LEARNER GUIDE

Training support material for:

RIIBEF201D
Plan and organise work

Produced by:

EASY GUIDES
Australia Pty Ltd
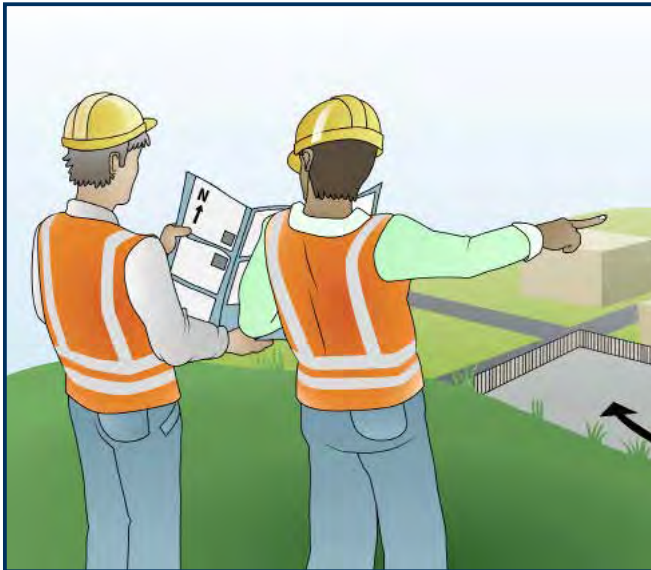
PLAN AND PREPARE FOR WORK

Work instructions

Work instructions are important so workers know:

- **What** needs to be done
- **How** it is to be done
- **When** they need to do it.

This allows work to be completed in a way that is safe, efficient, compliant and meets quality requirements.

Workers must be able to locate and understand work instructions. If you are not sure you should speak to a supervisor so the instructions can be explained further.

Work instructions include things like:

Compliance information	Company policies and procedures	Manufacturers guidelines and specifications

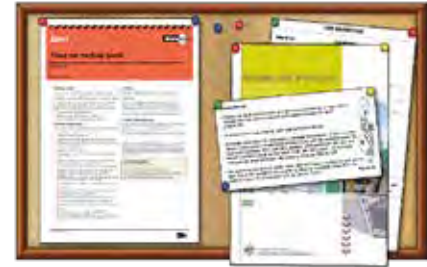*Work instructions (continued)*

Verbal, written and graphical (visual) instructions	Signage, work schedules and plans	Work bulletins, memos and maps
Safety data sheets (SDS)	Quality requirements	Instructions issued by authorised organisation or external personnel.

Plan work (continued)

Some things that affect the time it takes to do the job are difficult to plan for because you don't know they are going to happen until they happen. For example:

Sick days	Problems with plans
Bad weather	Equipment problems and breakdowns.

Plan work (continued)

Calculating the time to complete a task

When planning a task it is important to calculate how long it will take. It can be difficult to get this exactly right but a close estimate will be helpful.

Knowing how long the task will take helps to plan things like:

- When the next part of the task can commence
- When the next trades person might be required
- When materials need to be delivered
- How long disruptions might last, for example traffic delays.

Consider the following scenario:

- 150 m² of asphalt needs to be laid
- 30 m² can be laid in 60 minutes
- The job takes 30 minutes to set up
- The job takes 30 minutes to pack up
- Workers have:
  – 2 × 15 minute break, and
  – 1 × 45 minute break during the day.

How long will it take to complete the job?

If work commences at 8:00 am —
What time could we expect to finish the job?

Job Safety and Environment Analysis (JSEA)

A JSEA outlines who is responsible for putting the control measures in place.

A JSEA worksheet is used to:

- Record the details of the job
- Record any hazards associated with the job or worksite
- Record the hazard control measures that are going to be put in place.

Shown here is an example of what a JSEA worksheet might look like.

Job safety and environment analysis (JSEA)   123456

7. JOB STEPS, HAZARDS AND CONTROLS

Step (No.)	Job Step (Describe each step)	Hazard/Environmental Issue	Risk Rating (Before control)	Control	Risk Rating (after control)
1	Set up traffic control	Traffic in busy intersection	8	Barriers and flag person supplied by ABC Traffic	1
		Noise of traffic and plant	7	Hearing protection must be worn at all times	1
		Sunlight	4	Long sleeve pants, tops, hard hats with visor and sunglasses	1
2	Unload excavator from float	Excavator sliding on ramps	5	Pedestrian exclusion zones 1.5 x excav. height. Operator wear seat belt	3
3	Excavate turn lane	Powerlines overhead	8	Power will be isolated. This must be confirmed before starting	1
4	Load tip truck	Location of tip truck and drivers while loading	8	Traffic controllers will direct drivers where to safely park. Drivers must remain in truck while being loaded	1
5	Load excavator on float				
		Dust and noise	5	Noise restrictions limit work to between 9am-5pm. Water truck available to reduce dust if needed	2
		Spills to ground	5	Pre-op checks on excavator before work. Spills kit on site if needed	2

Identify and safely handle resources and materials (continued)

Globally harmonised system

Resources or materials may be dangerous to workers because they are **toxic** (poisonous) and **volatile** (explosive).

Contact with them can cause side effects or they could cause an injury.

Dangerous or hazardous materials should be labelled for easy identification.

The **Globally harmonised system** of classification and labelling of dangerous chemicals (GHS) has a series of **nine pictogram** (symbols) that are used to identify hazardous chemicals.

Labels may also contain words like '**danger**' for a severe or significant hazard or '**warning**' for a less severe hazard.

Shown here are some examples.

Acute toxicity	Severe health hazard	Gases under pressure
Corrosives	Explosives	Flammables
Environmental hazard	Oxidisers	Harmful/irritant. Harmful to ozone layer.

LLN core skills – customising training

The Australian Core Skills Framework (ACSF) provides a detailed description of each of the five core skills which help people to participate effectively in our society.

The core skills are:

Learning	Reading	Writing	Oral Communication	Numeracy
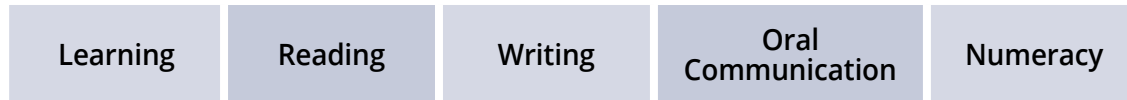
Trainers can use knowledge of the core skills of their learners to adjust their training program.

For example, a learner may be high in oral communication but low in writing.

For such learners, training materials could:

- be written in simple, plain English
- use pictures and diagrams to explain concepts
- use bullet points or tables instead of long paragraphs
- explain difficult words that students might need to know.