

# Support for employers

## Training and orientation for young and new workers

### Why specific requirements for young and new workers?

Young and new workers need special attention because they are at more risk of injury than their older or more experienced counterparts. The injury rate for young male workers, is much higher than that of the overall population.



Most employers know that it can be costly and time-consuming to hire and train workers, especially if you're running a small business. Once you've hired and trained new workers, it pays to keep them safe and on the job. Part 3 of the Occupational Health and Safety Regulation will help you do just that.

This regulation describes orientation and training requirements for young and new workers. Employers have had these responsibilities before, but for the first time they are collected in one place and detailed in clear, concise language. This backgrounder will tell you what you need to know about these requirements.

### Where do I find the Young and New Worker regulation?

Look in sections 3.22 to 3.25 ("Young or New Workers") of the Regulation, which is reprinted on the back page of this document.

### Orientation and training are essential

More than half of workplace accidents involving young and new workers occur during their first six months on the job. Providing effective orientation and training is the best way to prevent accidents. As an employer, you are responsible for ensuring that your workers are prepared for the job before they start working.

### Who are young workers and new workers?

A young worker is any worker who is under 25 years of age. A new worker can be any age, and includes workers who are:

- new to the workplace
- facing hazards that have changed or developed while they were at work or absent from work
- in a new workplace or location that has different hazards than the old one

Training must be specific to the workplace and should be an ongoing process. Even an experienced worker will require a new orientation if circumstances change or new hazards develop. For example, there may be a new work process or new equipment; or the worker may be moved to a new work location or assigned to a different task.

## How to conduct an orientation

There are four basic steps to any training or orientation session.

### Step 1: Evaluate the situation

First decide what areas the worker needs training in. Compare the worker's job description to the Worker Orientation Checklist. If there is no job description, this would be a good time to write one. If this is the first time orienting the worker, plan for a thorough training session. If you are re-orienting the worker, focus on the topics that relate to the new situation or new hazards.

It's a good idea to prepare a handout sheet for workers with contact information for supervisors and first aid attendants, as well as where to find more information about worker rights and responsibilities in the Regulation.

#### Serious statistic

- Every day, 26 young workers are injured — that's one worker every 55 minutes.

### Step 2: Train the worker

Sit down with the worker and go over the Checklist. You should show them emergency exits and first aid facilities, and demonstrate specific work procedures.

A typical orientation should take anywhere from one to four hours. In a higher-risk workplace such as a sawmill, the orientation may take a full day. An effective orientation should make workers aware of potential hazards and let them know who to talk to if they have questions about health and safety in the future.

### Step 3: Test the worker

Make sure the worker understands the training by asking the worker to recall specific procedures (for example, how to clean the grill and dispose of hot oil) or general requirements (for example, when and where they need to use personal protective equipment). Follow up — ask workers questions within a few days and periodically over the next month or two.

### Step 4: Keep records of the orientation

Be sure to document all training. An orientation checklist will ensure that you have covered all the key topics when training a new worker. Give copies of the checklist to the worker and keep copies for your own records.

#### Why are young workers injured on the job?

- Inexperience and lack of training
- Lack of understanding of their rights
- Lack of preparation for the workplace
- Lack of supervision
- Asked to do more dangerous jobs
- Unwillingness to ask questions

### Tips for reaching out to young workers

- Develop a mentorship program. Pair up young workers with more experienced workers. Having a mentor will give the young worker a more personal introduction to the worksite.
- Get young workers involved in making health and safety decisions at your workplace. Have a young worker position on the JOHSC.
- Provide hands on training. Tell them, show them, involve them.
- Encourage young workers to feel comfortable asking questions of their mentors, supervisors, managers, and co-workers.
- Involve parents and other family members. Communicate any safety concerns in the workplace and encourage them to talk with their kids about workplace safety.
- Identify your new workers with special hard hats, aprons, name tags etc. so everyone knows they are new to the job. Encourage your experienced workers to assist them when needed.
- Observe young workers while they work and correct any mistakes. Suggest other ways of doing things and praise good results.

## Sample worker orientation checklist

Employee name: \_\_\_\_\_

Position (tasks): \_\_\_\_\_

Date hired: \_\_\_\_\_ Date of orientation: \_\_\_\_\_

Person providing orientation (name and position): \_\_\_\_\_

Company name: \_\_\_\_\_

Topic	Initials (trainer)	Initials (worker)	Comments
1. Supervisor name: _____ Telephone #: _____			
2. Rights and responsibilities (a) General duties of employers, workers, and supervisors			
(b) Worker right to refuse unsafe work and procedure for doing so			
(c) Worker responsibility to report hazards and procedure for doing so			
3. Workplace health and safety rules (a) _____ (b) _____ (c) _____ (d) _____			
4. Known hazards and how to deal with them (a) _____ (b) _____ (c) _____ (d) _____			
5. Safe work procedures for carrying out tasks (a) _____ (b) _____ (c) _____ (d) _____			
6. Procedures for working alone or in isolation			
7. Measures to reduce the risk of violence in the workplace and procedures for dealing with violent situations			

Topic	Initials (trainer)	Initials (worker)	Comments
8. Personal protective equipment (PPE) — what to use, when to use it, and where to find it (a) _____ (b) _____ (c) _____ (d) _____			
9. First aid (a) First aid attendant name and contact information			
10. Emergency procedures (a) Locations of emergency exits and meeting points			
(b) Locations of fire extinguishers and fire alarms			
(c) How to use fire extinguishers			
(d) What to do in an emergency situation			
11. Where applicable, basic contents of the occupational health and safety program			
12. Hazardous materials and WHMIS (a) What hazardous materials are in the workplace			
(b) Purpose and significance of hazard information on product labels			
(c) Location, purpose and significance of material safety data sheets ((M)SDSs)			
(d) How to handle, use, store and dispose of hazardous materials safely			
(e) Procedures for an emergency involving hazardous materials, including clean-up of spills			
13. Where applicable, contact information for the occupational health and safety committee or the worker health and safety representative			
14. Bullying and harassment (a) What is workplace bullying and harassment			
(b) How to report incidents of workplace bullying and harassment and who are the contacts			
(c) Who is responsible for following up on complaints			

## How to fill out the orientation checklist

The orientation checklist covers the topics specified in section 3.23(2) of the Regulation, which are a required part of any young or new worker's training and orientation. Checklist topics #3, 4, 5, and 8 include blank lines so you can add topics specific to your workplace. Once a topic has been discussed or demonstrated, the trainer and the employee should initial the item. If the topic is irrelevant, mark "N/A" in the Comments column. Also indicate in the Comments whether any follow-up is necessary. Here's a brief explanation of each item on the checklist:

1. Provide workers with written contact information for their supervisors. If possible, introduce them immediately.
- 2.(a) Go over the responsibilities specified in sections 115–117 of the *Workers Compensation Act*. Make a copy of the Act and the Occupational Health and Safety Regulation available to workers, or point them to the online version at [WorkSafeBC.com](http://WorkSafeBC.com).
- 2.(b) Tell workers that it is their duty to refuse to perform work if they believe it may be dangerous to themselves or others, and that they cannot be punished for doing so. See sections 3.12–3.13 of the Regulation.
- 2.(c) Tell workers that hazards should be reported immediately, and identify who they should report hazards to (for example, their supervisor or a safety coordinator). See section 3.10 of the Regulation.
3. Go over general rules, which include following work procedures, using personal protective equipment, and operating equipment safely.
4. Inform workers about any known hazards that apply to them and tell them how to deal safely with these hazards. For example, tell them to wear respirators while sanding and discuss respirator care.
5. Demonstrate specific tasks (for example, cleaning equipment or using ladders) and safe work procedures (for example, locking out equipment before cleaning or repairing it).
6. Tell workers about person check procedures for working alone or in isolation. Teach them safety strategies such as keeping the back door locked. See sections 4.21–4.23 of the Regulation.
7. Warn workers about any potential for violence. Tell them how to prevent incidents (for example, remain calm with abusive customers) and how to deal with incidents (for example, do not attempt to restrain shoplifters or robbers). See sections 4.27–4.31 of the Regulation.
8. If workers need to use PPE (for example, respirators while painting), tell them what equipment to use and teach them how to use it properly. See Part 8 of the Regulation.
9. Make sure workers know what to do if they or someone else is injured. They need to know where to find first aid supplies and who to report the injury to (all injuries must be reported).
10. Explain evacuation procedures. Show workers emergency exits, meeting points, locations of fire alarms and fire extinguishers, and how to use extinguishers.
11. Explain what an occupational health and safety program is and go over it briefly with the worker. Tell them where they can find a written copy of the program. See sections 3.1–3.3 of the Regulation.
12. Workers need to know about hazardous products such as paints, solvents, or cleaning products. Tell them how to handle and dispose of such products safely, and where to find more information (for example, on product labels and ((M)SDSs). If workers are uncertain about proper procedures, they should always talk to a supervisor.
13. Where applicable, introduce workers to committee members or the worker representative and identify the location of the joint health and safety committee minutes. Tell them why there is a committee or representative, and provide them with contact information.

## Typical orientation topics

The following table describes some key orientation topics. It includes examples of things you may need to discuss with workers during training, as well as some references that you can use for more information. Please note that this list is not comprehensive — your orientation will need to include topics that are specific to your workplace and which may not be described here. That's why it's important to do a hazard assessment for your specific workplace. An assessment will help you identify any other necessary health and safety topics for training.

Topic	Things to discuss
Worker rights and responsibilities	<ul style="list-style-type: none"><li>• Responsibility to follow WorkSafeBC Regulations and other health and safety rules</li><li>• Responsibility to use PPE when required</li><li>• Right to refuse unsafe work</li></ul>
Falls from elevation (including ladder safety)	<ul style="list-style-type: none"><li>• Fall protection system being used</li><li>• Fall protection procedures</li><li>• Proper use of fall protection equipment</li><li>• Ladder safety</li><li>• Inspection and maintenance of ladders and fall protection equipment</li></ul>
Slips, trips, and falls	<ul style="list-style-type: none"><li>• Keeping work areas free of clutter</li><li>• Removing tripping hazards (such as loose cords)</li><li>• Cleaning up spills promptly</li></ul>
Lockout (for machinery and power tools)	<ul style="list-style-type: none"><li>• Define lockout</li><li>• Types of lockout</li><li>• When to lock out</li><li>• Review procedures for specific equipment</li></ul>
Lifting and moving objects or people (strains and sprains)	<ul style="list-style-type: none"><li>• Demonstrate safe lifting technique</li><li>• Use of specialized equipment for lifting or moving materials or people</li><li>• Storage priorities (heavier items at lower heights and lighter items higher up)</li></ul>
Guarding (for machinery and power tools)	<ul style="list-style-type: none"><li>• Types and purposes of guards</li><li>• Inspection and use of guards</li><li>• Requirement to leave guards in place</li></ul>
Electrical safety	<ul style="list-style-type: none"><li>• Procedures for de-energization and lockout</li><li>• When and how to use PPE</li><li>• Maintaining safe distances from exposed power lines or cables</li></ul>

Topic	Things to discuss
Forklifts and other mobile equipment	<ul style="list-style-type: none"> <li>• Maintaining eye contact with equipment operator</li> <li>• Speed limits and locations of travel lanes</li> <li>• Equipment inspection and maintenance</li> <li>• Load limits and procedures for safe operation</li> </ul>
Confined spaces (for example, working in tanks, silos, vats, rail cars, hoppers, or sewers)	<ul style="list-style-type: none"> <li>• Hazards of specific confined spaces</li> <li>• Procedures for working safely in specific spaces</li> </ul>
Personal protective equipment (PPE)	<ul style="list-style-type: none"> <li>• When and how to use specific PPE</li> <li>• Where to find PPE</li> <li>• Limitations of protection</li> <li>• Storage, maintenance, and inspection</li> </ul>
Chemical, biological, and physical hazards	<ul style="list-style-type: none"> <li>• Potential health effects of exposure</li> <li>• Common routes of exposure</li> <li>• Ways to prevent exposure</li> <li>• How to recognize signs and symptoms of exposure</li> </ul>
WHMIS	<ul style="list-style-type: none"> <li>• Reading and understanding labels</li> <li>• Reading and understanding (M)SDSs</li> <li>• Location of (M)SDSs</li> <li>• Hazards of products being used</li> <li>• Control measures and appropriate PPE</li> </ul>
First aid and emergency procedures	<ul style="list-style-type: none"> <li>• Names and locations of first aid attendants</li> <li>• Locations of first aid kits</li> <li>• Locations of fire exits</li> <li>• Locations of fire extinguishers and how to use them</li> </ul>

Resources: You can find a searchable version of the WorkSafeBC [regulation](#) and electronic versions of publications on a variety of topics online at [worksafebc.com](https://www.worksafebc.com).

## Occupational Health and Safety Regulation

This is an excerpt from Part 3 of the Regulation, which deals with training and orientation for young and new workers.

### YOUNG OR NEW WORKERS

<b>Definitions</b>	<b>3.22</b>	In sections 3.23 to 3.25:
“new worker”		means any worker who is
		(a) new to the workplace,
		(b) returning to a workplace where the hazards in that workplace have changed during the worker’s absence,
		(c) affected by a change in the hazards of a workplace, or
		(d) relocated to a new workplace if the hazards in that workplace are different from the hazards in the worker’s previous workplace;
“young worker”		means any worker who is under 25 years of age.
<b>Young or new worker orientation and training</b>	<b>3.23</b>	(1) An employer must ensure that before a young or new worker begins work in a workplace, the young or new worker is given health and safety orientation and training specific to that young or new worker’s workplace.
		(2) The following topics must be included in the young or new worker’s orientation and training:
		(a) the name and contact information for the young or new worker’s supervisor;
		(b) the employer’s and young or new worker’s rights and responsibilities under the <i>Workers Compensation Act</i> and this Regulation including the reporting of unsafe conditions and the right to refuse to perform unsafe work;
		(c) workplace health and safety rules;
		(d) hazards to which the young or new worker may be exposed, including risks from robbery, assault or confrontation;
		(e) working alone or in isolation;
		(f) violence in the workplace;
		(g) personal protective equipment;
		(h) location of first aid facilities and means of summoning first aid and reporting illnesses and injuries;
		(i) emergency procedures;
		(j) instruction and demonstration of the young or new worker’s work task or work process;
		(k) the employer’s health and safety program, if required under section 3.1 of this Regulation;
		(l) WHMIS information requirements set out in Part 5, as applicable to the young or new worker’s workplace;
		(m) contact information for the occupational health and safety committee or the worker health and safety representative, as applicable to the workplace.
<b>Additional orientation and training</b>	<b>3.24</b>	An employer must provide a young or new worker with additional orientation and training if
		(a) workplace observation reveals that the young or new worker is not able to perform work tasks or work processes safely, or
		(b) requested by the young or new worker..
<b>Documentation</b>	<b>3.25</b>	An employer must keep records of all orientation and training provided under sections 3.23 and 3.24