

Off-campus Education Handbook

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This resource is available on the Alberta
Education Web site at
[http://education.alberta.ca/teachers/program/
off-campus.aspx](http://education.alberta.ca/teachers/program/off-campus.aspx).

The primary audience for this resource is:

<i>Administrators</i>	✓
<i>Counsellors</i>	✓
<i>General Audience</i>	
<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓

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PREFACE

This handbook has been prepared to help educators organize and deliver off-campus education programs, in partnership with the community, that provide meaningful learning experiences for students.

This *Off-campus Education Handbook*, 2008 (Draft), replaces the *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 2000 and the *Registered Apprenticeship Program Information Manual*, 2003, and reflects revisions to Alberta Education's policies and procedures.

Suggested and recommended practices are based on procedures and strategies used successfully by experienced educators in Alberta.

Samples of forms and checklists are placed at the end of each related section. Samples are included as a guide and are not intended to be all-inclusive.

This handbook may be downloaded from the Alberta Education Web site at <http://education.alberta.ca/teachers/program/off-campus.aspx>.

Note: Publications related to legislation, regulations, funding and forms are revised regularly. Please ensure the current versions are used:

- *Guide to Education: ECS to Grade 12*
- *K–12 Policy, Regulations and Forms Manual*
- *Funding Manual for School Authorities*.

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SECTION 1 – INTRODUCTION

BACKGROUND

Alberta Education permits school authorities to develop off-campus education programs and courses in accordance with prescribed standards and procedures. Such programs allow junior and senior high school students to investigate a variety of career opportunities. They also allow senior high school students to gain practical experience as they apply and expand their knowledge, skills and attitudes in contexts that will assist them in making wise decisions regarding their future education, training and employment upon leaving senior high school and allow for the smooth transition from school to work and/or post-secondary institutions.

Off-campus education is an experiential method of learning that integrates a student's classroom studies with recognized on-the-job work experiences. Off-campus education programs are based on a partnership involving the school, the parents/guardians, the student and the employing organization, i.e., business, industry, government or not-for-profit agency, with each of the partners sharing the responsibility for student growth and learning.

Off-campus education programs use 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 in community-based work stations and/or work sites. In some situations, this may involve volunteer activities rather than paid employment.

In Alberta, there are a variety of off-campus education courses and programs. These include Work Study, Workplace Readiness/Practicum, Work Experience, Career Internship, and the Registered Apprenticeship and Green Certificate programs.

Regardless of the model used, **a well-planned program will involve the community in such a way that out-of-school experiences reinforce, extend and motivate student learning.**

Students wanting to enroll in off-campus education courses or programs must be under the local supervision of a certificated teacher employed by a school authority. Home education students are able to enroll for credits in off-campus education courses provided they are under the local supervision of a

certificated teacher as outlined above. The supervising board or accredited private school is responsible for providing, monitoring and supervising the program.

All staff employed by the school authority **must adhere to the procedures and processes** as defined and delineated in this *Off-campus Education Handbook*.

Note: The course challenge provision does not apply to off-campus education courses. Students in Career Internship, Workplace Readiness/Practicum, Work Experience, Registered Apprenticeship and Green Certificate courses cannot challenge the course.

See Appendix A, pages 179–185, for legislation, regulations and codes related to this document.

DEFINITIONS

The following definitions apply to off-campus education:

1. “**Off-campus Education**” means Work Study, Workplace Readiness/Practicum, Work Experience, Career Internship, Registered Apprenticeship and Green Certificate programs, and other cooperative education programs as may be developed and approved in the future.
2. “**Work Study**” means off-campus experiential learning undertaken by a junior or senior high school student:
 - (1) that may include job shadow, job investigation or research, workplace observation, work site investigation, or a mentorship arrangement or project
 - (2) that is an integral part of the curriculum of a provincially approved school course; e.g., Science 9, Biology 30, Career and Technology Studies (CTS) courses
 - (3) that is under the cooperative supervision of a teacher–coordinator and the employer’s onsite representative
 - (4) that is to be a short-term and part-time experience
 - (5) where no additional credit is given beyond that awarded for the course(s) of which the work study is an integral part.

3. “**Workplace Readiness/Practicum**” means off-campus experiential learning undertaken by a junior or senior high school student:
 - (1) that may include job shadow, job investigation or research, workplace observation, work site investigation, or a mentorship arrangement or project
 - (2) that is an integral part of the Knowledge and Employability curriculum
 - (3) that is under the cooperative supervision of a teacher–coordinator and the employer’s onsite representative
 - (4) to provide hands-on experience to help them relate their schooling to everyday life in the workplace and community
 - (5) to earn credits toward the requirement for a Certificate of High School Achievement or an Alberta High School Diploma
 - (6) where the activities constitute a series of separate courses based on 25 hours per credit.

4. “**Work Experience**” means off-campus experiential learning undertaken by a senior high school student 15 years of age or older:
 - (1) as an integral part of a planned school program
 - (2) which is under the cooperative supervision of a teacher–coordinator and the employer’s onsite representative
 - (3) where the activity constitutes a separate course based on 25 hours per credit.

5. “**Work Experience in the Canadian Forces (Reserve)**” means off-campus experiential learning undertaken by a senior high school student 17 years of age or older:
 - (1) where the student will become a member of the Canadian Forces
 - (2) which requires completion of a planned training program within a specified time frame
 - (3) which constitutes a contract agreed to in advance by the school, the student, the parent/guardian and the Canadian Forces
 - (4) where the student and the school authority must meet all other requirements of this *Off-campus Education Handbook* as well as those defined in the special contract with the Canadian Forces
 - (5) where the school retains responsibility for assessing the student and assigning a mark for the Work Experience course(s).

6. **“Work Experience with Cadets”** means experiential learning undertaken by a senior high school student 15 years of age or older:
 - (1) that is an integral part of a planned school program
 - (2) where the student is employed as a Staff Cadet at a summer camp involved in instructional and/or supervisory duties
 - (3) that constitutes a contract agreed to in advance by the school, the student, the parent and the home Cadet Corps
 - (4) where the student and the school authority must meet all other requirements of this *Off-campus Education Handbook* as well as those defined in the special contract with the Cadet Corps
 - (5) where the school retains responsibility for visiting the work site(s), assessing the student and assigning a mark for the Work Experience course(s).

7. **“Registered Apprenticeship Program (RAP)”** means experiential learning undertaken by a senior high school student 15 years of age or older:
 - (1) as an integral part of a planned school program
 - (2) in which the student is actively working toward the completion of an Alberta High School Diploma or a Certificate of High School Achievement
 - (3) that is under the cooperative supervision of a teacher–coordinator and the employer’s onsite representative
 - (4) where the student is a registered apprentice
 - (5) where the program meets the statutes and regulations relating to apprenticeship training
 - (6) where the activities constitute a series of separate courses based on 25 hours per credit.

8. “**Green Certificate**” means experiential learning undertaken by a senior high school student 15 years of age or older:
 - (1) that is an integral part of a planned school program
 - (2) that is under the cooperative supervision of a teacher–coordinator, a representative of Alberta Agriculture and Rural Development and the employer’s onsite representative
 - (3) where the student is involved in agricultural-related work activities
 - (4) where the activities constitute a series of separate courses based on at least 25 hours per credit.

9. “**Career Internship**” means off-campus experiential learning undertaken by a senior high school student 15 years of age or older:
 - (1) as an integral part of a planned school program
 - (2) that is under the cooperative supervision of a teacher–coordinator and the employer’s onsite representative
 - (3) where the student is involved in trade, technology or medical-related work activities
 - (4) where the activity constitutes a separate course based on 25 hours per credit.

10. “**Successfully completed**” means 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.

11. “**Local supervision**” means that the responsible school authority has assigned a certificated teacher to provide face-to-face support and assistance for each student engaged in off-campus education, and to ensure that all procedures and processes as defined and delineated in this *Off-campus Education Handbook* are completed.

12. “**Off-campus coordinator (coordinator)**” means the certificated teacher who is assigned the responsibility of supervising, monitoring and assessing students in any off-campus education activity. This term replaces such previously used terms as work study teacher, teacher–coordinator and RAP coordinator.

13. “**Employer**” means any employing entity, be it the school authority or school, a business, a government department, a not-for-profit agency, a community organization or a post-secondary institution, entrusted by the school authority to provide off-campus learning opportunities for students.
14. “**Employer’s representative**” means the contact person within the employing entity. This is usually the individual who gives or obtains approval for the employer’s involvement in an off-campus education program.
15. “**Supervisor**” means the person who oversees the student while he or she is at the placement. For example, in the case of a small business, this could be an owner/manager, or it could be an employee who is assigned the task of supervising.

SECTION 2 – SCHOOL AUTHORITY RESPONSIBILITIES

REQUIRED PROCEDURES

1. The school authority must pass a motion approving the involvement of students in off-campus education activities.
 - (1) The motion may approve all or limited off-campus education activities from the list defined in this *Off-campus Education Handbook*.
 - (2) An amendment must be passed to approve any additional activities not specified in the original motion.
 - (3) A school authority wishing to initiate a Registered Apprenticeship Program shall:
 - (a) pass a motion specifically indicating the inclusion of the Registered Apprenticeship Program in its off-campus education activities.
 - (b) offer a maximum of 40 credits in a sequence of Registered Apprenticeship Program courses from among those listed in the *Guide to Education: ECS to Grade 12* as a component of a student's program leading to an Alberta High School Diploma or a Certificate of High School Achievement.
2. All staff employed by the school authority must adhere to the procedures and processes as defined and delineated in this *Off-campus Education Handbook*.
3. The school authority may develop and maintain a local policy relating to off-campus education to define additional parameters and/or procedures as necessary to meet local requirements. Local policy must be in alignment and compliance with the procedures and processes as defined and delineated in this *Off-campus Education Handbook*.
4. School authorities may operate individually or as a consortium to offer off-campus programs. One authority shall act as the agent authority for contract purposes.
5. School authorities must register all Off-campus Education Programs and teachers assigned responsibilities as off-campus coordinators with the Director, Curriculum Branch, Alberta Education (see Sample 2.1, page 13 and Sample 2.2, page 14).

6. The school authority shall be responsible for:
 - (1) ensuring that course content, where available, is followed and, where necessary, developed and followed
 - (2) the instructional practice and evaluation for all off-campus education courses, including:
 - (a) Work Study components of core and optional courses
 - (b) Workplace Readiness/Practicum courses
 - (b) Work Experience courses
 - (c) Career Internship courses
 - (d) Registered Apprenticeship Program courses
 - (e) Green Certificate Program courses.

7. Off-campus education courses approved by the school authority:
 - (1) shall specify learner outcomes for each student
 - (2) shall ensure student eligibility to obtain credit if the off-campus component of the program is terminated by the employer
 - (3) may require students to also enroll in courses from the CTS program
 - (4) may be undertaken at one or more work sites and/or work stations.

8. Off-campus education shall be supervised by a certificated teacher, who shall:
 - (1) obtain the consent of a parent/guardian or, in the case of a student 16 years of age or older, the student
 - (2) monitor to ensure that a learning plan is in place and that the specified curriculum and/or learning plan are followed
 - (3) ensure that student, teacher and program evaluation practices are in accordance with school authority policy
 - (4) ensure that safety provisions, as indicated below, are met
 - (5) ensure that school authority-owned equipment is properly accounted for and maintained
 - (6) monitor student progress and assess student performance
 - (7) monitor student attendance in partnership with the employer

 - (8) monitor student–employer relations and student behaviour

- (9) monitor work site–community student behaviour
 - (10) ensure a positive learning environment
 - (11) ensure appropriate records are kept.
9. All work sites and work stations must be inspected and approved annually by the school authority. In the case of the Registered Apprenticeship Program, all work sites and work stations must be approved by the local office of Apprenticeship and Industry Training, Advanced Education and Technology, before a new program commences (see Sample 2.3, page 15 and Sample 2.4, page 16).
10. School authorities offering off-campus programs shall:
- (1) insure all school authority-owned equipment located at the work site
 - (2) indemnify and hold harmless the employer, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise out of the negligent acts or omissions of the school authority, its employees, students or agents in their performance of this agreement, unless such negligent acts or omissions are at the direction of or occasioned by the employer, its employees or agents.
11. Students and their parents/guardians are required to give consent to having the student covered by the Workers' Compensation Board (WCB) insurance. Schools should establish policies governing situations where a student and/or the student's parent declines WCB coverage (see Section 8, pages 95–101, for information about student safety).
12. The off-campus education programs offered:
- (1) may include any of the off-campus education courses as listed in the *Guide to Education: ECS to Grade 12*
 - (2) shall meet the requirements as set out in the *Guide to Education: ECS to Grade 12* as well as in the programs of study for junior and senior high schools
 - (3) shall provide course content based on approved curriculum and the daily programming developed cooperatively by the supervising coordinator and the onsite instructor/supervisor.

13. Off-campus education for senior high school students shall, with the approval of the school authority, take place between 7 a.m. and 10 p.m., Monday through Sunday.
14. A school authority may limit the hours of off-campus education activity to less than stated above due to religious or other reasons.
15. Off-campus education for junior high school students shall take place between 8:30 a.m. and 4:30 p.m., Monday through Friday.
16. The local office of Apprenticeship and Industry Training, Advanced Education and Technology will approve each registrant in the Registered Apprenticeship Program.
17. The school authority shall evaluate each new off-campus education course during the first year and should conduct periodic reviews thereafter. As part of the program evaluation, work sites used for the first time should be evaluated at the end of the first term of use and periodically thereafter. The evaluation could be as part of the approval process for the following term, semester or year. A report of the completed program evaluations shall be kept on file by the school authority.
18. Where required by related legislation and regulations, the onsite instructor shall hold a valid Alberta journeyman certificate or equivalent status in the trade or technology. An onsite instructor without a valid Alberta Teacher Certificate is permitted, provided the program is:
 - (1) consistent with provincial education policy and procedures, and
 - (2) supervised by a certificated teacher who is present at each off-campus site as specified under Frequency of Monitoring, page 73.
19. The onsite instructor shall be designated as the person who has primary responsibility for the students' health and safety while they are at the work station or work site.

20. In developing and maintaining the off-campus program, the school authority shall ensure that at each selected work station or work site:
 - (1) there is space provided for the number of students enrolled
 - (2) the work station or work site is annually approved prior to the placement of a student
 - (3) facilities and equipment are available to make it possible to achieve the objectives of the program
 - (4) equipment used by students meets the Canadian Standards Association standards or an equivalent industry standard
 - (5) applicable federal, provincial and municipal legislation is followed, including the *Employment Standards Code*, the *Labour Relations Code (Alberta)*, the *Occupational Health and Safety (OHS) Act, Regulation and Code*, and related regulations including *Workplace Hazardous Materials Information System (WHMIS)* and local and provincial health, safety and building standards; as well as the applicable sections of the *Young Offenders Act*, the *Freedom of Information and Protection of Privacy (FOIP) Act* and the *Student Record Regulation*
 - (6) the student does not replace the regular worker except in the case of the Registered Apprenticeship Program
 - (7) there are a variety of appropriate learning experiences offered that relate to the curriculum
 - (8) adequate supervision is provided (see Frequency of Monitoring, page 73).

21. School authorities must ensure that certificated teachers appointed to the role of off-campus teacher–coordinators are provided with adequate training, scheduled time and other resources to enable them to perform the necessary inspections, orientations, monitoring, assessment and evaluation for the effective delivery of the program.

22. School authorities are required to ensure that all students have successfully completed all prerequisite course(s) prior to being placed at any off-campus work site or work station.

**KNOWLEDGE AND
EMPLOYABILITY AND
SPECIAL EDUCATION
NEEDS**

School authorities offering off-campus education through the Knowledge and Employability Workplace Readiness courses and/or for students with special education needs are also required to follow the procedures and processes described in this *Off-campus Education Handbook*.

ADDITIONAL PROCEDURES

Additional procedures specific to the Registered Apprenticeship and Green Certificate programs may be found in Sections 9 and 10 respectively.

ADDITIONAL INFORMATION

Please refer to the following for additional information:

- *Career and Technology Studies Manual for Administrators, Counsellors and Teachers*
- *Freedom of Information and Protection of Privacy Act*
- *Funding Manual for School Authorities*
- *Guide to Education: ECS to Grade 12*
- *Information Bulletin on Student Record Regulation*
- *Information Manual for Knowledge and Employability Courses, Grades 8–12, Revised 2008*
- *Learning to Work ... Working to Learn: An Employer's Handbook on Off-campus Education*
- *Policy 1.1.2 – Home Education Policy*
- *Policy 1.1.4 – Outreach Programs*
- *Student Record Regulation AR 225/2006*
- *Young Offenders Act*

SAMPLE 2.1 – OFF-CAMPUS EDUCATION REGISTRATION FORM

School Jurisdiction:
Address:
Telephone:
Superintendent of Schools:
Off-campus Education Courses and Programs Included in the Motion: Work Study <input type="checkbox"/> Workplace Readiness/Practicum <input type="checkbox"/> Work Experience <input type="checkbox"/> Career Internship <input type="checkbox"/> Registered Apprenticeship Program <input type="checkbox"/> Green Certificate Program <input type="checkbox"/> Date Original Motion Passed: _____ Amendments: _____

I certify that the Board has approved a motion, dated _____, supporting participation in Off-campus education, including the courses and programs indicated above, and that the courses and programs will conform to the procedures and processes defined and delineated in the *Off-campus Education Handbook*.

Signed: _____
Superintendent of Schools (or designee)

Send the completed registration form to:

Director
Curriculum Branch
Alberta Education
8th Floor, 44 Capital Boulevard
10044 – 108 Street
Edmonton, Alberta, Canada T5J 5E6
Telephone: 780-427-2984 (toll-free in Alberta by dialling 310-0000)
OR Fax 780-422-3745

SAMPLE 2.2 – OFF-CAMPUS EDUCATION REGISTRATION (ELECTRONIC)

Jurisdiction	Address	City/Town	Postal Code	Telephone No.	Fax No.	E-mail

Jurisdiction Section – Please fill out only once for each submission.

School	Address	City/Town	Postal Code	Telephone No.	Fax No.	E-mail

School Section – Please fill out in full for each school delivering off-campus education activities.

Coordinator	Address	City/Town	Postal Code	Telephone No.	Fax No.	E-mail

Coordinator Section – Please fill out in full for each teacher assigned off-campus coordinator responsibilities.

Work Study	Workplace Readiness/ Practicum	Work Experience	Career Internship	RAP	Green Certificate	Other	Semester 1	Semester 2	Summer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use an “X” as an indicator for above course selections.

Send the completed registration form to:

Director
 Curriculum Branch
 Alberta Education
 8 Floor, 44 Capital Boulevard
 10044 – 108 Street
 Edmonton, Alberta, Canada T5J 5E6
 Telephone: 780-427-2984 (toll-free in Alberta by dialling 310-0000)
 OR Fax: 780-422-3745

SAMPLE 2.3 – APPROVAL OF WORK SITES/WORK STATIONS

School Authority: _____ School Year: _____

School: _____ Date: _____

Address: _____ School Code: _____

_____ Postal Code: _____ Telephone: _____

Coordinator: _____ Telephone: _____

Cell Phone: _____

Program Type (please check):

- I. Work Study Work Experience 15–25–35 Career Internship 10
Registered Apprenticeship Program (RAP) Green Certificate Program

- II. Workplace Readiness/Practicum

1. Procedures associated with the approval of programs are presented in the *Guide to Education: ECS to Grade 12* and require that this form be completed by a school offering or intending to offer an Off-campus Education Program and be signed by the Superintendent of Schools or designee. This signature attests that the authority's program has been approved by the local school board.

2. I affirm that parental or guardian consent shall be obtained on the student's behalf and that a student-employer agreement shall be signed by both parties and the parents of students under 16 years of age, and that this agreement shall be on file at the school attended by the student before the student is placed at the work site or work station.

Superintendent or Designee (please print): _____

Signed: _____ Date: _____
Superintendent of Schools or Designee

SECTION 3 – SCHOOL ADMINISTRATION REPOSNSIBILITIES

REQUIRED PROCEDURES

School administrators must become familiar with the required procedures as listed in Section 2, pages 7–11, and should pay particular attention to **procedures 5–8, 11–15 and 20–22** as they apply to the delivery of off-campus education courses and programs within their school.

School administrators must also become familiar with the responsibilities of teachers' assigned duties as off-campus coordinators as specified in Section 4, pages 27–28. The coordinator is the most important link in the delivery of a successful off-campus education program and **requires an appropriate level of support**.

DETERMINING THE FOCUS OF YOUR PROGRAM(S)

Off-campus education provides opportunities for learners to access flexible and responsive learning opportunities. It can be offered to students within a school or school authority in a variety of different ways. It can be made available to students in a particular program, as part of an existing course, or it can be geared toward students interested in combining school with an apprenticeship. In most cases, program emphasis should be determined by the needs of the students and the school, as recognized by school administration.

Off-campus education programs may differ as a result of variables, such as:

- the need to complement school-based resources
- the desire to further emphasize career development across the curriculum
- the need for nontraditional programs for students with special education needs
- the desire to enhance career exploration and other learning opportunities for students who are gifted
- 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 some similar program.

A school administrator interested in initiating, promoting and maintaining off-campus education activities must be aware of:

1. the necessary time, personnel (e.g., coordinator(s)) and other resources needed to operate off-campus education activities effectively
2. the level of support and enthusiasm among school administrators and school staff to plan and coordinate activities that meet a broad spectrum of student needs
3. the level of support in the community for off-campus education.

Any 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.

Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out into the community.

Using the expertise, talent and resources of community-based service organizations and agencies, and of business, industry, citizen groups and parents, schools can enrich the educational experiences of students.

Students may be introduced to the concept of community partnerships through such activities as:

- inviting members of the community into the school as guest speakers or to give demonstrations
- involving community members in special events, such as career days or education week
- touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities
- participating in programs such as work study, job shadowing or mentorships
- participating in community service activities.

A school administrator may also seek to obtain the support of professional associations, sector councils and union officials within the community prior to instituting any off-campus education program. The Alberta Federation of Labour has a policy statement relating to “work experience,” and school administrators would be well advised to garner support from local labour leaders, as appropriate.

As part of the decision-making process, the school administrator should also consider:

1. whether the program will be coordinated through central administration or by individual schools
2. the rights and responsibilities of central office personnel, school administrators, coordinators, students and employers
3. job descriptions for coordinating personnel and for teachers involved in offering off-campus education courses
4. the transportation needs of students
5. liability insurance for students
6. assessment and evaluation of students
7. evaluation of the program as required by procedure 17 (see page 10).

Developing and maintaining contacts with business and industry in the community; inspecting work sites and work stations; selecting and orientating students; developing learning plans and student outcomes; monitoring student progress and evaluation of students, work sites and programs, as part of an effective off-campus education program, are demanding tasks requiring a strong and diverse set of skills. The coordinator needs the active and continuous support of school administrators to be successful in this very important and difficult assignment.

The management of an off-campus education program or program components involves a number of processes. The Off-campus Education Program Management Checklist may be used to guide off-campus education management procedures (see Sample 3.1, page 25).

BRIEF DESCRIPTION OF COURSES AND PROGRAMS

Work Study

Work study education provides an opportunity for junior and senior high school students to apply the knowledge, skills and attitudes they have acquired in coursework to real-life situations through a school–community partnership arrangement.

Work Study includes experiential learning activities undertaken by a student:

- as an integral part of an approved school course or program
- under the cooperative supervision of the subject area coordinator and the employer.

Note: Because Work Study components are integrated with other courses, no additional credit is awarded for the Work Study portion of the course.

Workplace Readiness/ Practicum

Knowledge and Employability junior high school occupational courses focus on the exploration stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. One of the nine strands focuses on Workplace Readiness. Learning in the occupational component begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities.

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

At the senior high school level, Workplace Readiness 10-4 is designed to support students and prepare them for the working world. Workplace Practicum 20-4 is designed to either accompany or follow the completion of a Knowledge and Employability 20-level occupational course, and Workplace Practicum 30-4 is designed to complement a Knowledge and Employability 30-level occupational course. These senior high

school courses enhance knowledge and skills acquired through the occupational component and provide a practical environment to develop and demonstrate employability skills.

Workplace Readiness 10-4 and Workplace Practicum 20-4 and 30-4 are all 5-credit courses. Credits are earned toward the requirement for a Certificate of High School Achievement or an Alberta High School Diploma. Workplace practicums can be extended in time and credits by allocating Work Experience credits (3–10) to the 5-credit practicum course. Students may also access more than one practicum at the 20 and 30 levels, depending upon the number of corresponding prerequisite occupational courses they have taken. Credits earned for a practicum course should be recorded separately from those earned for a corresponding occupational course.

Work Experience 15–25–35

Work Experience 15–25–35 are three separate courses intended to be appropriate for students at the Grade 10, Grade 11 or Grade 12 levels respectively. Each course is time based; i.e., 25 hours per credit, and is available with variable credit options:

- Work Experience 15 (3–10 credits)
- Work Experience 25 (3–10 credits)
- Work Experience 35 (3–10 credits)

Students will be able to count a maximum of 15 credits obtained in Work Experience toward their diploma requirements. A student may enroll in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25. Students in Work Experience 25 or 35 would be 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 than students in Work Experience 15.

Career Readiness or other CTS courses may be linked to Work Experience 15–25–35 courses to reinforce, enhance or extend the student's experience.

Career Internship

Career Internship is designed to prepare students for entry into a trade, technology or service occupation, particularly in the areas of information technology and health-related occupations. Students are advised to enroll in Career Internship or Work Experience prior to enrolling in the Registered Apprenticeship Program. This will help to confirm the mutual suitability of the student in a specific trade before he or she commits to applying to become an apprentice.

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 or a Certificate of High School Achievement. Successful completion requires that students spend a minimum of 25 hours per credit in the workplace and meet the standards specified for the general and specific outcomes in the program of studies.

The program of studies for Career Internship 10 may be found at <http://education.alberta.ca/media/768714/carintern.pdf>.

Registered Apprenticeship Program

The Registered Apprenticeship Program provides the opportunity for students to earn senior high school credits toward an Alberta High School Diploma or a Certificate of High School Achievement, while simultaneously gaining experience that can be applied toward an apprenticeship while still in senior high school.

Under the Registered Apprenticeship Program, courses are undertaken by a student as an integral part of a planned school program under the cooperative supervision of a school-based coordinator and the employer.

To receive credits under RAP, the student must be registered as an apprentice with the Apprenticeship and Industry Training Division of Alberta Advanced Education and Technology. Section 9, pages 103–110, contains information and procedures specific to the Registered Apprenticeship Program.

Green Certificate Program

The Green Certificate Program was initiated by Alberta Agriculture and Rural Development (AARD) in 1975. Programs of study in the Green Certificate Program were approved for use in Alberta senior high schools in September 2000. By completing a series of three courses in an agricultural production specialization, a student can earn a Level I (Technician) Green Certificate, recognized by

agribusiness in Alberta, and at the same time earn 16 credits toward the Alberta High School Diploma or the Certificate of High School Achievement.

Alberta Agriculture and Rural Development charges a fee to cover the costs of the special orientation and training sessions, trade fairs, secondary trainers and testers necessary for the delivery of the program. Successful strategies related to the fee include:

- requiring the parent/student to pay the entire fee
- requiring the parent/student to pay half of the fee
- reimbursement of a portion of the fee upon successful completion of each course
- awarding a scholarship upon successful completion of the series of three courses
- a combination of more than one of the above strategies.

Which course the student takes first is normally determined by the season and work requirements at the trainer's agricultural operation. The student needs to be aware that stringent standards are maintained throughout the delivery of the program, and the number of hours of commitment to the learning activities frequently goes beyond the minimum of 25 hours per credit. Demonstration of proficiency at the specified standard often requires additional practice and self-directed study on the part of the student.

The programs of study for Green Certificate courses may be found at <http://education.alberta.ca/teachers/program/green/programs.aspx>.

Section 10, pages 149–152, contains additional information and procedures specific to the Green Certificate Program.

It should be noted that the provision of credits for waived prerequisite courses, as outlined in the *Guide to Education: ECS to Grade 12*, does not apply to Work Experience 15–25–35, Career Internship, the Registered Apprenticeship Program or the Green Certificate Program. Also, the course challenge provision does not apply to these courses.

SUMMARY AND COMPARISON OF OFF-CAMPUS EDUCATION COURSES AND PROGRAMS

Each of the programs listed encourage partnerships between the school and its community and provide school/workplace learning opportunities. In these programs, students can develop the knowledge, skills and attitudes defined in the program of studies, both on-campus and off-campus.

Program Parameters	PROGRAMS					
	Work Study (in all programs including CTS, core and other courses)	Workplace Readiness/ Practicum	Work Experience 15–25–35	Career Internship 10	Registered Apprenticeship Program (RAP)	Green Certificate Program
Students affected	Grades 7–12	Grades 8–12	Grades 10–12	Grades 10–12	Grades 10–12	Grades 10–12
Credits available per course	No credits available for Work Study; students only earn credits for other courses	5	3, 4, 5, 6, 7, 8, 9 or 10	3, 4 or 5	5	5, 5 and 6 for each specialization
Total credits available	Variable	Variable	30 ¹	3, 4 or 5	40	16 for each specialization
Time off-campus ² (approximate %)	Variable	Variable	90%	Variable	100% ³	100%
Curriculum development	Alberta Education (for most courses); some may be locally developed	Alberta Education (for most courses); some may be locally developed	Local development	Alberta Education and local development	Business/industry through Alberta Education, and Apprenticeship and Industry Training, Alberta Advanced Education and Technology	Alberta Education, Alberta Agriculture and Rural Development, and agriculture specialists
Policy/guidelines/restrictions ⁴		None			Governed by <i>Apprenticeship and Industry Training Act</i>	
Payment to students	Not required	Not required	Not required	Not required	Required minimum wage or as per trade agreements	Not required
Registration fee	0	0	0	0	\$35 (subject to change)	\$960 (subject to change)
Senior high students receive credits in:	Program area; e.g., CTS strand, science, fine arts	Workplace Readiness/ Practicum	Work Experience 15–25–35	Career Internship 10	RAP 15–25–35	Green Certificate 30 courses (each specified by name)

1. A maximum of 30 credits in Work Experience is available. A maximum of 15 of these credits can be counted toward the Alberta High School Diploma requirements.
2. Percentages refer to time spent off-campus in programs indicated, not to the student's overall program.
3. Students must be in the process of working toward an Alberta High School Diploma or a Certificate of High School Achievement.
4. All of these programs are subject to procedures specified in this *Off-campus Education Handbook*.

**SAMPLE 3.1 – OFF-CAMPUS EDUCATION PROGRAM
MANAGEMENT CHECKLIST**

1.	Board motion to offer off-campus education program(s) in school authority.	<input type="checkbox"/>
2.	Board motion designating signing authority for programs.	<input type="checkbox"/>
3.	School authorities policy and procedures developed for all or specific off-campus education programs.	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Inspection and approval of work sites/work stations procedure developed. <input type="checkbox"/> • Student selection procedure developed. <input type="checkbox"/> • Employer’s selection/recruitment procedure developed. <input type="checkbox"/> 	
4.	Teacher(s) appointed as off-campus coordinator(s).	<input type="checkbox"/>
5.	Appropriate training, documentation and records provided to coordinator(s).	<input type="checkbox"/>
6.	Organization plan developed for each school.	<input type="checkbox"/>
7.	Potential work sites and work stations in community identified, inspected and approved.	<input type="checkbox"/>
8.	<p>Student record procedures and forms developed. <input type="checkbox"/></p> <p>For example:</p> <ul style="list-style-type: none"> • Student Application Form _____ • Consent Form _____ • Contract _____ • Job Description _____ • Career Transition Courses _____ • Assessment Strategies/ Criteria and Evaluation _____ 	
9.	Student monitoring procedure and schedule developed.	<input type="checkbox"/>
10.	Program evaluation procedures developed and approved.	<input type="checkbox"/>

SECTION 4 – COORDINATOR RESPONSIBILITIES

REQUIRED PROCEDURES

Coordinators must become familiar with the required procedures as listed in Section 2 and should pay particular attention to procedures 6–9 and 11–22 as they apply to the delivery of off-campus education courses and programs within their school (see pages 7–11).

RESPONSIBILITY

The coordinator plays **the most significant role** in the effective delivery of off-campus education courses and programs.

Receiving, from the school administration, the necessary training, scheduled time and other resources for student preparation, orientation, monitoring and evaluation, program evaluation, documentation and record keeping will greatly assist in the performance of this key assignment.

The coordinator is responsible for facilitating student learning in school before the student's placement at a work station, then monitoring the experience to ensure the acquired knowledge is conveyed and expanded upon during the off-campus education placement.

Pre-placement orientation should include explaining the following to students:

- program alternatives and parameters:
 - courses and programs offered
 - school authority and/or school policies
 - hours of work (7 a.m. to 10 p.m., Monday through Sunday)
 - Workers' Compensation Board insurance coverage provided by Alberta Education
 - other insurance maintained by the school system
- specific policies:
 - accident report procedures and Workers' Compensation Board forms (see Section 8, pages 98–101)
 - student responsibilities and liability
 - student transportation responsibilities
 - days and hours allowed for Work Experience

- composition of off-campus course assessment:
 - school-based mark
 - work site- and/or work station-based mark
 - the percentage distribution of these marks is determined by the teacher.

The coordinator is responsible for:

- selecting the site
- inspecting the site
- ensuring that approval of the site is completed
- selecting the student
- assessing the student’s career interests
- requiring the student to successfully complete a General Workplace Health and Safety course prior to enrolling in any off-campus education course or program
- preparing learning plans with a list of outcomes
- providing student pre-employment orientation prior to placement of the student at any work site
- matching of the student to the work site (student placement)
- monitoring and supervision
- delivering integration sessions
- assessing and evaluating the student
- evaluating the placement site(s)
- evaluating the program
- conducting a preliminary job shadow
- recruiting and developing host sites
- preparing employers for their part in off-campus education activities
- becoming familiar with the procedures and processes as defined and delineated in the *Off-campus Education Handbook*
- confirming the approval and support of the school authority for the initiation of off-campus education courses and programs
- providing the necessary information to the superintendent of schools, or designee, regarding work site inspections for approval
- updating the principal regarding the progress of the program
- acting as an advocate on behalf of the student.

SECTION 5 – EMPLOYER SELECTION

EMPLOYER SELECTION

Care must be taken by the coordinator in procuring appropriate work sites and work stations.

An appropriate employer has an established reputation in the community, is actively interested in providing a positive, safe and caring learning experience for the student and allows for progressive development of occupation-related knowledge and skills. Such an employer:

- is enthusiastic about being involved in the program
- provides a positive, safe and caring working environment for the student and meets the requirements of related legislation, regulations, codes and policies; e.g., *School Act*, Occupational Health and Safety, Workers' Compensation Board
- orients the student to proper safety practices and ensures that the student understands and will comply
- explains carefully all procedures to the student
- helps the student feel like part of the work team
- offers work that is consistent with the student's ability
- makes allowances for any student limitations
- works with the teacher and the student to improve the level of learning
- assigns a supervisor to the student who provides effective and appropriate supervision
- completes the necessary forms.

IDENTIFYING PROSPECTIVE EMPLOYERS

Here are some suggestions for identifying prospective employers:

- obtain membership lists of industry, business, professional or trade organizations, service clubs and volunteer agencies
- check business, industry and social agencies' directories
- check business and telephone directories
- contact work sites and work stations previously used by the school
- ask employers to recommend other employers
- become active on any education committees of local business or industry groups; e.g., Chamber of Commerce
- write an article for the school or district newsletter to seek prospective employers
- ask school staff, friends, neighbours, relatives and past or present students for contacts
- explore the surrounding area near the school or on local bus routes to obtain names and locations of potential work sites and work stations
- survey selected organizations by mail.

RECRUITING THE EMPLOYER

Before attempting to recruit a prospective employer, it is recommended to find out some information about the business, its services and/or products. Dropping in on a prospective employer without prior knowledge or planning is not recommended.

Once a potential employer is identified, the teacher–coordinator makes an appointment to visit 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.

THE FIRST VISIT TO THE EMPLOYER

1. After contacting the prospective employer, make an appointment for an interview with an appropriate representative in the organization.
2. Take a program package to the interview and present it to the employer's representative. Whether this package is in the form of a flyer, a brochure or a group of documents in a file folder, it should include a:
 - description of the program
 - copy of the student's schedule
 - list of the student's responsibilities
 - list of the supervisor's responsibilities
 - list of the 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 forms.
3. In order to give a complete picture of the off-campus education program, let the employer's representative know about:
 - the purpose, history and philosophy of the program
 - the benefits to the student and employer
 - the student selection process relating to the program
 - the pre-placement orientation
 - the supervisor's role in the educational experience and evaluation of the student
 - the teacher's role in supporting the student and the supervisor
 - the frequency of and need for monitoring visits
 - relevant background information on the student
 - the procedure for the student interview.
4. Answer any questions posed by the employer's representative. If possible, tour the facility and meet the employee who will supervise the student. At an appropriate time, ask the employer's representative for a commitment to the program.

WORK STATION/ WORK SITE INSPECTION AND APPROVAL

It is important to note that the coordinator should strive to have an open discussion with the prospective employer about responsibilities and time commitments. 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 as being a safe and caring learning environment, it is best to locate a more suitable employer.

The school authority is responsible for ensuring that the workplace is inspected and approved annually. A certificated teacher must be involved in the inspection of potential work sites. The work site must be inspected to ensure a safe and caring environment that is appropriate for educational activities.

Although the person assigned to carry out the workplace inspection and approval process need not be a specialist in occupational health and safety, the designated person **must have sufficient background and training 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.

To support the development of an appropriate workplace inspection and approval process, persons designated to conduct such inspections may want to take courses and/or training provided by various safety associations and sector councils.

The coordinator may be assisted by specialists from the employer or other outside agencies.

For information regarding the inspection and approval process, see Samples 5.1 and 5.2, pages 33–41.

Additional information may also be found on the WorkSafe Alberta Web sites at <http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/53.html> and <http://employment.alberta.ca/whs/network/hstraining/courses.asp>.

**SAMPLE 5.1 – TEACHER INFORMATION GUIDE:
WORK SITE AND WORK STATION INSPECTIONS AND APPROVALS**

Item	Key Points	Notes
<p>1. Requirement</p>	<p>Procedure 7, <i>Off-campus Education Handbook</i>:</p> <ul style="list-style-type: none"> • Work sites and work stations must be inspected and approved by the school authority annually. 	<p>The school authority may designate a certificated teacher to inspect and approve potential placement sites. The school authority may designate a non-certificated person who has specific safety qualifications to inspect potential work sites for safety. However, a certificated teacher must still inspect the work site for its appropriateness as an educational environment.</p>
<p>2. Worker’s Rights</p>	<ul style="list-style-type: none"> • Alberta’s Occupational Health and Safety legislation indicates that a worker has the right to refuse to carry out work that he or she believes to be unsafe. 	<p>The term Imminent Danger is used in the legislation. The term refers to any danger that is not normal for the job, or any danger under which a person would not normally carry out his or her work or where a hazardous situation has a high risk of causing illness or injury in the immediate future.</p>
<p>3. Teacher Responsibilities a) Workplace Inspections</p>	<ul style="list-style-type: none"> • Visit and inspect work station/work site at least annually. • View, ask questions, and make informed judgements and decisions. • Complete and file documentation according to school authority policy. 	<p>Ask yourself this question: “Would I want my child to be placed in this workplace?”</p> <p>In making an informed judgement, remember: when in doubt, do not approve the workplace.</p>

Item	Key Points	Notes
b) Safety Factors	<ul style="list-style-type: none"> • Ensure that key safety factors are addressed during inspection. • Ensure the workplace has a professional appearance. • Inspect how incidents are recorded. • Ensure that safety training is provided for new workers. • Check that appropriate personal protective equipment (PPE) is being worn by other workers. • Ensure that PPE is provided to or required by new workers on the work site. 	<p>It is essential that:</p> <ul style="list-style-type: none"> • each potential site is visited in person, prior to the placement of a student at the site • proper documentation is completed and kept on file for at least three years. <p>In addition, it is recommended that each student be given a copy of <i>A Worker's Guide to the Occupational Health and Safety Act</i>.</p>
c) Educational Factors	<p>Ensure that employers/supervisors:</p> <ul style="list-style-type: none"> • understand their role in the learning and teaching processes • understand that the teacher has primary responsibility for the student's well-being; i.e., what the student learns, the learning environment, how the information is taught and the assessment of the student's progress and performance • ensure the work site is an appropriate environment for educational activity. 	<p>The effective off-campus coordinator establishes a professional working relationship with employers and workplace supervisors.</p> <p>This relationship should be based on an understanding of and respect for each other's responsibilities.</p>

SAMPLE 5.2 – OFF-CAMPUS EDUCATION WORK STATION/WORK SITE INSPECTION CHECKLIST

School: _____ Date: _____
 Address: _____ School Year: _____
 Teacher–Coordinator: _____ E-mail: _____
 Telephone No.: _____

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

WORK STATION/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 (if different from company address) _____ Supervisor (onsite): _____ Telephone: _____ E-mail: _____ More than one supervisor involved (please list): _____ _____</p>
---	--

Number of students to be placed at work site: _____
 Does the employer or job have a minimum age requirement for employee at work site? Yes No
 Driver’s License required: Yes No

Work Station Approval for (please check)

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

Approved **Not Approved (provide documentation)**

Inspecting Teacher–Coordinator (please print): _____
 Date: _____ Signed: _____
Inspecting Teacher

Principal/Assistant Principal (please print): _____
 Date: _____ Signed: _____
Principal/Assistant Principal

Source: Adapted from materials provided by Edmonton School District No.7.

OFF-CAMPUS EDUCATION WORK STATION/WORK SITE INSPECTION CHECKLIST

All checklist questions must be acceptable 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? <input type="checkbox"/> Yes <input type="checkbox"/> No Note: For higher hazard work, the <i>Student Health and Safety Orientation Checklist</i> must be completed and a copy returned to the school as part of student placement at the work site.																											
3	Is the student expected to wear any personal protective equipment (PPE)? <input type="checkbox"/> Yes <input type="checkbox"/> No <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 35%; text-align: center;">Employer</td> <td style="width: 35%; text-align: center;">Student</td> </tr> <tr> <td>Hearing protection</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Eye protection</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Footwear</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Headwear</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Gloves</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Coveralls/uniform</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Other</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </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																										
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"/>																										
4	Is the employer familiar with the process for reporting a student injury? (Discuss with the employer that the student is an employee of Alberta Education for WCB coverage.) <input type="checkbox"/> Yes <input type="checkbox"/> No																											
5	Are there emergency preparedness procedures in place; e.g., fire, spill? <input type="checkbox"/> Yes <input type="checkbox"/> No																											
6	Is a trained first aider available to the student at all times while the student is working? <input type="checkbox"/> Yes <input type="checkbox"/> No																											
7	Are fire extinguishers, first-aid kits maintained and readily available? <input type="checkbox"/> Yes <input type="checkbox"/> No																											
8	Are emergency exit/safety signs clearly visible? <input type="checkbox"/> Yes <input type="checkbox"/> No																											
9	Is emergency eyewash equipment (if necessary) maintained and readily available? <input type="checkbox"/> Yes <input type="checkbox"/> No																											
10	List the most critical potential hazards or dangers of this job; e.g.: <input type="checkbox"/> Chemical – exposure to solvents, asbestos, dangerous gases (e.g., carbon monoxide) <input type="checkbox"/> Biological – exposure to moulds, parasites, blood and body fluids <input type="checkbox"/> Ergonomic – lift 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 – 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? <input type="checkbox"/> Yes <input type="checkbox"/> No																											
11	How will the student be made aware of these hazards/dangers?																											
12	List 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 working and learning environment? <input type="checkbox"/> Yes <input type="checkbox"/> No																											

Frequently Asked Questions

A Guide to Accompany the Work Station and Work Site Inspection Checklist for Teachers and Administrators Responsible for the Administration and Delivery of Off-campus Education

We are working in partnership with our employers to provide our students with an excellent learning experience. It is a good idea to call ahead to make an appointment for your first visit to the work station/work site. You might open the conversation with the employer by saying, “Thank you for agreeing to take one of our students. In order to place the right student in the appropriate spot, would you mind if I looked around and asked you a few questions?”

1. Who will provide onsite supervision and job-related training for the student?

If a student is not competent to do certain aspects of the job they must be under the direct supervision of a competent worker. A *competent* worker is a worker who is adequately qualified, suitably trained and with sufficient experience to safely perform the work without or with a minimal degree of supervision. It is not often that the student is considered competent. *Direct* supervision of a person who is not competent means that person is under the personal and continuous visual supervision of a competent worker and the two workers are able to readily and clearly communicate with one another throughout the duration of work.

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

The company should provide a general orientation to the workplace before the student starts work. This would include items such as:

- student’s responsibilities for health and safety
- dress code and personal protective equipment requirements
- work schedule, hours and company policies
- safety rules and procedures
- WHMIS training if student will be handling chemicals
- emergency response procedures; e.g., fire exits, location of extinguishers and emergency eyewash, first-aid services and supplies
- how to report injuries or unsafe conditions
- care of equipment
- cleaning up the work area.

You can provide the employer and/or student with a copy of the new employee orientation checklist found on page 34 of the booklet *X-treme Safety: A Survival Guide for New and Young Workers*.

<http://www.alis.gov.ab.ca/ep/careershop/showproduct.html?DisplayCode=PRODUCT&EntityKey=1384>

Definition of High Hazard Work

For the purpose of defining the required first-aid equipment, supplies and trained staff required at such a facility, the presence of the following hazards should result in the facility being classified as “high hazard work”:

- working in the presence of a biohazardous material, toxic substance or chemical, which, if released, would result in workers needing immediate medical treatment as a result of inhalation or eye or skin contact

- working in the presence of equipment or machinery containing substances under high pressure, substances that may explode or catch fire, or substances that may react dangerously when combined with another process material
- using tools, equipment or machinery for high speed grinding, cutting, chipping or drilling
- working near mobile equipment where there is a possibility of a worker being struck
- working at elevations
- entering confined spaces where toxic atmospheres may exist or develop
- working where there are other hazard factors that may expose workers to risk of serious injury or occupational disease.

3. Is the student required to wear any personal protective equipment (PPE)?

You should confirm with the work site what protective equipment is required, what the employer provides and what the student is expected to provide as a condition of employment. While onsite, validate use of PPE through observation.

All PPE should meet regulatory standards listed in the Occupational Health and Standards Regulation and Code; e.g., safety footwear, hearing protection, gloves and protective eyewear must be CSA approved (green triangle indicates CSA approved). Respirators must be NIOSH approved.

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

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

When a student is engaged in approved off-campus education activities, that student is regarded as an employee of Alberta Education. Student injuries are covered under Alberta Education's WCB account. The teacher–coordinator completes the required documentation on behalf of Alberta Education and ensures the WCB account number for Alberta Education is 345912/6 is listed on the forms.

Procedure:

- Tell the employer.
- Give first aid or medical attention as required and document in the First-aid Record at the work site.
- If the injury results in lost time away from the work site, report the injury to the school teacher–coordinator as soon as possible.
- With the assistance of the student and employer, the teacher–coordinator completes the WCB forms—Worker's Report of Accident and Employer's Report of Accident.
- The teacher–coordinator signs their name on the Employer's Report of Accident and writes below their name "on behalf of Alberta Education." The teacher–coordinator ensures the Alberta Education WCB account number is on the report and that they are faxed to WCB (Include WCB #345912/6) within 72 hours of the incident. Fax a copy of the WCB report to Alberta Education, Curriculum Branch at 780–422–3745.
- The teacher–coordinator works with the work site supervisor to ensure that the incident is investigated and that corrective action is implemented to prevent further incidents.
- Depending on circumstances the teacher–coordinator may reconsider the decision to approve the work site/work station.

Are there emergency preparedness procedures in place; e.g., fire, spill?

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?

- evacuate the building?
- 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?

Will the student be working alone?

- generally, the work station is not approved if the student is not supervised.

5. 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 you are uncertain, you can ask the employer to show you copies of valid certification.

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

If not readily observed, ask for location of equipment.

7. Are emergency exit/safety signs clearly visible?

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

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

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

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 squeeze bottles can be used in satellite areas to help transport an injured person to a proper eyewash station.

9. List the most critical potential hazards of this job.

Understanding the potential hazards of the job allows the teacher–coordinator to better assess if they 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 – lift 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:

- Will the student be required to work alone? If so, have the job hazards been controlled and is there an effective communication system in place in the event of an emergency?
- Does the job involve handling cash?
- Will there be training in emergency procedures; e.g., fire, robbery?
- Does the job involve dealing with difficult people?
- Will the student be working extended hours? If the student is working outside the hours of 7:00 a.m. to 10:00 p.m., the employer is responsible for providing workers' compensation coverage. Extended hours cannot be used for senior high school credit.
- Do the working conditions present a potential problem to students with health issues or special needs?
- Will the student be operating equipment? Driving machinery/vehicles?

Have these hazards been identified and controlled by the employer?

Employers have a responsibility to inform workers about on-the-job hazards and the control measures in place to protect them. This can be accomplished through new employee orientation, classroom and/or onsite training, or by having students work under the *direct supervision of competent worker*. Provide the employer and student with the *List of Ten Questions to Ask Your Employer*.

For *Ten Questions to Ask Your Employer* Fact Sheet, visit:

http://employment.alberta.ca/documents/WHS/WHS-PUB_gh011.pdf

Ask the student to document and return the answers to the questionnaire(s).

10. How will the student be made aware of these hazards/dangers?

Asking this question provides a better understanding of the job demands and potential job 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?

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

11. List the tools, materials and equipment the student is expected to use or handle?

Are there concerns regarding the tools, materials and equipment that the student will be handling? Is training provided, if required? Will the student be asked to drive heavy equipment? If yes, does the student have a driver's license?

12. How does an off-campus supervisor decide if a work site appears to provide an orderly, well maintained, safe and caring environment?

- You should feel comfortable that the answers to the above questions are satisfactory. The employer should seem knowledgeable, have a positive attitude, and be in agreement to completing any checklists or questions with the students.
- Look for good lighting, proper exhaust ventilation and if there is exposure to excessive dust, fumes and offensive odours.
- The work site should be orderly. Exits and entrances must be accessible, free of debris and other materials at all times.

13. Should I approve the work site?

How do you evaluate a company's health and safety program?

A health and safety program is a management system put in place by the employer to minimize the incidence of injuries and illness to workers at the work site. Look for evidence of the following to help determine if the employer has an effective program in place. Not every work site will have each element and the scope and complexity of the program will vary according depending on the nature of the work site, and the nature of operations carried out.

- Do they provide health and safety training?
- Do they have process to assess work site for actual and potential hazards, and establish controls to eliminate and/or minimize the risk of those hazards? (This is covered in Point 6; however, since it is proactive and core to a health and safety program, you may want to include upfront in Point 1 as well.)
- Is everyone aware of their obligation to refuse imminent danger work?
- Do they have a work site health and safety committee or regular safety meetings?
- Do they keep records of health and safety inspections and accident/incident investigations?
- Do they have any outstanding health and safety compliance orders?
- Have they had any serious workplace incidents or fatalities?
- Have they ever been prosecuted and fined under the *Occupational Health and Safety Act*?
- Do they have control measures to eliminate or reduce health and safety hazards to workers; e.g., ventilation, procedures, personal protective equipment?
- Is there a current health and safety manual outlining company policies, procedures and regulations?
- Do they participate in the Partnerships in Health and Safety program?
- Do they have a certificate of recognition (COR) for their health and safety program?

It is important that the employer be made aware of the unique health and safety risks that face young workers. Provide the employer with a copy of the tip sheets from Work Safe Alberta, *Tips for Supervisors – Supervising Young Workers* and *Tips for Employers – Employing Young Workers*.

http://employment.alberta.ca/documents/WHS/WHS-PUB_yw004.pdf

Ask the following:

- Will the employer/supervisor provide a safe and caring learning environment? Are they willing and capable of meeting the expectations of the placement?
- Ask yourself, would you want to have your own child at this work site?
- If in doubt, do not approve the site OR request a second opinion from Central Services, Consultants in Curriculum or Occupational Health and Safety.
- Work station inspections are to occur every 12 months (not every school year or calendar year).
- Please fax a copy of each completed Off-campus Inspection Work Station Inspection Checklist as required by local policies.

Source: Adapted from materials provided by Edmonton School District No. 7.

SECTION 6 – STUDENT SELECTION, PREPARATION AND ORIENTATION

STUDENT SELECTION

It is recommended that students who wish to participate in off-campus education should proceed through a selection process prior to being accepted. This selection process will give the coordinator the opportunity to involve those students who have the potential to achieve the maximum benefit from being placed in an off-campus learning situation. In addition, this process helps students determine whether or not a program is going to meet their expectations and educational needs.

The ideal selection process would involve input from other teachers, guidance counsellors and administrators within the school. The school staff should be familiar with the selection process and comfortable with their role in the process.

Having a student complete one or more skills or interest inventories is a very important step in placing a student at the most appropriate work site.

There are a number of methods that can be used within the selection process.

1. An application can provide data on:
 - academic background
 - work and volunteer experience
 - extracurricular activities
 - educational and career plans(see Sample 6.1, pages 50–51).
2. References from teachers or other adults can comment on the student's:
 - abilities
 - personal characteristics
 - general work habits
 - reliability, punctuality
 - special skills or strengths(see Sample 6.2, page 52).

3. An interview between the teacher–coordinator and the student can be conducted to:
- discuss the student’s interests, strengths, career plans and specific reasons for taking the course or program
 - determine if the student’s expectations and commitment to the off-campus education program are realistic
 - provide the student with more detailed information about his or her responsibilities
 - determine whether or not the student has the necessary educational background to match a placement in a stated area of interest
 - help determine the most appropriate work site or work station
 - identify and determine what the student has to gain by doing his or her best in a work placement situation
 - help the student recognize that he or she is the main recipient of the benefits of his or her own efforts (see Sample 6.3, page 53).

It should be noted that a formalized selection process may not be necessary if a student is involved in work study as a component of any core or complementary course. In the case of work study, the course teacher, in consultation with the student, should determine whether or not it is desirable to place the student off-campus as an integral part of the curriculum of that course.

PARENTAL COMMUNICATION

Parental consent is mandatory, if a student is under 16 years of age.

It is important that the parents/guardians are aware of the school’s expectations of their son or daughter in an off-campus program. The responsibilities of the student should be clearly defined for the parents/guardians to acknowledge when they sign the work agreement contract and the parental consent form.

Although the student has legal signing authority of the work agreement contract at age 16, it is important to keep “supporting” parents aware of the student’s involvement and progress. It may be the parent, acting on the student’s behalf, with whom the coordinator will be dealing, if a problem occurs.

See Sample 6.4, page 54, for an example of a Parent Letter that details the responsibilities and expectations of the student participating in a work experience program. It is an important courtesy for the student to discuss the Parent Letter with them and review the program expectations before sending the letter home.

It is recommended that all students involved in off-campus education obtain their parent(s)/guardian(s) written consent prior to participating in any program (see Sample 6.4, page 54 and Sample 6.5, page 55).

PREREQUISITE

Students must successfully complete a General Workplace Health and Safety course (CTR 1010) prior to enrolling in any off-campus education course or program.

Students enrolled in off-campus education courses and programs must be provided with the necessary pre-employment orientation before being placed at any work site.

Students wishing to be placed in an off-campus education work site in a designated trade or occupation should conduct the appropriate job research, such as:

- contact a local Career Development Centre (CDC)
- identify career development opportunities in the designated trade or occupation of choice
- discuss 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/work station through the Green Certificate Program should:

- identify career development opportunities in the agriculture-related occupation of choice
- discuss the potential for crediting an earned Green Certificate toward further education and training in a post-secondary institution
- contact a local Alberta Agriculture and Rural Development Green Certificate coordinator.

In order to facilitate the matching of each student to the most appropriate off-campus employer, the following should be taken into consideration for each student:

- educational background; e.g., program, grade, courses completed, ability
- special education needs; e.g., intellectual, behavioural, physical
- maturity level
- attendance and punctuality patterns
- student preference
- career/occupational choice
- workplace location; e.g., distance from school, accessibility, transportation needs.

COMPETENCIES/ LEARNING PLANS

It is essential that all parties involved in off-campus education understand the scope and sequence of learning that is to take place. The teacher–coordinator must ensure that programming, scheduling, monitoring and evaluation plans are in place to ensure a planned program with pre-determined outcomes to maximize the potential learning for each student.

The off-campus education procedures require that learner expectations be specified for each student enrolled in any off-campus education activities. Alberta Education does not provide learner expectations for off-campus education courses. Therefore, a learning plan must be developed for each student enrolled in any off-campus education course.

Educators often refer to competencies we want students to demonstrate as “learner outcomes” and a summary of competencies and related strategies as a “learning plan.” Regardless of the terminology used, **every off-campus education program must have a list of outcomes**, clearly stating what the student will be able to demonstrate at the conclusion of the off-campus education experience.

A summary of the competencies ensures that the teacher–coordinator, employer and student have similar expectations concerning what learning will occur. Also, the teacher–coordinator can ensure the quality of the placement as an educational experience and students, parents, labour representatives and other teachers can be reassured that structured learning is taking place and that no inappropriate advantage is being taken of the student.

By outlining what kinds of tasks the student will attempt while at the work site, employers gain confidence in their own ability to deliver these learning opportunities for the student. At the same time, they can ensure that work gets done so that their business continues to prosper.

Learning plans should be developed as part of a cooperative effort between the teacher–coordinator, the employer and the student. It is recommended that the teacher–coordinator sit down with the employer and attempt to “flesh out” in writing what kind of tasks the student will work on while on the job.

The learning plan should include:

- learner outcomes that specify what the student will be expected to know and be able to do at the end of the course
- statements that specify how well the student is required to demonstrate the learner outcomes, and an indication of the tools that will be used to assess and/or record student progress
- appropriate Employability Skills and Workplace Skills templates.

A learning plan also provides a basis for determining the student’s progress (see Samples 6.6–6.16, pages 56–70).

Learning plans do not have to be developed for students enrolled in Work Experience with the Canadian Forces (Reserve). Canadian Forces training is clearly specified and carefully supervised, and standards are stringently enforced.

Work Experience 15–25–35 courses may be offered for 3 to 10 credits, at each level, with each credit requiring 25 hours of learning time. Learning plans should, therefore, reflect the different learning time frames.

For examples of Employability Skills Templates for Work Experience 15, 25 and 35, see Samples 6.8–6.10, pages 59–61. For examples of Workplace Skills Templates, see Samples 6.11–6.13, pages 62–64. Templates should be customized to include the specific learning tasks to be performed by the student.

For a sample template with examples of general skills relating to overall work habits and attitudes, see Sample 6.14, page 65, and for examples of special work skills related to a particular position, see Samples 6.15–6.16, pages 66–70.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

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 in an off-campus workplace.

It is recommended that schools consult with their district 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.

PRE-PLACEMENT ORIENTATION

A thorough orientation before students go out to their off-campus placements will help them respond appropriately and successfully to the transition from school to the workplace. The pre-placement orientation may need to include additional safety training and/or evaluation as necessary for the environment where the student will be placed.

Some common factors that may hinder a student's transition to the workplace include:

- unrealistic job expectations
- a poor understanding of employer's or supervisor's expectations
- poor work attitudes
- lack of social competence
- limited interpersonal or coping skills.

All students must be made aware that they have a right to a safe and healthy workplace. The *Occupational Health and Safety Act*, A.R.S. 2000, Chapter O–2 (<http://www.qp.gov.ab.ca/documents/acts/O02.cfm>), 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.

All 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 where additional safety standards have been established for the specific work site.

Alberta Employment and Immigration publishes various booklets that may be useful to teacher–coordinators and participating students. These booklets are available online at <http://employment.alberta.ca/whs/network/hsttopics/legislation/explanationguides.asp>.

Occupational Health and Safety Act – Worker’s Guide is available online at http://employment.alberta.ca/documents/WHS/WHS-PUB_li008.pdf and *Occupational Health and Safety Act – Employer’s Guide* is available online at http://employment.alberta.ca/documents/WHS/WHS-PUB_li009.pdf.

For more information regarding safety on the job, contact the nearest Alberta Employment and Immigration office, visit the Web site at <http://www.worksafely.org> or telephone 1–866–415–8690.

SAMPLE 6.1 – STUDENT APPLICATION

PERSONAL DATA (please print)

Last Name:	First Name:
Address:	Postal Code:
	Telephone:

OFF-CAMPUS EDUCATION PROGRAM

Please indicate three work site choices that you would prefer:

1. _____

2. _____

3. _____

Do you have a specific place in mind? _____

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

Car Public Transportation Other

EMPLOYMENT RECORD

Employer	Type of Work	Duration
		From To
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

Do you presently have a part-time job? Yes No

Are you willing to rearrange part-time job hours to accommodate off-campus education commitments? Yes No

(continued)

RELEVANT COURSES

Please list any courses you have taken that may be relevant to your work site choice:

EXTRACURRICULAR ACTIVITIES

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

Dates		Organization	Type of Involvement
From	To		

List special skills, courses, certificates, hobbies, interests, etc.:

FUTURE PLANS

Please indicate your current plan for after senior high school.

Work University Community College Apprenticeship

Please describe your long-range career plans:

RATIONALE

Briefly explain why you are interested in the off-campus education program:

Student Signature

Parent(s) Signature

Date

SAMPLE 6.2 – TEACHER RECOMMENDATION
(CONFIDENTIAL when completed)

OFF-CAMPUS EDUCATION PROGRAM

TO BE COMPLETED BY THE STUDENT:

Fill in the information in this box and have a teacher–coordinator complete the lower part of this form.

Student Name: _____

Grade: _____ Date: _____

Return this reference to: _____

By: _____

The above-named student has applied for admission to the Off-campus Education Program. Since off-campus education has an extensive out-of-school component, this student will represent the school in the community. Many factors other than grades must be considered in order to select deserving, sincere, capable students who can benefit from the program. Having previously taught this student, you are in a position to help make a wise decision in this case. Please be candid.

Please rate the student on the following qualities:

Abilities/Qualities	Very Good	Good	Average	Below Average
Dependability: prompt, sincere, consistent, able to work without supervision, truthful, follows instructions				
Leadership: assertive, imaginative, resourceful, able to inspire others to act, uses good judgement				
Industriousness: makes wise use of time				
Mental Alertness: attentive, interested, observant, eager to learn				
Thoroughness: accurate, careful, able to concentrate, completes work				
Personal Appearance and Grooming: clean, neat, orderly, poised, appropriate				
Ability to Get Along with Others: friendly, cooperative, accepts guidance, respectful of others, has sense of humour				
Social Habits: positive, self-controlled, honest; not inclined to argue, complain or make excuses				
Employability: Can this student favourably represent the school on the job?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
If you were an employer, would you want this student working for you?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	

How do you feel overall regarding this student’s entry into off-campus education?

Is an excellent candidate Would benefit from this program Would mature with supervision

Consider at a later date

Off-campus Teacher–Coordinator

Teacher

SAMPLE 6.3 – INTERVIEW QUESTIONS

COMMITMENT TO PROGRAM

- Why do you want to enroll in this program?
- Describe your academic performance at school.
- Do you work to your potential at school? Explain.
- Are you willing to strive to meet all expectations of the program?

PUNCTUALITY AND ATTENDANCE

- What is a justifiable reason for missing work?
- Can you meet deadlines regularly?
- Are you punctual for classes and other functions?

ATTITUDE, PROBLEM SOLVING

- You may not be paid for your work. What will be your incentive to do a good job and give it your best effort?
- Do you enjoy working as a part of a team or by yourself?
- How have you demonstrated responsibility at home/school/with your peers?
- How have you dealt with situations that appear to be uninteresting?
- What do you do when you lose interest in something you have started?
- If you are accepted into the program, you will be expected to work the regular morning or afternoon hours of the employer. This may mean working from 8:00 a.m. to 12:00 noon or from 1:00 p.m. to 5:00 p.m. Are you willing to give up extracurricular activities and possibly modify the hours of any part-time job?

CAREER/PLACEMENT

- What particular work placement are you interested in? Be specific. Second choice?
- What are your future career plans?
- Have you researched the requirements for your career choice? What resources are available to you?
- Will you be able to meet the educational requirements for the career you have chosen?
- What is your perception of the placement you have chosen? What do you see yourself doing and learning in this situation?
- Why do you think you will be successful at this kind of work?

SAMPLE 6.4 – PARENTAL INFORMATION/CONSENT LETTER

Dear Parent/Guardian:

Your son/daughter has requested to participate in off-campus education activities this semester. The intention of this letter is to let you know about the unique conditions and circumstances of the Off-campus Education Program.

The main purpose of off-campus education is to help students research and identify their **educational** and **occupational** goals. Additional objectives are:

- to explore career opportunities at their source for career planning decisions
- to practise knowledge and skills in the use of application forms, résumés, reference letters and job interview situations
- to acquire credible experience to enter employment after graduation
- to attain hours that may be recognized toward a trade apprenticeship, if registering in the Registered Apprenticeship Program (RAP)
- to achieve three or more school credits, 10 of which could be recognized as a 30-level subject toward an Alberta High School Diploma
- to acquire credible experience and references for applying to post-secondary institutions.

As part of the Off-campus Education Program, students will be required to complete in-class work related to job preparation, with an emphasis on workplace health and safety. As part of career planning, they may be required to conduct research on specific occupations of personal interest, prior to placement at an off-campus work site.

Employers are willing to provide training and work experience only when assured that the student is genuinely interested in the occupation and trying to meet employer expectations. Teachers within our district contribute considerable time and effort in locating the job sites, arranging this opportunity and mentoring and monitoring student performance. In this program, students will:

- be monitored at the work site by a teacher–coordinator on a regular basis
- be covered by Workers’ Compensation
- be granted credits upon successful completion of the program
- be provided training and work assignments by a specified supervisor
- be required to telephone the employer and the school, if absent from work
- not be required to work on school holidays or examination days, but may work on such days if an agreement is made by the student, teacher–coordinator and the employer supervisor.

The student’s success in off-campus activities is greatly dependent upon personal accountability. As parents, you can play an important role in helping your child decide if he or she is ready to commit to the program and by encouraging your child to have a positive attitude toward work and other requirements of the program.

In order for your child to participate in the requested course or program, your informed consent is required.

Please sign the Parental Consent and Program Work Agreement forms. If you have any questions or concerns, I can be contacted at the school and will be most willing to provide any further information you may require.

I hope this program can be a meaningful experience that meets your child’s objectives.

Sincerely,

Teacher–Coordinator

Enclosures: (2)

Parental Consent Form

Program Work Agreement Form

SAMPLE 6.5 – PARENTAL CONSENT FORM

Parent's Name: _____ Telephone: _____ (Residence)
Address: _____ Telephone: _____ (Business)
Student's Name: _____ School: _____

I hereby consent to the above-named student being placed in a registered work site for the purpose of work experience.

I understand that:

- the school or the board shall not be held liable or responsible for the student's transportation to and from the workplace
- there may be no remuneration
- work and examinations missed in other classes must be completed
- the student will be expected to:
 - be prompt and regular in attendance at work
 - conform to company rules and regulations
 - accept direction and assessments from authorized supervising personnel
- the student may be withdrawn from a work site or work station at the request of the employer, by notice to the school coordinator.

Signature: _____

Date: _____

SAMPLE 6.6 – STUDENT RESPONSIBILITIES AND EXPECTATIONS

Student Responsibilities and Learning Expectations

Student:	
Job Title:	
Company Name:	
Address and Postal Code:	
Supervisor(s):	
Telephone No.: _____ Fax No. : _____	
E-mail: _____	

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's Learning Plan

Please list the **workplace skills, attitudes and knowledge** that the student possesses that enabled them to be hired for their job position.

Workplace Skills
Attitudes
Knowledge

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 knowledge** do you want the student to develop or improve upon during the next __ 75 __ 125 __ 250 hours of work?

Workplace Skills
Attitudes
Knowledge

Will your business pay?

- | | |
|--|---------------------|
| 1. Regular wage _____ | 4. Honorarium _____ |
| 2. \$1.00 per hour _____ | 5. No wage _____ |
| 3. Other (e.g., tools, gift certificates, merchandise discounts) _____ | |

Note:

1. Inform the work experience coordinator if the **major job duties change significantly** during the work experience placement.
2. Please provide the student with a one- or two-week work schedule.

Supervisor's Signature: _____ Date: _____

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Source: Adapted from materials supplied by the Edmonton Public School District No. 7.

SAMPLE 6.7 – PRE-EMPLOYMENT ORIENTATION CHECKLIST

The following Pre-employment Orientation Checklist may be used to ensure that key tasks are identified and completed during the orientation to any off-campus education program.

1.	SELF-ASSESSMENT	
	• Develop a profile of acquired skills, abilities, personal qualities and work habits.	<input type="checkbox"/>
	• Identify strengths and weaknesses and how to improve weaknesses.	<input type="checkbox"/>
	• Research types of occupations suitable to personality, interests and strengths.	<input type="checkbox"/>
	• Show recognition of “transferable work skills.”	<input type="checkbox"/>
	• Undergo a brief exposure to career planning.	<input type="checkbox"/>
2.	EMPLOYER’S EXPECTATIONS	
	• Identify employer expectations for entry-level work positions.	<input type="checkbox"/>
	• Identify how an employee can keep the job and advance in the job.	<input type="checkbox"/>
	• Know key points from the current <i>Occupational Health and Safety Act</i> , regulations and codes.	<input type="checkbox"/>
	• Know key points from the current <i>Employment Standards Code</i> .	<input type="checkbox"/>
3.	JOB SEARCH TECHNIQUES	
	• Identify how and where to search for employment.	<input type="checkbox"/>
	• Target or focus your search to relative career plans.	<input type="checkbox"/>
	• Identify what to look for in a good employer.	<input type="checkbox"/>
	• Identify ways to approach prospective employers.	<input type="checkbox"/>
4.	PREPARING A RÉSUMÉ	
	• Know your personal strengths.	<input type="checkbox"/>
	• Choose the type of résumé that fits your personal strengths.	<input type="checkbox"/>
	• Present these strengths on paper in order of importance.	<input type="checkbox"/>
	• Target or focus your résumé to a particular occupation or job.	<input type="checkbox"/>
	• Reconstruct and edit your résumé until it meets these objectives.	<input type="checkbox"/>
5.	APPLICATION FORMS	
	• Recognize different types of application forms.	<input type="checkbox"/>
	• Identify the importance of each type.	<input type="checkbox"/>
	• Practise completing different types.	<input type="checkbox"/>
6.	INTERVIEW	
	• Recognize types of interview situations.	<input type="checkbox"/>
	• Recognize the importance of the interview.	<input type="checkbox"/>
	• Identify appearance and etiquette factors expected by the employer.	<input type="checkbox"/>
	• Recognize different categories and questions; e.g., attitude, skills, experience.	<input type="checkbox"/>
	• Role-play interviews with peers.	<input type="checkbox"/>
	• Complete a formal interview.	<input type="checkbox"/>

SAMPLE 6.8 – EMPLOYABILITY SKILLS TEMPLATE: WORK EXPERIENCE 15

Student: _____ Credits: _____ Employer: _____ Teacher: _____

Employability Skills	Learner Outcomes The student should be able to:	Assessment Standards and Tools	Rating				
			4	3	2	1	N/A
Personal Management	<ul style="list-style-type: none"> manage own learning demonstrate willingness to learn identify and use reference materials recognize opportunities for personal growth make notes and keep records dress appropriately for the job 	Develops a Portfolio <u>Assessment Tools</u> <ul style="list-style-type: none"> portfolio assessment tool 					
Resource Management	<ul style="list-style-type: none"> use time effectively select and use appropriate resources use appropriate tools for the job return tools and materials to their proper places practise conservation 	Follows Company Policies <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace portfolio assessment tool 					
Ethics	<ul style="list-style-type: none"> show respect for others recognize diversity and promote respect demonstrate trustworthy behaviour maintain confidentiality 	Follows the Company's Ethics Policies <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace 					
Interpersonal Relations	<ul style="list-style-type: none"> communicate effectively: <ul style="list-style-type: none"> when speaking in writing nonverbally relate well to others 	Meets the Company's Standards <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace portfolio assessment tool 					
Teamwork and Leadership	<ul style="list-style-type: none"> accept membership in a team accept praise and criticism contribute to team efforts propose solutions to problems lead by example 	Meets the Company's Standards <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace portfolio assessment tool 					
Responsibility	<ul style="list-style-type: none"> attend regularly demonstrate punctuality follow safe procedures accept responsibility for own actions 	85% Attendance Record 85% Punctuality Record <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace attendance and punctuality records 					

PERFORMANCE RATING GUIDE

Rating	Description	Performance
4	Excellent	Exceeds standards and expected outcomes in a self-directed manner.
3	Very Good	Meets standards and expected outcomes with minimal assistance.
2	Good	Meets standards and expected outcomes with assistance.
1	Not Acceptable	Does not meet standards and expected outcomes, even with assistance.
N/A	Not Applicable	Does not relate to this work station or work site.

SAMPLE 6.9 – EMPLOYABILITY SKILLS TEMPLATE: WORK EXPERIENCE 25

Student: _____ Credits: _____ Employer: _____ Teacher: _____

Employability Skills	Learner Outcomes The student should be able to:	Assessment Standards and Tools	Rating				
			4	3	2	1	N/A
Personal Management	<ul style="list-style-type: none"> set goals and take steps to achieve them demonstrate willingness to learn recognize and maximize opportunities for personal growth record and maintain information dress appropriately for the job accept and offer praise and constructive criticism 	Maintains a Portfolio <u>Assessment Tools</u> <ul style="list-style-type: none"> portfolio assessment tool teacher and employer observations 					
Resource Management	<ul style="list-style-type: none"> use time effectively use technology-based reference materials select and use appropriate techniques/tools/technology for the job handle and dispose of equipment, tools and materials responsibly conserve resources 	Follows Company Policies <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace portfolio assessment tool 					
Ethics	<ul style="list-style-type: none"> show respect for others make personal judgements about the correctness of specific behaviours generate confidence maintain confidentiality 	Follows the Company's Ethics Policies <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace 					
Interpersonal Relations	<ul style="list-style-type: none"> communicate using appropriate verbal and nonverbal communication techniques cooperate to achieve group goals use technical language appropriately accept praise and constructive criticism 	Meets the Company's Standards <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace portfolio assessment tool 					
Teamwork and Leadership	<ul style="list-style-type: none"> cooperate to achieve group goals take a leadership role, when appropriate help a team to achieve consensus respect the feelings and views of others 	Meets the Company's Standards <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace portfolio assessment tool 					
Responsibility	<ul style="list-style-type: none"> attend regularly be consistently punctual follow environmental, health and safety procedures 	90% Attendance Record 90% Punctuality Record <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace attendance and punctuality records 					

PERFORMANCE RATING GUIDE

Rating	Description	Performance
4	Excellent	Exceeds standards and expected outcomes in a self-directed manner.
3	Very Good	Meets standards and expected outcomes with minimal assistance.
2	Good	Meets standards and expected outcomes with assistance.
1	Not Acceptable	Does not meet standards and expected outcomes, even with assistance.
N/A	Not Applicable	Does not relate to this work station or work site.

SAMPLE 6.10 – EMPLOYABILITY SKILLS TEMPLATE: WORK EXPERIENCE 35

Student: _____ Credits: _____ Employer: _____ Teacher: _____

Employability Skills	Learner Outcomes The student should be able to:	Assessment Standards and Tools	Rating				
			4	3	2	1	N/A
Personal Management	<ul style="list-style-type: none"> set clear goals and take steps to achieve them transfer and apply learning to new situations create opportunities for personal growth maintain and manage an effective record-keeping system dress appropriately for the job 	Maintains a Portfolio <u>Assessment Tools</u> <ul style="list-style-type: none"> portfolio assessment tool teacher and employer observations 					
Resource Management	<ul style="list-style-type: none"> create and adhere to time lines select and use appropriate resources, and recognize when additional resources are required manage an inventory access and use technology/references suggest ways to conserve resources 	Follows Company Policies <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace portfolio assessment tool 					
Ethics	<ul style="list-style-type: none"> show respect for others assess implications of personal/group actions in the workplace maintain confidentiality 	Follows the Company's Ethics Policies <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace 					
Interpersonal Relations	<ul style="list-style-type: none"> prepare and present information, using appropriate verbal and nonverbal techniques listen attentively and respond appropriately accept and offer praise and constructive criticism 	Meets the Company's Standards <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace portfolio assessment tool 					
Teamwork and Leadership	<ul style="list-style-type: none"> work with others to achieve goals contribute to the team's efforts demonstrate negotiation skills mobilize a group to improve performance 	Meets the Company's Standards <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace portfolio assessment tool 					
Responsibility	<ul style="list-style-type: none"> attend regularly be consistently punctual demonstrate and encourage others to follow environmental, health and safety procedures and practices 	95% Attendance Record 95% Punctuality Record <u>Assessment Tools</u> <ul style="list-style-type: none"> as used in the workplace attendance and punctuality records 					

PERFORMANCE RATING GUIDE

Rating	Description	Performance
4	Excellent	Exceeds standards and expected outcomes in a self-directed manner.
3	Very Good	Meets standards and expected outcomes with minimal assistance.
2	Good	Meets standards and expected outcomes with assistance.
1	Not Acceptable	Does not meet standards and expected outcomes, even with assistance.
N/A	Not Applicable	Does not relate to this work station or work site.

SAMPLE 6.11 – WORKPLACE SKILLS TEMPLATE (KNOWLEDGE): WORK EXPERIENCE 15–25–35

Student: _____ Course/Credits: _____ Employer: _____ Teacher: _____

Workplace Skills	Learner Outcomes	Assessment Standards and Tools	Rating				
			4	3	2	1	N/A
KNOWLEDGE 1. Information – List, in the next column, the information that the student should know to perform assigned tasks; e.g., safety, MSDS.	The student should know: <ul style="list-style-type: none"> • • • • • 	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> <ul style="list-style-type: none"> • • • <u>Standards</u> <ul style="list-style-type: none"> • • • 					
2. Resources – List, in the next column, the resources from which the student should be able to access information.	The student should be able to: <ul style="list-style-type: none"> • • • • • 	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> <ul style="list-style-type: none"> • • • <u>Standards</u> <ul style="list-style-type: none"> • • • 					
3. Applications – List, in the next column, the applications of knowledge the student should be able to demonstrate; e.g., reading and interpreting an MSDS label.	The student should be able to: <ul style="list-style-type: none"> • • • • • 	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> <ul style="list-style-type: none"> • • • <u>Standards</u> <ul style="list-style-type: none"> • • • 					

PERFORMANCE RATING GUIDE

Rating	Description	Performance
4	Excellent	Exceeds standards and expected outcomes in a self-directed manner.
3	Very Good	Meets standards and expected outcomes with minimal assistance.
2	Good	Meets standards and expected outcomes with assistance.
1	Not Acceptable	Does not meet standards and expected outcomes, even with assistance.
N/A	Not Applicable	Does not relate to this work station or work site.

SAMPLE 6.12 – WORKPLACE SKILLS TEMPLATE (SKILLS): WORK EXPERIENCE 15–25–35

Student: _____ Course/Credits: _____ Employer: _____ Teacher: _____

Workplace Skills	Learner Outcomes	Assessment Standards and Tools	Rating				
			4	3	2	1	N/A
SKILLS 1. Tools, Equipment and Materials – List, in the next column, the tools, equipment and materials that the student should be able to use.	The student should be able to: <ul style="list-style-type: none"> • • • • 	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> <ul style="list-style-type: none"> • • • <u>Standards</u> <ul style="list-style-type: none"> • • • 					
2. Safety – List, in the next column, the safety procedures and practices that the student should be able to demonstrate.	The student should be able to: <ul style="list-style-type: none"> • • • • 	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> <ul style="list-style-type: none"> • • • <u>Standards</u> <ul style="list-style-type: none"> • • • 					
3. Procedures, Practices and/or Services – List, in the next column, the task-specific procedures, practices and/or services that the student should be able to perform.	The student should be able to: <ul style="list-style-type: none"> • • • • • 	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> <ul style="list-style-type: none"> • • • <u>Standards</u> <ul style="list-style-type: none"> • • • 					

PERFORMANCE RATING GUIDE

Rating	Description	Performance
4	Excellent	Exceeds standards and expected outcomes in a self-directed manner.
3	Very Good	Meets standards and expected outcomes with minimal assistance.
2	Good	Meets standards and expected outcomes with assistance.
1	Not Acceptable	Does not meet standards and expected outcomes, even with assistance.
N/A	Not Applicable	Does not relate to this work station or work site.

**SAMPLE 6.13 – WORKPLACE SKILLS TEMPLATE (ATTITUDES):
WORK EXPERIENCE 15–25–35**

Student: _____ Course/Credits: _____ Employer: _____ Teacher: _____

Workplace Skills	Learner Outcomes	Assessment Standards and Tools	Rating				
			4	3	2	1	N/A
ATTITUDES 1. Awareness – List, in the next column, the awareness behaviours that the student is expected to exhibit in the workplace.	The student should: <ul style="list-style-type: none"> • • • • 	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> <ul style="list-style-type: none"> • • • • <u>Standards</u> <ul style="list-style-type: none"> • • • 					
2. Appreciation – List, in the next column, the appreciation behaviours that the student is expected to show in the workplace.	The student should: <ul style="list-style-type: none"> • • • • • 	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> <ul style="list-style-type: none"> • • • • <u>Standards</u> <ul style="list-style-type: none"> • • • 					
3. Sensitivity – List, in the next column, the sensitivity behaviours that the student is expected to show in the workplace.	The student should: <ul style="list-style-type: none"> • • • • • 	Indicate how the learner outcomes will be measured, and indicate the expected standards. <u>Assessment Tools</u> <ul style="list-style-type: none"> • • • • <u>Standards</u> <ul style="list-style-type: none"> • • • 					

PERFORMANCE RATING GUIDE

Rating	Description	Performance
4	Excellent	Exceeds standards and expected outcomes in a self-directed manner.
3	Very Good	Meets standards and expected outcomes with minimal assistance.
2	Good	Meets standards and expected outcomes with assistance.
1	Not Acceptable	Does not meet standards and expected outcomes, even with assistance.
N/A	Not Applicable	Does not relate to this work station or work site.

SAMPLE 6.14 – GENERAL SKILLS

Student Name: _____

Work Station: _____

		Work Station Student Objective	Completed Objective
Work Attitude <ul style="list-style-type: none"> • Cooperation • Manners • Interest • Initiative • Self-control 	<ul style="list-style-type: none"> – to be able to work together with people – to show courtesy, respect, honesty – to display eagerness to learn – to be able to apply oneself to assigned work – to react to advice and criticism – to show willingness to follow directions 	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
Personal Qualities <ul style="list-style-type: none"> • Appearance • Characteristics 	<ul style="list-style-type: none"> – to be neat and show concern about personal care – to be aggressive and enthusiastic about the job – to show good judgement – to display mental alertness 	_____ _____ _____ _____	_____ _____ _____ _____
Work Performance <ul style="list-style-type: none"> • Job knowledge • Communication • Dependability • Adaptability • Production • Vocational skills • Reliability 	<ul style="list-style-type: none"> – to understand and know work requirements – to be able to communicate orally – to demonstrate ability in written communication – to learn vocabulary related to the job – to be able to complete job with supervision – to show capacity to adjust to new problems – to be able to meet employer’s work standards – to be able to meet employer’s quantity of work – to be able to properly use tools and equipment – to be able to correctly select and care for materials – to demonstrate safety habits – to regularly attend and report to work – to be punctual and report for work on time – to show ability in the following directions 	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Source: Adapted from materials supplied by the St. Albert Protestant Separate School District No. 6.

SAMPLE 6.15 – SPECIFIC SKILLS: BANKING

Student Name: _____

Work Station: _____

Generic “Learner Expectation Training Plan”

Concerns itself with the promotion and selling of banking services, performing banking transactions and the development of customer service techniques.

DUTIES AND RESPONSIBILITIES

1. Customer Service
2. Operations Skills
3. Product Knowledge
4. Personal Aptitudes

	Work Station Student Objective	Completed Objective
<p>CUSTOMER SERVICE</p> <ul style="list-style-type: none"> • Promotes and sells services where appropriate. • Shows prompt and courteous acknowledgement of customer’s presence. • Provides full range of bank services as outlined in sales manual. • Gives full attention to the client in attendance. • Uses discretion in the confidentiality of customer transactions. • Takes prompt steps to identify customer’s banking needs. 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>OPERATIONS SKILLS</p> <ul style="list-style-type: none"> • Sells domestic/foreign currency drafts, money orders and travellers cheques with a minimum of supervision. • Accepts deposits, approves cheques to a specified limit for payment and on certification. • Accepts applications, additional contributions, terminations and changes for Registered Retirement Savings Plans (RRSP). • Opens term deposits and handles prior redemptions. • Authorizes and issues charge card cash advances and payments. • Checks and posts incoming clearing. • Prepares entries for incoming DDA reports. • Files DDA cheques and prepares statements; files branch reports. • Inputs savings, liability and term deposit information to online terminals. 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

(continued)

Source: Adapted from materials supplied by the St. Albert Protestant Separate School District No. 6.

	Work Station Student Objective	Completed Objective
<ul style="list-style-type: none"> Recaps PASA. Intersorts savings, DDA vouchers. Assists with verification of night deposits and deposits delivered by armoured car. Rents, closes and allows access to safety deposit boxes. Opens and closes savings, PAC and current accounts. Ensures counter stationery is replenished when required. Cashes Canada Savings Bonds and makes up ownership certificates. Takes orders to electronic transfers. Assists with the overall proof function. Provides occasional relief assistance for savings, DDA proof and central teller during vacation or illness. Willingly accepts other duties assigned. 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>PRODUCT KNOWLEDGE</p> <ul style="list-style-type: none"> Responds and acknowledges customer inquiries regarding services offered, or refers customer to appropriate officer. Has a good knowledge of department work flow and the responsibilities of other employees. Knows and adheres to employee rules and use of banking manuals, including the code of conduct. Has a solid working knowledge in the following areas: RCS, safety deposit boxes, safekeeping, night and day deposits, client cards, Canada Savings Bonds, electronic transfers, Personal Chequing Accounts (PCA), savings and current accounts. 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>PERSONAL APTITUDES</p> <ul style="list-style-type: none"> Willing to help others (customers and employees). Communicates ideas clearly and concisely. Is resourceful in perceiving and solving problems. Sees what needs to be done and does it without waiting for direction. Exercises appropriate judgement in selecting attire, grooming and behavioural standards, as established by the branch. Demonstrates initiative in business development as it involves assisting customers' banking needs. 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

SAMPLE 6.16 – SPECIFIC SKILLS: CABINETMAKER

Student Name: _____

Work Station: _____

Generic “Learner Expectation Training Plan”

Sets up and operates a variety of woodworking machines, uses various hand tools to fabricate wooden cabinets, studies plans of articles to be constructed, plans sequence of cutting or shaping operations to be performed, and carries out plan.

DUTIES AND RESPONSIBILITIES

1. **Working with hand tools.** Trims component parts of joints to ensure snug fit, using planes, chisels and wood files; and bores holes for insertion of screws and dowels.
2. **Performing machine-tool work.** Operates woodworking machines (power saws, jointer, planer, mortiser, shaper), and cuts and shapes parts from wood stock.
3. **Constructing cabinets.** Glues, fits and clamps parts together to form a complete unit.
4. **Finishing cabinets.** Finishes cabinets by sanding and preparing surfaces for priming, painting or staining.
5. **Restoring cabinets.** Repairs broken furniture members, flattens blisters in plywood, repairs blemishes and dents with stick shellac, re-glues joints, removes old finish and refinishes.
6. **Planning cabinet layout.** Marks outline or dimensions of parts on paper or lumber stock according to specifications, and matches materials for colour, grain and texture.

	Work Station Student Objective	Completed Objective
ORIENTATION <ul style="list-style-type: none"> • Discusses employment policies and regulations. • Discusses current job responsibilities. • Understands future career possibilities. • Understands safety procedures. 	_____ _____ _____ _____	_____ _____ _____ _____
MATERIALS IDENTIFICATION <ul style="list-style-type: none"> • Recognizes and identifies different woods. • Identifies quarter and plain-sawed wood. • Identifies heartwood and sapwood. • Selects lumber for cabinet work. • Cuts stock for most economical use. 	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

(continued)

Source: Adapted from materials supplied by the St. Albert Protestant Separate School District No. 6.

	Work Station Student Objective	Completed Objective
TOOLS FOR MEASUREMENT AND LAYOUT <ul style="list-style-type: none"> • Measures and divides spaces with ruler. • Lays out square cuts with square. • Reads and checks measurements with square. • Lays out parallel lines with marking gauge. • Marks duplicate parts with a square. • Divides spaces with divider. • Scribes circles with compass. • Lays out angles with sliding T-bevel. • Marks centres. • Measures inside and outside diameters with callipers. • Draws circles of larger diameter with trammel. • Establishes horizontal lines with spirit level. • Establishes vertical lines with plumb bob. • Determines diagonals of squares and solids with square. 	 	
HAND TOOL WORK <ul style="list-style-type: none"> • Uses saws. • Uses planes and scrapers. • Uses drills. • Uses shaping and forming tools. • Uses fastening tools. 	 	
MACHINE-TOOL WORK <ul style="list-style-type: none"> • Uses circular saw. • Uses band saw. • Uses jigsaw. • Uses jointer. • Uses drill press. • Uses shaper. • Uses lathe. • Uses sander. 	 	
CABINET CONSTRUCTION <ul style="list-style-type: none"> • Selects, lays out and cuts commonly used wood joints. • Constructs cabinets and built-ins. • Constructs indoor furniture and built-ins. • Constructs and installs doors. • Attaches fasteners and hardware. • Builds up stock. 	 	

(continued)

	Work Station Student Objective	Completed Objective
FINISHING OPERATIONS <ul style="list-style-type: none"> Sands wood for finishing. Applies filter. Applies finish with brush. Applies spray finish. 	 	
FURNITURE RESTORATION <ul style="list-style-type: none"> Repairs or replaces broken and split solid furniture members. Flattens blisters and repairs breaks in veneers and plywoods. Repairs small scars and blemishes with stick shellac. Repairs and re-glues loose joints. Removes warp from wide boards and panels. Removes old finish. Refinishes article. 	 	
THE JOB PLAN <ul style="list-style-type: none"> Sketches plans for cabinets. Makes blueprints from sketches. Writes specifications for construction and installs. 	 	
ESTIMATES <ul style="list-style-type: none"> Computes board feet of lumber and plywood. Computes cost of lumber and plywood. Makes out stock bill. Selects and cuts stock to rough size for shop order. 	 	
ADDITIONAL TASKS <ul style="list-style-type: none"> _____ _____ 	 	

SECTION 7 – STUDENT PLACEMENT, MONITORING AND ASSESSMENT

PLACEMENT PROCEDURES AND DOCUMENTATION

Prior to the commencement of the placement, the teacher–coordinator must ensure:

1. all off-campus education work sites and work stations have been approved (see Section 5, pages 29–42).
2. the student has received an appropriate pre-placement orientation (see Section 6, pages 43–70).
3. a work agreement or contract has been signed by the student, the student’s parent or guardian, the employer and the school authority designee (see Sample 7.1 and Sample 7.2, pages 79–81).

Transportation

The type and location of the work site should be identified during the student selection process. The student’s accessibility to possible work sites or work stations is an important consideration at this stage.

The teacher–coordinator, student and parent 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.

Student/Employer Contract

On completion of the formal interview with the teacher–coordinator, the student may be informed of his or her work site and the supervisor’s name and telephone number. At this time, it is recommended that the employer have the opportunity to interview the student.

The initial visit to the work site and/or work station is an excellent opportunity for students to practise their presentation skills within the employer’s actual hiring procedures. The teacher–coordinator may wish to forward a formal letter to the employer to arrange for an interview of the student.

The student's responsibilities are to:

1. call the employer and set up an interview appointment
2. fill out the employer's application form
3. submit a personal résumé
4. be on time for the interview
5. confirm hours of work experience and any special conditions required by the work site/work station
6. inform the teacher–coordinator so the work agreement form can be signed by the employer's representative before work experience begins.

MONITORING

All students are to be monitored by the teacher–coordinator while they are at the work site/work station. The success of any off-campus education program, in terms of student learning, teacher and program accountability and public relations, depends on good monitoring techniques.

Monitoring should consist of careful, critical observations of the student's activities at the work station, and discussion with the student and the supervisor.

Teachers should maintain a dated, anecdotal record of each visit (see Sample 7.3, page 82, for a Monitoring Report).

During onsite visitations, the teacher–coordinator should be assessing the following:

- Is appropriate learning and skill development occurring, including a variety of experiences related to program goals?
- Is the training situation safe and appropriate for the student?
- Is there good communication between the employer and the student?
- Is the training plan or list of learner expectations accurate or is revision required?
- Is the work site/work station supervisor satisfied with the student? Are improvements needed? If necessary, how can they best be instituted?
- Is the student satisfied with the work site/work station? Are improvements needed? If necessary, how can they best be instituted?

Regular monitoring helps the student understand that workplace activities are valuable learning experiences evolving from a school program. Students also need to feel that they are supported by the teacher and the school in their placement. Programs that do not have regular, visible, onsite monitoring will quickly lose credibility with the community and the school.

FREQUENCY OF MONITORING

The teacher–coordinator’s monitoring schedule of the work site/work station should be **as frequent as necessary to ensure and enhance the learning experience for the student.**

1. If the student is attending the work site **less than five hours per day**, the teacher–coordinator must:
 - visit the site once every twenty-five (25) hours during the entire length of the placement.
2. If the student is attending the work site **more than five hours per day**, the teacher–coordinator must:
 - visit the site once a week for the first 3 or 4 weeks, depending on how well the student is progressing
 - visit the site once every two weeks for the duration of the placement and make telephone contact with the supervisor and/or the student once per week when a physical visit does not occur.

If there is any change in the onsite supervisor or a major change in hours of work or job description, the teacher–coordinator must visit the site more frequently to ensure the student is progressing adequately.

In most cases this equates to one visit for every credit being earned.

More frequent visits may be necessary for those students needing additional support in order to succeed, such as students with special education needs or in Knowledge and Employability courses.

STUDENT RECORDS

It is recommended that teachers maintain a file for each student involved in off-campus education. This file should be taken to the placement when the teacher–coordinator conducts a monitoring visit. The following records should be included in this file:

- the Work Agreement form
- the student’s learning plan and outline of learner expectations
- dated, anecdotal monitoring reports
- employer evaluation forms
- weekly time logs.

The student file may also include copies of his or her:

- completed application form
- cover letter and résumé
- references
- portfolio material.

INTEGRATION SESSIONS

For 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 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).

Integration activities provide students with a common ground to link the realities of their work experiences with classroom instruction. It is recommended that coordinators 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 the teacher 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 INTEGRATION SESSIONS

The following are examples of various approaches that can be used as part of integration sessions.

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 the student’s learning and personal growth (see Sample 7.4, page 83).

Journal Writing

Journals usually consist of creative writing by students recording their feelings and reactions to events that occur at the work site. There are a variety of journal formats, including responses to issue-orientated questions or statements, diaries, fictional stories, illustrations or clippings (see Sample 7.5, pages 84–85).

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 station 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 (see Sample 7.6, page 86).

Observation Reports

Some teacher–coordinators 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.

Subject-specific Integration

Students who are off-campus under work study as an integral part of a course also need integration sessions. The teacher overseeing these students should strive to help them see the direct link between in-school theory and work site practice. For example, an accounting student placed off-campus in a bank might notice that at the work site, accounting theory is used in a different way. This could lead directly into discussions about the variety of ways in which accounting theory is put into practice in the workplace.

Call-back Session Exercise

Helping students understand an employer’s expectations for job maintenance and advancement is an important activity in an integration session.

ASSESSMENT AND EVALUATION

The procedures for the assessment of performance and the evaluation of the achievement of students involved in off-campus education must comply with the school authority’s and school’s existing evaluation policies. This procedure must be clearly articulated to the student before activities at the work site commence. Students should understand the composition of the final mark. For example, this mark may be an average of the mark assigned by the work site supervisor and the teacher–coordinator assigned mark.

While student performance at the work site is to be evaluated by the teacher–coordinator in conjunction with the onsite supervisor, it should be understood that the teacher–coordinator is responsible for each student’s final mark (see Sample 7.7, page 87).

EVALUATION CRITERIA

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

Formative evaluation is closely tied to the individual training plan and maintains student, teacher and supervisor awareness of the learning objectives and the student's progress. It may be based on formal interviews, performance appraisals, projects, quizzes and/or written assignments.

Summative evaluation takes place at the end of the work term or semester, and may be obtained from self-evaluation, logs, journals, questionnaires, reports and short assignments.

WORK STATION OR WORK SITE SUPERVISOR'S EVALUATION

The proportion of the total evaluation allocated to the work site supervisor should reflect the time spent in the workplace. School authorities should consider creating their own employer evaluation form and student self-evaluation form (see Samples 7.8–7.10, pages 88–93).

PORTFOLIOS

A portfolio is a chronological 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 teacher–coordinator should provide assistance to the student in assessing what to choose to include in a portfolio that best represents the individual student's 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 within many in-school and off-campus education programs. Every student is planning for a career and preparing to search for employment and can benefit from having a portfolio. In off-campus education programs, a student portfolio might include:

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

A teacher–coordinator can introduce the process of developing a portfolio in pre-placement classes and as part of integration sessions.

Portfolios should be student managed. The portfolio organization and contents should be directed by the student’s own career, educational and personal goals. For example, one student may organize the portfolio based on his or her desire for a particular career, while another may organize it around the expectations for entrance into a post-secondary institution. Whatever method is used, the mission of all portfolio building 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.

SAMPLE 7.1 – WORK AGREEMENT

A. Student's Name: _____ School: _____
Student's Address: _____ Program: _____
Telephone: _____ Job Title: _____

B. Employer's Name: _____
Employer's Address: _____
Contact Person: _____ Telephone: _____
Supervisor: _____ Telephone: _____

1. PARTIES TO THE AGREEMENT:

The parties to the agreement shall be:

- a) the student named in "A" above, hereinafter called "the student worker"
- b) the employer named in "B" above, hereinafter called "the employer"
- c) the student's parent(s) or guardian(s), hereinafter called "the parent(s) or guardian(s)"
- d) the school board trustees, hereinafter called "the board."

2. EMPLOYMENT:

- a) The student worker agrees to enter the employ of the employer, and the employer agrees to employ the student worker under the board's Off-campus Education Program, subject to the provisions of this agreement and to the rules or rulings that may be made from time to time by the board or its representatives.
- b) A statement of duties shall be set forth by the employer in conjunction with the school's coordinator, and the student worker shall agree to perform these duties for the employer.
- c) The employer shall, at the request of the board or its representatives, evaluate the student on the performance of his or her duties and report on a form supplied by the board.
- d) The employer agrees that participation in this program will in no way affect the tenure or job security of any regular employee currently on staff, nor the hiring practices with regard to employees.

3. SALARY:

- a) If the employer engages the student worker to work outside or in addition to the working times outlined in this agreement, such employment shall be subject to remuneration as provided in the *Employment Standards Act* and regulations or orders made under authority given by this Act.
- b) Any remuneration paid by the employer to the student worker for the working times outlined in this agreement shall be set at the discretion of the employer.

(continued)

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

4. INSURANCE:

- a) 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.
- b) In consideration of the board having arranged for the off-campus education herein described, the undersigned parent(s) or guardian(s), and if more than one of them execute this agreement, they agree jointly and severally with the board to indemnify and save harmless the board and its agents and employees with respect to any expenses, costs or liability whatsoever arising out of any damage or injury occurring or alleged to occur in connection with the aforesaid employment, and with respect to any damage or other claim as referred to in 5A, hereof.

5. SUPERVISION:

- a) It is agreed that, having arranged off-campus education for the student worker as herein set out, the board's only other obligation is to maintain contact with the student worker and the employer to such an extent as the board deems adequate or feasible, and the board shall not be liable for any damage or other claim arising out of any act or omission of any other party to this agreement.
- b) The employer will supervise the student worker and the board shall keep in contact with the student worker to assist in the educational aspect of the program.

6. TERMINATION:

Any party to this agreement may terminate it by giving notice of termination by ordinary mail to the other parties at the addresses shown in the agreement.

EFFECTIVE PERIOD AND HOURS

This agreement shall be in force from _____ until _____.
Working hours are not to exceed those outlined in the *Off-campus Education Handbook*.

Signature of Student	Date	Signature of Parent or Guardian	Date
----------------------	------	---------------------------------	------

Signature of Employer	Date	Signature of Board Representative	Date
-----------------------	------	-----------------------------------	------

The student, employer and school should retain a copy of this form. The work agreement lays out the conditions for the work experience and binds the parties to the terms of the agreement.

SAMPLE 7.2 – WORK AGREEMENT

Date: _____

BETWEEN

A. Name of Student: _____ S.I.N.: _____
(herein called “the student”)

Address: _____ Telephone No.: _____

Postal Code: _____ Supervising Officer: _____

B. Name of Employer: _____ Telephone No.: _____

Company Address: _____

WHEREAS:

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

WITNESSETH:

1. **Period of Agreement**

The student shall, from _____ to _____, faithfully, honestly and diligently serve the employer and devote his or her whole time and attention to such employment during the hours of employment hereunder prescribed.

2. **Hours of Work**

The hours of employment shall be from _____ to _____ in each day of the week during the term of this 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 board or its representatives access to the employment site and the student.

5. **Evaluation**

The employer shall, at the request of the board 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 board.

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.

EMPLOYER

STUDENT

BOARD OF TRUSTEES REPRESENTATIVE

PARENT OR GUARDIAN OF STUDENT

1. By *Workers’ Compensation Act*, AR R.S.A. 2000, Section 153(3), the student has been deemed to be “a worker” of the government of the province of Alberta.
2. In the event the student shall be employed by the employer outside the scope of this agreement, the employer and employee are subject to the *Alberta Labour Relations Code*, the regulations and orders thereunder.

SAMPLE 7.3 – MONITORING REPORT

Student:	Work Site:
Date:	Teacher:
Observation of student and employer: comments of student and employer. _____ _____	
Comments and/or concerns: action to be taken. _____ _____ _____	

Date:	
Observation of student and employer: comments of student and employer. _____ _____	
Comments and/or concerns: action to be taken. _____ _____ _____	

Date:	
Observation of student and employer: comments of student and employer. _____ _____	
Comments and/or concerns: action to be taken. _____ _____ _____	

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

SAMPLE 7.5 – JOURNAL SHEETS

TODAY I REALLY IMPRESSED MY BOSS WHEN . . .

TEACHER ZONE

(continued)

TODAY AT WORK, I WAS SO FRUSTRATED BECAUSE . . .

TEACHER ZONE

SAMPLE 7.6 – STUDENT WEEKLY ACTIVITY LOG

Name of Student: _____

Placement: _____

Note to Student: Write a brief description of the types of activities you worked at during the day, complete the day and times, and when this page is complete, have your supervisor sign it. This log is to be signed and submitted to your coordinator on the first school day of the following week.

Day/Date	Hours Worked			Tasks/Activities Performed
	From	To	Total Hours	
Monday				1. _____ 2. _____ 3. _____
Tuesday				1. _____ 2. _____ 3. _____
Wednesday				1. _____ 2. _____ 3. _____
Thursday				1. _____ 2. _____ 3. _____
Friday				1. _____ 2. _____ 3. _____
Saturday				1. _____ 2. _____ 3. _____

Hours from Previous Log: _____

Total Hours This Week: _____

Total Hours to Date: _____

Supervisor's Comments: _____

Please rate the student's overall performance for this week:

Excellent Very Good Satisfactory Unsatisfactory

Supervisor's Signature: _____

Student's Signature: _____

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

SAMPLE 7.7 – TEACHER MARK

Student report marks will be determined as follows.

REPORT 1 MARK (value: 40% of final mark)

Pre-employment Training	20%
Résumé/Covering Letter	5%
Employer Evaluation	50%
Meeting Attendance	5%
Absence Reporting	5%
Time Sheet Completion	10%
File Documentation	5%

REPORT 2 MARK (value: 60% of final mark)

Employer Evaluation	60%
Meeting Attendance	5%
Absence Reporting	5%
Time Sheet Completion	10%
Journal/Reflection	5%
Thank-you Letter/Card	5%
Job Profile Completion	5%
File Documentation/Organization	5%

FINAL MARK

Report 1 Mark	40%
Report 2 Mark	60%

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

SAMPLE 7.8 – EMPLOYER EVALUATION OF STUDENT

Student's Name: _____

School: _____

Employer: Evaluate this student as you would a novice worker in your employ and make a comment for each section about why you rated the student as you did. 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 all students in all situations. Place N/A beside any one that does not apply.

Employability Skills	Excellent	Good	Satisfactory	Needs Improvement	Comments
Listening skills					
Verbal communication					
Written communication					
Reading comprehension					
Willingness to learn					
Self-esteem and confidence					
Ability to set and obtain goals					
Accountability for actions					
Personal ethics (honesty, etc.)					
Initiative					
Ability to think critically					
Uses technology effectively					
Acceptance of change					
Creativity					
Productivity (quality product)					
Performs tasks safely					
Respectful of diversity					
Cooperative (is a team player)					

OVERALL	Excellent	Good	Satisfactory	Needs Improvement
RATING				

Has this report been discussed with the student?

Yes _____ No _____

No. of days late: _____

Reason: _____

No. of days absent: _____

Reason: _____

Recommendations for improvement: _____

Comment on the student's suitability for this type of employment: _____

If there were an opportunity for employment, would you consider hiring this student? Yes No

Student's Signature

Supervisor's Signature

(continued)

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

SAMPLE 7.8 (continued) – DESCRIPTION OF EMPLOYABILITY SKILLS

The following is a description of the employability skills appearing on the previous page. Refer to this description for a standardized explanation of what each term means.

Listening Skills	Listens to gain information and to understand.
Verbal Communication	Understands and speaks the language in which the business is conducted, including proper use of specialized terminology.
Written Communication	Writes effectively in the language in which the business is conducted, including proper use of specialized terminology.
Reading Comprehension	Reads, understands and uses written materials related to the business, including graphs, charts and displays, if applicable.
Willingness to Learn	Shows a positive attitude toward learning and lifelong learning.
Self-esteem and Confidence	Shows faith in himself or herself to do the job well. Shows an increasing ability to handle constructive criticism.
Ability to Set and Obtain Goals	Demonstrates an ability to set goals and priorities in work and personal life, and also shows an ability to manage time and other factors to achieve these goals.
Accountability for Actions	Assumes responsibility for actions he or she takes, and deals effectively with the consequences.
Personal Ethics	Demonstrates honesty and a morality that is consistent with expected behaviour at the workplace, including confidentiality, if required.
Initiative	Demonstrates an ability to begin new tasks when it is appropriate to do so, and shows energy and persistence to get the job done.
Ability to Think Critically	Sees issues clearly and truly in order to judge them fairly, and acts logically to evaluate situations, solve problems and make decisions.
Uses Technology Effectively	Is able to learn how to use the technology of the business, and makes appropriate decisions while using it.
Acceptance of Change	Demonstrates a positive attitude to change by being flexible and adaptable to new situations.
Creativity	Is able to suggest new or innovative ideas to get the job done when the situation warrants it. Also implies the enterprising entrepreneurial spirit.
Productivity (Quality Product)	Understands the standards of the workplace, and is able to produce work that meets the standards, including operating within the time constraints of the business.
Performs Tasks Safely	Wears appropriate safety gear, and acts responsibly and safely toward self and others.
Respectful of Diversity	Recognizes and respects people’s diversity and individual differences.
Cooperative (Is a Team Player)	Is able to understand and work within the culture of the group and exercise “give and take” to achieve group results.

SAMPLE 7.9 – EMPLOYER EVALUATION OF STUDENT

Student's Name: _____ Date: _____

School: _____

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

RATING SCALE:

5 Excellent	2 Needs Improvement
4 Very Good	1 Unsatisfactory
3 Satisfactory	0 Not Applicable

PUNCTUALITY AND ATTENDANCE	RATING					
• Punctuality	5	4	3	2	1	0
• Attendance	5	4	3	2	1	0

PERSONAL QUALITIES AND WORK HABITS	RATING					
• Cooperativeness—ability to work with others	5	4	3	2	1	0
• Adaptability—ability to adapt to new tasks or situations	5	4	3	2	1	0
• Willingness to accept suggestions for improvement	5	4	3	2	1	0
• Practises self-control	5	4	3	2	1	0
• Reliability—completes tasks on time, can be depended upon	5	4	3	2	1	0
• Initiative—eager to learn, seeks additional work	5	4	3	2	1	0
• Demonstrates interest and enthusiasm for job	5	4	3	2	1	0
• General grooming and appearance	5	4	3	2	1	0

EXECUTION OF WORK DUTIES	RATING					
• Ability to learn and complete tasks outlined	5	4	3	2	1	0
• Tools and equipment used in an effective and safe manner	5	4	3	2	1	0
• Neatness of work	5	4	3	2	1	0
• Speed of work completion	5	4	3	2	1	0
• Application to job—works consistently and conscientiously	5	4	3	2	1	0

(continued)

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

OTHER INFORMATION

1. Student's strong points (outstanding traits, talents or abilities not cited elsewhere):

2. Recommendations for improvement:

3. Other comments:



Rated By: _____ Date: _____

Rater's Position: _____

Organization/Business: _____

Address: _____

Telephone: _____

SAMPLE 7.10 – STUDENT SELF-EVALUATION

Student: _____

Job Placement: _____

For each statement, provide some written comments. Remember that a “self-evaluation” is what you think of what you did. Be honest with yourself.

1. At the start of each day at the work site, I took steps to find out what was expected of me for that day.

2. I took pride in my work, and I always tried to do my best.

4. Once a task was assigned to me, I was able to work without supervision, although I may have had to ask for clarification or assistance.

5. If nothing had been assigned by my supervisor or I finished early, I found something worthwhile to do.

(continued)

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

5. I learned to accept criticism about my work or efforts without being personally hurt. When criticism was made, I did not blame someone else or the fact that the instructions may have been unclear.

6. I was enthusiastic and tried to convey the impression that I liked what I was doing.

7. I recognized that my attendance at the work site was important and that people were counting on me to be there.

8. If absent, I contacted both my job placement and the school.

9. Specify the one area where you think that you made the most improvement during your placement.

10. Specify one area where you think that you could make further improvement.

SECTION 8 – STUDENT SAFETY

SAFETY IN THE WORKPLACE

In spite of our best efforts to prevent injuries prior to placing students at work sites, injuries may still occur. This section contains information and procedures related to the reporting of student injuries received while involved in off-campus education activities.

WORKERS' COMPENSATION COVERAGE

As a result of the Workers' Compensation Regulation, AR 325/2002, Section 7(1)(e), the *Workers' Compensation Act* applies to students registered in off-campus education programs. Section 153(3) of the Act states that, for the purposes of insurance coverage, these students will be considered to be workers employed by the Government of Alberta. This may be important to employers considering becoming involved in off-campus education programs. It does affect procedures for reporting student injuries.

Coordinators must understand Workers' Compensation Board (WCB) procedures and make their students aware of what to do should they be injured.

All students in off-campus education activities need to understand that **all injuries**, major or minor, **must be reported immediately to the supervisor and** also to the **coordinator**.

INCIDENT/INJURY REPORTING

If a student is injured in a work-related incident, the WCB is to be advised when:

- the worker is away from work for longer than the day of the incident
- the worker will require ongoing medical treatment; e.g., physiotherapy, chiropractic services
- another party is involved; e.g., a motor vehicle incident
- the injury results in hearing loss, respiratory problems or any progressive injury or condition
- prescriptions, dental work or glasses replacement are required
- a permanent disability is likely.

If WCB notification is not required, the incident must still be recorded in the company's incident/injury record book. It is the responsibility of the supervisor to ensure that the injury is recorded.

If an incident necessitates a Workers' Compensation Board claim to be filed, the employer is to fill out an *Employer's Report of Injury or Occupational Disease* form, available online at <http://www.wcb.ab.ca/pdfs/c040.pdf> (see Sample 8.3, page 100).

The student is to fill out the Worker's Report of Injury or Occupational Disease form, available online at <http://www.wcb.ab.ca/pdfs/c060.pdf> (see Sample 8.4, page 101).

The employer reporting an incident should not include the employer's compensation code or account number on the Employer's Report. **The Alberta Education account code, 345912/6, must be entered on the Employer's Report by the coordinator or a designated representative of the school authority. The necessary forms must be submitted to the Workers' Compensation Board and the Curriculum Branch, Alberta Education, within 72 hours of an injury incident.**

Because employers are required to report any injury to the Workers' Compensation Board **within 72 hours** of learning about the incident, the off-campus teacher-coordinator must submit reports to Workers' Compensation Board and Curriculum Branch, Alberta Education, well before the 72-hour time limit expires (see Sample 8.1, page 98, for a model of the reporting procedure, and Sample 8.2, page 99, for a fax cover sheet).

Workers' Compensation Board Fax: 780-427-5863
Curriculum Branch Fax: 780-422-3745

Additional Information

When a student receives medical attention for an injury, the student must ensure that the doctor knows that the accident happened at work. **Doctors attending injured workers are required to submit a Physician's Report of Accident within two days of treatment.** If the doctor does not send in a report, the Workers' Compensation Board will not open a file.

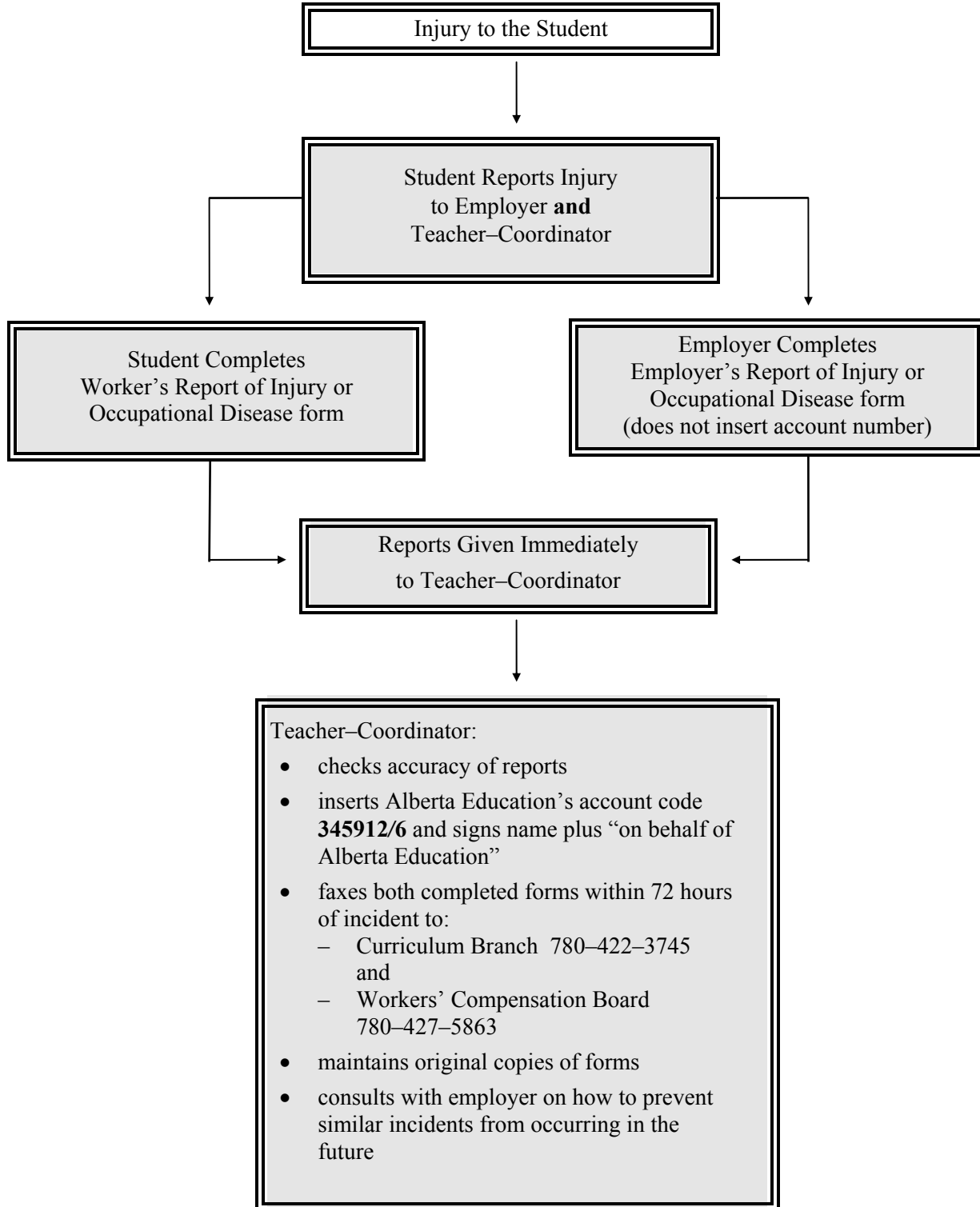
For general claims information, students and employers can telephone the Edmonton Workers' Compensation Board office at 780-498-3800, their nearest Workers' Compensation Board office, or Alberta Education at 780-427-2984.

Beyond Workers' Compensation, any insurance coverage deemed desirable is to be obtained by the student, the school board or the employer. Insurance coverage for students travelling to and from the work site/work station from their homes is the same as that normally in force for students going to and from their homes to school. It is also recommended that students involved in off-campus education programs consider purchasing additional student insurance.

Follow-up

The teacher-coordinator should keep in contact with the student and/or parent/guardian regarding the student's condition and return to school/work. The teacher-coordinator should also meet with the student and employer's representatives to discuss and develop strategies to prevent similar injury incidents in the future.

SAMPLE 8.1 – Model of Injury Reporting Procedure



SAMPLE 8.2 – Fax Cover Sheet: Reporting Student Injuries

(For use when sending Workers' Compensation Board reports of student injuries.)

FROM

School: _____

Contact Person: _____

Fax: _____

Telephone: _____

TO

Workers' Compensation Board

Fax: 780-427-5863

Alberta Education, Curriculum Branch

Fax: 780-422-3745

STUDENT PLACEMENT INFORMATION

Company Name: _____

Address: _____

Workplace Supervisor: _____

Other Information:

SAMPLE 8.3 – EMPLOYER’S REPORT



**Workers’
Compensation
Board**
Alberta

P.O. BOX 2415
EDMONTON AB T5J 2S5
Phone 780-498-3999 (in Edmonton)
1-866-922-9221 (toll free in Alberta)
1-800-661-9608 (outside Alberta)
Fax 780-427-5863 or 1-800-661-1993

March 2008
EMPLOYER’S REPORT
of Injury or Occupational Disease C040

Seven Digit Claim #:

Claim Type	<input type="checkbox"/> Time Lost <input type="checkbox"/> Modified Work <input type="checkbox"/> Fatality Complete entire report if claim type is one of the above	<input type="checkbox"/> No Time Lost (Notice of non-disabling injury/illness) Complete first page only
-------------------	---	--

Worker Information			
Last Name:	Former Name: <small>(e.g., maiden name)</small>	First Name:	Initial:
Address:		Apt #:	Social Insurance #:
City:	Province:	Postal Code:	Health Care #:
Daytime Phone:	Evening Phone:	Date of Birth:	Sex: <input type="checkbox"/> M <input type="checkbox"/> F
Occupation:		Apprentice: <input type="checkbox"/> Yes <input type="checkbox"/> No	

Employer Information	
Business Name or Government Department:	WCB Account Number: Industry:
Does the injured worker have WCB personal coverage with this business? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Mailing Address:	Is injured worker a proprietor, partner or director in this business? <input type="checkbox"/> Yes <input type="checkbox"/> No
City:	Employer/Supervisor Contact Name:
Province: Postal Code:	Phone:
Phone: Fax:	E-mail Address:

Injury or Occupational Disease information	
1 Date and time of injury:	Time: <input type="checkbox"/> a.m. <input type="checkbox"/> p.m. <input type="checkbox"/> This condition developed over a period of time.
Scheduled hours of employment on the day of accident: From: To:	
2 When was someone at your business notified of the injury?	Time: <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.
Name of person and their position: Position:	
3 Did the injury occur on employer’s premises? <input type="checkbox"/> Yes <input type="checkbox"/> No	Did injury occur in Alberta? <input type="checkbox"/> Yes <input type="checkbox"/> No
Location where the accident happened (address or general location):	
4 Describe fully, based on the information you have, what happened to cause this injury or disease. Please describe what the worker was doing, including details about any tools, equipment, materials, etc. the worker was using. State any gas, chemicals or extreme temperatures worker may have been exposed to:	
If you have more information, please attach a letter. Letter attached? <input type="checkbox"/> Yes <input type="checkbox"/> No	
5 What part of body injured? (hand, eye, back, lungs, etc.)	<input type="checkbox"/> Left side <input type="checkbox"/> Right side
6 What type of injury is this? (sprain, strain, bruise, etc.)	
7 Were the worker’s actions at the time of injury for the purpose of your business? <input type="checkbox"/> Yes <input type="checkbox"/> No	
8 Were the actions part of the worker’s regular duties? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Check the box that best describes the physical demands of the regular duties: <input type="checkbox"/> Sedentary <input type="checkbox"/> Light <input type="checkbox"/> Medium <input type="checkbox"/> Heavy <input type="checkbox"/> Very Heavy <small>(See detailed description on page 2 of attached instructions)</small>	
9 Indicate type of aid provided: <input type="checkbox"/> First aid <input type="checkbox"/> Medical aid (Name of treating healthcare professional/hospital): _____ <input type="checkbox"/> None	

Was a copy of this report given to the injured worker as per the *Workers’ Compensation Act*? Yes No Worker declined it

Employer’s Signature: _____ Date: _____

(for office use only)



C-040 REV MAR 2008

If you have any other information that would help us make a decision, or if you have concerns, please attach a letter.
THIS DOCUMENT MAY BE EXAMINED BY ANY PERSON WITH A DIRECT INTEREST IN A CLAIM THAT IS UNDER REVIEW OR APPEAL.
Page 1 of 2

SECTION 9 – REGISTERED APPRENTICESHIP PROGRAM

APPRENTICESHIP

Designated trades are a special category of occupations. Apprenticeship and Industry Training, Alberta Advanced Education and Technology, 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 http://www.tradesecrets.gov.ab.ca/index.html?page=quick_facts/definitions.html.

RAP

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, 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 their time between an approved work site and their 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.

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.

Apprenticeship and Industry Training administers the *Apprenticeship and Industry Training Act, 2000*, which governs apprenticeship in Alberta. Under this legislation and its regulations:

- students are considered to be regular apprentices
- students must be employed by a qualified employer and supervised by a qualified journeyman
- students must be paid at least minimum wage
- Apprenticeship and Industry Training staff will monitor and evaluate work placements and monitor RAP students.

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 apprentices' technical training is delayed until after they have completed senior high school and have also completed the required number of hours of workplace 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 teacher-coordinator and Apprenticeship and Industry Training to make the necessary arrangements.

RAP students may also enroll in CTS courses related to their chosen trade area. By completing specific 1-credit courses, they may meet the requirements of a CTS-to-apprenticeship articulation agreement and further accelerate their progress through apprenticeship.

RAP students are expected to continue their apprenticeship after they graduate from senior high school.

Note: In some trades, and for some employers, students may also be required to purchase their own tools.

THE RAP PROCESS

The following pages list the procedures and processes for RAP. In addition, participants in RAP must also adhere to the procedures and processes defined and delineated elsewhere in this *Off-campus Education Handbook*. It would be prudent to review the procedures listed on pages 7–11 with emphasis on procedures 5–9, 11–13 and 6–22.

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. Register off-campus coordinators**

Ensure all students in RAP courses have a certificated teacher designated as an off-campus coordinator to supervise, and assess their progress.

The school authority must ensure the particulars of all certificated teachers assigned responsibilities of supervising students in RAP courses are entered on the Off-campus Coordinator Registration Form (see Sample 2.1, page 13) and submitted to the Director, Curriculum Branch, Alberta Education.
- 3. 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:

 - students have up-to-date information about RAP and apprenticeship (see Apprenticeship and Industry Training Web site at <http://www.tradesecrets.org> or contact any Apprenticeship and Industry Training office)
 - parents and students understand the goals and purposes of RAP
 - parents and students 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, teacher or counsellor about the advantages and disadvantages of a trade career and about how well the student is suited to working in a specific trade
 - working in 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 or a 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.

- 4. 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 coordinator
 - other organizations; e.g., Careers: The Next Generation, Southern Regional Consortium.

- 5. Inspect and approve work site** The school authority must ensure all RAP work sites and work stations are inspected and approved prior to the placement of students.

Most frequently, it is the teacher–coordinator who conducts the inspection. The teacher–coordinator will ensure the site is appropriate as an educational environment and meets OHS requirements for the safety of the student before submitting the appropriate documentation for approval.

- 6. Apply to Apprenticeship and Industry Training** 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 following procedure must be followed.

- The student obtains an *Apprenticeship Application and Contract* from an Apprenticeship and Industry Training Office, or at http://www.tradesecrets.gov.ab.ca/forms_publications/forms/pdf/appl_appr_contract.pdf.
- The student completes and submits the application to Apprenticeship and Industry Training. Note that there is an application fee.
- The coordinator must complete and attach a copy of the Verification Form to the student’s application. The Verification Form is available at http://www.tradesecrets.gov.ab.ca/forms_publications/forms/pdf/rap_verification.pdf.

Note: Completion of the registration process may take between three and six weeks.

Apprenticeship and Industry Training approves the employer and work site for apprenticeship training by verifying that both the employer and the work site meet the requirements of the *Apprenticeship and Industry Training Act*.

Apprenticeship and Industry Training approves the student as a RAP apprentice. The student receives notification and the Blue Book from Apprenticeship and Industry Training.

The **school receives** the Verification Form from Apprenticeship and Industry Training.

7. Enroll in RAP courses

The coordinator 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 or work station.

Reminder: As with other off-campus education courses, the student must successfully complete the General Workplace Health and Safety 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, which 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 the *Guide to Education: ECS to Grade 12*, Appendix 2.
<http://education.alberta.ca/admin/resources/guidetoed.aspx>.

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 1,000 hours of time credits toward an apprenticeship and simultaneously earn up to 40 credits toward senior high school diploma requirements. 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.
- **Students may not earn credits in RAP courses retroactively.**
- There is NO provision for waived prerequisites (advanced standing) in a sequence of RAP courses.
- Students may be enrolled in both RAP courses and related CTS courses in the same school year.
- Students who do not complete all eight RAP courses in a specific trade may enroll in other senior high school courses as necessary to complete an Alberta High School Diploma or a Certificate of High School Achievement.

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

Students must apply themselves to the best of their ability throughout the placement. It must be emphasized that the success of students in RAP is largely determined by their motivation and the effort they apply to their work.

8. 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 coordinator, 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 (see Section 6, pages 43–70 and Samples 9.1–9.3, pages 111–147).

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

The coordinator should encourage students to obtain additional appropriate workplace health and safety training courses concurrent with enrolling in RAP courses.

9. 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 coordinator is responsible for monitoring and supervising the student's learning and assessing the student's progress and performance. The coordinator, in consultation with the onsite supervisor and based on personal observations, will **assess the student's** performance and **report on** the student's **progress**.

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

The final mark in the course should be determined by the teacher in consultation with the employer. The coordinator will **submit the mark and course completion to Alberta Education as each RAP course is completed.**

The coordinator will also conduct an evaluation of the placement and program as required.

The employer will:

- provide constant onsite supervision related to the student'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 student to stay in school and graduate before entering the workforce
- maintain contact with the supervising teacher and, in consultation with the teacher, develop regular performance reports
- assist with the assessment of the student
- give the apprentice fair and equitable compensation.

More Trades Information

Comprehensive information about the trades in Alberta can be found at <http://www.tradesecrets.org>.

KEY CONTACTS

Curriculum Branch, Alberta Education

Director

Telephone: 780-427-2984

Fax: 780-422-3745

Apprenticeship and Industry
Training, Alberta Advanced
Education and Technology

Client Services—North

Telephone: 780-427-8517

Fax: 780-422-3734

Client Services—South

Telephone: 403-297-6457

Fax: 403-297-4492

SAMPLE 9.1 – ASSESSMENT (RAP)

Assessing Student Performance

The coordinator has primary responsibility for assessing student progress and performance. In assessing employability skills and workplace skills for a student in RAP courses, Chart 1, Chart 2 and Chart 3 may be used to guide the assessment process.

CHART 1		
Course Level	Percentage of Final Mark	
	Employability Skills	Workplace Skills
10 or 15	40	60
25	30	70
33 or 35	20	80

CHART 2	
Course Level	Minimum Standard Rating
10 or 15	1
25	2
33 or 35	3

CHART 3 – Assessment Rating Scale

4	3	2	1	0
<p><i>The student:</i></p> <ul style="list-style-type: none"> • exceeds defined outcomes • identifies problems and plans effective solutions • demonstrates self-directed behaviour • selects and uses tools, materials and/or processes efficiently, effectively and with confidence • meets or exceeds workplace quality and productivity standards • acts as a mentor to fellow workers • demonstrates, consistently, a willingness to learn 	<p><i>The student:</i></p> <ul style="list-style-type: none"> • meets defined outcomes • identifies problems and plans effective solutions • demonstrates self-directed behaviour in selected situations • selects and uses tools, materials and/or processes efficiently and effectively • meets, consistently, workplace quality and productivity standards • leads others to contribute to workplace goals • demonstrates willingness to improve 	<p><i>The student:</i></p> <ul style="list-style-type: none"> • meets defined outcomes • plans and solves problems with limited assistance • seeks assistance before acting • selects and uses tools, materials and/or processes appropriately • meets, generally, workplace quality and productivity standards • contributes as a member of a team • works cooperatively and shows promise 	<p><i>The student:</i></p> <ul style="list-style-type: none"> • meets defined outcomes • follows instructions • responds positively to directions • uses a limited range of tools, materials and/or processes • experiences some difficulty in meeting selected quality and productivity standards • experiences some difficulty in becoming a team member • has the ability to improve 	<p><i>The student:</i></p> <ul style="list-style-type: none"> • has not completed outcomes • fails to follow instructions • is not self-directed or responsive to directions • uses tools, materials and/or processes inappropriately • is unable/unwilling to conform to workplace standards • is unable/unwilling to become a team member • is unable/unwilling to work as a team member

Note: To use the Assessment Rating Scale in determining a student’s mark in a RAP course, the teacher, in consultation with the employer and the student, should determine:

- the rating earned for each competency
- the final mark for the course
- the minimum acceptable rating for the level of course, as recommended in Chart 2.

SAMPLE 9.2 – LEARNING PLAN AND ASSESSMENT TEMPLATE

Trade: _____

Student: _____ School: _____

Supervising Teacher: _____

School Telephone: _____ Residence Telephone: _____

Employer: _____ Telephone: _____

Employability Skills	15	25a	25b	25c	35a	35b	35c	35d
Safety								
• Identifies potential health and safety hazards								
• Assures personal safety								
• Uses correct safety equipment								
• Reports injuries								
• Maintains safe workplace environment								
Personal Management								
• Dresses appropriately								
• Accepts responsibility								
• Makes informed decisions								
• Applies risk management strategies								
Working with Others								
• Communicates effectively								
• Works as a member of one or more teams								
• Demonstrates tolerance and understanding								
• Reacts appropriately to uncertainty								
Thinking, Planning and Organizing								
• Solves problems and makes decisions								
• Demonstrates planning abilities								
• Organizes time/work								
Managing Transitions								
• Takes responsibility for own learning								
• Is able to adapt to change								
• Understands related career opportunities								
Managing Change								
• Demonstrates flexibility								
• Accepts praise and criticism								
Workplace Profile								
Employability Skills Comments:	Meets or exceeds standards for 125 hours of learning	Meets or exceeds standards for 250 hours of learning	Meets or exceeds standards for 375 hours of learning	Meets or exceeds standards for 500 hours of learning	Meets or exceeds standards for 625 hours of learning	Meets or exceeds standards for 750 hours of learning	Meets or exceeds standards for 875 hours of learning	Meets or exceeds standards for 1000 hours of learning

(continued)

Workplace Skills	15	25a	25b	25c	35a	35b	35c	35d
Knowledge								
• Has knowledge appropriate to task								
• Identifies materials appropriate for task								
• Selects correct tools, equipment and/or processes								
Skills								
• Uses correct techniques								
• Demonstrates appropriate behaviours								
• Provides appropriate services								
• Demonstrates safe practices								
• Task-specific skills:								
–								
–								
–								
–								
–								
–								
Attitudes								
• Appreciates opportunity to learn								
• Is aware of importance of safety								
• Is on time and demonstrates work ethic								
Other Competencies								
•								
•								
•								
•								
•								
Workplace Skills Comments								
	Meets or exceeds standards for 125 hours of learning	Meets or exceeds standards for 250 hours of learning	Meets or exceeds standards for 375 hours of learning	Meets or exceeds standards for 500 hours of learning	Meets or exceeds standards for 625 hours of learning	Meets or exceeds standards for 750 hours of learning	Meets or exceeds standards for 875 hours of learning	Meets or exceeds standards for 1000 hours of learning

Assessment

- Employability Skills: _____ %
 - Workplace Skills: _____ %
- Final Mark:** _____ %

Teacher Signature

Employer Signature

Student Signature

Date: _____

Date: _____

Date: _____

AUTO BODY TECHNICIAN First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
BASIC SKILLS								
Demonstrates basic calculation and measurement specific to trade								
Identifies, maintains and operates hand, power and paint shop tools specific to								
Operates and maintains oxyacetylene equipment								
Applies proper battery servicing and boosting procedures								
SHOPWORK SKILLS								
Prepares panel for reshaping								
Performs cleaning of the repair area								
Strips surface with mechanical or chemical strippers								
Masks adjacent areas								
Selects, mixes and applies undercoatings, surfacers and primers								
Applies corrosion protection								
Prepares and installs interior								
Unmasks vehicle								
Installs trim and accessories								
Determines detailing procedure								
Performs paint imperfection removal through polishing and finessing								
Performs cleaning of vehicle								
Performs final vehicle check								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher–Coordinator's Signature

AUTO SERVICE TECHNICIAN (AST) First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Identifies and utilizes automotive tools and equipment								
Sets up and utilizes vehicle hoist, floor jack and jack stands in the proper manner								
Performs oil, lube and filter change								
Checks all fluid levels								
Inspects and services belts and hoses								
Checks the operation of all lights								
Washes and details vehicle								
Utilizes oxyacetylene cutting and heating equipment								
Inspects, repairs or replaces tires								
Balances wheels and tires								
Cleans and services wheel bearings								
Inspects and identifies brake system problems								
Services and repairs brake system components								
Inspects and identifies suspension and steering problems								
Performs wheel alignment								
Inspects and identifies drive line problems								
Performs battery, starter and alternator diagnosis and repair								
Utilizes volt meter, ohmmeter and ammeter to test circuits								
Utilizes test light to test circuits								
Demonstrates wiring and connection repairs								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

BAKER

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Performs sanitation functions – handles and stores food according to safe practices								
Demonstrates and maintains safety awareness in the workplace								
Demonstrates personal and professional skills								
Operates tools and non-mechanized equipment								
Operates computer and mechanized equipment								
Performs various operations in preparing dough								
Performs various operations in preparing bakery								
Performs various operations in baking bakery foods								
Performs various operations in decorating and finishing baked foods								
Produces yeast-raised bakery foods								
Prepares cookies, quick bread, crisp bread, crackers, biscuits, cake doughnuts, pies and other ethnic bakery foods								
Prepares various cake batters								
Prepares icing and topping								
Prepares cream, fillings and sauces								
Prepares confections								
Prepares fruit, ice cream and specialty desserts								
Performs business management functions								
Performs production planning functions								
Performs human resource functions								
Performs sales functions								
Performs inventory functions								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher–Coordinator's Signature

BOILERMAKER

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Applies accident prevention principles, practices and techniques								
Plans the job for removal, maintenance and/or repair								
Prepares plate steel for fabrication of steel vessels								
Assembles/disassembles, repairs and maintains tanks, hoppers and similar vessels								
Fabricates and assembles components								
Welds metal and performs informal inspections of completed welds								
Prepares vessels and performs stress relieving activities for vessels								
Performs lay-up, removal and repair of fibreglass components								
Fabricates and prepares rigging and hoisting apparatus								
Erects and dismantles scaffolds and other working platforms								
Uses ropes, slings and hoists for rigging loads								
Assembles and disassembles stationary cranes, tower cranes, jacking systems and other hoisting equipment								
Selects cranes/hoisting equipment with the capability to do the job and prepares cranes for transport								
Assembles and disassembles hydraulic and lattice boom cranes								
Assembles and disassembles specialty equipment and attachments								
Inspects vessels, components and equipment for defects or damage								
Prepares for installation, repair or maintenance								
Installs, removes, repairs and maintains vessels								
Installs, repairs/maintains, assembles/disassembles and tests tube bundles								
Installs, removes and expands tubes in boilers, heat exchangers and related equipment								
Installs, repairs/maintains, assembles/disassembles and demolishes component parts of boilers								
Practises good communication skills								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

BRICKLAYER

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Identifies and selects proper tools and equipment								
Interprets shop drawings and blueprints								
Safely erects, works from and dismantles scaffolding								
Selects and prepares mortars and grout								
Understands moisture control								
Waterproofs masonry								
Accurately cuts masonry units								
Forms mortar joints								
Builds foundations and walls								
Builds chimneys, smokestacks and fireplaces								
Constructs arches								
Builds walks, patios and planters								
Installs granite floors and walls								
Installs glass blocks								
Cleans masonry, using acceptable solutions and techniques								
Restores existing masonry work								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

CARPENTER

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Demonstrates proper care, use and maintenance of tools/machinery specific to workplace								
Identifies and selects appropriate materials								
Identifies common types and grades of soft and hard woods								
Identifies common construction material (plastics, metals, plywood, OSB)								
Demonstrates proper handling and storage of materials								
Describes mixing and placing of concrete								
Identifies and describes common fasteners and adhesives								
Demonstrates proper use and maintenance of hand, portable and stationary power tools								
Identifies light/heavy construction equipment for excavation, filling, placement, hoisting and lifting								
Describes basic site layout techniques								
Demonstrates the 3, 4, 5 squaring technique								
Describes basic levelling methods								
Demonstrates basic knowledge of footing, slab and pile form construction								
Demonstrates basic knowledge of wall form construction								
Describes types of floor joists and installation procedures								
Describes use of joist hangers, ledgers, bridging and blocking								
Determines beam sizes, spans, joist spacing								
Identifies location of insulation and air/vapour barriers at joist line								
Describes application of floor sheathing								
Demonstrates basic construction drawing techniques								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

COOK

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Demonstrates proper sanitation and personal hygiene								
Demonstrates proper use, care and maintenance of tools/machinery/equipment								
Demonstrates basic knife skills								
Demonstrates understanding of <i>mise en place</i>								
Understands cooking and seasoning basics								
Prepares and cooks thickening agents								
Prepares and cooks stocks (white and brown)								
Prepares and cooks the five mother sauces								
Prepares and cooks derivative sauces								
Prepares and cooks soups								
Prepares and cooks fruits, vegetables, starches and grains								
Prepares basic salads								
Prepares basic sandwiches								
Prepares basic marinades								
Prepares and cooks meat and poultry								
Identifies and prepares fish and seafood								
Prepares eggs and breakfast items								
Prepares basic pastries, baked goods and desserts								
Demonstrates an understanding of food presentation and garnishing								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

ELECTRICIAN

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
BASIC SKILLS								
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Estimates materials and supplies for job								
Organizes materials and supplies								
Interprets basic drawings, specifications and manuals								
Maintains work-related records								
TRADE SKILLS								
Maintains tools and equipment								
Demonstrates proper use of hand and power tools								
Demonstrates proper assembly and use of ladders, scaffolds, rigging, hoisting and lifting equipment								
Understands basic concepts of circuitry								
Demonstrates proper installation of basic circuits, components and equipment								
Understands and installs basic grounding grids and banding systems								
Demonstrates proper testing of systems operation								
Understands lockout and tagging procedures								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

FLOORCOVERING INSTALLER

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Complies with safety and health regulations/guidelines								
Applies safe work practices								
Communicates with employers, clients, co-workers, subtrades, apprentices								
Identifies carpet, yarn, fibres, carpet construction, maintenance product applications								
Selects carpet-related procedures – tools, adhesives/tackless strips, undercushion								
Identifies resilient products – floor tiles, sheet goods, underlayments, maintenance products								
Selects resilient-related procedures – tools, adhesives, seaming method, accessories								
Plans job – assesses and determines site and equipment access, identifies site obstructions								
Schedules job – estimates time and labour, transports and stores materials								
Assesses floor – type, stability, smoothness, levelness, grade level, underlayment requirements, adhesives								
Conducts field tests – performs and interprets moisture tests, pH analysis, bond test								
Removes existing floorcovering and contaminants								
Prepares new masonry/concrete floors, new wood floors, specialty floors, carpet installation								
Installs underlayments, conventional carpets, carpet on stairs, modular carpet tiles								
Seams carpets and finishes carpet installation								
Performs specialized carpet procedures, direct glue-down and double-bond installations								
Installs polyvinyl chloride (PVC) backed carpet roll goods, specialty products and accessories								
Installs resilient tiles, stair components, coving, sheet goods, specialty products and accessories								
Services carpet installations and resilient flooring installations								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher–Coordinator's Signature

GLAZIER

First-year Apprentice Learning Plan

**Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.**

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Reads and interprets blueprints and specifications to determine type and thickness of glass, frame, installation procedure and materials required								
Measures openings for size and shape								
Marks and cuts glass panes to fit								
Secures the panes in place, weatherproofs joints								
Assembles and installs aluminum window parts								
Installs, fits, fabricates and attaches architectural metals or related substitute products in commercial buildings								
Installs, fits, fabricates and attaches architectural metals or related substitute products in residential buildings								
Assembles parts of prefabricated glass units such as revolving doors, display cases, plate glass, shower doors, automatic doors, barrel vaults, solariums and other support structures								
Installs and maintains prefabricated glass, mirrors or glass products on walls								
Installs and maintains prefabricated glass, mirrors or glass products on ceilings								
Installs and maintains prefabricated glass, mirrors or glass products on fronts of buildings								
Installs and maintains prefabricated glass, mirrors or glass products on handrails and walkways								
Replaces safety glass, windows, windshields and glass in furniture and other products								
Lays out, fabricates, assembles and installs auto glass								
Measures and marks glass and cuts glass using glass cutters or computerized cutter								
Tints glass and creates patterns on glass by etching, sandblasting or painting designs								
Positions glass panes into frames and secures glass using clips, points or moldings								
On-the-Job Training and Work Experience with curtain walls, storefronts and windows, skylights and slop glazing, caulking and sealants, elevated platforms								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

HAIRSTYLIST

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Demonstrates proper care, use and maintenance of tools and equipment								
Handles hazardous materials according to manufacturers' specifications and government regulations (WHMIS)								
Prepares a wet or dry sanitizer								
Demonstrates ability to sanitize hands, tools and all equipment used in the trade								
Shampoos and conditions hair for services to follow								
Cuts long hair with graduation using scissors								
Performs blunt cuts								
Tapers hair using scissors, straight razor and electric clippers								
Thins hair using thinning shears or razor								
Finishes and cleans nape, nose and ear hair and eyebrows								
Performs scalp treatments								
Colours hair using temporary, demi, semi or permanent colour								
Colours hair by highlighting using cap or foils								
Removes artificial colour from hair								
Winds and wraps hair to desired style, knowing all specialty wraps								
Styles hair using blow dryer, curling irons, rollers, clips and dryer, electric rollers and heat lamps								
Performs finger waving and braiding								
Consults with clients on all matters related to services								
Demonstrates ability, interest and knowledge in carrying out retail sales								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

HEAVY EQUIPMENT TECHNICIAN (HET) First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Demonstrates the correct use of hand, shop and power tools and equipment								
Utilizes oxyacetylene cutting and heating equipment								
Selects equipment for rigging typical loads								
Identifies and repairs common types of truck or trailer frame and suspension systems								
Services common bearings and seals, wheels, hubs and tires								
Utilizes safety procedures when handling wheels and tires								
Lists and performs pre-alignment inspection procedures								
Diagnoses and adjusts mechanical steering systems								
Identifies basic electrical circuits								
Utilizes voltmeter, ammeter and ohmmeter to test circuits								
Utilizes test light to test circuits								
Performs wiring harness, inspection and repair								
Identifies various electronic test equipment used in the diagnosis of electronic systems								
Performs battery diagnosis, service and repair								
Inspects and identifies hydraulic brake system problems								
Services and repairs hydraulic brake system components								
Identifies open centre, closed centre and closed loop hydraulic systems from a schematic diagram								
Identifies the components of a basic air brake system and performs system testing								
Performs common trailer system and component inspection								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher–Coordinator's Signature

INSTRUMENT TECHNICIAN

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Installs measurement and control systems for industrial processes								
Applies accident prevention principles, practices and techniques								
Determines work to be performed, materials and equipment required								
Examines suitability of existing supports, brackets, clamps, adapters for installing new instruments in existing locations								
Modifies existing support equipment or designs, fabricates and installs new support equipment								
Installs and/or removes instruments on existing installations								
Installs or examines, removes and replaces pneumatic tubing in existing installations								
Installs, examines, disconnects and connects electrical wiring to existing instrument installation								
Installs or examines, disconnects and connects fibre optic cable								
Maintains, services and/or installs components of air distribution systems								
Inspects and tests new instruments								
Identifies and incorporates modifications to instrument systems, subsystems or components								
Installs, services, calibrates and maintains equipment for calibration, reference or comparison standards								
Process Measurement Sensing and Indicating Systems – fabricates, installs, removes, tests, services and calibrates								
Analytical Instrumentation – Special Applications – installs, removes, tests, services and calibrates								
Signal Conversion and Transmission – installs, removes, services and calibrates								
Data Acquisition and Display Systems – installs, removes, tests, services and calibrates								
Monitoring Devices and Alarm Systems – installs, removes, services tests and calibrates								
Control Devices and Computers – installs, removes, services, tests and calibrates								
Control Systems – adjust single loop, multi loops, cascade, ratio and feed forward control systems, tests, calibrates and maintains components								
Final Control Elements – installs, removes, services, tests and calibrates								
Other Systems and Equipment – installs, removes, services, tests and calibrates								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher–Coordinator's Signature

INSULATOR

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Follows health and safety regulations								
Practises safety on the job								
Applies safe work practices								
Reads blueprints and specifications pertaining to the project								
Applies and secures insulation to high temperature equipment								
Applies insulation to high and medium temperature piping systems								
Fabricates and applies various types of metal jacketing to high and medium temperature piping								
Applies insulation to low temperature cryogenic systems, equipment and piping								
Commercial Piping Systems – applies insulation, finishing materials, canvas, PVC plastic or metal								
Equipment – applies insulation; installs canvas, plastic or metals; applies cement or mastic coating								
Duct Insulation – determines application of pins; applies and secures flexible and rigid duct insulation, glassfab and mastic, canvas finish, metal finish								
Fabricates and applies various types of removable insulation – layout, fabricate and install soft and rigid covers								
Asbestos Abatement – follows procedures and adheres to safety regulations; seals off work areas, ventilation systems; installs warning signs, no-fault electrical systems and builds necessary containments								
Assembles damming and sealing materials necessary for various wall and floor penetrations								
Applies fire-stopping materials to pipes, conduit pipes and insulation, plastic pipes, ducts, cables, instrument tubing, through walls and floors								
Sprays mastics and foams to various substrates, equipment cavities, vessels and pipes								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher–Coordinator's Signature

IRONWORKER

First-year Apprentice Learning Plan

**Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.**

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Practises safety and maintains a safe work environment								
Plans job in accordance with drawings, work site requirements and specifications								
Coordinates delivery and installation of materials and equipment as job progresses								
Rigging and Machinery Moving – prepares wire and fibre ropes and tackle, rigs and moves loads								
Erection of Hoisting and Conveyance Equipment – assembles, erects, jumps and dismantles tower cranes, various derrick types, material and personal hoists								
Installs support structures, framework and related structural and mechanical equipment for conveying systems and material handling systems								
Erects structural steel framework for buildings, bridges and towers								
Erects metal storage tanks, bins and hoppers								
Assembles and erects pre-engineered buildings, bridges, silos, and similar structures								
Assembles and installs curtain walls, window walls, doorways, store fronts, revolving doors, man traps, in and out buildings								
Installs ornamental and miscellaneous ironwork and non-ferrous components, such as stairways, railings, panels, catwalks, fences, sound barriers, vehicle guardrails								
Erects structural and architectural precast concrete components for buildings, bridges, towers and other structures								
Inspects or tests structures and equipment for deterioration, defects, non-compliance								
Dismantles building framework, bridges, tanks, silos or other structures made of metal, precast concrete or laminated timbers								
Positions and secures steel bar or wire mesh reinforcing in forms prior to the pouring of concrete for grade beams, footings, walls, floors, columns, caissons and other components								
Post-tensions tendons (steel cables or rods) in cast-in-place or precast concrete for reinforcement								
Erects and installs robotic equipment for material handling and automated mechanical systems								
Erects temporary frame or tube scaffolds, falsework, shoring, suspends scaffolds from structures								
Erects structural wood material for buildings (such as mine product storage), churches, schools, pedestrian bridges and walkways								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

IRONWORKER (Metal Building Systems Erector) First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Evaluates job sites for hazards, laydown area, crate setting, pre-fab site, obstructions								
Shoots elevations								
Lays out grid lines or checks existing grid lines for proper placement								
Coordinates delivery of materials as job progresses								
Develops and adjusts construction schedule								
Reads and interprets manufacturer's drawings and material lists								
Determines manpower requirements								
Plans tool and equipment lists for jobs								
Handles and stores equipment and materials at job site								
Selects correct fibre or wire rope and blocks according to job requirements								
Selects and installs correct cable clips with appropriate spacing								
Selects appropriate turnbuckles								
Fabricates and installs guy wires								
Prepares job site by planning laydown areas, storage areas, access, etc.								
Off-loads and inventories equipment, components and materials								
Pre-assembles components where possible								
Hooks onto structural member								
Accepts and secures structural members into position								
Aligns, levels and plumbs components								
Torques bolts to secure components in place								
Installs roofing, cladding and insulation as required								
Installs man doors, roll-up doors and windows as required								
Erects temporary frame or tube scaffolds, falsework, shorting, etc.								
Suspends scaffolds from structures								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

LANDSCAPE GARDENER

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Identifies the important factors in the formation of various types of soil								
Demonstrates appropriate use of hand and power tools								
Identifies, uses and stores materials properly								
Interprets and applies results of soil tests								
Identifies various plants common to area								
Identifies seven main parts of plants								
Demonstrates hand-seeding technique								
Demonstrates the use of a mechanical seeder								
Demonstrates the technique of potting various greenhouse plants								
Demonstrates the procedures for insect and disease prevention								
Prepares a seed bed for sod production								
Maintains and harvests sod								
Prepares nursery stock for shipping								
Identifies various types of turf grasses in Alberta								
Demonstrates the procedure for sod laying								
Demonstrates ability to control weeds in newly established turf areas								
Prepares a site for installation of pavers								
Demonstrates the proper method of installing pavers								
Operates and maintains an irrigation system								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

MACHINIST

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
BASIC SKILLS								
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Reads blueprints								
Applies blueprint reading								
Selects work-piece materials								
Measures work-piece								
Performs layout operations								
SHOPWORK SKILLS								
Selects and uses hand and power tools								
Selects correct cutting fluids, compounds, coolants and lubricants								
Selects cutting tools								
Sets up, operates and maintains power saws								
Sets up, operates and maintains drills								
Sets up, operates and maintains lathes								
Sets up, operates and maintains grinders								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher–Coordinator's Signature

MOTOR CYCLE MECHANIC

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Identifies and utilizes tools and equipment								
Utilizes oxyacetylene cutting and heating equipment								
Identifies basic electrical circuits								
Identifies the various types of batteries and their applications								
Utilizes proper lifting devices to load and unload equipment								
Performs necessary pre-delivery inspection								
Inspects, repairs or replaces tires and wheel spokes								
Balances wheels and tires								
Cleans and services wheel bearings								
Inspects and identifies brake system problems								
Services and repairs brake system components								
Performs basic engine tune-up								
Utilizes compression gauge to diagnose engine condition								
Performs basic carburetor adjustment or overhaul								
Performs basic mechanical adjustments								
Utilizes voltmeter, ohmmeter and ammeter to test circuits								
Utilizes test light to test circuits								
Demonstrates wiring and connection repairs								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

OUTDOOR POWER EQUIPMENT TECHNICIAN

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Demonstrates proper care, use and maintenance of tools/machinery specific to workplace								
Demonstrates basic techniques of cutting and heating with oxyacetylene welding								
Identifies various components of oxyacetylene welding								
Demonstrates proper use of various forms of service manuals								
Demonstrates proper use of materials-handling equipment								
Accurately receives and inspects delivery of equipment								
Identifies different types of wheels and tires used in the industry								
Performs basic wheel and tire inspection and servicing								
Identifies various types and components of brake systems								
Demonstrates basic brake inspections, maintenance and repair								
Defines and identifies terms and components of 2- and 4-stroke engines								
Defines and identifies various electrical schematics, circuits and components								
Identifies basic types of bearings and seals								
Demonstrates basic servicing of bearings and seals								
Identifies various types of starter systems								
Demonstrates proper use of testing equipment on starting systems								
Describes basic steps and procedures involved in tune-ups								
Performs basic tune-up procedures								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

PAINTER AND DECORATOR First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Demonstrates proper care, use and maintenance of tools/machinery specific to workplace								
Demonstrates proper assembly and use of ladders, scaffolds and other riggings								
Reads drawings and specifications								
Plans the job and selects appropriate materials								
Analyzes surface and proposes remedies for defects								
Prepares plaster and drywall and wood surfaces								
Prepares other miscellaneous surfaces								
Operates abrasive hydro-blasting equipment								
Demonstrates an understanding of colour theory								
Demonstrates an understanding of the effect of light on colour								
Demonstrates understanding of the chemistry of colour								
Identifies types of colouration								
Understands and applies the fundamentals of mixing colours								
Demonstrates correct brushing and rolling techniques								
Operates conventional and airless spray equipment								
Operates compressor								
Applies specialty coatings								
Installs a variety of residential and commercial wall coverings								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

PARTS TECHNICIAN

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Handles the delivery, receipt and inspection of parts and freight								
Packages parts for shipping and schedules pickups and deliveries								
Advises staff of rates and schedules								
Identifies product makes, models and years								
Determines the location of a part on a vehicle or on equipment								
Checks cross-reference guides								
Accesses the automated parts system								
Interprets on-screen parts inquiry information								
Creates back orders and special orders								
Accesses the computerized cataloguing system								
Prepares part price estimates								
Enters a part to the work order								
Greets customers								
Demonstrates effective telephone techniques								
Identifies customer needs								
Initiates credit applications								
Maintains security in the stock area								
Takes physical inventory								
Has knowledge of basic inventory control								
Assists other parts staff								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

PLUMBER

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Identifies different types and sizes of pipe								
Identifies different types of fittings								
Properly prepares and lays out various plumbing fittings								
Demonstrates proper use of hand and power tools								
Demonstrates proper assembly and use of ladders, scaffolds and other riggings								
Works safely on scaffolds and ladders								
Installs the DWV site services								
Roughs in interior DWV system below the grade								
Roughs in interior DWV system above the grade								
Installs water service								
Installs potable water distribution piping systems								
Installs potable water equipment								
Selects and installs pumps								
Installs fixtures and trim, both standard and specialized								
Installs or maintains compressor systems								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher–Coordinator's Signature

RECREATION VEHICLE SERVICE TECHNICIAN

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Identifies and utilizes tools and equipment								
Identifies basic electrical circuits								
Identifies various types of batteries and their applications								
Utilizes oxyacetylene cutting and heating equipment								
Identifies and services trailer undercarriages								
Identifies and installs various types of hitches								
Selects and installs tow vehicle wiring								
Diagnoses and repairs 12-volt electric circuits and components								
Identifies and calculates wire gauge sizes relative to various loads								
Performs battery maintenance, storage and installation procedures								
Identifies and services recreation vehicle appliances and accessories								
Identifies, repairs and maintains fresh water system								
Identifies, repairs and maintains waste water system								
Performs winterization services								
Identifies approved propane supply components								
Performs an L.P.G. leak test								
Services and repairs propane system								
Performs necessary pre-delivery inspection								
Cleans and details recreation vehicle for delivery								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

REFRIGERATION and AIR CONDITIONING MECHANIC

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
On-the-Job Training and Work Experience in shopwork setting								
On-the-Job Training and Work Experience in residential setting								
On-the-Job Training and Work Experience in commercial setting								
On-the-Job Training and Work Experience in industrial setting								
On-the-Job Training and Work Experience in servicing								
On-the-Job Training and Work Experience in air conditioning								
Reads and interprets blueprints, drawings or other specifications								
Measures and lays out reference points for installation								
Assembles and installs refrigeration or air conditioning components such as motors, controls, gauges, valves, pumps, condensers and compressors, using hand power tools								
Measures and cuts piping, and connects piping using welding and brazing								
Installs, repairs and maintains combined heating and cooling units								
Starts up system and tests for leaks using testing devices								
Recharges system with refrigerant and performs routine maintenance or servicing								
Repairs and replaces parts and components, or overhauls entire refrigeration, air conditioning or heat pump systems								
Prepares work estimates for clients								
Uses hand tools such as wrenches, electric drills, pipe cutters and benders, acetylene torches and hammers								
Uses test instruments such as voltmeters, thermometers and manometers								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

ROOFER

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.

Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Demonstrates safe working practices and techniques to ensure an injury-free work site								
Prepares a safe and labour-efficient job site – inspects roof surface and structure, cordons off and signs work area, raises ladders, spots the crane, locates and secures chute for re-roofing, protects exterior of building in work area, locates material on roof								
Removes existing roof – inspects underside of roof deck, installs interior protection, identifies and reports potentially hazardous conditions, removes existing roof flashings, plugs drains and vents, covers skylights and windows, cuts roof into sections, prepares existing roof for tie-in								
Prepares and repairs roof deck surfaces (old or new deck) – removes debris, cleans and dries deck, applies protective coating to corroded metal deck, repairs and primes damaged concrete decks, installs expansion and control joints, installs air seals, custom builds slopes or back slopes, primes concrete, drywall or wood decks								
Installs and repairs vapour barriers and insulation (flat or tapered) – adheres vapour barrier to concrete, steel or gypsum board; mechanically fastens vapour barrier to wood deck; loose lays vapour barriers to deck; perimeter seals vapour barrier								
Applies conventional, inverted built-up and modified roofing systems – fills mop buggy and mini-mops with hot asphalt; mops down roof plies; installs vents, drains, roof jacks and roof fixtures; strips in curbs and parapets; applies glaze or flood coats; installs walkways, separation sheets and filter blankets for inverted roofs, insulation for inverted roofs, drainage mat and levellers for inverted roofs, temporary night sea, ballast or protective surface, sheet metal flashing								
Applies single-ply sheet membrane roofing systems – cuts and fits single-ply membrane, seals side and end laps of membrane, installs walkways, provides temporary water seal, installs ballast or protective surface								
Applies shingles to new or existing building, including asphalt, fibreglass, metal or wood, SBS modified, slate and cement fibre shingles – installs starters and drip edges, eaves and gable protection, underlayments, valleys, saddles and back pan underlayments,								
Applies tiles such as clay, cement, steel, fibreglass and cement fibre – installs ridge caps and/or hip caps or ridge vents, sheet metal flashing, snow rails and snow guards								
Applies metal roofing systems – interprets shop drawings, seals seams, overlaps/interlocks sheets, installs starter strip and pre-formed closures								
Identifies and corrects roof problems – identifies source or cause of problem on roof, identifies existing roof system, identifies proper repair method and material, repairs problem								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher-Coordinator's Signature

SHEET METAL WORKER

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Demonstrates appropriate use of hand and power tools								
Identifies, selects and uses appropriate materials								
Demonstrates proper layout of simple sheet metal parts								
Installs, utilizes and removes material and personal handling devices								
Secures or seals components using various cementing, gluing or sealing agents								
Joins parts using sheet metal seams								
Secures materials using mechanical fasteners								
Assembles and installs ductwork and equipment for HVAC or dust and fume collecting systems								
Cuts metal parts using plasma arc								
Joins materials using spot-welding equipment								
Welds metal parts using a variety of welding methods								
Forms and fabricates parts and components								
Fabricates material handling equipment								
Fabricates a variety of specialty sheet metal products								
Installs sheet metal roofing and related flashing								
Installs breeching and logging								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher–Coordinator's Signature

SPRINKLER SYSTEM INSTALLER

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Uses proper rigging, lifting and climbing techniques								
Safely assembles and erects scaffolds and ladders								
Identifies and selects appropriate materials								
Demonstrates safe use of hand and power tools								
Reads and interprets drawings and blueprints								
Cuts, threads and grooves pipe								
Understands properties of water and atmosphere								
Installs and tests underground pipe and fittings								
Installs pipe supports and sleeves								
Installs mains and branch lines								
Installs drops and heads								
Installs a variety of valve types								
Installs a variety of alarm and monitoring devices								
Installs air supply								
Installs foam equipment								
Installs quick-opening devices								
Installs fire hose connections								
Tests system operations								
Recognizes and repairs defects and deficiencies								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher–Coordinator's Signature

TRANSPORT REFRIGERATION TECHNICIAN

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Identifies potential health and safety hazards in the workplace								
Safely operates and maintains material handling equipment								
Handles and stores hazardous material, including chemicals, parts and cores								
Assures personal safety and protection from fire hazards								
Uses and maintains tools and equipment in a safe manner								
Use of Oxyacetylene Equipment – demonstrates safe torch operation, cutting and welding/soldering procedures, performs repairs, installation and fabrication using the torch								
Preventive Maintenance – services the lubrication system of units, including lubrication, oil and filters; performs maintenance on the electrical system, refrigeration unit, cooling system and fuel system								
Refrigeration – performs leak tests and corrects leaks as necessary, uses test instruments, performs system recharge, maintains compressors								
Electrical – performs electrical tests and diagnoses problems using meters; diagnoses and overhauls mechanical generating systems; diagnoses and overhauls starting systems; performs electrical power supply system checks and maintenance; tests, replaces or overhauls electrical motors								
Engines – diagnoses engine problems, performs engine valve train and head repairs, replaces engines according to manufacturers' specifications, performs exhaust system repairs and replacement; performs fuel injection maintenance; diagnoses and repairs governors; maintains emission control systems								
Auxiliary Heaters – understands and uses safety precautions when lighting, servicing and installing; recognizes and records all malfunctions								
Cargo Containers – understands the functions of insulation and seal repairs; understands loading techniques for proper air circulation; understands food preservation, methods, precautions and conditions								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher–Coordinator's Signature

WELDER

First-year Apprentice Learning Plan

Please indicate in the appropriate course column the skills to be focused on in this 125-hour course.
Feel free to add skills specific to your work site.

Trade Skills and Tasks	RAP 15 125 hrs	RAP 25A 250 hrs	RAP 25B 375 hrs	RAP 25C 500 hrs	RAP 35A 625 hrs	RAP 35B 750 hrs	RAP 35C 875 hrs	RAP 35D 1000 hrs
	RAP 1762	RAP 2762	RAP 2763	RAP 2764	RAP 3762	RAP 3763	RAP 3764	RAP 3765
Demonstrates basic calculation and measurement specific to trade (metric/imperial)								
Checks measurements and fit prior to welding								
Cuts metal with hand, shearing, power and abrasive power tools								
Ensures welds are correctly sized and defect-free								
Fits and assembles parts								
Grinds and finishes the assembly								
Identifies basic welding tools and materials								
Operates pipe cutters								
Orders stock – selects, lays out and shapes materials								
Plans the sequence of operations								
Stores consumables for welding								
Verifies material and maintains checklists								
Cuts metal with oxy-fuel and/or plasma arc								
Heats metal								
Identifies intermediate and advanced welding tools and materials								
Identifies welds								
Maintains welding equipment								
Performs post-weld heat treatment as required								
Sets up system								
Follows shut-down procedures								
Performs final welds								
Welds with flux core and/or gas metal arc welder								
Welds with shield metal arc welder								

Note: These skills and tasks are taken directly from the Apprenticeship and Industry Training Record Book (Blue Book) as a general guideline of the training required for a first-year RAP student.

Employer's Signature

Student's Signature

Teacher–Coordinator's Signature

SECTION 10 – GREEN CERTIFICATE PROGRAM

BACKGROUND

The Green Certificate Program was initiated by Alberta Agriculture and Rural Development in 1975. Programs of study in the Green Certificate Program 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 Rural Development that is recognized by agribusiness in Alberta. The student could also earn 16 credits toward the Alberta High School Diploma or the Certificate of High School Achievement.

The apprenticeship-style delivery ensures that participants learn through actively performing the skills required. Students (trainees) learn on the job, under the direction of experienced farm personnel (trainers) and under the supervision and administration of Alberta Agriculture and Rural Development and Alberta Education.

SPECIALIZATIONS

The Green Certificate Program consists of eight specializations.

- [Bee Keeper Production](#)
- [Cow–Calf Beef Production](#)
- [Dairy Production](#)
- [Feedlot Beef Production](#)
- [Field Crop Production](#)
- [Irrigated Field Crop Production](#)
- [Sheep Production](#)
- [Swine Production](#)

Alberta Agriculture and Rural Development is considering the addition of new specializations, such as equine production, bison/elk production, poultry production and greenhouse/horticulture production.

PEOPLE

Student/Trainee

Students as trainees in the Green Certificate Program are 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 their 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 trainee’s parents, relatives or employers that operate a farming operation within the trainee’s area of specialization. They act as the trainee’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. Trainees are encouraged to seek out these experts within their communities.

Testers

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

School Representative

The school representative (off-campus coordinator) is the student’s link to the school, Alberta Education and Alberta Agriculture and Rural Development. Supervision by the off-campus coordinator, with assistance from trainers and testers, provides the basis for assigning a graded mark in a competency-based model. The off-campus coordinator 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.

Regional Coordinators

The Green Certificate Program is divided into five regions working in conjunction with Alberta's agriculture colleges (Lakeland College – North East, Lakeland College – North Central/West, NAIT – Fairview Campus, Olds College, Lethbridge Community College). 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.

A list of the Green Certificate Regional Coordinators may be found at

[http://www1.agric.gov.ab.ca/\\$department/deptdocs.nsf/all/grc6571?opendocument](http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/grc6571?opendocument).

Alberta Agriculture and Rural Development

The Green Certificate Program is managed by the Agriculture Education and Training Branch within the Rural Community and Leadership Development Division of Alberta Agriculture and Rural Development. This team administers, coordinates and develops the program in response to client and ministerial objectives.

Alberta Education

Alberta Education provides input to Alberta Agriculture and Rural Development 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.

TRAINING PROCESS The Green Certificate training process is outlined below.

1. Trainees express interest in the program and contact is made to their regional coordinator (through their school representative).
2. An induction meeting is held where all participants register and receive training materials.
3. Trainer and trainee review all key points in current skill level assessment, and notes are made of further training required to achieve competency.
4. The training begins with the selection of the training period; i.e., X, Y or Z.
5. The trainee masters all key points in a task, all tasks in a skill, and all skills in a training period.

6. The trainer checks off each skill in the training manual as competency is achieved.
7. The trainer tests the trainee while on the farm and checks off competent skills on the skill profile sheet for that training period.
8. The trainee attends regional certification testing.
9. The regional tester selects five random skills within the training period to test the trainee's level of competence.
10. If the tester evaluates the trainee's skill competence as below industry standards at one or more skills, then the tester will take note and suggest further areas of training that are needed. The trainer and the trainee return to the farm where further preparation is needed and resume the apprenticeship training (Note: no academic penalty is given to the student-trainee). The trainee can return to a certification testing for a re-test.
11. If the tester evaluates the trainee as competent at all five skills, then it is noted on his or her test report and a copy is given to the trainee, the regional representative, the teacher (who submits this information to Alberta Education for academic credits) and headquarters. The tester validates the test by initialling the trainee's skill profile sheet.
12. The trainee returns to the training process to complete the remaining training periods.
13. When the trainee has completed all three training periods successfully, the regional coordinator will detach the trainee's skill profile sheet and submit it to headquarters to verify certification.
14. Alberta Agriculture and Rural Development prepares the Green Certificate for the trainee and returns it, along with the skill profile sheet in the Green Certificate training portfolio, to the graduate.

For further information, contact:

Curriculum Branch
 Alberta Education
 10044 – 108 Street
 Edmonton, Alberta T5J 5E6
 Telephone: 780-427-2984
 Fax: 780-422-3745
 Toll-free: 310-0000

Green Certificate Regional Coordinators
 Contact information for each of the Green Certificate Regional Coordinators is available on the Alberta Agriculture and Rural Development Web site at [http://www1.agric.gov.ab.ca/\\$department/deptdocs.nsf/all/grc6571?opendocument](http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/grc6571?opendocument)

SECTION 11 – EVALUATION: PLACEMENT AND PROGRAM

Effective educational courses and programs are evaluated periodically so that strategies for improvement may be developed and implemented. Evaluation of off-campus education should include all aspects of the school's program including, individual employers, work sites, work stations and the overall delivery of the various courses and programs.

EVALUATION OF THE PLACEMENT

Procedure 17, page 10, requires that all work sites be evaluated and a report of such evaluations be kept on file. Coordinators need to examine objectively every potential work site or work station before placing a student. Once the work site or work station is used for an off-campus placement, the coordinator needs to continually reassess its suitability for the program.

Work sites and work stations need to be evaluated at the end of the first term of use and periodically thereafter. Section 5, page 29, lists characteristics of an employer suitable for use as a placement for students in off-campus education courses and programs. That list should be referred to when considering post-placement evaluation of work sites and work stations.

The coordinator might also consider:

- Did I see on-the-job instruction, including safety instruction, during monitoring visits?
- Did the employer follow the outline of the learning plan/learner expectations?
- Did the employer check the student's daily log?
- Did the employer accept suggestions as to how to improve student learning?
- Did the employer ensure the safety of the student?

Students can also play a role in evaluating a work site's suitability. Coordinators should consider using an evaluation form for students to comment on the work site or work station (see Sample 11.1, page 155, for the Student Work Site Evaluation).

PROGRAM EVALUATION

The overall off-campus education program should be evaluated on a yearly basis. The purpose of program evaluation is to determine if program objectives are being met and to provide feedback to guide improvements. All of the participants should be involved in the evaluation process, including students, teachers, employers and parents.

Some major areas that need to be addressed in a program evaluation include:

- Was the program beneficial to the participants?
- Did the program meet a community need?
- Were employer participants gratified by and satisfied with their involvement?
- Could the program provide a productive future employee?
- Did the program help to ease the school-to-work transition?
- What are the strengths and weaknesses of the program?

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

See Samples 11.2–11.4, pages 156–164, for examples of program evaluations for an employer, a student and a coordinator.

SAMPLE 11.1 – STUDENT WORK SITE EVALUATION

Student's Name: _____

Placement: _____

Dates of Placement: _____

Rate your opinion of your off-campus educational experience according to the following scale.

5 = strongly agree 4 = agree 3 = unsure 2 = disagree 1 = strongly disagree

	Rating
• The experience was worthwhile.	
• I learned things that will help me in my future employment or education.	
• The work I did was meaningful and challenging.	
• My job was just busywork.	
• I was given a variety of tasks to do.	
• I spent most of my time watching others work.	
• I spent most of my time helping someone else.	
• I spent most of my time working on my own.	
• I spent most of my time being helped by someone.	
• The supervisor was approachable.	
• My co-workers were helpful.	
• I was given enough training and clear instructions to do my tasks.	
• The employees at the company encouraged me to ask questions.	
• I was encouraged to do things myself, instead of just observing.	
• I was given adult responsibilities.	
• I think the site is a safe place to work.	
• I had freedom to develop and use my own ideas.	
• I was appreciated.	
• I was given the opportunity to discuss my experience with my supervisor or coworkers.	
• My supervisor kept me informed as to how I was doing my job.	
• I felt important.	
• I would recommend using this work site next year.	YES <input type="checkbox"/> NO <input type="checkbox"/>

Signature of Student: _____ Date: _____

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

SAMPLE 11.2 – EMPLOYER PROGRAM EVALUATION: WORK STATION SUPERVISOR

Circle the appropriate number for each statement.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I received adequate orientation about the program prior to accepting a student.	5	4	3	2	1
2.	There was sufficient contact made by the coordinator throughout the placement.	5	4	3	2	1
3.	The program was beneficial to: <ul style="list-style-type: none"> • the student • the workplace • the community. 	5	4	3	2	1
		5	4	3	2	1
		5	4	3	2	1
4.	The student exhibited improved work habits as the program progressed.	5	4	3	2	1
5.	The program helps to bridge the gap between school and the world of work.	5	4	3	2	1
6.	I feel that the Off-campus Education Program should be continued.	5	4	3	2	1

Please answer the following questions:

7. What do you see as the strengths of the Off-campus Education Program?

8. What do you see as the weaknesses of the program?

(continued)

9. Was the student adequately prepared for the employment experience?

10. Would you be prepared to have an off-campus education student in the future? (Provide commentary.)

11. Please list any recommendations for improving the program.

Thank you for completing this evaluation. Your feedback is valuable to the organization of future programs.

Signature

Position

Company

Date

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

SAMPLE 11.3 – STUDENT PROGRAM EVALUATION

Student's Name: _____

Program: _____

Dates of Program: _____

Rate your evaluation according to the following scale.

5 = strongly agree 4 = agree 3 = unsure 2 = disagree 1 = strongly disagree

		Rating
1.	The classroom section of the course helped to prepare me for the work site experience.	
2.	The following classroom sections were valuable:	
	• résumés and cover letters	
	• interview preparation	
	• employer expectations	
	• health/safety issues	
	• human rights issues	
	• final project	
	• guest speakers.	
3.	The program prepared me for what to expect in the world of work.	
4.	The work experience was a positive one.	
5.	The program helped me make a more informed decision about my future education and/or career goals.	
6.	I would recommend the program to fellow students.	
7.	The number of visits by the coordinator to the work site was sufficient.	

(continued)

8.	Work site evaluation:	
	• The experience was worthwhile.	
	• I learned things that will help me in my future employment or education.	
	• The work I did was meaningful and challenging.	
	• My job could have been more challenging.	
	• I was given a variety of tasks to do.	
	• I spent most of my time observing.	
	• I spent most of my time helping someone else.	
	• I spent most of my time working on my own.	
	• I spent most of my time being helped by someone.	
	• The supervisor was approachable.	
	• My co-workers were helpful.	
	• I was given enough training and clear instructions to do my tasks.	
	• I was encouraged to ask questions.	
	• I was encouraged to do things myself, instead of just observing.	
	• I was given responsibilities.	
	• The site is a safe place to work.	
	• I had freedom to develop and use my own ideas.	
	• I was appreciated.	
	• I was given the opportunity to discuss my experience with my supervisor and co-workers.	
	My supervisor kept me informed about my performance.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I felt I was a valued contributor.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
I would recommend using this work site again.	Yes <input type="checkbox"/> No <input type="checkbox"/>	

(continued)

9. What do you feel are the benefits/strengths of the Off-campus Education Program?

10. What do you feel are the drawbacks/weaknesses of the Off-campus Education Program?

11. List recommendations for improving the Off-campus Education Program.

12. Give a brief description of your work site duties.

13. Were you hired by the employer:

Part-time _____ Full-time _____ Summer _____

_____ School _____ Off-campus Education Work Site _____ Date

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

SAMPLE 11.4 – COORDINATOR PROGRAM EVALUATION

Coordinator: _____

School: _____

Present program enrollment: Male _____ Female _____ **Total:** _____

INSTRUCTIONS FOR USE OF CHECKLIST

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 even applicable, in every situation. If some features or procedures are missing, add them to the appropriate sections. The statements should accurately and completely reflect factual background.

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

- 0 – Does Not Apply:** The provisions or conditions are missing and do not apply, or they are not desirable for the students of the program, or they do not conform to the school's philosophy and programming goals.
- 1 – Excellent:** The provisions or conditions are extensive and are functioning well.
- 2 – Satisfactory:** The provisions or conditions are moderately extensive and are functioning well.
- 3 – Needs Improvement:** The provisions or conditions are limited in extent and functioning poorly, or they are entirely missing but are needed.

ORGANIZATION OF WORK EDUCATION

- _____ A clearly written statement of objectives has been developed.
_____ Objectives have been developed through the cooperative efforts of employers, educators and students.
_____ Standards for the operation of off-campus education have been developed and accepted by those involved in the operation.
_____ The coordinator checks to see if practices meet standards that have been developed.
_____ A clear-cut assignment of functions and duties has been given to all persons concerned with the program.
_____ An advisory committee, representative of all groups interested in the program, has been formed and its advice is used in the operation of the program.
_____ The coordinator is allowed sufficient time for coordination activities.
_____ Provision is made for a student club program (where applicable).
_____ School and work station schedules are developed to meet the needs of students in the program.
_____ School credit is given for the experience of students in work stations.
_____ Clerical help is available to the teacher-coordinator.
_____ A record-keeping system has been designed to meet the needs of all areas of off-campus education.
_____ The records are complete and kept up to date.
_____ Funds are provided for the travel expenses of the teacher-coordinator.

STAFF MEMBERS

- _____ The coordinator meets minimum requirements.
- _____ The coordinator maintains membership in at least one local civic organization, such as the Chamber of Commerce or a luncheon club.
- _____ The coordinator is considered, by the community, to be a well-informed professional.
- _____ The coordinator participates in conferences, workshops, in-service programs, professional organizations and other activities contributing to professional growth.
- _____ The coordinator serves as advisor to the student club program.
- _____ The coordinator seeks to continuously improve each aspect of off-campus education.

SUPPORT OF THE SCHOOL

- _____ Off-campus education is accepted and acknowledged as a desirable and essential function of the school.
- _____ The program is accepted as an integral part of the total school curriculum.
- _____ The school administrators take an active and interested part in the operation and evaluation of off-campus education.
- _____ Teachers and other staff members cooperate with the coordinator in the operation of off-campus education.
- _____ A budget is provided for the purchase of instructional materials and equipment.
- _____ Assignment of building space and facilities is sufficient to carry on off-campus education.
- _____ School administrators check with employer representatives, faculty members, community groups and students as to the effectiveness of off-campus education.

SELECTION AND GUIDANCE OF STUDENTS

- _____ Prospective students are given a clear understanding of the purposes and nature of work education before they are enrolled.
- _____ Experienced counsellors help students in determining their aptitudes, interests and abilities so as to profit from off-campus education.
- _____ The coordinator arranges for the collection of occupational information regarding occupations.
- _____ Minimum age, grade and other standards have been developed and must be met by students before they enroll in off-campus education.
- _____ Students may enroll in off-campus education to meet graduation requirements.
- _____ The coordinator 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.
- _____ Provision is made for parents to contact the coordinator when needed.
- _____ Definite provision is made for checking on each student's progress in school.
- _____ Former students are consulted about possible adjustments to off-campus education.

PLACEMENT OF STUDENTS IN WORK STATIONS

- _____ A written statement has been prepared that outlines the criteria by which work stations are selected.
- _____ The coordinator contacts employers and sets up work stations for all students in the class. Employers provide work stations throughout the entire school year, rather than just for seasonal employment.
- _____ Training agreements and training plans are drafted by the employers, coordinators, students and parents.
- _____ Students who already have part-time jobs are admitted to off-campus education after the work stations are approved by the coordinator.
- _____ The coordinator checks to ensure that all related legislation is followed.
- _____ Work stations may provide an opportunity for full-time employment for students after they complete school.
- _____ Instruction in how to apply for a job is given before students are referred to prospective employers.
- _____ A supervisor is appointed by each employer for each student.
- _____ Students are given a variety of work station learning experiences.
- _____ Employer supervisors are informed of the progress made by students in their schoolwork.
- _____ Employer supervisors make periodical ratings and report on each student's progress at the work station.
- _____ The coordinator assists employer supervisors in evaluating the work station progress of students.
- _____ The coordinator seeks to acquire new work stations.

COORDINATION AND PUBLIC RELATIONS

- _____ The coordinator observes all students at their work stations.
- _____ The coordinator plans coordination time, and develops and follows a schedule.
- _____ Coordination time is used only for coordination purposes.
- _____ Coordination calls are made by the coordinator to the employers of students at least once a month.
- _____ Labour union requirements are followed in the placement and training of students.
- _____ The coordinator addresses each problem as it arises.
- _____ Reports of coordination activities are kept.
- _____ The coordinator has publicized off-campus education among various community organization and educational groups.
- _____ Work education is publicized periodically in the community and school newspaper.
- _____ The coordinator has a mailing list of all interested persons who receive information on off-campus education activities.
- _____ Students and the coordinator help in the development of public relations activities.
- _____ The students assist in organizing joint employer/employee dinners and similar events.
- _____ Parent groups are made aware of off-campus education.

CURRICULUM ORGANIZATION AND INSTRUCTION

- _____ Career Transitions courses are used to assist students entering off-campus education.
- _____ The coordinator assists with other courses that are related to career development.
- _____ Follow-up studies of graduates are used to guide program reviews.
- _____ 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 instructional program.
- _____ A variety of instructional aids are used whenever such techniques will make the activities more meaningful to students.
- _____ Opportunity is provided for field trips.
- _____ Students are encouraged to contribute instructional materials, information and other aids.
- _____ The coordinator periodically assesses the classroom instructional component.
- _____ Students participate in the evaluation of their own achievement.
- _____ Community resources are used as equitably as possible.

CLASSROOM FACILITIES AND LIBRARY

- _____ The instructional area is equipped with proper equipment needed for the type of instruction being provided.
- _____ The area has adequate display and bulletin board space.
- _____ Suitable storage facilities are provided for materials and supplies.
- _____ Suitable office space is provided for the coordinator for counselling purposes.
- _____ All equipment is maintained in good working condition.
- _____ Resources are current and readily available for student reference.
- _____ A cataloguing and filing system is used.

Source: Adapted from materials cited in the *Guide for Work Education in Manitoba's Public Schools*, June 1976.

SECTION 12 – PROMOTING AN OFF-CAMPUS EDUCATION PROGRAM

Whether an off-campus education program is just starting or has been running for years, all programs can benefit from promotional activities that enhance awareness and build support. Promotional activities can vary depending on who is being targeted for promotion.

Promotion of the program can be broken down into a number of areas.

PROMOTION WITHIN THE COMMUNITY

To promote and enhance an off-campus education program within the community, the following activities should be considered.

- Create a pamphlet describing the program.
- Present information to employers in a neat and attractive form; e.g., employer manual.
- Distribute promotional material, such as pens, mugs, buttons, bookmarks, scratch pads.
- Create an audio visual presentation about the program.
- Establish an advisory committee and invite employers to participate.
- Get media coverage for the program.
- Create an employer referral card for employers to recommend other potential employers.
- Make presentations to professional or trade associations.
- Follow up after presentations by sending material and making further contacts.
- Create a display booth for use at conferences and other gatherings.
- Invite employers to speak to students on career days or in class.
- Hold an appreciation event for employers; e.g., a breakfast or tea.
- Develop ways of publicly showing appreciation to employers; e.g., certificates of recognition for participating employers.
- Create an Off-campus Education Employer of the Year Award, and hand out a plaque to the winner.
- Create a newsletter to promote activities within the program, and keep participating employers aware of the involvement of other employers.

- Contact the local labour council and ask to speak at one of their meetings.
- Arrange for a special activity or display during Career Education or Off-campus Education Week.
- Send seasonal greetings.

PROMOTION WITHIN THE SCHOOL AUTHORITY

The success of an off-campus education program depends upon school board trustees and school authority administrators having an appreciation for the educational value and advantages of the program in all curriculum areas. Promotion activities directed toward these individuals and groups might include the following.

- Produce an annual report on the program.
- Have students make presentations on the program.
- Report on all new program initiatives.
- Make presentations at principals' meetings.
- Distribute an internal newsletter focusing on the program.
- Choose an Off-campus Education Student of the Month and distribute a written profile about him or her.
- Ask administrators and trustees to attend employer appreciation events.

PROMOTION WITHIN THE SCHOOL

The support of the principal, counsellors and teachers within a school is very important for any off-campus education program. School staff need to understand and be willing to support the philosophy of the program. They should also be kept up to date on off-campus education activities. They can play an important role in ensuring that students who can benefit from the program are informed about it. A staff that views the program in a positive light will assist in the smooth and effective operation of the program.

Some promotional strategies that can be used to increase awareness and support for the program with staff and students include the following.

- Certificates of completion (see Samples 12.1 and 12.2, pages 169–170).
- Hold information sessions for students and parents.
- Put up a display on parent–teacher and open house nights.
- Hold classroom information sessions.
- Create a bulletin board display featuring photographs of current students at their work sites.

- Post, with permission, interesting excerpts from student portfolios, journals and daily logs.
- Invite participating students to make classroom presentations.
- Put a description of the program in the school calendar and student and/or parent handbooks.
- Publish articles in the school newspaper.
- Create brochures specifically aimed at students.
- Make presentations to Grade 9 classes about this senior high school program.
- Provide students with the opportunity to receive individual counselling about how the program can meet their particular needs.
- Ensure that matters relating to the program are included on the agenda at faculty council, staff and department meetings.
- Keep the school staff and administration informed about students in the program and their placements.
- Get a service club to sponsor an award for the top student involved in off-campus education.

Other ideas for schools to consider:

- a public relations program designed to educate students and parents about the rewards of a career in the trades
- strategies to encourage both employers and teachers to teach students the importance of both academic and workplace competencies
- liaisons with other organizations, e.g., Careers: The Next Generation, Southern Regional Consortium, to promote off-campus programs and find employers who are willing to participate
- a school–labour force advisory committee, with representatives from local employers who might hire senior high school students.

SAYING “THANK YOU”

Not only is the “thank-you” letter good public relations, it is also a worthy summary exercise for students to review their work experience and express their appreciation to the employers (see Sample 12.4, page 173).

It is also important for the teacher–coordinator to forward a thank-you letter to the work site/work station, to express the school’s appreciation of the time the employer has invested in the program (see Samples 12.5–12.7, pages 174–177).

SAMPLE 12.1 – WORK EXPERIENCE COMPLETION CERTIFICATE

School Name

Work Experience Completion

<First Name> <Last Name>

*has successfully fulfilled the requirements of Work Experience Education
in accordance with the criteria of
(School Jurisdiction) and Alberta Education*

(Date)

Principal

Work Experience Coordinator

School Jurisdiction Logo

School Logo

SAMPLE 12.2 – REGISTERED APPRENTICESHIP PROGRAM COMPLETION CERTIFICATE

**CERTIFICATE OF COMPLETION
REGISTERED APPRENTICESHIP PROGRAM**

(School Name)

Takes pleasure in congratulating

<STUDENT NAME>

*for successfully completing the requirements of the
Registered Apprenticeship Program
in accordance with the criteria of
(School Jurisdiction) and Alberta Education*

(Date)

Principal

Registered Apprenticeship Program Coordinator

School Jurisdiction Logo

School Logo

SAMPLE 12.3 – PROMOTIONAL MATERIAL

Welcome to Off-campus Education

Off-campus education is a program whereby classroom studies are complemented with practical experience obtained in the workplace. Students enrolled in _____ complete a minimum of 25 hours of job preparation classes and a minimum of _____ hours at a work site placement. By agreeing to accept a student into your workplace, you have become a valued partner in the educational process. This experience will assist students in making the transition from school to work or post-secondary education. In order to make this a meaningful learning experience, we would like to make the following suggestions.

Starting Off on the Right Foot

When the student starts work, provide him or her with an orientation to the workplace. Explain the purpose of the job and how he or she can make a contribution. Explain daily routines and expectations, including such things as dress code, safety procedures, care of equipment, keeping the work area clean and dealing with the public.

Assign a Supervisor

Assign one of your regular employees to supervise the student. It is important to understand that the student is a learner in a new setting and will initially need supervision, as well as an opportunity to feel comfortable asking questions.

Creating a Learning/Training Plan

When a student is placed at a work site, the school coordinator will help list the types of duties that might be assigned. By putting these tasks in writing, you are creating a “learning/training plan,” which will help bring focus to the learning. Students need to be assigned a variety of tasks that progress in difficulty as they become more familiar with the job. The training plan or list of duties should be reviewed periodically and revised to ensure that it contains challenging but attainable goals for the student.

Workers’ Compensation Coverage

Prior to starting work, all students must have a signed “Work Agreement.” This agreement must be signed by the employer, a school board designee and the student’s parent(s)/guardian(s). Once this agreement is in place, the student is deemed to be an employee of Alberta Government, who assumes responsibility to cover all *bona fide* students registered in Off-campus Education for Workers’ Compensation purposes. In the event of an accident involving the student, the employer must contact the school coordinator immediately.

Employment Standards

For the term of the agreement and the hours specified, the employer is exempt from paying the minimum wage stipulated under the *Employment Standards Act*. All other regulations apply. If you hire the student outside of the hours or days of the agreement, Workers’ Compensation becomes your responsibility and payment of at least minimum wage is required.

Note: This exemption does not apply to students enrolled in the Registered Apprenticeship Program.

(continued)

Time Logs

In order to keep track of the time a student has spent on the job, the coordinator asks students to fill out, and employers to sign, time logs. It is the student's responsibility to return a signed time log sheet to the coordinator at the end of each week. In this package, you will find a sample time log. These logs provide a valuable opportunity to provide feedback to the student about weekly performance. As an employer, you should consider taking a few minutes at the end of each week to sit down with the student to fill out the time log and to discuss the student's progress.

Staying in Touch

Students participating in off-campus education are expected to notify the employer and the school immediately if they are unable to attend work due to illness. The coordinator will remain in contact with you throughout the course of the placement, and all work stations and work sites will be regularly monitored. Even though every attempt is made to stay in touch with the work stations and work sites, as the employer, you should feel free to contact the coordinator should you have any questions or concerns, especially if the student is failing to attend.

Thank you for becoming a partner in this educational program. By participating, you are demonstrating a real commitment to education. We hope that you will find the experience to be a challenging and rewarding one.

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

SAMPLE 12.4 – THANK-YOU LETTER FROM STUDENT TO WORK SITE SUPERVISOR

Style: Informal

Purpose: To express appreciation to your work site/work station supervisor for the learning opportunity and the training time provided to you.

Each paragraph in the thank-you note has a specific purpose.

- Salutation; e.g., Dear _____
and/or staff.
- The first paragraph indicates the purpose of the letter; to thank the work site/work station supervisor for the opportunity to . . .
- The second paragraph indicates at least one specific reason why the “thank you” is meaningfully given; e.g., that you enjoyed the placement, the things you learned, the people who were helpful.
- The third paragraph is a concluding paragraph underlining the sentiment of the letter.
- Close your letter with your signature, preceded by one of the following:
Sincerely
Cordially
Best wishes
Respectfully yours.

Return Address and Date

Salutation

First Paragraph

Second Paragraph

Third Paragraph

Closing

SAMPLE 12.5 – THANK-YOU LETTER TO EMPLOYER ABOUT STUDENT EVALUATION

The off-campus placement is an opportunity to use the community as an effective resource for career planning, and for interest and skill assessment. It also functions to help the student become more aware of employers' expectations of new employees on the job and the opportunity to develop and demonstrate good work habits.

It is your standards on which the student is being evaluated, and therefore, it is vitally important that you discuss this evaluation with the student. Your specific compliments and concerns must be expressed, if the student is to understand and meet your expectations.

Your time and concern for these individuals in this component of their education is greatly appreciated and valued by our students and school programs. Thank you again for your cooperation.

Yours truly,

D. A.
Off-campus Education Coordinator

Source: Adapted from materials supplied by the Elk Island Public Schools Regional Division No. 14.

**SAMPLE 12.6 – THANK-YOU LETTER TO EMPLOYER
ABOUT TIME INVESTED**

Dear _____,

The school year is coming to a close, and the _____ program at _____ school has again been a success because of the cooperation and support from people like yourself. The time and effort that you and your staff spent working with our students to help them become better employees is time well-invested.

In appreciation, I would like to extend a cordial invitation to you and your student supervisors to a dinner at _____ school on _____ at _____.
(place) (date) (time)

Dress will be informal.

The intent of this evening is to have a pleasant conversation with other employers over dinner, and to hear a brief word of recognition and appreciation from our school and school district. After dinner, a tour of the school will be arranged for anyone interested in viewing the facilities.

Please confirm your attendance at the dinner by _____ by calling the school at _____.
(date) (telephone number)

If you are unable to attend this function, I wish to thank you again for your commitment to the Off-campus Education Program. The positive impact that you have had on these students is vital for their motivation in school and their transition into the community as valued employees.

Sincerely,

Off-campus Education Coordinator

School Logo

(School Name)

Staff and Students
Recognize and appreciate your efforts and say thank you to

Name of Employer

In honour of your continued support and sponsorship
Of our students during (School Year)
In our

Off-campus Education Program

Principal _____

Off-campus Teacher–Coordinator _____

SAMPLE 12.7 – THANK-YOU LETTER TO PARTICIPATING SCHOOL STAFF

Dear _____,

The _____ program is coming to an end after a busy year, and in culmination, the school is hosting a dinner for all the participating employers and school staff. The evening will provide you with the opportunity to meet some of the people from the work stations. Dress is informal. The dinner is to be held at the school on _____ at _____ (time) _____ (date).

Our students have earned an excellent reputation in the community, and much of this credit is attributed to the attitudes the students are learning in your classes. This year, 108 students were placed into the work force, and only five were unsuccessful at completing their responsibilities.

Approximately 70 of our 100 registered work stations participated this year; their cooperation and interest in our students and school deserve our recognition.

Please accept this invitation to dinner in recognition of your efforts with your students.

Sincerely,

Off-campus Education Teacher–Coordinator

APPENDIX A – LEGISLATION, REGULATIONS AND POLICY

SCHOOL ACT

<http://www.canlii.org/ab/laws/sa/s-3/20080818/whole.html>

SCHOOL ACT (Revised Statutes of Alberta 2000, Chapter S-3)

- 1** (1) (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, . . .
- 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.
- 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.

**EMPLOYMENT STANDARDS
CODE**

[http://www.canlii.ca/ab/laws/
regu/1997r.14/20080818/wh
ole.html](http://www.canlii.ca/ab/laws/regu/1997r.14/20080818/whole.html)

- (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, R.S.A. 2000,
CHAPTER E-9**

65 Employment of children

- (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 *School 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 conditions specified in section 66 are complied with.

66 Conditions of a child's employment

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

**WORKERS’
COMPENSATION ACT**

http://www.qp.gov.ab.ca/documents/Acts/W15.cfm?frm_isbn=9780779724703

**WORKERS’ COMPENSATION ACT, R.S.A. 2000,
Chapter W-15**

87(1) Transportation of injured workers

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**

Persons considered to be workers employed by the Government of Alberta.

http://www.qp.gov.ab.ca/documents/Regs/2002_325.cfm?frm_isbn=0779743539

**OCCUPATIONAL HEALTH
AND SAFETY ACT**

<http://www.qp.gov.ab.ca/documents/acts/O02.cfm>

**WORKERS' COMPENSATION REGULATION,
AR 325/2002**

- 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,
R.S.A. 2000, with amendments in force as of December 4,
2002 CHAPTER O-2**

- 2(1) Every employer shall ensure, as far as it is reasonably practicable for employer to do so,
- (a) the health and safety of
 - (i) workers engaged in the work of that employer, and
 - (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
 - (b) that the workers engaged in the work of that employer are aware of their responsibilities and duties under this Act, the regulations and the adopted code.

- (2) Every worker shall, while engaged in an occupation,
- (a) take reasonable care to protect the health and safety of the worker and of other workers present while the worker is working, and
 - (b) co-operate with the worker's employer 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**

<http://www.canlii.org/ab/laws/ta/a-42/index.html>

**APPRENTICESHIP AND INDUSTRY TRAINING ACT,
R.S.A. 2000, CHAPTER A-42**

- 1(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 *School Act*, [A.1 and A.2 are new. Reflects Bill 23: *Apprenticeship and Industry Training Amendment Act, 2000*]
 - (A.1) an operator of a school that is a charter school as defined in the *School Act*,
 - (A.2) an operator of a school that is a private school as defined in the *School Act*,
- and
- (iii) that is approved, registered or otherwise recognized by the [Alberta Apprenticeship and Industry Training] Board.

- 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 ...
- 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, or ...

CANADA LABOUR CODE

Employees Under 17 Years of Age [SOR/91-461, s. 9]
http://laws.justice.gc.ca/en/showdoc/cr/C.R.C.-c.986/bo-ga:s_10/en#anchorbo-ga:s_10

CANADA LABOUR CODE, R.S. 1985, c. L-2

The minimum age for persons employed by firms that fall under federal Government Legislation is the school leaving age of the province, which for Alberta is 16 years.

Labour Standard:

(1) Coverage

Part III of the *Canada Labour Code* (Labour Standards) applies to employees and employers in works, undertakings or businesses under the legislative authority of the Parliament of Canada.

Broadly speaking, the activities that come within federal jurisdiction include:

- Interprovincial and international services such as:
 - railways
 - highway transport
 - telephone, telegraph and cable systems
 - pipelines
 - canals
 - ferries, tunnels and bridges
 - shipping and shipping services
- Radio and television broadcasting including cablevision
- Air transport, aircraft operations and aerodromes
- Banks
- Primary fishing where the fishermen work for wages
- Undertakings declared by Parliament to be for the general advantage of Canada, e.g.:
 - grain elevators
 - flour and feed mills, feed warehouses and grain seed cleaning plants west of Thunder Bay
 - uranium mining and processing.

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

- *School Act*
- *Employment Standards Code*
- *Workers' Compensation Act*
- *Occupational Health and Safety Act*
- *Apprenticeship and Industry Training Act.*