



SUEBOYCHUK.COM

Contact: Sue.SBLC@gmail.com

Phone: (905)572-0095

Establishing the Placement

Introduction

This section contains relevant advice that will help you to ensure that the placement can provide a healthy and safe environment for the student to develop the knowledge and skills that are necessary to work safely.

1. **Who to Talk To In the Workplace:** Here you will find information and recommendations on who you should talk to when conducting the placement assessment, along with resources that you can share with the employer or supervisor during your discussion.
2. **Placement Assessment:** The ideal pre-placement assessment involves a physical review of the job location where the student will work and discussions with the workplace representatives about health and safety training, protective devices and equipment, policies and procedures. The review will provide a 'snapshot' of the conditions of the day, the attitude of the workplace towards health and safety and the safeguards in place.

1. Who to talk to In the Workplace

No one can guarantee that what is safe today is safe tomorrow. Guards can be removed, workplace conditions can change and the quality of promised training and instruction can diminish. The teacher's role is to obtain an understanding of safety aspects of the student's assignment for the placement, ask questions and obtain commitments regarding workplace-specific training. Ultimately, the assessment will provide the teacher with a strong sense of the commitment and quality of the workplace, in order to determine if the placement is acceptable for the student.

It is critical that you talk to the right people to ensure that all parties are on the same page as to what is expected of your student during their cooperative education placement. Depending on the complexity of the placement, your assessment may involve some or all of the parties with a part to play in the protection of the student:

- the student's supervisor, if different than the employer representative
- a worker representative from the health and safety committee, sometimes referred to as the joint health and safety committee or JHSC, or the employer or employer representative at the workplace
- the health and safety representative, if any

Each of these parties has either direct responsibility for the student's safety or an ability to help protect the student while at work. Understanding their roles and how they can assist you in the assessment and placement process will help make the process easier for you.

Extracted from: **Live Safe! Work Smart!** Resources for Cooperative Education and Other Forms of Experiential Learning; updated for 2023



SUEBOYCHUK.COM

Contact: Sue.SBLC@gmail.com

Phone: (905)572-0095

Employer or Employer Representative at the Workplace

Under the *Occupational Health and Safety Act*, the employer has very important responsibilities. These responsibilities cannot be delegated or conferred to another party by a waiver or a similar process. Key duties employers have to their workers, including unpaid secondary school students who are workers under the OHSA, are to:

- Provide information, instruction and supervision
- Advise workers of as hazards associated with their work
- Take every precaution reasonable in the circumstances to protect workers, and
- Carry out prescribed training programs

In small workplaces, the employer may also be the supervisor and will have to be present for the placement assessment. In larger workplaces, the employer may ask another company representative or the supervisor to work with you through this process.

Ideally, the employer or employer representative should be endorsing the learning plan and confirming the arrangements for orientation, training and provision of safety equipment noted in the placement assessment.

They should also understand that you would like to be contacted if:

- the student raises any health and safety concerns
- the student acts in a manner that may endanger himself/herself or others
- the student is assigned a new job or a considerably different task than what was discussed in the placement assessment (ideally before the changes take place)
- the student is injured

Placement Supervisor

The supervisor is the person at the placement who will help you identify the tasks the student will perform.

They are also responsible to orient the student to their new surroundings. Frequent contact with the supervisor is ideal as they are the ones who will monitor the student's progress, provide you and your student with feedback to improve student learning, and contribute to the performance assessment of your student.

The *Occupational Health and Safety Act* sets out duties and responsibilities for supervisors aimed at protecting the workers they supervise. A supervisor must, among other things, ensure that a worker:



SUEBOYCHUK.COM

Contact: Sue.SBLC@gmail.com

Phone: (905)572-0095

- works in the manner and with the protective devices, measures and procedures required by the *Act* and the regulations; and
- uses or wears the equipment, protective devices or clothing that the worker's employer requires to be used or worn.

Involving the student's direct supervisor in the placement assessment process will give you a better understanding of the work area and actual tasks that will be assigned and the opportunity to see the equipment the student will be using or operating, and a demonstration of the safety equipment that the student will be required to use or wear. The meeting with the supervisor is also the ideal time to discuss on-the-job training, safety orientation, company policies or rules and any protective equipment that the student will require for the placement.

You may also want to ask the supervisor about the level of supervision the student can expect. Does the supervisor work in the same area where the student will be working? Are they readily accessible if the student has a question? Will they be providing feedback to the student on how he or she is performing the work? The Cooperative Education policy document states that one of the criteria for selecting a placement is that the employer offers the opportunity for each student to work in a one-on-one relationship with a supervisor.

Worker from the Health and Safety Committee or Worker Health and Safety Representative

Generally, workplaces with six or more workers must have a worker health and safety representative, and if they have 20 or more workers, the *Occupational Health and Safety Act* requires that a health and safety committee be in place. There are different requirements for construction projects or workplaces at which designated biological, chemical or physical agents are present that you should ask about when placing a student.

Involving a committee member or worker health and safety representative in the assessment process may not always be necessary, but if it is a company where the placement tasks are complex, or duties are not well defined, or where you would like confirmation on the safety policies, procedures, training, work practices, etc., you may want to ask to have the worker health and safety representative or worker health and safety committee member involved in your discussions with the supervisor.



SUEBOYCHUK.COM

Contact: Sue.SBLC@gmail.com

Phone: (905)572-0095

2. Placement Assessment

The first step in establishing whether or not a placement is appropriate for the student is your visit to the workplace to conduct the placement assessment prior to placing your student. A focus on health and safety during the placement assessment and in subsequent placement learning assessments (monitoring meetings) serves several purposes, including:

- providing the teacher a first-hand opportunity to talk about and see the safety features in place,
- view the work area, see the equipment involved and discuss training the student will receive
- demonstrating to the employer the school's requirements and expectations for a safe and healthy placement
- ensuring that all the health and safety components of the appropriate Training Standard are included in the Personalized Placement Learning Plan for Ontario Youth Apprenticeship Program students
- alerting students to the safety requirements of the job

The following provides you with a sequential list of questions to ask the employer. Details about each component are described on the following pages.

1. **What are the hazards?** Identify hazards that the student may be exposed to during the job or tasks assigned during the placement.

MITIGATION pause: Is this job right for my student? If not, can we modify the tasks or other factors to make it more suitable or safer?

2. **What training will the student get regarding those hazards?** Match hazards identified above to hazard-specific training.
3. **What kind of protection does the student need?** Establish protective equipment and measures required for this placement.
4. In addition to hazard-specific or protective devices training, **what kind of overall training and orientation will the student receive?**
5. **Who is the supervisor?** Clearly establish who will be the student's supervisor and the quality of supervision that will be provided.
6. **What if the job/tasks change?** Note any changes in job assignment or introduction of new tasks.
7. **Decide if the placement is appropriate:** acknowledge the results of the assessment.



SUEBOYCHUK.COM

Contact: Sue.SBLC@gmail.com

Phone: (905)572-0095

3-step monitoring visit review

When conducting placement learning assessments (monitoring), consider reviewing steps 1-3 during each workplace visit. Is there any new work the student is doing? Are there (new) hazards in that work? If so, has any new training been required and delivered? If not, why not and when will it be given? Has the student been required to use or wear any type of new protective equipment and if so, were they trained to use and clean it properly?

Seven-step Health and Safety Assessment Process

An effective safety assessment for the placement will focus on the job or task that has been identified in the learning plan. Zeroing in on the work will ensure that the resulting training plan is appropriate.

Have the employer be as specific as possible in defining the job and/or tasks the student will be undertaking during the placement. The work may involve only one piece of equipment or it may involve a number of different types of tasks and equipment. The more details gathered about the work the student will undertake, the more effective this safety assessment will be.

Step 1: Identify hazards that the student may be exposed to during the placement.

This part of the assessment itemizes any hazardous equipment, situations or machinery the student will be exposed to. Other hazards that you may consider including: working with knives and hot surfaces (kitchens), violence (detention centres), etc. Examples of hazards to consider include:

- Working from heights
- Working in construction where the use of fall arrest equipment is required (specific general course is required before job-specific training occurs)
- Operation of mobile equipment such as forklifts, order pickers, company vehicles, etc.
- Working with or around chemicals or biological or infectious agents
- Regular or prolonged exposure to hot or cold conditions (such as molten metal, freezers)
- Machinery that has moving parts that require guards and lock-out procedures
- Power tools
- Entry into confined spaces such as tanks
- Working alone



SUEBOYCHUK.COM

Contact: Sue.SBLC@gmail.com

Phone: (905)572-0095

- Violence (e.g. robbery, assault)
- Contact with infectious diseases, people and things
- Driving
- Other

MITIGATION PAUSE

You know your student best. Stop and consider: Is this job too complex? Does your student need more direct supervision than they are suggesting will occur? Can the potential hazards be reduced?

Speak up! Jobs or tasks can be modified. If it sounds like your student may have to work at heights at time or perhaps there are lift trucks or similar mobile equipment and you don't want your student performing that type of work say so. If anything discussed makes you uncomfortable, say so. Ask more questions about the work – after all, it's work that you may not be that familiar with.

Write it! Document anything specific if red flags come up during your assessment.

Step 2: Match hazards identified above to hazard-specific training.

For each of the hazards listed in the first step, there must be a workplace commitment to training the student to perform the work safely. This hazard-specific training should teach the student how to use equipment appropriately, provide information about work procedures and explain how all protective devices (such as guards) work. In this step, include detailed information, such as who will deliver training and when it will be delivered, so that everyone is clear on what needs to be done.

Note: *Work that involves entry into confined spaces and operating mobile equipment, such as forklifts, is dangerous and Ontario legislation requires specialized training.*



SUEBOYCHUK.COM

Contact: Sue.SBLC@gmail.com

Phone: (905)572-0095

Sample table to match hazards with specific training			
Hazardous job/task	Training to be provided related to this hazard	Delivered by	When training will be provided
Work with table saw	Use of blade guard at all times, use of anti-kickback device and using pushers for some jobs.	Supervisor	Before saw is used

Note: Safety Certificates and Workplace Training

The certifications and workplace-related health and safety courses/programs that a student takes in school or through an outside agency do not change or remove the obligation of the employer to provide workplace, site, and equipment-specific training.

Ontario employers are obligated under the *Occupational Health and Safety Act* to provide information, instruction, and supervision to every worker to protect his or her health and safety, ensure that workers are acquainted with any hazard in the work, and take every precaution reasonable in the circumstances for the protection of workers.

One example is an employer's obligation with respect to the Workplace Hazardous Materials Information System (WHMIS). Although a person may hold a certificate to show that they have had some WHMIS instruction/training/education, most employers who have WHMIS-controlled products in their workplace are still required to provide

WHMIS training specific to the chemicals/hazardous products in their workplace, location of Material Safety Data Sheets in their workplace, how to handle the products safely, etc.

Under the Ministry of Education's policy and Work Education Agreements, it is expected that the placement employer will provide job-specific safety training for students working in their workplace.

Certifications and training courses/programs provided to students complement, but are not a replacement for, the health and safety training obligations of employers. For more information on employers' obligations, consult the *Occupational Health and Safety Act* and its regulations, and see [A Guide to the Occupational Health and Safety Act](#).



SUEBOYCHUK.COM

Contact: Sue.SBLC@gmail.com

Phone: (905)572-0095

Step 3: Protective measures required for this placement.

Some types of protective equipment, such as respirators, require specialized training to ensure proper use and fit. Learning how to use any type of equipment properly is essential so that the equipment will offer the protection it was designed to provide. For example, if safety glasses are worn improperly or do not fit, material can still enter the eye.

Establishing what safety equipment is required, whether it is required daily or occasionally, whether or not training will be provided on how to use and care for it (critical for respirators) and who will be providing it helps everyone be prepared for the job.

Sample table of protective measures required for placement

Immunization or Personal Protective Equipment	Required daily or occasionally?	Will training be provided?	Employer will supply?	Student to supply or arrange?
Immunization (specify) _____				
Personal Protective Equipment:				
Safety boots (green patch)				
Safety shoes (steel toed)				
Hearing protection (specify type)				
Dust mask				
Respirator				
Gloves				
Other:				

Step 4: Overall Training and Orientation

In addition to the hazard-specific training identified in the second step, or the training in the use and care of personal protective equipment in the third step, identify all orientation, instruction and training that will be provided and note the agreed upon training dates/timeframes.

General workplace orientation and job-specific training cover many of the program expectations in the curriculum document, but workplace-specific Workplace Hazardous Materials Information System (WHMIS) training will be necessary in most workplaces, if the student works with or near any WHMIS controlled products. Some workplaces may



SUEBOYCHUK.COM

Contact: Sue.SBLC@gmail.com

Phone: (905)572-0095

have other training requirements, such as pedestrian training for walking in a factory, vehicle traffic rules, human resources policies and procedures, etc. that should be added to your list.

In all cases, students should receive training in emergency procedures, e.g. what to do if there is a fire, chemical spill or similar emergency, and what to do if they are injured- where should they go, who to advise, etc.

Sample training plan	
Overall Safety Training/Nature of Training	Training Date(s)/Time Frame
Workplace-Specific WHMIS Training (this may be included in the hazard-specific training list if the student is working with these products, but if the student is working around the products, some orientation to the workplace WHMIS program is appropriate). Workplace Violence and Harassment Prevention Policy and Procedures : students must be trained on their policy. link to ONT requirements FYI) Workplace Health and Safety Policy and any related procedures	
General Workplace Orientation tour of the workplace, location of fire extinguishers, first aid stations, fire exits, evacuation procedures, MSDSs, staff bulletin boards, etc.	
Job/Task-specific Training: regular operating procedures, including use of any safety devices, applicable lock-out procedures, rules of use, etc.	
Emergency procedures: what to do in the event of a fire or other emergency	



SUEBOYCHUK.COM

Contact: Sue.SBLC@gmail.com

Phone: (905)572-0095

Sample training plan	
Overall Safety Training/Nature of Training	Training Date(s)/Time Frame
Injury procedures: what to do if a student is injured, where to go, who to tell	
Other training required by the workplace or identified by the assessment process.	
* For Ontario Youth Apprenticeship Program (OYAP) students, workplace trade specific health and safety training.	

* All students participating in OYAP, whether registered apprentices or not, are expected to have included all applicable health and safety components of the trade's Training Standard or Schedule of Training in their Personalized Placement Learning Plan. The inclusion of these components will ensure that students receive the same high quality health and safety training as demanded of all apprentices.

Step 5: Clearly establish who will provide supervision

Lack of adequate supervision of young people in the workplace, along with little or no training, have been identified as two of the main contributors to injuries on the job. Ensure that supervision will be provided, which should include having a supervisor in or near the work area where the student is placed, continual observation of how the student performs the task, regular feedback when tasks are not performed properly or safely and an opportunity for the student to ask questions.

Consider including the name of the student's direct supervisor on the safety assessment so that everyone is clear who will be overseeing the student's work.



SUEBOYCHUK.COM

Contact: Sue.SBLC@gmail.com

Phone: (905)572-0095

Step 6: Include a note in case of changes in job assignment/
introduction of new tasks.

Consider including a note that reminds the employer and supervisor that if a student is placed at a new job or if different types of tasks are assigned, a review of new safety training needs is expected so that appropriate orientation, training and safety equipment will be provided to do the new work. Also note that you would like to be notified by the workplace before any new assignments are undertaken.

Note: If you are notified that a student has a change in their job or tasks, use the opportunity to go through Steps 1 to 3 in this section to determine if there are any new hazards, new training or protective equipment required.

Step 7: Acknowledge the results of the assessment.

Based on the information provided during the assessment meeting, note the date of the meeting and whether or not you recommend this placement for this student. Making this note, especially if the placement does not satisfy the educational needs or safety requirements, will benefit cooperative education teachers who may consider this placement in future semesters.

You may decide that no is the answer:

- where there is a reluctance to show the type of work the student will do or the equipment they will work with or you do not feel you have been provided with all the information;
- where there is no commitment regarding training or the attitude makes you feel that the agreement for training is not sincere and may not be carried out;
- where you feel the tasks are beyond the capabilities of the student and may put him/her at undue risk;
- where the workplace feels there is no need for personal protective equipment when you are sure it is necessary for the job the student will undertake;
- where health and safety issues are minimized or treated as part of the way we've always done this or not really necessary or
- where your instinct tells you, in any case, that the student will be at risk.....

... it's okay to say 'No'!

IF YOU WOULDN'T LEAVE YOUR CHILD THERE...

DON'T LEAVE SOMEONE ELSE'S