Student workplace learning in NSW meat processing plants

Vocational Education in Schools Directorate
OHS&R Directorate
Student workplace learning in NSW meat processing plants

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(Vocational Education in Schools Directorate) 2005

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FOREWORD

For many rural and regional centres and towns throughout New South Wales, the local meat processing plant is the largest employer in the area. These plants are vitally important to the town and its population as providers of long-term employment, various career opportunities and financial stability.

Like most businesses, a meat processing plant’s human resources is its most important component. To foster the future well-being of the business and by extension, the local community, it is essential that the next generation of potential employees gains an early insight into the range of careers available in the meat industry and at the local plant.

The meat industry therefore strongly supports the implementation of this package and recognises the significant effort that members of the Vocational Education in Schools Steering Group have made in making this program possible.

The NSW Department of Education and Training also acknowledges the efforts of the Steering Group which includes representatives from peak industry bodies and employers as well as Occupational Health and Safety personnel and education officers. Together they have developed procedures, guidelines and proformas to support the participation of school students in workplace learning in an industry which was previously not available to school students because of safety concerns. The industry is now developing an enviable reputation for a systematic approach to Occupational Health and Safety. This commitment to quality is reflected in this package. I commend it to NSW government schools and TAFE NSW institutes.

Ken McKell
Manager,
Human Resources
Australia Meat Industry Council

Trevor Fletcher
DEPUTY DIRECTOR-GENERAL,
SCHOOLS
NSW Department of Education and Training
# LIST OF CONTENTS

Foreword from industry and education 3

1. Memo to schools and TAFE NSW institutes 6

2. Which school students can access these arrangements? How do employers and schools get involved? 8

3. Student Workplace Learning in Meat Processing Plants:
   - Conditions for Approval 9
   - Roles and Responsibilities 18
     - Schools and TAFE NSW institute colleges/campuses 18
     - Vocational education consultants 20
     - TAFE NSW institute consultants – TVET 20
     - Local community partnerships 22
     - School students 23
     - Parents/carers 25
     - Host employers 26
     - Vocational Education in Schools Directorate 27

4. Mandatory benchmarking of industry employer participation in workplace learning programs:
   - Guidelines to the OHS Performance Standard including guidance notes 28
   - The OHS Performance Standard 31

5. Agreed Activities for School Student Workplace Learning Programs in Meat Processing Plants in NSW (including restrictions and exclusions) 38


7. Zoonotic Diseases, including Q Fever 44

8. Arranging Q Fever screening and vaccination at the local level 46

9. Reviewing Conditions for Approval 49
APPENDICES: MANDATORY DOCUMENTS

Appendix A  Official record of Departmental agreement at regional level for workplace learning in a meat processing plant (abattoir)  50

Appendix B  Student application for workplace learning-meat processing plant (abattoir)  
- Student application  52
- School/TAFE NSW Statement of Support  55
- Principal’s acknowledgement  55

Appendix C  Record of student completion of induction to the meat processing plant: (sample proforma)  56

Appendix D  Reporting proforma, 2006  58

Appendix E  An Employer’s Guide to Workplace Learning for secondary students in government schools and TAFE NSW institutes  60

APPENDICES: SUPPORT DOCUMENTS

Appendix F  Quick Reference Guide: to assist parties meet the Conditions for Approval  61

Appendix G  List of abbreviations  67

Appendix H  Resources  68

Appendix I  Contacts  69

Appendix J  Steering Group membership: Student Workplace Learning in Meat Processing Plants (Abattoirs)  70

Appendix K  Developing a local information kit-advice to personnel in Regions of the NSW Department of Education and Training  71
NEW POLICY ON SCHOOL STUDENT ATTENDANCE AT ABATTOIRS

Students aged 15 or over attending government schools with secondary enrolments or undertaking HSC VET courses at TAFE NSW institutes may now undertake workplace learning in meat processing plants with an abattoir facility. Conditions apply. This is a change from the earlier policy that had prohibited workplace learning by school students in abattoirs.

This change in policy will enable meat processing plants to promote more effectively the significant training, employment and career opportunities in the industry and in the local area.

Work experience and work placement opportunities will be available from 2005 by way of student application to meat processing plants that are keen to host school students and have been approved by the Department.

Workplace learning opportunities must not be arranged with meat processing plants with abattoir facilities without first consulting with the relevant regional vocational education consultant.

Conditions for workplace learning in meat processing plants are explained in Workplace Learning in NSW Meat Processing Plants, the mandatory information package available from the relevant vocational education consultant at Regional Office. The conditions were developed by a Steering Group comprising peak industry bodies, OHS specialists and educators as well as input from unions and advice from WorkCover NSW.

Conditions include:

- Notification to schools by the Region of the meat processing plants that can offer workplace learning. This is based on meeting mandatory OHS performance standards
- All parties, including parents and carers, being informed about and participating according to the roles and responsibilities outlined in the package
Student workplace learning in NSW meat processing plants

• ‘No jab, no job’- participation is subject to Q Fever testing and if necessary vaccination. This includes students and supervising staff. Costs will need to be met at the local level.

• Student application, supported by school staff and approved by the Principal in addition to the Student Placement Record

• Student induction by the meat processing plant.

• Agreed activities for students-use of knives is prohibited.

• Feedback on the successes and challenges of the processes.

The move to allow school students to access workplace learning opportunities in local meat processing plants has been stimulated by approaches to the Department from both industry and government high schools.

These new opportunities offer significant benefits to students, the meat processing industry and regional development.

For further information about local arrangements or to request copies of the information package, contact the relevant vocational education consultant. For advice about the implementation of the policy or procedures contact Rosemary Brook, Senior Coordinator, Workplace Learning in the Vocational Education in Schools Directorate on telephone (02) 9244 5071 or email rosemary.brook@det.nsw.edu.au. Alternatively, contact Steve Montgomery, Coordinator, Transition from School in the Vocational Education in Schools Directorate on telephone (02) 9244 5066 or email steve.montgomery@det.nsw.edu.au. The information package will also be available on the Vocational Education in Schools website www.det.nsw.edu.au/vetinschools/schooltowork

I look forward to your support for these new arrangements that broaden the range of training and career opportunities available to school students, particularly in rural and regional NSW.

Trevor Fletcher
DEPUTY-DIRECTOR GENERAL
SCHOOLS
23 August 2005
WHICH SCHOOL STUDENTS CAN ACCESS THESE ARRANGEMENTS?

These arrangements are intended to support students aged 15 or over in government schools with secondary enrolments.

In particular, the arrangements will support students in regional locations which have a nearby meat processing plant with an abattoir facility that is usually a major source of employment in the area.

Where TVET* students wish to access these arrangements, the student’s TAFE NSW teacher will need to contact the TAFE NSW Institute Consultant-TVET or the relevant local community partnership for details of participating host employers and the steps to be undertaken to plan for and arrange a placement.

Not all meat processing plants will necessarily wish to offer, or be in a position to offer, workplace learning opportunities for school students.

Note: It is not intended that these arrangements apply to students enrolled solely in TAFE NSW institutes.

HOW DO EMPLOYERS AND SCHOOLS GET INVOLVED?

Employers can contact their nearest government school with secondary enrolments for contact details of the relevant Vocational Education Consultant of the Department of Education and Training.

Schools wishing to take up opportunities for workplace learning in meat processing plants must first contact the relevant Vocational Education Consultant of the Department of Education and Training to check the current availability of these opportunities in the local area.

Work placement coordinators in Local Community Partnerships must first contact the relevant Vocational Education Consultant of the Department of Education and Training to check the availability of these opportunities for HSC VET students.

For further information or clarification about these arrangements, please contact the Department’s Vocational Education in Schools Directorate on telephone (02) 9244 5061.

* TVET students: school students undertaking an HSC VET course at a TAFE NSW institute college or campus. Examples of relevant courses include HSC VET courses in Business Services and Information Technology.
NSW DEPARTMENT OF EDUCATION AND TRAINING

CONDITIONS FOR APPROVAL OF WORKPLACE LEARNING IN NSW MEAT PROCESSING PLANTS (ABATTOIRS)

Information for personnel in the NSW Department of Education and Training and host employers in the meat processing industry

The changed policy on student attendance at abattoirs

Secondary school students in government schools and TAFE NSW institutes may undertake workplace learning in meat processing plants from August 2005.

This is providing the following requirements are implemented and documented by the host employer, the relevant Regional Office of the NSW Department of Education and Training and where relevant, by participating schools and TAFE NSW institute colleges or campuses.

The previous Departmental policy, in place for many years, prohibited student attendance at abattoirs.

The aim of now permitting school students to attend abattoirs under conditional approval is to support students gain the maximum workplace learning opportunities in their local communities with a view to enhancing future employment options in the meat industry in rural and regional NSW.

The conditions take account of rigorous OHS systems increasingly being implemented in the meat processing industry which, because of its nature, has an acknowledged greater than usual potential for serious illness and injury.

Types of workplace learning that may be arranged following Region-led approval processes

Workplace learning opportunities include work experience for school students aged 15 or over, usually in Years 9 and 10 but also including Years 11 and 12 and work placement for HSC industry curriculum framework courses including but not limited to Business Services and Information Technology. These HSC courses include a requirement that students complete a period of placement in a relevant industry setting to complement the off the job delivery of the training through the local DET registered training organisation or the TAFE NSW institute. There are Agreed Activities which school students are permitted to undertake in a meat processing plant.
Student workplace learning in NSW meat processing plants

The collaborative development of the Conditions for Approval

The following conditions have been developed collaboratively by a Steering Group led by the Vocational Education in Schools Directorate in the NSW Department of Education and Training.

Steering Committee members are drawn from peak industry bodies such as the Australian Meat Industry Council (AMIC) and the National Meat Industry Advisory Training Council Ltd (MINTRAC); employers in the meat processing industry (Bindaree Beef and Northern Co-operative Meat Company Limited); the Department’s OHS & Rehabilitation Directorate; personnel in school regions that support workplace learning programs and local community partnerships that coordinate HSC work placements.

The development of these arrangements has included consultation with the Australasian Meat Industry Employees’ Union (AMIEU) NSW Branch, the NSW Teachers Federation and WorkCover NSW.

The aim of the Conditions for Approval

The Conditions for Approval aim to minimise foreseeable risks to school students in an industry with a significant potential for serious illness and injury. The Conditions support the Department’s paramount concern for on-going student safety, welfare and well-being in all approved educational activities.

The Conditions also support the meat processing industry’s on-going commitment to promoting high quality safe work practices in all meat processing plants, continuous improvement in OHS performance and promoting to young people the wide range of employment and training opportunities available in the industry and in their local community.

The arrangements may well have the potential to become acknowledged as a best practice model for workplace learning.
Summary of the Conditions for Approval

Meeting the Conditions for Approval comprises two stages:

A. At the Regional level
   Establishing that the host employer meets the benchmark OHS Performance Standard and related preliminary requirements set by industry and the Department.

B. At the Local level
   Ensuring that all parties complete the required steps to support Region-approved workplace learning programs arranged in partnership with meat processing plants (abattoirs).

REGION LEVEL: Steps 1 – 6

1. Become familiar with the essential information and paperwork
2. Host employers to meet or exceed the OHS performance benchmark
3. Document the workplace learning program/s that will be offered to school students
4. Document the formal student induction program
5. Decide on the local arrangements for managing Q Fever screening and vaccination
6. Be aware of conditions for Departmental insurance and indemnity arrangements.

LOCAL LEVEL: Steps 7 – 11

These essential steps help to ensure high quality, safe workplace learning programs for school students from the local community.

7. Inform schools of particular requirements for workplace learning in meat processing plants
8. Ensure the student, parent, school coordinator and school principal complete the required sections of the *Student Application for workplace learning-meat processing (abattoirs)*
9. Document the student’s participation in the mandatory industry and site inductions
10. Supervise, monitor and support the student
11. Monitor and review the implementation of these arrangements.
Student workplace learning in NSW meat processing plants

Note that there are two supporting documents to assist all parties to carry out their responsibilities in meeting the Conditions for Approval:

- roles and responsibilities of relevant parties (attached to this document)
- a Quick Reference Guide (See Appendix F).

Key components of the arrangements

These include:

- this document: *Conditions for approval of workplace learning in meat processing plants*, including roles and responsibilities
- the OHS Performance Standard which sets the benchmark for the participation of host employers from the meat industry in workplace learning programs for government school students. Guidance notes are included in the *Guidelines to the OHS Performance Standard*
- a list of *Agreed activities for school student workplace learning programs in meat processing plants in NSW*, which also highlights specific exclusions and conditions
- a *Student application for workplace learning: meat processing (abattoirs)* in addition to the usual Student Placement Record
- a formal student induction program including relevant OHS matters, to be provided by the host employer. It must comply with the *Specification: school student induction program* and where possible, should draw from MINTRAC’s *Managing OHS in Meat Processing Plants* resource kit (2001).

These components represent the requirements of the NSW Department of Education and Training on student workplace learning in meat processing plants. The components are supported by other documents and proformas included in the information package provided to DET officers and host employers. These will also be made available on the Vocational Education in Schools Directorate internet site located at [www.det.nsw.edu.au/vetinschools/schooltowork](http://www.det.nsw.edu.au/vetinschools/schooltowork).

A reporting proforma to assist in monitoring and reviewing these arrangements in the first months of operation is included in the information folder.
A. REGION LEVEL: Steps 1 – 6

Meeting the benchmark OHS Performance Standard and related preliminary requirements set by industry and the Department.

1. **Become familiar with the essential information and paperwork**

   The Vocational Education in Schools Directorate, under the guidance of the Steering Group: Student Workplace Learning in Meat Processing Plants, has produced an information package for schools and host employers which contains the essential documents and proformas to support the Conditions for Approval of workplace learning in meat processing plants in NSW.

   The Vocational Education in Schools Directorate will distribute multiple copies of the package to Regional Offices of the Department. Information packages should be forwarded by Regional Office personnel to participating schools and TAFE NSW institutes and relevant Local Community Partnerships coordinating mandatory HSC work placements.

   The Australian Meat Industry Council (AMIC) will distribute the packages to employers. Additional copies can be obtained by contacting the AMIC on telephone (02) 9086 2200 or downloading from the Vocational Education in School website at [www.det.nsw.edu.au/vetinschools/schooltowork](http://www.det.nsw.edu.au/vetinschools/schooltowork).

   School region and industry parties should familiarise themselves with the contents of the package including the Conditions for Approval and other essential items such as:

   - the OHS performance standard and the attached Guidelines
   - *Agreed activities for school student workplace learning programs in meat processing plants in NSW*
   - *Student application for workplace learning: meat processing (abattoirs)*
   - *Specification: school student induction program*, including the mandatory components
   - the Department’s *An Employer’s Guide to Workplace Learning* which includes details of the Department’s insurance and indemnity arrangements to support host employers.

2. **Host employers to meet or exceed the OHS performance benchmark**

   Having read through these items, the host employer and the designated vocational education consultant will need to meet to go through the OHS performance standard to see that the host employer meets the required OHS standards set by the Department and industry representatives. To assist, a tour of the meat processing plant is highly recommended. The benchmark is clearly explained in the Guidelines attached to the OHS Performance Standard. There is no provision for alternatives to this benchmark.
Several personnel from the host employer’s enterprise and from the Department will need to attend this meeting which should occur at least once every three years. Where there is a significant change in management or policy or processes at the host employer’s plant, the performance standard and workplace learning arrangements should be revisited in the interim. It is prudent that in any case, the arrangements are reviewed each year, usually at the start of the year, to support the continuity of the programs; to take note of any changed circumstances, conditions or issues arising and to take account of stakeholder feedback. This should occur through a formal meeting of the relevant parties. The discussion should be documented and kept on file for use in the later evaluation.

3. **Document the workplace learning program/s that will be offered to school students**

The host employer will need to draw from the list of Agreed activities to provide a documented outline of the proposed workplace learning program/s to be made available to school students. The proposed program/s can be customised to suit individual student interests, needs and where relevant, HSC work placement requirements. The Regional Vocational Education Consultant will need to verify that the program/s adhere to the Agreed activities.

**Note:** The proposed program should be discussed and if necessary fine-tuned with the student’s teacher prior to the placement.

4. **Document the formal student induction program**

This should include all relevant OHS matters to be referred to by the host employer when inducting school students. The Specification: school student induction program included in the package provides guidance and specifies mandatory components.

The MINTRAC Managing OHS in Meat Processing Plants resource kit (2001) contains videos and CD-ROMs and is highly recommended for inclusion in the induction. MINTRAC can be contacted on telephone (02) 9819 6699

The Regional Vocational Education Consultant will need to be informed about the nature, content and duration of the induction. They will need to be satisfied that the proposed induction will meet the Specification: school student induction program and the varying needs of school students who are likely to be young and inexperienced workers in the meat processing industry or environment. No-go areas, excluded processes and restricted activities as well as the conditions for supervised student visits to processing areas to complete work placement tasks will need to be documented in the induction.
5. **Decide on the local arrangements for managing Q Fever screening and vaccination**

The Vocational Education in Schools Directorate will provide generic information about arranging Q Fever screening and vaccination at the local level in the Information Package provided to Regional Offices. This will support liaising with host employers about the details of local arrangements and how those arrangements might be publicised in schools, and where relevant in TAFE NSW institutes.

Students and their parents or carers can obtain information about the possible risks from vaccination from medical practitioners authorised to screen and vaccinate for Q Fever. This information is provided routinely during a consultation related to Q Fever screening.

It should be noted that vaccination against Q Fever is efficacious but does not guarantee immunity against Q Fever in every case.

Websites that provide information and advice about Q Fever are included in the section on zoonotic diseases and listed in the section on Resources in the information package.

6. **Be aware of conditions for Departmental insurance and indemnity arrangements**

Employers should be aware that the employer indemnity provided by the NSW Department of Education and Training will not apply if injury to a student from a school or TAFE NSW college stems from lack of instruction or supervision by the employer. Employers should be aware that if a student is injured as a result of their failure to provide a safe system of work and premises they may be exposed to prosecution under the Occupational Health and Safety Act 2000. Note that host employers in the meat processing industry must adhere to the list of Agreed Activities and ensure that students do not undertake any of the ‘excluded processes’ referred to in that document. Restrictions and Comments must also be followed.

**B. LOCAL LEVEL: Steps 7 – 1**

Completing the required steps to support Region-approved workplace learning programs arranged in partnership with meat processing plants (abattoirs).

7. **Inform schools of particular requirements for workplace learning in meat processing plants**

Following a successful outcome of the meeting between relevant DET and host employer personnel, Vocational Education Consultants will need to inform schools in their region and relevant Local Community Partnerships arranging HSC work placements of the availability of workplace learning.
opportunities in meat processing plants and the particular approved conditions which apply.

These include:

- agreed and excluded processes and activities
- the student application process for these opportunities
- the responsibilities of the school and the school principal in the application process
- local arrangements for screening students and supervising personnel for Q Fever immunity and where necessary, vaccination arrangements
- an outline of the proposed workplace learning program.

**Note:** Locally arranged information sessions and locally developed information kits should be considered by Regions. The kits would promote the workplace learning opportunities in the meat processing industry and highlight local arrangements for placements including Q Fever screening requirements and the costs and time-frames involved. Information about further training, employment and various career opportunities in the meat processing industry would also be valuable. Parents and carers should be encouraged to attend information sessions.

8. **Ensure the student, parent, school coordinator and school principal complete the required sections of the Student Application for workplace learning—meat processing (abattoirs)**

This form assists the host employer to adjust workplace learning programs to suit the career planning needs and work placement requirements of individual students in the context of on-going host employer responsibilities and commitments.

The school’s statement provides important information about the likely capacity of the student to cope in the unique environment of a meat processing plant which is a busy commercial environment with strict OHS and work practices. Students will need to comply with the host employer’s workplace policies including drug and alcohol policies.

The acknowledgement of the student’s application by the school principal adds weight to the developing relationship between the host employer and the student’s school and to the significance of vetting students wishing to participate in the meat processing industry.
9. **Document the student’s completion of induction**

The host employer must provide the student with industry-specific and site-specific OHS inductions prior to the student commencing any workplace learning program at the plant. The inductions must include the mandatory components set out in the *Specification: school student induction program* which forms part of the Conditions for Approval. Student completion of the induction also needs to be documented by the host employer. A sample proforma is included as Appendix C.

10. **Supervise, monitor and support the student**

Ensure there is on-going close supervision of the school student in the workplace. This may involve employees in various areas of the plant.

Nominate a workplace learning supervisor who is an experienced employee at the site and who supports the conditional arrangements for workplace learning in the industry. The supervisor should be readily accessible to the students and keen to support them during their placement in the industry. This could involve a mentoring relationship with students and involve contact at the beginning and end of each day. This supervisor is the most appropriate first contact for the student in case of any student grievances or concerns.

11. **Monitor and review the implementation of these arrangements**

A reporting proforma will be provided to Regions to assist them to report on the first months of operation of the arrangements with a view to fine-tuning these arrangements. The Steering Group will review this feedback from education and information from industry in order to recommend any necessary adjustments to the Conditions for Approval of workplace learning in meat processing plants.

**Note:** Two support documents are included to assist personnel ensure they are meeting the preceding Conditions for Approval. They comprise:

- roles and responsibilities of relevant parties (attached).
- a Quick Reference Guide which summarises the steps for relevant parties (See Appendix F).
Student workplace learning in NSW meat processing plants

ROLES AND RESPONSIBILITIES

In keeping with NSW OHS legislation, responsibility for the safety of school students undertaking workplace learning in meat processing plants involves a collaborative and shared approach.

Responsibilities of the school or TAFE NSW institute college or campus

1. Schools, and where relevant, TAFE NSW institute colleges and campuses delivering HSC TVET courses, will need to develop an information strategy to ensure students (and where possible their parents or carers) are informed about:
   - the career planning and learning outcomes that can be achieved through workplace learning programs at meat processing plants
   - the application process
   - Q Fever including:
     – the risks associated with Q Fever
     – the necessity of timely screening against Q Fever
     – the likelihood of vaccination in order to undertake workplace learning in a meat processing plant
     – local arrangements for Q Fever screening and vaccination, including host employer arrangements if applicable
   - the region-led process for agreeing to a meat processing employer’s participation in workplace learning programs for school students
   - the host employer’s responsibilities under the Department’s conditional arrangements including provision of a formal induction complying with the Student Induction Specification, adherence to agreed activities and supervision of the student.

2. Schools, and where relevant, TAFE NSW institute staff, will need to complete the Statement of Support on the Student Application for workplace learning: meat processing (abattoirs) and school principals are requested to sign the Principal’s Acknowledgment on that form. Consideration must be given to the suitability of each placement including the student’s maturity level and interest in meat processing.

3. Schools and TAFE NSW colleges and campuses will need to monitor student progress during workplace learning programs in this industry to ensure the continuing welfare of students. Checks may include seeking evidence of the completion of a formal induction at the commencement of student
placements and a standard written evaluation of workplace learning. As this is a new arrangement for this industry, should any issues arise, they should be directed in the first instance, to the school principal and the designated vocational education consultant or where relevant, to the TAFE NSW institute manager and TAFE NSW Institute Consultant-TVET.

4. Where DET personnel plan to attend meat processing plants, for example, to undertake a supervisory visit to the student, they will need to first undertake Q Fever screening and if necessary, Q Fever vaccination. This includes visits to administration offices. Costs will need to be met at the local level.

**Note:** A meat processing plant may indicate that in their view, short visits confined to administration offices do not require screening and vaccination but may require other risk management strategies such as wearing a mask.

However, DET and other personnel working on behalf of government school students should be aware that to date there is no written documentation as to the efficacy of the use of masks against Q Fever.
Responsibilities of Vocational Education Consultants and TAFE NSW Institute Consultants – TVET in Regions

- Oversee Departmental conditions for student attendance at meat processing plants in the region
- Convene a Region-based team to consider the information presented at the meeting with the prospective host employer in the meat processing industry in relation to the OHS Performance Standard
- Verify that the student workplace learning program/s adhere to the Agreed activities
- Verify that the proposed student induction will meet the Specification: school student induction program
- Raise any concerns about those processes or information with the Regional Director or their nominee and where appropriate, with the Vocational Education in Schools Directorate
- Pending the outcome of the meeting with the potential host employer, inform schools and TAFE NSW institutes about workplace learning opportunities in local meat processing plants
- Inform relevant personnel about the conditional approval arrangements for students who wish to undertake workplace learning in meat processing plants. Personnel includes school principals, careers advisers, VET coordinators, VET teachers, TAFE NSW institute college/campus managers and local community partnerships coordinating HSC VET work placements
- Support the provision of information about local arrangements for Q Fever screening and vaccination by medical practitioners registered to provide these services by NSW Health. Contact details of practitioners are available from the Public Health Unit of the relevant Area Health Service. Students and their families will need pay for these services and then claim through Medicare, private insurance and taxation returns to recoup some of the costs. Regions will need to identify local funding arrangements for relevant personnel to be screened and vaccinated where required

Note: The National Q Fever Management Program was not extended beyond 30 June 2004

- Support information sessions arranged for students and their parents or carers by host employers, schools and/or TAFE NSW institutes. This might include the development of a local information kit. For further information, refer to Appendix K Developing a local information kit in the Information Package
Monitor workplace learning in meat processing plants through ongoing contact and plant visits to ensure the continued safety, welfare and well-being of students

Provide feedback to the Vocational Education in Schools Directorate as requested about the outcomes of these arrangements for student attendance at meat processing plants with an abattoir facility. This includes initial reporting in June 2006 on the proforma provided in Appendix D in the Information Package

Review annually these arrangements with the host employer to address any changed circumstances, conditions or issues arising and to take account of stakeholder feedback

Every three years assemble a DET team and meet with the host employer to once again go through the OHS Performance Standard and related workplace learning requirements to ensure that the Department’s Conditions of Approval as specified at that future time are met.
Responsibilities of work placement coordinators in local community partnerships

Where coordinators in rural or regional NSW have opportunities to offer work placements to students with host employers in local meat processing plants with an abattoir facility, coordinators must:

- be briefed by the designated Vocational Education Consultant or TAFE NSW Institute Consultant-TVET about the requirements for conditional approval prior to approaching meat processing employers about hosting students for work placement
- be aware of local arrangements for Q Fever screening and vaccination of students and relevant personnel
- refer to the conditions of approval when liaising with teachers in schools and TAFE NSW colleges and alert them to time frames for screening and vaccination
- take account of the requirement and timeframes for mandatory screening and likely vaccination when coordinating placements
- consider the appropriateness of individual student placements in meat processing plants in consultation with the particular school
- communicate outcomes about the work placements to the local community partnership, the designated Vocational Education Consultant and the TAFE NSW Institute Consultant-TVET
- provide feedback to the Vocational Education in Schools Directorate, as requested: for example, for the June 2006 report. Refer to Appendix D in the Information Package.
Role and responsibilities of school students taking up opportunities for workplace learning in meat processing plants

Students must:

- be briefed by their school or TAFE NSW institute college or campus about the OHS responsibilities and risks associated with undertaking workplace learning in a meat processing plant
- be made aware of risks associated with zoonotic diseases including Q Fever
- understand the necessity of timely screening, and the likely need for vaccination against Q Fever in order to undertake workplace learning in a meat processing plant
- be advised to seek advice about Q Fever vaccination from medical practitioners authorised to administer Q Fever vaccinations, including possible side effects
- be told about local or nearby provision of Q Fever screening and vaccination by medical practitioners
- be told that the costs involved will need to be covered by the student’s parents or carers unless other local arrangements are in place. Part of the costs such as one or more visits to the medical practitioner can be claimed through Medicare
- speak with their parents or carers about the need to arrange timely screening and vaccination with medical practitioners authorised to provide the vaccination. This should be done in consultation with the school. Registration on the Australian Q Fever Register is a voluntary option for students
- understand that the host employer and the NSW Department of Education and Training have developed conditional approval arrangements to safeguard the student’s safety, welfare and well-being in a meat processing plant
- respect and abide by the Department’s arrangements and employer’s instructions, particularly safety instructions eg activities are those agreed to by industry representatives and the Department; a student application proforma must be completed in addition to the student placement record and relevant host company policies such as drug and alcohol policies must be followed
- adhere to the list of Agreed Activities and individual workplace learning program
Student workplace learning in NSW meat processing plants

- retain a copy of the completed *Record of student completion of induction* within their *Employment Related Skills Logbook*

- provide feedback to their teacher about their placement and these arrangements.

Student attendance at a locally arranged information session may provide the opportunity for these issues to be discussed and for questions to be answered.
Responsibilities of parents or carers of students planning to undertake workplace learning programs in meat processing plants

- Be aware of the potential hazards and risks to a young person undertaking workplace learning in a meat processing plant, including the risks associated with zoonotic diseases

- Understand that the host employer and the NSW Department of Education and Training have developed conditional arrangements to safeguard the student’s safety, welfare and well-being in a meat processing plant

- Understand that there are Agreed Activities that students can undertake as well as some restricted and excluded processes (e.g., use of knives) which cannot be varied on request

- Understand the necessity of timely screening, and the likely need for vaccination against Q Fever in order to undertake workplace learning in a meat processing plant

- Seek advice about Q Fever vaccination, including possible side effects, from medical practitioners authorised to administer Q Fever vaccinations. Contact details of practitioners are available from the Public Health Unit of the relevant Area Health Service

- Arrange for the student to be screened and if necessary, vaccinated against Q Fever. This should be done in consultation with the school to ensure the necessary timeframes are met

- Understand that the Department does not provide coverage for any costs incurred as a result of Q Fever screening and vaccination undertaken by a school student. These costs will need to be paid for by the student’s parent or carer, unless other local arrangements are in place. A medical practitioner authorised to provide the screening and vaccination can give up to date information about costs and which components can be claimed through Medicare

- Sign the student’s Application for workplace learning, in addition to the regular Student Placement Record

- Understand that the usual insurance and indemnity arrangements of the NSW Department of Education and Training applying to workplace learning programs and participants has been extended to cover workplace learning undertaken with host employers in the meat processing industry who meet the OHS Performance Standard and the Conditions for Approval.

- Appreciate that not all potential host employers in the meat processing industry may wish to offer, or be in a position to offer, workplace learning programs for school students in their industry.
Student workplace learning in NSW meat processing plants

Roles and responsibilities of host employers wishing to offer workplace learning programs to school students, usually in the local community

- Become familiar with the information, processes and proformas included in the package including the Conditions for Approval

- Make contact with personnel from the Regional Office to arrange a time to meet to go over the OHS Performance Standard, the host employer’s proposed workplace learning program and the induction based on the Specification: school student induction program

- Prepare documentation and arrange for staff to attend the session with the Department’s Region-based staff to support your plant’s meeting or exceeding the requirements of the OHS Performance Standard

- Assess student applications for workplace learning and confirm with the school those students whose applications have been successful

- Provide helpful feedback to the school to assist students whose applications have not been successful

- Provide the industry and site OHS inductions which meet the Specification, as agreed with the DET Regional Office

- Supervise and monitor the student’s progress

- Provide daily feedback to students about their performance in the workplace. This might be undertaken by the student’s workplace learning supervisor in a mentoring capacity

- Notify the school immediately of any accident involving the student or any incident not involving injuries but which may have presented a risk to the health and safety of the student eg a near miss incident

- Evaluate the student’s performance and provide information to assist the student amend or fine-tune their career planning

- Review annually these arrangements with DET Regional personnel to address any changed circumstances, conditions or issues arising and to take account of stakeholder feedback

- Meet every three years with relevant DET Regional personnel to go through the current OHS Performance Standard and related workplace learning requirements

- Provide feedback in June 2006 to the Australian Meat Industry Council (AMIC) regarding the initial implementation of these arrangements.
Role and responsibilities of Vocational Education in Schools Directorate

- Develop the state-wide arrangements for conditional approval for students to undertake workplace learning in meat processing plants (with an abattoir facility)

- Lead a Steering Group comprising representatives from industry, OHS and the Department to develop the conditional approval requirements, a benchmarking tool for host employer participation and a set of *Agreed Activities* for students to undertake in a meat processing plant with an abattoir facility

- Develop an information strategy to implement the conditional approval arrangements, focusing on relevant school education areas

- Provide current impartial information, for example, from the NSW Health Department about risks associated with Q Fever and any risks associated with vaccination to vocational education consultants and TAFE NSW institute consultants - TVET for use in briefing sessions and for provision to students and their parents and carers

- Provide guidance materials to support Regions in their role in overseeing the arrangements for conditional approval

- Provide on-going support to Regions in monitoring the requirements for conditional approval of student attendance at abattoirs

- Arrange for the return of reports from Regions in June 2006 to enable the Steering Group to consider whether any fine-tuning of the arrangements is needed. The reporting proforma is provided in Appendix D.
GUIDELINES TO THE OHS PERFORMANCE STANDARD

FOR IN-PRINCIPLE APPROVAL OF STUDENT WORKPLACE LEARNING IN A MEAT PROCESSING PLANT

Information for personnel in the NSW Department of Education and Training and host employers in the meat processing industry

Introduction to the standard

This OHS performance standard is a measurement tool designed to assist relevant personnel in the NSW Department of Education and Training (DET) to make judgements about the safety of school students in meat processing plants offering workplace learning opportunities.

Prior to 2005, the Department prohibited students from attending meat processing plants to undertake workplace learning. While this ban has now been lifted, there remains a strong emphasis on ensuring the health and safety of school students undertaking workplace learning in this area.

This performance standard has been developed collaboratively by the NSW Department of Education and Training and representatives from the meat processing industry including several meat export processors and peak bodies such as National Meat Industry Advisory Training Council Ltd (MINTRAC) and the Australian Meat Industry Council (AMIC). It is based on current occupational health and safety (OHS) guidelines being implemented in NSW government departments. The performance standard reflects OHS issues relevant to the industry and provides a model of best practice for other industries.

Before careers advisers or work placement coordinators can arrange for government school students to undertake workplace learning in a meat processing plant, relevant DET personnel in the school Region must be assured of the high standards of OHS in the plant and the quality of the workplace learning program offered to students.

This will be achieved by arranging for the OHS performance standard and other items to be discussed and demonstrated at a mutually convenient meeting of personnel from the plant and from the Department. The prospective host employer’s OHS system and practices must meet the Department’s requirements in each of the 7 key elements of the OHS Performance Standard. This is an essential prerequisite for Regional-based approval of workplace learning programs in meat processing plants in the school region.
Student workplace learning in NSW meat processing plants

This process will assist host employers to demonstrate that the OHS management system in place in a meat processing plant is sufficient to ensure the safety of the students aged 15 and over as they undertake a range of activities agreed to by industry and the Department.

Guidance notes

The OHS performance standard sets out 7 key elements:

- OHS policy and procedures
- OHS consultation and communication
- Risk management
- Emergency procedures
- OHS information, instruction and training
- Accident and incident investigation
- Injury and illness management.

For each key element, there is a prompt indicating why the element is important and what to expect. Also identified are the essential criteria and best practice criteria which satisfy each element.

The implementation criteria are also very important in evaluating a plant’s performance against the standard. It lists key people to speak to and evidence to look for and/or review. The key to implementation is ensuring that policies and procedures really work in practice. All implementation criteria for each element must be met prior to in-principle approval of any student workplace learning.

Evaluation

There are 5 options for determining the organisation’s performance against the criteria in the OHS performance standard.

These are:

A. Meets all essential criteria, all best practice criteria and all implementation criteria.

B. Meets all essential criteria, some best practice criteria and all implementation criteria.

C. Meets all essential criteria and all implementation criteria.

D. Evidence of a process either being developed or already in place. However, it does not meet all implementation criteria.

E. No evidence of process in place.
Student workplace learning in NSW meat processing plants

All key elements are equally weighted. For each of the 7 elements, the Department’s Regional-based personnel must select only one option, preferably in consultation with the host employer’s personnel. The option decided is the one which most closely reflects the organisation’s performance against the criteria in the standard, as well as assessment of documentation and consultation with relevant staff in the organisation.

To meet the Department’s requirements, the prospective host employer’s OHS system must be evaluated as an A, B or C in each of the 7 elements.

A proforma for recording the DET Regional-based approval for workplace learning in the relevant meat processing plant is attached as Appendix A.
Key element: *OHS policy and procedures*

**Prompts or notes**

An OHS policy should clearly state the organisation’s health and safety objectives, include responsibilities of managers, supervisors and staff and a commitment to consultation. It should be signed and dated by the Chief Executive Officer and be clearly communicated to everyone at the workplace.

**Essential and best practice criteria**

To be effective, an OHS policy must meet certain essential criteria. It should:

- Contain a general statement of aims and objectives for improving health and safety that are preventative in nature.
- Express clear commitment to the health and safety of staff, visitors and contractors.
- Express clear commitment to improving OHS performance, legislative compliance and to the allocation of appropriate resources.
- Promote consultation between staff and management.
- Be clearly communicated to all staff within the organisation.
- Be supported by other specific OHS policies and procedures specifically in high risk areas eg. policy on manual handling, Q fever or other diseases.

In addition, a best practice policy should:

- Be signed by the current CEO.
- Be up to date (dated within last twelve months).
- Specify the roles and responsibilities of management and employees in relation to OHS.
- Specify the systems/procedures that are in place for identifying hazards, assessing, controlling and reviewing risks.
- Specify the arrangements for continuing consultation about health and safety.
- Include a review mechanism which recognises the need to regularly scrutinise and review performance.
- Refer to related policies such as injury management and rehabilitation where applicable.

**Implementation criteria**

Check that the policy is being implemented. *(Discuss this section with an employee)*

- Employees have seen the organisation’s OHS policy.
- Employees and others at the workplace understand what the OHS policy is about.
- Employees feel that the organisation meets what is set out in the OHS policy.

**Evaluation**

Select the option that best matches the organisation’s performance against the above criteria.

A. Meets all essential criteria, all best practice criteria and all implementation criteria.

B. Meets all essential criteria, some best practice criteria and all implementation criteria.

C. Meets all essential criteria and all implementation criteria.

D. Evidence of a process either being developed or already in place. However, it does not meet all implementation criteria.

E. No evidence of process in place.
Key element: **OHS consultation and communication**

**Prompts or notes**

Consultation arrangements must be in place to enable employees to contribute to decision making on workplace health and safety matters. Communication strategies should also be in place to ensure that OHS information is made available to relevant people.

Note – if there is an OHS committee, it should meet regularly and document its activities in the minutes which will give an indication of how well the committee is working. If there is no committee, examples should be given to show how employees are consulted in different situations.

**Essential and best practice criteria**

To be effective, OHS consultation must meet certain essential criteria. It should:

- Occur when conducting/reviewing risk assessments and/or implementing controls.
- Occur when introducing or altering procedures for monitoring risks.
- Occur when changes are proposed regarding the premises where persons work, the systems of work or the procedures for the plant or substances used for work.
- Occur when decisions are made about the procedures for consultation.
- Be facilitated by an OHS committee, election of OHS representatives or other agreed arrangements such as face to face meetings.
- Have senior management actively participating in the consultation arrangements.
- Include clear communication of the consultation process to all staff.

It is best practice for additional forms of OHS consultation to also be included, such as:

- Information sessions and focus groups.
- The inclusion of OHS matters on staff meeting agendas.
- Encouraging staff suggestions and input into the consultation process.
- An OHS newsletter and/or the inclusion of OHS matters in staff newsletters.

**Implementation criteria**

Check that the consultation process is being implemented. *(Discuss this section with an employee)*

- Employees are aware of the consultation process.
- Employees talk to their supervisors, OHS representatives or union delegates about OHS matters.
- Employees feel that the OHS issues they raise are dealt with by management.

**Evaluation**

Select the option that best matches the organisation’s performance against the above criteria.

A. Meets all essential criteria, all best practice criteria and all implementation criteria.
B. Meets all essential criteria, some best practice criteria and all implementation criteria.
C. Meets all essential criteria and all implementation criteria.
D. Evidence of a process either being developed or already in place. However, it does not meet all implementation criteria.
E. No evidence of process in place.
## Key element: Risk management

**Prompts or notes**

Health and safety risks need to be systematically identified, assessed, controlled and monitored on an ongoing basis. Risk management activities should be documented and control strategies communicated to relevant people at the workplace.

Organisations should be able to outline processes for reporting hazards and produce paperwork to show how risks are assessed and controlled. This should include programs for addressing high risk areas and incorporate (where relevant) work instructions, training and supervision.

### Essential and best practice criteria

To satisfy the essential criteria the risk management system must include:

- A systematic means of identifying hazards.
- A process for assessing risks.
- Strategies for eliminating or controlling risks.
- The consideration of OHS at the initial design and planning phase for all work related matters, in purchasing decisions and in the appointment of suitable staff and contractors.

In addition, a best practice risk management system should:

- Prioritise and document risks in a risk register or action plan.
- Include safety improvements in an OHS improvement plan.
- Have a mechanism for the early reporting to the CEO of significant risks.
- Have established processes to maintain the risk management system.

### Implementation criteria

Check that risk management is being implemented. *(Discuss this section with management)*

- Training is given to employees and supervisors on managing risks.
- Examples of how risk management is used to control hazards at the site were provided. *(This should include risk assessments and controls for high risk areas such as machinery and equipment, noise and manual handling.)*

*(Discuss this section with an employee)*

- Employees are trained in the safe operation of machinery and equipment.
- Employees are aware of manual handling risks and what they can do to reduce them. *(This may include training in correct lifting and handling techniques.)*
- Employees know and use the procedures for reporting hazards.
- Employees feel that hazards are controlled by management.

### Evaluation

Select the option that best matches the organisation’s performance against the above criteria.

- **A.** Meets all essential criteria, all best practice criteria and all implementation criteria.
- **B.** Meets all essential criteria, some best practice criteria and all implementation criteria.
- **C.** Meets all essential criteria and all implementation criteria.
- **D.** Evidence of a process either being developed or already in place. However, it does not meet all implementation criteria.
- **E.** No evidence of process in place.
### Key element: Emergency procedures

**Prompts or notes**

The organisation should have an emergency plan that covers a range of situations such as fire, chemical leaks and bomb threats. The plan should include evacuation procedures, the naming of wardens, identification of emergency equipment etc. These procedures should be documented, displayed and practiced on a regular basis.

### Essential and best practice criteria

To satisfy the essential criteria emergency procedures must include:

- An emergency plan which covers all people at the workplace (employees, visitors, contractors) as well as a range of situations such as fire, chemical leaks, bomb threats etc.
- Emergency evacuation procedures.
- Regular inspections and testing of emergency equipment including alarms, fire extinguishers, sprinklers, smoke detectors, fire hoses, containment materials etc.
- Clear communication of evacuation procedures to all staff.

In addition, it is best practice to:

- Keep records of all staff who have attended emergency training.
- Keep records of all staff who have attended fire warden training.
- Trial and review emergency procedures regularly.
- Analyse evacuation drills and use the findings to improve processes.

### Implementation criteria

Check that the emergency procedures are being implemented. *(Discuss this section with an employee)*

- Emergency information is displayed in the workplace and exits are clearly identified. (Information should include the names of the fire wardens, the location of emergency equipment, evacuation plans etc.)
- Evacuation drills are carried out at least once a year.
- Employees know what to do in an emergency. (This includes knowing what the alarm signals are and what they mean, how to evacuate, where to assemble and who will provide further instructions.)
- Relevant staff have been trained in the use of emergency equipment including fire extinguishers.

### Evaluation

Select the option that best matches the organisation’s performance against the above criteria.

A. Meets all essential criteria, all best practice criteria and all implementation criteria.
B. Meets all essential criteria, some best practice criteria and all implementation criteria.
C. Meets all essential criteria and all implementation criteria.
D. Evidence of a process either being developed or already in place. However, it does not meet all implementation criteria.
E. No evidence of process in place.
### Key element: OHS Information, Instruction and Training

**Prompts or notes**

The organisation should have a process in place for providing information, instruction and training for all staff on occupational health, safety and rehabilitation issues. OHS must be included in induction training and should also be incorporated into all other training programs at the workplace. There should also be procedures in place for the supervision of workers.

### Essential and best practice criteria

To satisfy the essential criteria the organisation must ensure that:

- There is OHS induction training for new employees.
- Employees exposed to risks in the workplace are informed of procedures to ensure their safety and minimise the risk.
- Staff responsible for identifying, assessing and controlling workplace hazards are provided with relevant information, instruction and training.
- Staff with OHS functions are provided with relevant information, instruction and training. (Eg. First Aid Officer, Fire Wardens, OHS Committee Members, Rehabilitation Co-ordinators etc.)
- OHS information, instruction and training is easy to understand.
- The delivery of OHS information, instruction and training is centrally recorded.

In addition, it is best practice to:

- Carry out a needs analysis to identify information, instruction and training requirements.
- Review information, instruction and training needs on at least an annual basis.
- Provide senior managers with health and safety information, instruction and training.
- Evaluate all information, instruction and training provided.

### Implementation criteria

Check that information, instruction and training is being provided. *(Discuss this section with an employee)*

- Each new employee receives induction training in OHS.
- Employees feel that new or less experienced employees are adequately supervised.
- Employees can identify health and safety information, instruction and/or training they have received which is specific to the work they do.
- Employees feel they have received enough information, instruction and/or training to enable them to do their work safely.
- Safety signs and information are clearly visible.

### Evaluation

Select the option that best matches the organisation’s performance against the above criteria.

A. Meets all essential criteria, all best practice criteria and all implementation criteria.
B. Meets all essential criteria, some best practice criteria and all implementation criteria.
C. Meets all essential criteria and all implementation criteria.
D. Evidence of a process either being developed or already in place. However, it does not meet all implementation criteria.
E. No evidence of process in place.
**Key element: Accident and incident investigation**

**Prompts or notes**

There should be a process in place to record, investigate and analyse all workplace related accidents or incidents. It is not enough to simply report accidents. Incidents or 'near misses' should also be reported, enabling contributing factors to be identified and steps to be taken to prevent recurrence.

Organisations should also maintain incident records to identify trends and take appropriate action to address problem areas.

**Essential and best practice criteria**

To satisfy the essential criteria an organisation should have a system in place which includes:

- Incident recording and reporting.
- Incident investigation and analysis.
- A process for managing risks identified by the investigation.
- A process for incident review.

In addition, a best practice accident/incident investigation process should:

- Use one form for recording all incidents.
- Ensure that all incidents are investigated regardless of seriousness.
- Ensure that serious incidents are investigated by the senior manager responsible for the area in which the incident occurred.
- Analyse incident information quarterly.
- Make available relevant information from the analysis of accidents, injuries, incidents and notices to all staff and key stakeholders.

**Implementation criteria**

Check that the accident/incident investigation process is being implemented. *(Discuss this section with management)*

- Examples of how the process was used to investigate recent incidents at the site were provided.

*(Discuss this section with an employee)*

- Employees report incidents using the organisation’s reporting procedures.
- Employees are aware of investigations conducted into incidents.
- Employees feel that enough is being done to prevent incidents from reoccurring.

**Evaluation**

Select the option that best matches the organisation’s performance against the above criteria.

A. Meets all essential criteria, all best practice criteria and all implementation criteria.
B. Meets all essential criteria, some best practice criteria and all implementation criteria.
C. Meets all essential criteria and all implementation criteria.
D. Evidence of a process either being developed or already in place. However, it does not meet all implementation criteria.
E. No evidence of process in place.
Key element: **Injury and illness management**

Prompts or notes

The organisation must have processes in place to ensure that injuries and illnesses are managed appropriately. The emphasis should be early treatment of an injury or illness and early return to work.

Zoonotic diseases are a high risk area. These diseases are contracted from exposure to animal fluids and airborne particles. Q fever can be prevented and precautions (including good personal hygiene practices) should be taken to reduce the risk of other such diseases.

**Essential and best practice criteria**

To satisfy the essential criteria an injury management system must include:

- Procedures for treating injuries. (This includes having trained first aid officers, first aid kits and where relevant first aid rooms, as well as arrangements with the local GP or medical centre for priority treatment.)
- Procedures for managing injuries. (This includes the appointment of rehabilitation coordinators, the development of injury management plans, the development of return-to-work plans, the provision of suitable duties etc.)
- Programs for managing illnesses, specifically diseases contracted from animals (zoonotic diseases) such as Q fever and leptospirosis.

A best practice injury management system should also include:

- An established injury treatment and/or injury management policy.
- The communication of the injury treatment/injury management process to all staff.
- A regular review of the injury treatment and management process.
- Adequate financial support for the injury treatment and management process.

**Implementation criteria**

Check that the injury management process is being implemented. *(Discuss this section with management)*

- Examples were provided showing how an injury was managed to enable early return-to-work.

*(Discuss this section with an employee)*

- Employees are aware of first aid procedures and the location of first aid facilities.
- Employees have been tested for immunity to Q fever and vaccinated if necessary.
- Employees are aware of what precautions to take to prevent contracting zoonotic diseases.
- Employees report illnesses and injuries using the organisation’s reporting procedures.

**Evaluation**

Select the option that best matches the organisation’s performance against the above criteria.

A. Meets all essential criteria, all best practice criteria and all implementation criteria.
B. Meets all essential criteria, some best practice criteria and all implementation criteria.
C. Meets all essential criteria and all implementation criteria.
D. Evidence of a process either being developed or already in place. However, it does not meet all implementation criteria.
E. No evidence of process in place.
AGREED ACTIVITIES FOR SCHOOL STUDENT WORKPLACE LEARNING PROGRAMS IN MEAT PROCESSING PLANTS IN NSW

The agreed activities have been negotiated collaboratively between meat processing industry representatives, occupational health and safety (OHS) personnel (including the OHS & Rehabilitation Unit of the NSW Department of Education and Training) and the Department’s Vocational Education in Schools Directorate.

A wide range of activities are available for inclusion in workplace learning programs for school students. For details, please refer to the chart on the following pages. Note that restrictions apply to some activities.

HSC students may also undertake work placement for a range of HSC VET courses including Information Technology, Business Services, Construction, Metal & Engineering and Retail. The activities should be discussed and agreed to by the student’s HSC VET teacher and the host employer. Some aspects of a placement (including Business Services and Information Technology) may be located or involve visits to the processing areas beyond the administration offices or maintenance areas. Students will require on-going close supervision in these unfamiliar areas and the agreed restrictions will apply.

As far as possible workplace learning programs should take account of individual student factors including age, maturity level, previous workplace learning experience, preferred activities and school to work planning.

While many activities can be safely managed, it has been determined that some processes are too high risk for school students. As a result, school students are not to undertake any of the following processes:

1. Meat industry processes involving the use of knives, including mechanical knives; saws and mincers
2. Working near suspended carcasses
3. Working from height* (This restriction does not apply to school students undertaking an agreed activity on a work platform with safety rails which comply with Clause 56 of the OHS Regulation 2001.)
4. Excessive manual handling eg lifting heavy boxed meat
5. Working in dirty areas due to the risk of disease and infection eg condemn room, foetal calf blood recovery, rendering.
6. Any processes identified in the company’s work instructions as posing a significant risk to the health and safety of young and inexperienced workers.

* School students would not normally be called on to work at height, unless the activity has been first negotiated with the student’s teacher and appropriate risk management strategies are put in place at the worksite eg a stable and securely fenced work platform; correct wearing of an approved safety harness. Control measures for working at height must comply with Clause 56 of the OHS Regulation 2001.
AGREED ACTIVITIES FOR SCHOOL STUDENT WORKPLACE LEARNING PROGRAMS IN MEAT PROCESSING PLANTS IN NSW

The following activities are suitable for school students provided that:

1. participating students are 15 years of age or older
2. NSW DET procedures for students undertaking workplace learning in meat processing plants are followed
3. all restrictions and comments noted in these guidelines are followed. Individual student factors should be considered in assigning activities
4. school students are not to participate in any prohibited processes noted in these agreed activities
5. appropriate training and supervision are provided.

<table>
<thead>
<tr>
<th>AREA</th>
<th>POSSIBLE ACTIVITIES</th>
<th>RESTRICTIONS/ COMMENTS</th>
</tr>
</thead>
</table>
| Stock Yards       | • Checking and clearing of stock documentation<br>• Feeding of stock<br>• Scanning of cattle<br>• Washing of cattle<br>• Operation of race  
  These activities are underpinned by:<br>• Implementation of the Code of Animal Welfare Practice<br>• Implementation of safety requirements for working outdoors. | • All listed activities are suitable for school students. |
| Slaughter Floor   | Observation of the following activities:<br>• Washing of offal<br>• P8 site measurement<br>• Carcass labelling<br>• Carcass stamping (forequarter)<br>• Operation of offal trolley<br>• Packing<br>• Carton handling<br>• Offal carton strapping. | • The slaughter floor is to be an observation only area for school students.  
  • An exception is where a supervised school student undertakes IT processes as part of their negotiated HSC IT work placement. |
| Front Tripe Room  | • Packing of tripe pieces<br>• Honeycomb tripe packing<br>• Mountain chain tripe packing<br>• Operation of scales<br>• Gluing of cartons. | • All activities are subject to no use of knives by school students. |
### Student workplace learning in NSW meat processing plants

<table>
<thead>
<tr>
<th>AREA</th>
<th>POSSIBLE ACTIVITIES</th>
<th>RESTRICTIONS/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chillers</strong></td>
<td>• Weighing and recording of quarters and sides.</td>
<td>• <strong>Training</strong> is required for school students prior to working in the chillers.</td>
</tr>
<tr>
<td><strong>Boning Room</strong></td>
<td>• Packing</td>
<td>• <strong>Close supervision</strong> of school students is required by an experienced packer / mentor</td>
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<tr>
<td></td>
<td>• Carton handling (empty)</td>
<td>• Focus should be on <strong>bagging and assisting</strong> rather than lifting</td>
</tr>
<tr>
<td></td>
<td>• Lining cartons with plastic.</td>
<td>• If lifting is necessary, then students should be trained in <strong>correct lifting techniques</strong> and only <strong>lighter boxes</strong> should be lifted</td>
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<tr>
<td></td>
<td></td>
<td>• <strong>Rotation of duties</strong> is required to avoid repetitive tasks.</td>
</tr>
<tr>
<td><strong>Carton Room</strong></td>
<td>• Carton forming (manual only).</td>
<td>• <strong>Close supervision</strong> is required by an experienced employee / mentor</td>
</tr>
<tr>
<td><strong>Tunnel</strong></td>
<td>• Facilitating boxes along moving conveyors</td>
<td>• <strong>Close supervision</strong> is required by an experienced employee / mentor</td>
</tr>
<tr>
<td></td>
<td>• Metal detecting</td>
<td>• <strong>Training</strong> is required for school students prior to strapping and sastek computer activities.</td>
</tr>
<tr>
<td></td>
<td>• Strapping</td>
<td>• All listed activities are suitable for school students.</td>
</tr>
<tr>
<td><strong>Palletising and Loadout</strong></td>
<td>• Portmarking of product</td>
<td>• The palletising and loadout area is to be an observation only area for school students</td>
</tr>
<tr>
<td></td>
<td>• Issuing a Meat Transfer Certificate</td>
<td>• All activities require <strong>close supervision</strong> by an experienced employee / mentor</td>
</tr>
<tr>
<td></td>
<td>• Issuing an Inedible Meat Transfer Certificate</td>
<td>• Office based administrative work is suitable for school students</td>
</tr>
<tr>
<td></td>
<td>• Use of the Exdoc computer program</td>
<td>• <strong>Training</strong> is required for school students prior to the request to change trade description activity.</td>
</tr>
<tr>
<td></td>
<td>• The request to change trade description.</td>
<td>• None</td>
</tr>
<tr>
<td><strong>Administrative Offices</strong></td>
<td>• All regular office activities</td>
<td>• None</td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td>• Purchasing</td>
<td>• All listed activities are suitable for school students.</td>
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<tr>
<td></td>
<td>• Operating the clothing store</td>
<td>• All listed activities are suitable for school students.</td>
</tr>
<tr>
<td></td>
<td>• Ground maintenance (basic supervised gardening duties eg weeding).</td>
<td>• All listed activities are suitable for school students.</td>
</tr>
</tbody>
</table>
SPECIFICATION FOR SCHOOL STUDENT INDUCTION TO MEAT PROCESSING PLANTS

The following specification provides an outline for meat processing plants in ensuring that the induction for school students participating in workplace learning programs meets the NSW Department of Education and Training’s Conditions for Approval.

Whilst many meat processing plants have existing induction programs for entry-level workers, some modifications to these programs may be required for school students. Consideration should also be given as to whether students are participating in work experience or HSC work placement.

This is important as the nature, content and duration of the induction will be part of initial discussions between DET Regional personnel and the host employer. Host employers will need to show written documentation of the induction program for school students which meets this specification.

The induction must be provided by the host employer before the school student undertakes any workplace learning activities. Host employers will find the MINTRAC Managing OHS in Meat Processing Plants resource kit (2001) very helpful in preparing and presenting the following induction.

Meat processing plants may wish to cover additional induction items not listed in the induction specification. Consideration should be given to the age, maturity level and workplace learning experience of the school student(s).

The school student induction specification follows. Most items should be addressed in the training room before students tour the plant. This includes sighting the student’s proof of screening for Q Fever or where necessary, their Q Fever vaccination card if not sighted previously.

Please note that underlined items are mandatory components. All other items are considered to be good practice in enhancing the value of the workplace learning experience for both the school student and the employer:

- **Introduction to the meat processing industry**
  - provide overview of the industry
  - assist the student to complete the MINTRAC Overview of the Meat Industry CD from the Introduction to Meat Processing for School Students resource
Student workplace learning in NSW meat processing plants

➢ **The host employer’s enterprise**
  – provide local information
  – present brief history of the enterprise
  – present an overview of the enterprise’s objectives and values
  – demonstrate the staffing and management structure of the enterprise
  – show the enterprise’s place in the national and international meat industry
  – review local brochures / video / website information

➢ **Career pathways**
  – demonstrate and discuss local opportunities
  – present MINTRAC materials from the *Introduction to Meat Processing for School Students* resource

➢ **OHS standards and requirements in the industry**
  – NB the school student must provide their Q Fever screening result or vaccination card to the host employer before entering the plant
  – show MINTRAC video *OH&$S$ Induction for Meat Processing Workers*
  – refer to MINTRAC developed *OH&$S$ Induction for Meat Processing Workers Video Guidelines* to discuss and observe the following:
    i.   OH&$S$ policy, consultation and hazards
    ii.  hygiene, housekeeping and personal protective equipment (PPE)
    iii. specific hazards and controls (eg restrictions, signage, machinery, guards, lockout tags)
    iv.  injury management and emergency procedures

➢ **Particular concerns for new, young or inexperienced workers in the industry**
  – discuss prohibited processes and restricted activities as outlined in the document *Agreed activities for school student workplace learning programs*

➢ **Site specific induction**
  – discuss relevant aspects of local company policy and local safety rules
  – discuss local procedures (eg first aid, evacuation, hazard reporting)
  – provide ‘tips’ for school students to keep themselves and others safe
Student workplace learning in NSW meat processing plants

- identify no go areas
- show permitted areas
- identify the location of staff amenities
- provide the school student with a written list of staff member contacts for the parts of the plant relevant to the student’s program

➢ Other matters
- discuss local policies and procedures in relation to:
  - confidentiality
  - Equal Employment Opportunity
  - harassment and discrimination (bullying in the workplace)
  - environmental management
  - other relevant policies and procedures

➢ Walking tour of the relevant parts of the site
  - a tour incorporating aspects of the whole site should be considered wherever possible
  - introduce the school student to key contact staff members
  - allow students to observe and ask questions of staff members at the following sections:
    - entry and exit points
    - evacuation areas
    - laundry areas
    - lockers and associated staff amenities (eg toilets, showers)
    - canteen
    - first aid room
    - office
    - production areas (refer to Agreed activities for school student workplace learning programs in meat processing plants in NSW in considering the suitability of areas to be visited)

➢ Final questions before starting placement
  - question and answer time for the school student.
ZOO NOTIC DISEASES, including Q Fever

School students planning to undertake workplace learning in meat processing plants need to understand that there are very important reasons for following all the health and safety practices required in a meat processing plant.

One reason is the potential to contract a zoonotic disease. These are serious diseases which require screening and possibly vaccination to establish immunity to the disease and the following of strict health and hygiene procedures all the time while at a meat processing site with an abattoir.

What are zoonotic diseases?

Zoonoses are diseases carried by animals which can be spread to humans. The main zoonotic diseases are Q Fever, brucellosis and leptospirosis.

These diseases can affect major organs of the body such as the liver, heart, bones, brain or lungs. Damage to these organs may cause death.

How are these diseases spread?

Q Fever is caused by C burnetti bacterium. Large numbers of the bacterium are released in the urine and faeces, milk, birth fluids and placenta of infected animals. Infected aerosols from these products may be released into the environment and consequently infect humans via the respiratory tract. Infected aerosols may be released during the slaughter of infected animals.

The bacteria responsible for brucellosis are found in the body fluids of infected animals and can be spread through contact with these.

Leptospirosis is spread through exposure to infected animal urine or to water that has been contaminated by urine from an infected animal.

What are the main symptoms?

The symptoms of Q Fever, brucellosis and leptospirosis are similar to the “flu”. However, there is often more weakness and exhaustion. Sufferers can experience severe headaches, high fever, muscle and stomach pain and can be confined to bed or hospitalised. Depression, lack of concentration, irrational behaviour and difficulty in personal and business relationships can also occur.

The effects of Q Fever and brucellosis can last a lifetime. If a sufferer is unlucky enough to suffer from chronic fatigue syndrome due to one of these diseases, there may be prolonged periods where the person is unable to work leading to loss of income and potential financial hardship.

For some people, symptoms return regularly over many years.
How can people be protected against Q Fever?

Immunisation is the only effective way to protect against this disease. Skin and blood tests are initially required to determine whether a vaccination is needed.

How can people be protected against leptospirosis and brucellosis?

Prevention is achieved by putting a barrier between you and the germ. This can be done by using gloves; covering cuts and broken skin, wearing enclosed shoes or boots, not eating or smoking while working with animals and by wearing protective glasses or a face shield to stop splashes into mouth and eyes.

Most of the above information has been extracted from an article prepared by Queensland Health personnel.

The meat processing industry in Australia takes the risks of these diseases very seriously. School students must be prepared to follow all instructions that assist in eliminating or minimising these risks.

The main concern for students is contracting Q Fever and so it is a mandatory requirement that all government school students who are accepted for workplace learning in a meat processing plant with an abattoir facility must first be screened and if necessary, vaccinated against Q Fever.

Information Sources

Further information about Q Fever is included in this section of the Information Folder and relevant websites are indicated in Appendix H Resources.

Websites providing information about Q Fever include:

- NSW Health at www.health.nsw.gov.au
- Australian Q Fever Register at www.qfever.org
- Australasian Meat Industry Employees’ Union NSW Branch at http://nsw.amieu.asn.au
- Queensland Health at www.health.qld.gov.au
ARRANGING Q FEVER SCREENING AND VACCINATION AT THE LOCAL LEVEL

Government school students wishing to undertake workplace learning in meat processing plants with an abattoir facility will need to be first tested for immunity to Q Fever and if necessary, vaccinated against this disease. Abattoirs in Australia have a ‘no jab, no job’ policy on this occupational disease and this applies to student workplace learning in NSW.

School students and their parents or carer should arrange for the student to be screened for Q Fever and if needed, subsequently vaccinated by a medical practitioner authorised by the NSW Department of Health.

The initial costs of the screening and vaccination (blood test and two consultations)-will need to be met by the student’s family. The authorised medical officer, usually a local GP, will explain the process regarding the skin test and where necessary the follow-up vaccination.

Some commonly asked questions:

How many visits to an authorised GP are involved?
2 visits, at least one week apart

What is involved in the skin test?
A small amount of Q Fever skin test is injected into the skin of the forearm to see if the skin reacts in the next 7 days, indicating the person already has an immunity to Q Fever.

How much does it cost?
It is best to check with local medical practitioners.

The skin test may require a long consultation and will involve the cost of pathology for the skin test. The results of the skin test will determine if vaccination is needed. If so, this usually involves a standard consultation and the cost of the Q Fever vaccine.

Note: the cost of consultations can be claimed through Medicare. However, the pathology and vaccine are not covered under Medicare. The cost of the vaccine may be covered under private health insurance arrangements.

Can everyone be vaccinated?
No.

Q Fever vaccine is ‘contraindicated’ in the following:
• persons with a history of an illness suggestive of or proven to be Q Fever;
• persons shown to be immune by serological investigation or sensitivity to the organism by skin testing
• persons who have previously been vaccinated against Q Fever
• persons with anaphylactic sensitivity to eggs.

**Can you be vaccinated just to make sure?**

No, it is very important that a person with prior immunity to Q Fever is not then vaccinated against Q Fever. There are strict protocols surrounding vaccination. Blood and skin tests are required before a Q Fever vaccination is given.

**Where is the vaccination injection given?**

Into the top of the arm.

**How soon do you get a reaction?**

Not immediately. Usually, there is a delayed reaction.

**Can you develop Q Fever from the vaccine?**

No, because the vaccine is dead and cannot give you Q Fever.

**How soon after vaccination do you have immunity?**

You must wait at least two weeks before venturing into an abattoir facility.

**How long does this immunity last?**

Immunity following Q Fever vaccination appears to be long lasting. Until further information becomes available, revaccination or booster doses of the vaccine are not recommended. For a small number of people, vaccination does not guarantee they will never contract Q Fever.

**Further information** about local arrangements for Q Fever screening and vaccination can be provided by Human Resources personnel at the meat processing plant or local authorised medical practitioners.

Personnel at the Regional Office of the NSW Department of Education and Training can provide information about how students and their parents from local schools are managing the Q Fever requirements.

School personnel and work placement coordinators in Local Community Partnerships who find they might need to visit meat processing plants with an abattoir facility as part of workplace learning arrangements are advised to contact the relevant vocational education consultant in their Region regarding local arrangements.

**Note:** The Federal Government no longer provides funding to the Department of Health in each State in relation to the testing and vaccination for Q Fever.
THE AUSTRALIAN Q FEVER REGISTER

As the meat processing industry is keen to encourage school students to seriously consider various careers in the industry, it would be wise for the student to consider registering their Q Fever immune status with the Australian Q Fever Register.

This benefits the student by having a permanent record of their immune status which can be verified easily by prospective future employers in the industry.

This information can only be entered on the Register by registered users such as employers or doctors or their designated staff. The student needs to first read, understand and sign a Q Fever Personal Information and Consent Form. If the student does not wish to be entered on the Register, the student does not have to complete the form.

For further information about Q Fever and the Register, go to the Australian Q Fever Register website: http://www.qfever.org
REVIEWING CONDITIONS FOR APPROVAL

The Steering Group advising on student attendance at abattoirs is committed to ensuring that the Conditions for Approval for Student Workplace Learning in Meat Processing Plants (Abattoirs) effectively support the safety of students and the needs of industry and educators.

The Regional Office of the NSW Department of Education and Training is requested to complete the relevant reporting proforma in 2006. This feedback will be considered by the Steering Group to make recommendations to the Department of Education and Training to fine-tune the arrangements.

The date for submission of the feedback for review at State Office is scheduled for Friday 30 June 2006. The reporting proforma is contained in the Information Package (see Appendix D). Further information closer to the date of submission will be provided to Vocational Education Consultants at Regional Offices in 2006.

Post June 2006

The Steering Group will reconvene to consider the feedback and recommendations from the reports from Regions provided in June 2006 and will also consider feedback from industry.

Any amendments will be advised on the Vocational Education in Schools Directorate website following the approval of recommendations from the Steering Group by the Director of the Vocational Educational Education in Schools Directorate.

Ongoing monitoring

Every effort will be made to ensure there is on-going monitoring of these arrangements. Please advise the Vocational Education in Schools Directorate of any concerns or issues that arise which should inform the Arrangements.
APPENDIX A

OFFICIAL RECORD OF DEPARTMENTAL AGREEMENT AT REGIONAL LEVEL FOR WORKPLACE LEARNING IN A MEAT PROCESSING PLANT (ABATTOIR)

This is to confirm that the ________________________ Region of the NSW Department of Education and Training will support the offer of workplace learning programs to government school students by the meat processing enterprise trading as ________________________ located in the town of _______________________ for the next three years, that is, for the period _______________________.

This arrangement results from detailed discussions between representatives from the DET Region and the host employer (see attachment to this record) and included the presentation of clear evidence that the host employer’s enterprise meets or exceeds the Department’s OHS Performance Standard for the Placement of DET Students in Meat Processing Plants and is able to provide suitable activities and adequate supervision.

The arrangements will be reviewed in general on an annual basis, unless circumstances warrant an earlier review.

The next review will occur in 12 months time in ________________, with a full review of the arrangements scheduled for three years time _________________.

The conditions, guidelines and proformas which support these arrangements are included in an information package which will be provided to participating schools and TAFE NSW institutes by the DET Regional Office and to host employers by the Australian Meat Industry Council (AMIC).

Signatories to this workplace learning arrangement are as follows:

Regional Director or nominee
Name: ___________________________ Position: ___________________________
Signature: ___________________________ Date: ___________________________

Lead regional vocational education officer
Name: ___________________________ Position: ___________________________
Signature: ___________________________ Date: ___________________________

Signatory for host employer company
Name: ___________________________ Position: ___________________________
Signature: ___________________________ Date: ___________________________

This official record is to be kept at Regional Office and copies provided to relevant parties including participating schools and TAFE NSW institutes.
Attachment to Record of Agreement for Workplace Learning in a Meat Processing Plant (Abattoir)

NSW DET region: ________________________________ Year: ______________

DET personnel attending meeting with meat processing plant representatives held on ________________________________ at ________________________________________________________________.

Name: Position:
____________________________________________ Vocational Education Consultant
____________________________________________ TAFE NSW Institute Consultant – TVET
____________________________________________ Schools representative
____________________________________________ Local Community Partnership (LCP) representative – work placement

____________________________________________ ________________________________

Host employer business name: ________________________________
Name of CEO/proprietor: ________________________________

Company personnel attending meeting with DET personnel:

Name: Position:
____________________________________________ Human Resources
____________________________________________ OHS Management
____________________________________________ OHS representative
____________________________________________ Employee representative

____________________________________________ ________________________________
Student workplace learning in NSW meat processing plants

APPENDIX B

STUDENT APPLICATION FOR WORKPLACE LEARNING: MEAT PROCESSING PLANT (ABATTOIR)

Original: to be held by host employer
Copy 1: to be held by the school/TAFE NSW institute, attached to completed Student Placement Record
Copy 2: for the student
Copy 3: for the parent or carer.

Please note: The following items should be provided by your school to the host employer prior to your interview with them.

i. A completed Student Application for Workplace Learning: Meat Processing Plant (Abattoir)

ii. A copy of your Student Placement Record (SPR), signed by you, your school (and where relevant, TAFE NSW institute) and your parent / carer

iii. If desired, evidence from your School to Work Planning portfolio to support this application.


DETAILS OF STUDENT AND PROPOSED PROGRAM
Student’s name: _______________________________ Year (eg 10): ______________
Age now: ______ DOB: ________School: _____________________________________
Host employer: __________________________________________________________
Intended dates of work experience / work placement: _________________________

STUDENT RESPONSES
1. What benefits are you hoping to receive from attending work experience / work placement in a meat processing plant?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2. What interest do you have in meat processing?

______________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________________________________________________________________________

Are you interested in a career in the meat industry in

• meat-related areas? Yes ☐ No ☐

• other areas such as IT, business administration? Yes ☐ No ☐

Briefly explain. (Also see note iii above.)

______________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________________________________________________________________________

3. How keen are you to be employed in the local community?
How interested are you in employment opportunities beyond your local community? Briefly explain.

______________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________________________________________________________________________

4. What experience have you had in working with animals eg on a farm?

______________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________________________________________________________________________
5. Briefly outline any previous work experience / work placements you have participated in as a school student, and any paid / voluntary work you have had.

<table>
<thead>
<tr>
<th>WORKPLACE LEARNING OR EMPLOYMENT</th>
<th>EMPLOYER</th>
<th>DATES</th>
<th>TYPE OF WORK</th>
<th>DUTIES</th>
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6. Health care issues are relevant to this placement. It is very important to be clear in your responses so that your health and safety can be looked after. Your medical record held by the school should be referred to when completing this section.

Indicate whether you have experienced or still experience any of the following:

a) allergies eg allergic response to eggs

b) serious illnesses in the past

c) illnesses in the last 6 months

d) medical conditions eg asthma, epilepsy, diabetes

Have you:

a) already been screened for Q Fever immunity by a doctor: Yes ☐ No ☐

b) already been vaccinated against Q Fever: Yes ☐ No ☐

Would you:

consent to the student being screened and if necessary, vaccinated against Q fever if this is available through the meat processing plant, more information is provided to you and the student’s health permits it. Note that screening/vaccination is a compulsory requirement for student workplace learning in meat processing plants.

Yes ☐ No ☐

Signature of parent: ____________________________ Date: ____________________
SCHOOL/ TAFE NSW: STATEMENT OF SUPPORT FOR STUDENT’S APPLICATION

This statement of support should take account of the student’s capacity to follow instructions, behave in a reasonably mature manner and have sufficient social and emotional maturity to cope with a placement in an abattoir. During the placement, the student should be under the constant supervision of host employer staff in a busy commercial environment.

Tick if statement attached: ☐

______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  

Signature of school/ TAFE NSW coordinator: ______________________________
Name of school coordinator: _____________________________________________
Position: ________________________________ Date: _______________________
Coordinator’s knowledge of student gained through ______________________

PRINCIPAL’S ACKNOWLEDGEMENT

I support this student’s application to undertake workplace learning at __________________________ which contains an abattoir facility.

Signature of Principal: __________________________ Date: _____________________
Name of Principal: ___________________________
APPENDIX C

RECORD OF STUDENT COMPLETION OF INDUCTION TO THE MEAT PROCESSING PLANT (STUDENT WORKPLACE LEARNING IN NSW MEAT PROCESSING PLANTS)

Name of student: ____________________________________________

School/TAFE NSW College : _______________________________________

Date of arrival: __________ Name of business: _______________________

Name of supervisor: ____________________________________________

☐ I confirm that the student was provided with a health and safety induction according to the Specification for the School Student Induction required by the NSW Department of Education and Training.

Note: The underlined items must be included in the induction to meet the requirements of industry and the Department.

Matters discussed included:

☐ Introduction to the meat processing industry
☐ The host employer’s enterprise
☐ Career pathways
☐ OHS standards and requirements in the industry
  ☐ OH&S policy, consultation and hazards
  ☐ Hygiene, housekeeping and personal protective equipment (PPE)
  ☐ Specific hazards (eg restrictions, signage, machinery, guards, lockout tags)
  ☐ Injury management and emergency procedures
☐ Particular concerns for new, young or inexperienced workers in the industry
  ☐ Prohibited processes and restricted activities for school students
☐ Site specific induction
  ☐ Relevant aspects of local company policy and local safety rules
  ☐ Local procedures (eg first aid, evacuation, hazard reporting)
  ☐ Provide ‘tips’ for school students to keep themselves and others safe
  ☐ Identify no go areas
  ☐ Show permitted areas
  ☐ Identify the location of staff amenities
  ☐ Provide the school student with a list of relevant staff member contacts
Student workplace learning in NSW meat processing plants

- **Other matters**
  - Confidentiality
  - Equal Employment Opportunity
  - Harassment and discrimination (bullying in the workplace)
  - Environmental management
  - Other relevant policies and procedures

- **Walking tour of the relevant parts of the site**
  - Introduce the school student to key contact staff members
  - Entry and exit points
  - Evacuation areas
  - No go areas
  - Laundry areas
  - Lockers and associated staff amenities (eg toilets, showers)
  - Canteen
  - First aid room
  - Office
  - Production areas (refer to *Agreed activities for school student workplace learning programs in meat processing plants in NSW* in considering the suitability of areas to be visited)

- **Outline of the student’s workplace learning program**
  - Discuss the student’s workplace learning program
  - Discuss how student needs and school program needs can be met

- **Final questions before starting placement**
  - Question and answer time for the school student

- **I also confirm that the school student provided their Q Fever screening result or vaccination card to the host employer before entering the plant.**

Optional Comment: __________________________________________________________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Training Officer: ___________________________ Date: __________________
Personnel Officer: ___________________________ Date: __________________
Workplace Learning Supervisor: _______________________ Date: __________________

*THIS FORM SHOULD BE RETAINED ON THE STUDENT’S PERSONAL FILE AT THE MEAT PROCESSING PLANT.*

*A COPY SHOULD ALSO BE PROVIDED TO THE STUDENT TO FILE IN THEIR EMPLOYMENT RELATED SKILLS LOGBOOK.*
REPORTING PROFORMA, 2006

Student Workplace Learning in Meat Processing Plants (Abattoirs)

To be submitted by Friday 30 June 2006, unless otherwise advised to:

Senior Coordinator, Workplace Learning
Vocational Education in Schools Directorate
Level 1, 1 Oxford Street
DARLINGHURST NSW 2010

DET Region: _____________________________________________________________

Section A – Quick Statistics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of meat processing employers now offering workplace learning in your region</td>
<td>_____</td>
</tr>
<tr>
<td>Number of schools accessing these opportunities</td>
<td>_____</td>
</tr>
<tr>
<td>Number of TAFE NSW institute campus colleges accessing these opportunities</td>
<td>_____</td>
</tr>
</tbody>
</table>

Other local statistics of interest: ______________________________________________

Section B – OHS Performance Standard

Comment on the use of this standard as a benchmark for participation by employers
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Recommendations to the Steering Committee regarding the OHS Performance Standard
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Section C – Conditions for Approval

Comment on the appropriateness of the Conditions for Approval
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Recommendations to the Steering Group regarding fine-tuning the Conditions for Approval
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
REPORTING PROFORMA 2006, CONTINUED

Section D – Comment on any other aspects of the arrangements:

What has worked well?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What has proved challenging?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Section E – Client Feedback

Students: ________________________________________________________________
______________________________________________________________________________________________________________________________________

Schools/TAFE NSW personnel: _____________________________________________
______________________________________________________________________________________________________________________________________

Local Community Partnerships: ____________________________________________
______________________________________________________________________________________________________________________________________

Parents/carers: _________________________________________________________
______________________________________________________________________________________________________________________________________

Vocational Education Consultants: 
________________________________________________________________________

Host employers: __________________________________________________________
______________________________________________________________________________________________________________________________________

Section F – Recommendations for the future/ feedback to the Steering Group?
______________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________

Completed by –
Name: _______________________________  Position: ___________________  Date:______

Signature of Regional Director –
Name: _______________________________ Signature:___________________  Date:______

Thank you for taking time to complete this report.
APPENDIX E

AN EMPLOYER’S GUIDE TO WORKPLACE LEARNING FOR SECONDARY STUDENTS IN GOVERNMENT SCHOOLS AND TAFE NSW INSTITUTES (2005)

### CONDITIONS OF APPROVAL

<table>
<thead>
<tr>
<th><strong>HOST EMPLOYER</strong></th>
<th><strong>REGIONAL OFFICE</strong></th>
<th><strong>SCHOOL</strong></th>
</tr>
</thead>
</table>
| **STEP 1** | Set aside time to become familiar with the information folder, particularly:  
- *Conditions for Approval* (includes your roles & responsibilities and those of others)  
- *OHS Performance Standard & Guidelines*  
- Agreed activities  
- Student Application for workplace learning ie additional to the regular Student Placement Record  
- Student Induction Specification  
| | **Consider:**  
- Does our plant meet the performance standard ie. each of the 7 criteria?  
- What evidence can I use?  
- Which employees will vouch for our safe work practices? (an employee on the plant’s OHS committee or an OHS representative)  
- Other: workplace learning program; OHS induction; supervision | | |
<p>| <strong>STEP 2</strong> | Host employer and DET arrange to meet – either party may contact each other first. Allow time to prepare for meeting eg two weeks. Discuss tour of plant. | | |
| <strong>STEP 3</strong> | Draft written outline of your proposed workplace learning program based on list of Agreed Activities | | |</p>
<table>
<thead>
<tr>
<th>CONDITIONS OF APPROVAL</th>
<th>HOST EMPLOYER</th>
<th>REGIONAL OFFICE</th>
<th>SCHOOL</th>
</tr>
</thead>
</table>
| **STEP 4**             | Using *Student Induction Specification:*  
  - develop or customise an induction for school students eg using MINTRAC resource kit (2001)  
  - clarify content, length, any activities  
  - clarify no-go, excluded areas  
  - include any extras to support school students as young/ inexperienced workers |  |  |
| **STEP 5**             | Decide on  
  - advice/ assistance re local Q Fever screening & vaccination of students, supervising teachers and work placement coordinators | Make enquiries with potential host employer and with local GPs authorised to screen and vaccinate for Q Fever re local arrangements and associated costs. |  |
| **STEP 6**             | Read up on DET’s insurance and indemnity arrangements in *An Employer’s Guide*  
  - Note your current public liability arrangements  
  - Consider supervisors appropriate for students  
  - Consider any child protection issues |  |  |
| **Meeting of DET & host employer to address OHS Performance Standard (as per Step 2 in the Conditions for Approval).**  
  If the Standard is met, move on to next steps. If not, consider future options |  |  |  |
### CONDITIONS OF APPROVAL

<table>
<thead>
<tr>
<th>HOST EMPLOYER</th>
<th>REGIONAL OFFICE</th>
<th>SCHOOL</th>
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<tr>
<td><strong>STEP 7</strong></td>
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</table>
|               | Decide on information strategy for students and parents/carers in consultation with host employer eg development of local information kit for students and parents; host employer presenting at information sessions | Region informs schools and TAFE NSW institutes of:  
  - opportunities for WPL in meat processing plants  
  - agreed and excluded activities  
  - student application process  
  - school/TAFE NSW responsibilities  
  - Q Fever implications and requirements  
  - local arrangements for Q Fever screening and vaccination by authorised GPs  
  - support available from Regional Office |
|               | Decide on preference/requirement of Q Fever screening/vaccination prior to or post student submission of application to host employer | Invite students and parents/carers to local information session; provide locally developed information kit  
  - Parents to be aware of their role in consulting with authorised GP re implications of Q Fever screening/vaccination: local arrangements and associated costs. |
|               | Decide on whether an interview with the student will be required in addition to the application. | Decide on local Q Fever screening arrangements, in consultation with Regional Office if this is required prior to student application at local level |
|               | Region informs schools and TAFE NSW institutes of:  
  - opportunities for WPL in meat processing plants  
  - agreed and excluded activities  
  - student application process  
  - school/TAFE NSW responsibilities  
  - Q Fever implications and requirements  
  - local arrangements for Q Fever screening and vaccination by authorised GPs  
  - support available from Regional Office |
|               | Decide on numbers of students and suitable weeks in consultation with local schools (usually one week block) | Deciding on numbers of students and suitable weeks in consultation with local schools (usually one week block) |
|               | *Parents to be aware of their role in consulting with authorised GP re implications of Q Fever screening/vaccination: local arrangements and associated costs.* |  

**Note:** The requirements and implications of Q Fever screening/vaccination must be clearly communicated to students and parents/carers to ensure informed decision-making.
<table>
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<th>SCHOOL</th>
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<tbody>
<tr>
<td><strong>Roles and responsibilities</strong></td>
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<tr>
<td>• Students complete Application form &amp; Student Placement Record (SPR); signed by parent and then presented to school coordinator</td>
</tr>
<tr>
<td>• School completes Statement of Support on Application</td>
</tr>
<tr>
<td>• Principal signs Application</td>
</tr>
<tr>
<td>• School or TAFE NSW institute arranges forwarding of Application and SPR to host employer</td>
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</tbody>
</table>

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<th>REGIONAL OFFICE</th>
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<tbody>
<tr>
<td><strong>Roles and responsibilities</strong></td>
</tr>
<tr>
<td>• Receive student applications and:</td>
</tr>
<tr>
<td>• assess suitability: accept or reject</td>
</tr>
<tr>
<td>• communicate outcome to school</td>
</tr>
<tr>
<td>• sign Student Placement Record</td>
</tr>
<tr>
<td>• customise proposed program</td>
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<table>
<thead>
<tr>
<th>HOST EMPLOYER</th>
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</thead>
<tbody>
<tr>
<td><strong>Roles and responsibilities</strong></td>
</tr>
<tr>
<td>• Prepare workplace for student attendance</td>
</tr>
<tr>
<td>• inform employees</td>
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<tr>
<td>• induction process</td>
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<tr>
<td>• supervision; including appointing an enthusiastic employee as main workplace learning contact/mentor for students</td>
</tr>
<tr>
<td>• fine tuning programs</td>
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<tr>
<th><strong>CONDITIONS OF APPROVAL</strong></th>
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<tr>
<td><strong>STEP 8</strong></td>
</tr>
<tr>
<td><strong>Conditions of Approval</strong></td>
</tr>
<tr>
<td>• Q Fever screening and vaccination if not already done so (as per Step 6 in the Conditions for Approval)</td>
</tr>
<tr>
<td>• note time frames and implications for starting workplace learning program</td>
</tr>
</tbody>
</table>

**Student workplace learning in NSW meat processing plants**
<table>
<thead>
<tr>
<th>CONDITIONS OF APPROVAL</th>
<th>HOST EMPLOYER</th>
<th>REGIONAL OFFICE</th>
<th>SCHOOL</th>
</tr>
</thead>
</table>
| **STEP 9** | First day:  
• OHS induction according to *Specification*  
• site induction & tour  
• documentation of student completion of induction | | |
| | **WPL program:**  
• introduce student to workplace learning supervisor & immediate supervisors on first day  
• supervise and monitor the student; providing feedback each day. For example, where relevant it is recommended that the student does appropriate stretching exercises to counteract any possible tendencies to sprains and strains  
• notify the school immediately of any accident involving the student or any incident not involving injuries but which may have presented a risk to health and safety eg a near miss (ie near hit) incident | | |
| **Roles and responsibilities** | Visit/phone call re student progress | | |
| **Last day:** exit discussion with student, including future work and career aspirations / opportunities in the industry/ local opportunities. | | | |
| **Roles and responsibilities** | | | |
| **STUDENT AND WORKPLACE LEARNING** | | | |
| | **STUDENT:**  
• Student evaluation of workplace learning  
• Any concerns to principal or if appropriate to Regional Director  
• Record experience in STW *Employment Related Skills Logbook*  
• Amend School to Work Planning  
• Follow up any tips or suggestions from host employer organisation | | |
<p>| | <strong>SCHOOL:</strong> | | |
| | | | |</p>
<table>
<thead>
<tr>
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</thead>
</table>
| STEP 11                | Provide information re take up of workplace learning etc to AMIC to chart progress of workplace learning in NSW meat processing industry | • Complete reporting proforma after first months of operation (Appendix D) and send to VEiS Directorate in June 2006
• Inform VEiS Directorate of relevant issues or concerns related to workplace learning in the meat processing industry as they arise | Provide feedback to Region to assist their reporting to DET (Vocational Education in Schools Directorate), both at end of first months of operation (Appendix D) and then as needed or requested. |

For further information or clarification, please contact the vocational education consultant in the relevant Regional Office of the NSW Department of Education and Training or the Department’s Vocational Education in Schools Directorate on (02) 9244 5061.
APPENDIX G

WORKPLACE LEARNING IN MEAT PROCESSING PLANTS

LIST OF ABBREVIATIONS

AMIC  Australian Meat Industry Council
AMIEU  Australasian Meat Industry Employees’ Union
DET  Department of Education and Training
LCP  Local Community Partnership
MINTRAC  National Meat Industry Training Advisory Council Limited
OHS&R  Occupational Health, Safety and Rehabilitation
PPE  Personal Protective Equipment
Q-VAX  Q Fever Vaccine
SPR  Student Placement Record
TAFE  Technical and Further Education
VET  Vocational Education and Training
VEiS  Vocational Education in Schools
APPENDIX H

RESOURCES

For information about Q Fever, see

NSW Health at www.health.nsw.gov.au

Australian Q Fever Register at www.qfever.org

Australasian Meat Industry Employees Union-NSW Branch at www.nsw.amieu.asn.au

See also the Australian Government’s Department of Health and Ageing site: www.immunise.health.gov.au/qfever

Note: The National Q Fever Management Program has not been extended beyond 30 June 2004.

For information about the Q Fever vaccine (Q-VAX), see

www.csl.com.au

For information about the nearest Q Fever screening and vaccination medical providers in NSW locations, contact

Your local Public Health Unit (under ‘health’ in the white pages).

Note: Your local GP may be authorised to provide Q Fever screening and vaccination.

For OHS resources, careers brochures and posters developed by MINTRAC
(National Meat Industry Training Advisory Council Ltd)

Telephone: (02) 9819 6699
Fax: (02) 9919 6099
Email: mintrac@mintrac.com.au
Website: www.mintrac.com.au
APPENDIX I

WORKPLACE LEARNING IN MEAT PROCESSING PLANTS

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APPENDIX J

WORKPLACE LEARNING IN MEAT PROCESSING PLANTS

STEERING GROUP REPRESENTATIVES

Meat Industry Representatives

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Margaret Tayar, National Meat Industry Training Advisory Council Limited (MINTRAC)

Michael Bayes, Manager Human Resources, Bindaree Beef

Rick Standing, Manager OHS and Workers Compensation, Northern Cooperative Meat Company Limited

Sarah Daviess, Training Coordinator, Northern Cooperative Meat Company Limited

NSW Department of Education and Training Representatives

Rosemary Brook, Senior Coordinator Workplace Learning, Vocational Education in Schools Directorate

Steve Montgomery, Coordinator Transition from School, Vocational Education in Schools Directorate

Zemira Sequeira, A/Assistant Manager Injury Prevention, OH&S Unit

June Grace, Vocational Education Consultant, Lismore School Education Area

Local Community Partnerships Representative

Melissa Hughes, Northern Rivers VET in Schools Consortium Incorporated

Advisor to Steering Group

Petar Ankucic, Regional Inspector Government Team, WorkCover NSW

Consultation

Australian Meat Industry Employees Union (AMIEU)

NSW Teachers Federation
APPENDIX K

DEVELOPING A LOCAL INFORMATION KIT
- ADVICE TO PERSONNEL IN REGIONS OF THE NSW DEPARTMENT OF EDUCATION AND TRAINING

Vocational Education Consultants in Regional offices or in school education areas in DET Regions are advised of the significant benefits of developing a local information kit to support students and their parents/carer to appreciate the nature and conditions of the new opportunities in workplace learning available in meat processing plants.

The development of a kit is referred to in Step 7 of the mandatory Conditions for Approval.

The kit should be provided to parents, carers and students at information sessions attended by the host employer and DET personnel or be supplied to schools to promote this new initiative.

Ideally, the development of the kit would be in consultation with the host employer following a successful meeting to address the OHS Performance Standard and the proposed workplace learning program and student induction, referred to in Steps 2, 3 and 4 of the Conditions for Approval.

You are welcome to use any of the materials provided in the Information Package and to supplement this with information from the host employer. This might include information on careers in meat processing such as brochures from MINTRAC (See Appendix H Resources, in the Information Package) and details about local employment and training opportunities with the host employer.

Key areas that students and their families must receive information about include:

- zoonotic diseases, including Q Fever
- the need to arrange timely Q Fever screening and vaccination
- agreed activities that students can undertake in meat processing plants
- student application for workplace learning at meat processing plants, in addition to the usual Student Placement Record
- completion of student induction at the meat processing plant before undertaking any activities
- important roles and responsibilities of students and their parents and carers.
In addition, key messages include:

- working in meat processing plants is potentially dangerous, hence the DET’s prohibition until now
- peak bodies in industry and Department personnel have cooperatively developed these special arrangements with significant input from OHS specialists, to keep students safe and to offer them high quality opportunities in an important industry that is a key employer in the area
- the arrangements will be monitored and revisited in some months’ time, to ensure they work well to support schools and their students
- an annual general review of the OHS performance of participating plants, with a full review every 3 years to help ensure the continued safety of students
- feedback from all parties is actively sought and valued to ensure the continuity of practical and effective arrangements for student workplace learning in the meat processing industry.

The Information Package containing all essential information including procedures and proformas will be provided in multiple copies to DET regions to forward to participating schools. Potential employers will receive the Information Package from the Australian Meat Industry Council.

The Information Package will also be made available on the Vocational Education in Schools internet site at www.det.nsw.edu.au. It would be prudent to check the site for the latest information and advice, including any fine-tuning to the arrangements.

If you have any queries regarding the information package, you are welcome to contact the Vocational Education in Schools Directorate on (02) 9244 5061.
Student workplace learning in NSW meat processing plants