

Training and orientation for young and new workers

An employer's guide to the amendments in Part 3 of the Occupational Health and Safety Regulation

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 workers, especially 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. New amendments to Part 3 of the Occupational Health and Safety Regulation will help you do just that.

These amendments — which come into effect July 26, 2007 — describe 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.

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.

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.

Where do I find the amendments?

Look in sections 3.22 to 3.25 (“Young or New Workers”) of the Regulation. For a searchable online version of the Regulation and its accompanying Guidelines, visit WorkSafeBC.com.

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

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 you've oriented the worker, plan for a thorough training session. If you are re-orienting the worker, you probably won't need to do the complete orientation — just 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.

Step 2: Train the worker

Sit down with the worker and go over the checklist. You should walk around to show them emergency exits and first aid facilities, and to demonstrate specific work procedures. (You can do this yourself or assign someone else to do it.)

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. Test worker knowledge by asking questions about 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 later — 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 help ensure that you have covered all the key topics when training a new worker. Give copies of the checklist and other relevant materials to the worker and keep copies for your own records.

Serious statistics

- Every day, 30 young workers are injured — that's one worker every 48 minutes.
- Every week, 5 young workers are permanently disabled as a result of workplace injuries.

Why are young workers injured on the job?

- Inexperience and lack of training
- Lack of confidence or understanding of their rights as workers
- Lack of preparation for the workplace
- Lack of supervision
- Asked to do more dangerous jobs
- Sense of youthful invincibility
- Unwillingness to ask questions

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) _____ | | | |

| Topic | Initials (trainer) | Initials (worker) | Comments |
|--|-----------------------|----------------------|----------|
| 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 | | | |
| 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 | | | |
| (b) Locations of first aid kits and eye wash facilities | | | |
| (c) How to report an illness, injury, or other accident (including near misses) | | | |
| 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 (MSDSs) | | | |
| (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 | | | |

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.
- 2a. 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.
- 2b. 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.
- 2c. 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 MSDSs). 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.

The “Resources” column in the following table includes three types of resources. Regular text is used for references to the Occupational Health and Safety Regulation and web resources. *Italicized text* is used for references to other health and safety publications (booklets and guides). **You can find a searchable version of the Regulation and electronic versions of publications online at WorkSafeBC.com.**

| Topic | Things to discuss | Resources |
|--|--|---|
| Worker rights and responsibilities | <ul style="list-style-type: none"> • Responsibility to follow the Regulation and other health and safety rules • Responsibility to use PPE when required • Right to refuse unsafe work | <ul style="list-style-type: none"> • Regulation: Part 3, Rights and Responsibilities • Regulation: Sections 115–117 (<i>Workers Compensation Act</i>) |
| Falls from elevation (including ladder safety) | <ul style="list-style-type: none"> • Fall protection system being used • Fall protection procedures • Proper use of fall protection equipment • Ladder safety • Inspection and maintenance of ladders and fall protection equipment | <ul style="list-style-type: none"> • Regulation: Part 11, Fall Protection • <i>An Introduction to Personal Fall Protection Equipment</i> |
| Slips, trips, and falls | <ul style="list-style-type: none"> • Keeping work areas free of clutter • Removing tripping hazards (such as loose cords) • Cleaning up spills promptly | <ul style="list-style-type: none"> • Regulation: Sections 4.39–4.41 • <i>Health and Safety for Hospitality Small Business</i>, page 6 • <i>Health and Safety for New Retail Workers</i>, page 11 |
| Lockout (for machinery and power tools) | <ul style="list-style-type: none"> • Define lockout • Types of lockout • When to lock out • Review procedures for specific equipment | <ul style="list-style-type: none"> • Regulation: Part 10, De-energization and Lockout • <i>Lockout</i> |
| Guarding (for machinery and power tools) | <ul style="list-style-type: none"> • Types and purposes of guards • Inspection and use of guards • Requirement to leave guards in place | <ul style="list-style-type: none"> • Regulation: Sections 12.1–12.6 • <i>Safeguarding Machinery And Equipment</i> • <i>Safeguarding in Manufacturing</i> |
| Lifting and moving objects or people (strains and sprains) | <ul style="list-style-type: none"> • Demonstrate safe lifting technique • Use of specialized equipment for lifting or moving materials or people • Storage priorities (heavier items at lower heights and lighter items higher up) | <ul style="list-style-type: none"> • Regulation: Sections 4.46–4.53 • <i>Handle With Care: Patient Handling and the Application of Ergonomics (MSI) Requirements</i> |

| Topic | Things to discuss | Resources |
|---|--|---|
| Electrical safety | <ul style="list-style-type: none"> • Procedures for de-energization and lockout • When and how to use PPE • Maintaining safe distances from exposed power lines or cables | <ul style="list-style-type: none"> • Regulation: Part 19, Electrical Safety • <i>Working Safely Around Electricity</i> |
| Forklifts and other mobile equipment | <ul style="list-style-type: none"> • Maintaining eye contact with equipment operator • Speed limits and locations of travel lanes • Equipment inspection and maintenance • Load limits and procedures for safe operation | <ul style="list-style-type: none"> • Regulation: Part 16: Mobile Equipment • <i>Safe Operation of Lift Trucks</i> |
| Confined spaces (for example, working in tanks, silos, vats, rail cars, hoppers, or sewers) | <ul style="list-style-type: none"> • Hazards of specific confined spaces • Procedures for working safely in specific spaces | <ul style="list-style-type: none"> • Regulation: Part 9, Confined Spaces • <i>Hazards of Confined Spaces</i> • <i>Confined Space Entry Program: A Reference Manual</i> |
| Personal protective equipment (PPE) | <ul style="list-style-type: none"> • When and how to use specific PPE • Where to find PPE • Limitations of protection • Storage, maintenance, and inspection | <ul style="list-style-type: none"> • Regulation: Part 8, Personal Protective Clothing and Equipment |
| Chemical, biological, and physical hazards | <ul style="list-style-type: none"> • Potential health effects of exposure • Common roots of exposure • Ways to prevent exposure • How to recognize signs and symptoms of exposure | <ul style="list-style-type: none"> • Regulation: Part 5, Chemical and Biological Substances • Regulation: Part 6, Substance Specific Requirements |
| WHMIS | <ul style="list-style-type: none"> • Reading and understanding labels • Reading and understanding MSDSs • Location of MSDSs • Hazards of products being used • Control measures and appropriate PPE | <ul style="list-style-type: none"> • Regulation: Sections 5.3–5.19 • <i>WHMIS at Work</i> |
| First aid and emergency procedures | <ul style="list-style-type: none"> • Names and locations of first aid attendants • Locations of first aid kits • Locations of fire exits • Locations of fire extinguishers and how to use them | <ul style="list-style-type: none"> • Regulation: Sections 3.14–3.21 • Online First Aid Assessment Tool www2.worksafebc.com/calculator/firstaid |