About this resource

This resource is for trainers and assessors of the *TLID3014 Load and unload vehicles carrying special loads*, Release 1. 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
Sample documents	Sample documents (if applicable)
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.

Formative assessment overview

This resource complements the corresponding Aspire learner guide.

Aspire provides activities in its learner guides. The formative assessment marking guide provides solutions and suggested answers to activities. It also provides discussion topics.

How to use formative assessment

Formative assessment is used to help students consolidate their learning and to help trainers determine how the learners are progressing.

Formative assessment tasks can be used by learners in a variety of settings, including face to face and online. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the activities provided by Aspire. This should be done according to the interest level, the experience of the learners and the specific learning situation.

Activities

The activities provided in the learner guides are mapped to the unit of competency and include a range of question styles to suit most learners.

Each activity asks the learner to review their understanding of the content. The question styles are designed to complement the final assessment questions. This provides students with an opportunity to practise for the final assessment questions.

Solutions to activities are provided in this TAR. Activity solutions are also provided immediately as part of online activities, which are accessible via links in the eBook.

Solutions should serve as a reliable guide to the type of information that a trainer would **expect to see in a learner's response. The nature and variety of the activities means that, in** some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and possible outcomes.

The answers provided by the learner will vary due to a number of factors, including:

- the **learner's** personal and work-related experiences
- the situations and strategies presented by the trainer
- **the learner's or trainer's** interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the learner.

Talk with others

Discussion questions allow the learner to reflect more widely on what they have learned and their personal experiences. Discussion allows learners to apply their learning to a broader context and share responses to questions with others.

Assessment task 2: Case study

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:

- Loading and securing loads

How do students do 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 5 questions correctly for this task to be completed satisfactorily. The questions are divided into one (1) case studies.

Students must respond to the questions in the spaces provided.

Students must submit their answers to all questions.

You must advise students 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.

You will need to advise the student how they are to submit their responses.

Students should be advised to keep a copy of their submitted work.

When and where do students do the assessment task?

You must advise the students if the assessment is to be done in the classroom or at home. Alternatively, assessment may take place at the student's workplace, in consultation with the assessor.

Assessment task 3: Observation

Instructions to the assessor

What is this assessment for?

By correctly completing this task the student will demonstrate that they have the required skills and knowledge of the topics, including:

- Characteristics of loads, equipment and the worksite
- Codes, regulations and workplace procedures
- Controlling risks when loading and unloading goods
- Securing, lifting and loading goods

How do students complete this assessment?

Advise the students on the specific arrangements, such as when and how the observation will be conducted.

Students must satisfactorily demonstrate each of the three (3) sections of observations. Assessors (or supervisors) will record what they see.

The student must show that they can:

1. Pre-load planning
2. Load and unload vehicle
3. Completing work tasks

Assessors or supervisors may ask students additional questions to determine if students understand what they are doing and why they are doing certain tasks.

What do students need to complete this assessment?

Students need access to the following:
- A suitable workplace or simulated environment
- The full range of resources (refer to the assessment conditions section in unit of competency for a full list of resources for assessment)
- A description of the context, scenario and/or tasks that students will need to complete when demonstrating the observations. As the assessor, you will need to outline and record the context, scenario and tasks for the observations. Record this in the textbox (Scenario for Assessment Part C) provided in the Student assessment workbook.

What evidence should be submitted?

An observation record sheet should be completed with signatures of the assessor and/or supervisor. Note: it is important to clearly identify the parts of the assessment completed by

Performance evidence		Content	Activities
		• Secure and protect the load	
PE4	Communicating effectively with others	2B Load and unload vehicles • Communicate and collaborate effectively	Activity 4: Q4
PE5	Completing relevant documentation	2C Complete documentation	Activity 5: Q1, Q2
PE6	Estimating size, shape and special requirements of loads	2A Carry out preload planning • Estimate load requirements	Activity 3: Q3
PE7	Identifying and correctly using equipment required to load and unload various types of special loads	2B Load and unload vehicles • Loading and unloading	Activity 4: Q2
PE8	Identifying and interpreting containers and goods coding, International Maritime Dangerous Goods (IMDG) Code markings and emergency information panels	2A Carry our preload planning • Identify and interpret codes	Activity 3: Q1
PE9	Interpreting and following operational instructions and prioritising work	2A Carry out preload planning • Identify and interpret codes	
PE10	Loading and unloading a load safely	2B Load and unload vehicles • Loading and unloading	Activity 4: Q1
PE11	Modifying activities depending on operational contingencies, risk situations and environments	2A Carry out preload planning • Make modifications	
PE12	Monitoring work activities in terms of planned schedule	2A Carry out preload planning • Make modifications	
PE13	Operating and adapting to differences in equipment in accordance with operating procedures	2A Carry out preload planning	

Summative mapping

TLID3014 Load and unload vehicles carrying special loads, Release 1

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
Element 1: Load and unload vehicle	**n/a**	**n/a**	**n/a**
1.1 Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures	Q2		
1.2 Hazardous cargo is identified and handled in accordance with required workplace procedures for hazardous and dangerous cargo	Q7		
1.3 Vehicle is loaded in accordance with vehicle loading regulations and workplace safety requirements		CS1	
1.4 Lifting aids and appliances are selected and used to aid loading procedures in accordance with workplace procedures and safety legislation	Q2		
1.5 Vehicle is unloaded or partially unloaded in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and balance of remaining load		CS3	
1.6 Ancillary equipment is operated in accordance with company procedures and manufacturer instructions during loading and unloading operations		CS2	
Element 2: Secure and protect vehicle and load	**n/a**	**n/a**	**n/a**
2.1 Vehicle load is secured using correct load restraint and protection equipment for different loads, vehicles and carriage conditions		CS4	
2.2 Load is protected in accordance with legal and workplace safety requirements		CS4	

Assessment agreement

Make sure you read through this workbook and understand what is required of you before signing this agreement.

Sign and date this agreement before you begin the assessment process.

I, ……,

(insert name)

❑ I agree that the purpose and steps for this assessment have been explained to me.

❑ I have discussed with my assessor (or trainer) any special needs that I have for these assessments.

❑ How the assessment decision will be made has been discussed with me.

❑ How my assessment outcome will affect me and the opportunities to re-attempt the assessment, if required, has been discussed with me.

❑ I understand that I have the right to request an appeal if I am unhappy with the assessment decision.

❑ I have accessed and understood general information on the assessment that has been provided.

❑ I have been given enough notice of the date, time and place for the assessment.

Student name: ……………………………………………………………………………

Student signature: ……………………………………………………………………………

Date: ……………………………………………………………………………

Assessor name: ……………………………………………………………………………

Assessor signature: ……………………………………………………………………………

Date:

Section 2: Codes, regulations and workplace procedures (Questions 4–6)

Question 4

When loading and unloading dangerous goods that have travelled by sea, it is critical to understand the IMDG Code markings. The emergency information panel provides information on how to manage goods.

Match the code marking to the meaning and implications for loading and unloading.

A Gases	**a.** This classification has six subdivisions categorising materials from low to high explosive risk. Substances with this symbol can explode under certain conditions.
B Explosives	**b.** This indicates **PPE requirements**, the violence of the chemical and **how to manage spills.** Substances with this particular code must be managed with a fine spray, breathing apparatus and a fire kit. It poses a public safety hazard.
C	**c.** This classification includes flammable, non-flammable and poisonous gases. Substances with this symbol may explode if heated.

Result	S ☐	U ☐

Question 5

There are codes, laws and guides that provide information on loading, transporting and restraining goods.

Match the code, law or guide on the left to the information on the right.