

About this resource

This resource is for trainers and assessors of the *TLIF0001 Apply chain of responsibility legislation, regulations and workplace procedures*. It complements the corresponding Aspire learner guide.

The *Trainer and assessor resource* (TAR) provides you with ideas and guidance on how you can encourage and support learners through the training and assessment process using Aspire resources. It is designed to help you optimise the learner's experience and record details of their competency.

The TAR is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	How to use the TAR
Formative assessment	Formative assessment marking guide
Summative assessment	Summative assessment marking guide
Mapping	Formative mapping tool Summative mapping tool
Student assessment	Student assessment workbook

Key features of the TAR

- The *Trainer and assessor resource* complements the Aspire learner guide (print, eBook or online).
- Includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.
- Includes sample student templates for training and assessment.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to direct online or classroom discussion about the learning content.
- Clearly maps the learning content to the unit of competency requirements.

Summative assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.

Summative assessment overview

Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms that the learner can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Depending on the contextualising of assessment tasks, assessors must:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's compliance manager for approval
- check the performance and knowledge evidence will can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to learners on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the learner's particular needs.

Summative assessment marking guide

Assessment questions with suggested responses

This resource complements the corresponding *Aspire Student assessment workbook* for this unit.

This *Summative assessment marking guide* provides questions, along with solutions and suggested answers.

Assessment task 1: Questions

Instructions to the assessor

What is this assessment for?

Students' correct responses to the questions show that they have the required knowledge of the topics, including:

- Managing the chain of responsibility
- Duties and responsibilities under the CoR

How do students complete this assessment?

This is an open book task – students can use their learner guide, the internet, and other books and resources to assist if required.

Students must answer all 15 questions correctly for this task to be completed satisfactorily. The questions are divided into two (2) sections.

Students must respond to the questions in the spaces provided.

Students must submit an answer to each of the questions.

Advise students on how to submit their responses if they are using a computer to type their answers.

What do students need to complete this assessment?

Students need access to the *Student assessment workbook* or learning management system to complete the questions.

Students need access to a learner guide, the internet and/or other resources.

What evidence needs to be submitted?

An assessment task cover sheet must be completed and submitted with this task.

The student will need to submit an answer to each question. This may be done by physically handing them in or sending them in electronically via email or online.

What if the assessment is not suitable?

You may choose to modify this assessment to suit a candidate's needs. For example, you may offer the candidate the option to undertake oral assessment.

You must record the reasonable adjustment and evidence collected in the assessment cover sheet for this assessment.

Any adjustments to this assessment must comply with the unit requirements and with the RTO's policies and procedures.

What happens when answers are not satisfactory?

If any answers are marked as unsatisfactory, the candidate will need to redo the question/s.

The student must be provided with an opportunity for reassessment. The student is allowed three (3) attempts at this assessment.

Case study 1: Duties and responsibilities under the CoR (Questions 1–4)

Read the case study to answer the questions that follow. You can also watch the video provided to see how the situation may look in the workplace.

You're a forklift operator at Quickmove Transport and Storage. You are waiting to load a truck, but it is late to arrive. When it arrives, the driver, Mick, is agitated and sounds stressed, explaining he has been on the road since early this morning and has been late all day. He explains that the traffic has been heavy everywhere today and a forklift operator at an earlier location dropped the load, so it had to be repacked.

You radio to Jordan, the loading manager, to confirm the truck has arrived. Jordan tells you that because the truck was late, the packers started on another job, but she will tell Emil in the storeroom to finish loading the truck and bring it into the loading bay.

Emil has been busy all morning picking and packing items. He has been putting together an urgent order for Mechwise Engineering. Sarah, a consignee from the company, rang earlier and spoke to the sales team. She told them they would pay extra to have their order delivered by truck as soon as possible. Now Emil has two urgent unfinished jobs and he is under pressure to get them ready for Mick to despatch. As he packages the order, he grabs some old labels from the bench to save time, but the weight listed on the labels is incorrect.

Company policy is to always check the weight of orders before they leave the consolidation area, using scales fitted to the forklift. The load is 1,250 kg heavier than marked. Company policy is to under-load the truck and send it to the weigh bridge to confirm the GVM. Loading procedures require that information to be taken from the loading plan and the weight to be marked on the consignment note.

You tell Jordan that this is a problem with the weight of the load and that the driver, Mick, will need to take the truck to the weighbridge to check the weight.

Mick says he doesn't have the time and that if he doesn't leave soon, he won't be able to deliver both urgent orders today. Jordan agrees with Mick and instructs you to put the load on, saying that the forklift scales must be wrong. You load the truck, suspecting that the axle weight limits have been exceeded. You also suspect that Mick is exceeding his driving hours and decide to ask Jordan whether you should report this possible CoR breach. Mick drives out to deliver the goods.

Watch the case study video [04m:52s] [here](#).

Formative mapping

TLIF0001 Apply chain of responsibility legislation, regulations and workplace procedures

The middle column in the following tables makes reference to the *Aspire Learner guide* content for this unit.

Unit of competency	Content	Activity
Element 1: Explain the chain of responsibility features in the Heavy Vehicle National Law and regulations or applicable state/territory law and regulations	n/a	n/a
1.1 Principal obligations within chain of responsibility in the Heavy Vehicle National Law (HVNL) and regulations or applicable state/territory law and regulations are identified	1A Chain of responsibility (CoR) obligations <ul style="list-style-type: none"> Principal obligations under the CoR 	Activity 1: Q1, Q2
1.2 Principal duties of each party in the chain of responsibility as outlined in the HVNL and regulations or applicable state/territory law and regulations are explained	1C Parties in the chain <ul style="list-style-type: none"> Duties of parties in the chain 	Activity 3: Q2
1.3 Breaches and penalties for each party for failure to comply with chain of responsibility as identified in the HVNL and regulations or applicable state/territory law and regulations are explained	1E Consequences of breaching the CoR <ul style="list-style-type: none"> Different types of breach Penalties under the CoR 	Activity 5: Q1, Q3
1.4 Reasonable steps to be followed by each party to comply with chain of responsibility as outlined in the HVNL and regulations or applicable state/territory law and regulations are explained	1D Reasonable steps to avoid a breach <ul style="list-style-type: none"> What are reasonable steps? Reasonable steps for each party 	Activity 4: Q1, Q2
Element 2: Apply chain of responsibility requirements in the Heavy Vehicle National Law and regulations or applicable state/territory law and regulations	n/a	n/a

Summative mapping

TLIF0001 Apply chain of responsibility legislation, regulations and workplace procedures

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
Element 1: Explain the chain of responsibility features in the Heavy Vehicle National Law and regulations or applicable state/territory law and regulations	n/a	n/a	n/a
1.1 Principal obligations within chain of responsibility in the Heavy Vehicle National Law (HVNL) and regulations or applicable state/territory law and regulations are identified	Q1	CS1	O1–O6
1.2 Principal duties of each party in the chain of responsibility as outlined in the HVNL and regulations or applicable state/territory law and regulations are explained	Q7–Q10	CS1	O1–O6
1.3 Breaches and penalties for each party for failure to comply with chain of responsibility as identified in the HVNL and regulations or applicable state/territory law and regulations are explained	Q10–Q12	CS3	
1.4 Reasonable steps to be followed by each party to comply with chain of responsibility as outlined in the HVNL and regulations or applicable state/territory law and regulations are explained	Q7–Q9	CS2	
Element 2: Apply chain of responsibility requirements in the Heavy Vehicle National Law and regulations or applicable state/territory law and regulations	n/a	n/a	n/a
2.1 Workplace policies, procedures and other documents that include chain of responsibility as it applies to own job role are identified and explained	Q14	CS4	
2.2 Methods and requirements to ensure management of speed and fatigue are	Q2		

Assessment task 1: Questions

What is this assessment for?

Providing correct responses to the questions shows the assessor you have the required knowledge of the topics, including:

- Managing the chain of responsibility
- Duties and responsibilities under the CoR

How to complete this assessment?

- This is an open book task – you can use the learner guide, internet, and other books and resources to help you if required.
- You must answer all 15 questions correctly for this task to be completed satisfactorily. The questions are divided into two (2) sections.
- You must submit your answers either by completing the written workbook or by submitting them online. Your assessor will tell you how to submit your responses to this task.

What do you need to complete this assessment?

- You need access to your learner guide, the internet and other resources.

What evidence do you need to submit?

- You will need to submit your answers to your assessor, either by writing them in this workbook or electronically via email or online.
- You must submit the completed assessment cover sheet.
- Ensure you keep a copy of your submitted work.

When and where to do this assessment

- This task may be done in the classroom or at home. Alternatively, it may be undertaken in your workplace in consultation with your employer.
- Your assessor will tell you what to do and when your work should be completed and submitted by. You can record this in the assessment plan at the beginning of this workbook.

What if the assessment is not suitable for your needs?

- If you are unable to respond to the questions in writing, your assessor may be able to provide you with an alternative method, such as asking you verbal questions. Discuss this with your assessor.

What happens if answers are not satisfactory?

- If any of your responses are unsatisfactory, your assessor will give you feedback.

Question 4

Below are statements about principal obligations and the methods used for securing loads.

Select yes or no for each statement.

a. Loads must be secured or restrained in a way that meets the National Transport Commission's <i>Load restraint guide</i> .	Yes / No
b. Workplace policies and procedures for restraining loads must refer to the methods in the <i>Load restraint guide</i> .	Yes / No
c. The direct restraint method involves the use of friction to restrain loads.	Yes / No
d. Ongoing monitoring of securing loads involves workplace-specific loading, tie-down instructions and inspection of loads.	Yes / No

Result	S <input type="checkbox"/>	U <input type="checkbox"/>
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Question 5

Which of the following sentences about vehicle dimensions and load limits are correct? Tick all that apply.

<input type="checkbox"/> a. Vehicle dimensions and load limits are two of the principal obligations under the HVNL and regulations.
<input type="checkbox"/> b. Most heavy vehicles will have the same mass limits.
<input type="checkbox"/> c. Load limits aim to protect existing road infrastructure and public safety.
<input type="checkbox"/> d. Weight and size limits have been placed on vehicles to prevent adverse effects to the community.

Result	S <input type="checkbox"/>	U <input type="checkbox"/>
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Question 6

Explain the methods used to calculate mass limits and vehicle dimensions. Give one example of a calculation.

Result	S <input type="checkbox"/>	U <input type="checkbox"/>
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