

## About this resource

This resource is for trainers and assessors of the *TLIF2006 Apply accident-emergency 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.

# Formative assessment overview

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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

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### 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:

- Responding to an incident
- Hazard control and reporting

#### 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 8 questions correctly for this task to be completed satisfactorily. The questions are divided into two (2) 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

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## 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:

- Emergency policies and procedures
- Problem-solving during an emergency or incident
- Follow workplace emergency procedures
- Identify hazards and risks
- Communicate and work effectively with others
- Finalise and record the incident-emergency process

### 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 two (2) sections of observations. Assessors (or supervisors) will record what they see.

The student must show that they can:

- Identify and follow emergency procedures and regulations
- Communicate effectively with others

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

Performance evidence		Content	Activity
PE10	Reading and interpreting relevant instructions, procedures and information	2A Follow workplace emergency procedures <ul style="list-style-type: none"> <li>What to do in an emergency</li> <li>Prepare for incidents or emergencies</li> </ul>	Activity 3: Q1–Q3
PE11	Selecting and appropriately applying technology, information systems and policies during a safety incident, accident or emergency	2C Communicate and work effectively with others <ul style="list-style-type: none"> <li>Use information systems in accordance with warehouse policies</li> <li>Operate electronic communications equipment</li> </ul>	
PE12	Selecting and using required personal protective equipment conforming to industry and WHS/OHS standards	2B Identify hazards and risks <ul style="list-style-type: none"> <li>Select and use required PPE</li> <li>Examples of PPE used in emergency situations</li> </ul>	Activity 4: Q4
PE13	Working collaboratively with others	2C Communicate and work effectively with others <ul style="list-style-type: none"> <li>Assist injured people according to duty of care and workplace procedures</li> <li>Communicate and collaborate effectively with others</li> <li>Contact emergency services</li> <li>Assist and cooperate with authorities at the site</li> </ul>	Activity 5: Q1, Q3
PE14	Working systematically with required attention to detail without injury to self or others, or damage to goods or equipment	2C Communicate and work effectively with others <ul style="list-style-type: none"> <li>Control and protect the site until authorised personnel arrive</li> <li>Follow evacuation procedures</li> </ul>	Activity 5: Q2, Q3

Foundation skills		Part A – Questions	Part B – Case study	Part C – Observation
FS9	Problem-solving	Q8	CS4, CS5	
FS10	Innovation and creation		CS4	
FS11	Technology and digital literacy		CS8	O3, O8

Dimensions of competency*		Part A – Questions	Part B – Case study	Part C – Observation
Task skills			CS6–CS8	
Task management skills			CS8, CS9	
Contingency management skills		Q8	CS4, CS5	
Job/role environment skills			CS1–CS5	O5, O6

## Cover sheet: Assessment task 2

Unit Code	Title
TLIF2006	Apply accident-emergency procedures

Student to complete

**Student name:** ..... **Student DOB:** .....

**Submission date:** .....

Evidence to be submitted	Student: I have submitted	Assessor: I have a record of
Assessment task 2: Case study question responses	<input type="checkbox"/>	<input type="checkbox"/>

*Student declaration:*

- *I declare that no part of this assessment has been copied from another person's work, except where clearly noted on documents or work submitted.*
- *I declare that no part of this assessment has been completed for me by another person. I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.*

**Student name:** .....

**Student signature:** .....

**Date:** .....

**Case study 1: Responding to an incident (Questions 1–3)**

*Read the case study, then answer the questions that follow.*

Tim is helping Mark transfer boxes containing bottles of engine transmission oil to warehouse shelves. The boxes are not very heavy, but are awkward to handle because of the shape of the oil containers inside. As they shift the third box, Mark loses his balance and falls backwards, hitting his head on the warehouse shelves. He falls to the floor holding his bleeding head and then loses consciousness. As the box falls to the floor, it lands on one corner. A bottle of oil splits from the impact and immediately starts leaking.

Tim is not trained in first aid, so he can only reassure Mark while he goes to get help.

Tim knows his workplace procedures specify that he must contact his supervisor immediately in the event of an emergency or incident. He uses his two-way radio to contact his supervisor, Jenny. Jenny is a first-aid officer and will know how to help Mark.

Tim quickly explains what has happened and Jenny says she will be there right away.

Jenny checks Mark's head injury and tells Tim to call for an ambulance. Tim uses the emergency communications station nearby to call the ambulance. Jenny instructs Tim to give details of the incident and injuries to the emergency services so they know what type of emergency they will be dealing with.

**CS Question 1**

It is important for Tim to be able to identify the cause of the incident when explaining it to others. Describe how the incident occurred and how it affected Mark and the product.

**Result****S** ☐**U** ☐**CS Question 2**

Assistance requirements for accidents and emergencies must be clarified and reported according to workplace procedures and legislation.

Why did Tim contact his supervisor? Why did Tim give details of the incident to the emergency services?

**Result****S** ☐**U** ☐