolling in RAP courses.

## 8. Supervision, Assistance, and Assessment

The school authority must ensure the student is monitored regularly for attendance and performance. The teacher has primary responsibility for student assessment.

The off-campus teacher is responsible for monitoring and supervising the student's learning and assessing the student's progress and performance. The off-campus teacher, in consultation with the onsite supervisor and based on personal observations, shall **assess the student's** performance and report on the student's **progress**.

**Note:** Whenever possible, the off-campus teacher should arrange to visit the work site with the field consultant from Apprenticeship and Industry Training who has been assigned monitoring responsibilities.

While student performance at the work site is to be evaluated by the off-campus teacher, in conjunction with the onsite supervisor, it should be understood that the off-campus teacher is responsible for each student's final mark.

The off-campus teacher shall also conduct an evaluation of the placement and program as required.

The employer shall

- provide constant onsite supervision related to the RAP apprentice's safety and well-being
- provide the RAP apprentice with trade-specific, on-the-job training
- maintain the RAP apprentice's record book
- encourage the RAP apprentice to stay in school and graduate before entering the work force
- maintain contact with the off-campus teacher to develop regular performance reports
- assist with the assessment of the RAP apprentice
- give the RAP apprentice fair and equitable compensation

### **More Trades Information**

Comprehensive information about the trades in Alberta can be found at <https://tradesecrets.alberta.ca/>.

Apprenticeship and Industry Training, Alberta Advanced Education and Technology  
Client Services Toll-free: 1-800-248-4823

## Tip Sheet for Green Certificate Program

The **Green Certificate Program** (GCP) was initiated by Alberta Agriculture and Forestry (then Alberta Agriculture and Rural Development) in 1975. The programs of study were approved for use in Alberta senior high schools in September 2000.

By completing a series of three courses to the specified standard in an agricultural production specialization, a student could earn a Level I (Technician) Green Certificate issued by Alberta Agriculture and Forestry that is recognized by agribusiness in Alberta. The student could also earn 16 credits toward either an Alberta High School Diploma or a Certificate of High School Achievement.

The apprenticeship-style delivery ensures that a participant learns through actively performing the skills required. The student (trainee) learns on the job, under the direction of experienced farm personnel (trainers) and under the supervision and administration of Alberta Agriculture and Forestry and Alberta Education.

The program has, as of 2018, grown to include 11 specializations.

The program of study for the [Green Certificate Program](#) may be accessed through the Alberta Education website.

### Definitions specific to the GCP

#### Student/Trainee

The student, as trainee in the Green Certificate Program, is required to attend orientation and special training sessions, develop and practise specific skills under the supervision of trainers, engage in independent study, seek out experts in the local area, and attend scheduled testing sessions in order to meet the industry standards for the specialization.

#### Trainers

**Primary trainers** – Green Certificate trainers may be the student's parents/guardians, relatives, or employers that operate a farming operation within the student's area of specialization. They act as the student's mentor throughout the training process and provide instruction, guidance, and an operating facility in which to perform the working skills required for competence and daily skills assessment.

**Secondary trainers** – This type of mentor is used from time to time when the primary trainer does not have the expertise in a specific skill area to the level of competence required by the training manual; e.g., agronomist, feed representative, veterinarian, another producer, or other qualified resource person. Students are encouraged to seek out these experts within their communities.

#### Testers

Green Certificate testers are highly skilled, experienced members of the agriculture industry (often currently agriculture producers and/or agriculture professionals). They are selected by their local Green Certificate regional coordinators and attend certification training development workshops. The testers are an integral part of the Green Certificate training program. As students progress and complete the three distinct training periods, they are assessed by a certified tester at regional certification testing events to determine his or her level of competence in all skills of a training period.

## **School Coordinator**

The school coordinator, who must be a certificated teacher (usually an off-campus teacher) is the student's link to the school, Alberta Education, and Alberta Agriculture and Forestry. Supervision by the off-campus teacher, with assistance from trainers and testers, provides the basis for assigning a graded mark in a competency-based model. The off-campus teacher then submits the course completion and grade to Alberta Education so the student can receive credits toward the Alberta High School Diploma or Certificate of High School Achievement.

## **Green Certificate Regional Coordinators**

The Green Certificate Program is divided into five regions working in conjunction with Alberta's agriculture colleges—Lakeland College (northeast and northwest regions), Grand Prairie Regional College (north/Peace region), Olds College (central region), Lethbridge College (south region). This team of dedicated staff is responsible for facilitating the delivery of the Green Certificate Program, including interaction with the schools and training facilities within their regions. The Green Certificate regional coordinators are listed on the [Green Certificate Regional Coordinators](#) web page.

## **Alberta Agriculture and Forestry**

The Green Certificate Program is managed by Alberta Agriculture and Forestry. This team administers, coordinates, and develops the program in response to industry and ministerial objectives.

## **Alberta Education**

Alberta Education provides input to Alberta Agriculture and Forestry during the development of the curriculum for the Green Certificate Program. Alberta Education is also responsible for developing and approving programs of study for use in Alberta schools as the mechanism by which credits can be awarded to students. The program is supervised and administered similarly to Work Experience or the Registered Apprenticeship Program.

The Green Certificate Program consists of eleven specializations.

- Beekeeping Technician
- Cow-Calf Beef Technician
- Dairy Technician
- Equine Technician
- Feedlot Technician
- Field Crop Technician
- Greenhouse Technician
- Irrigated Crop Technician
- Poultry Technician
- Sheep Technician
- Swine Technician

Alberta Agriculture and Forestry is always considering the addition of new specializations.

Green Certificate Program Agriculture and Forestry website at <http://www.agriculture.alberta.ca/greencertificate>

## Green Certificate Training Process





