

## About this resource

This resource is for trainers and assessors of the *TLIF3003 Implement and monitor work health and safety 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.

# Summative assessment marking guide

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## 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

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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:

- Emergency and evacuation procedures
- WHS/OHS procedures and guidelines
- Hazards and controlling risks

#### 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 17 questions correctly for this task to be completed satisfactorily. The questions are divided into three (3) 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.

## 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 and evacuation procedures
- Signs and information in a warehouse
- Manual handling and work health and safety (WHS)
- Follow procedures and complete documentation
- Communicate effectively

#### 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:

1. Follow procedures
2. Communicate and report

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)

#### 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 the assessor and the parts completed by the supervisor.

A task cover sheet needs to be completed by you as the assessor and may also need to be completed by the supervisor (if applicable).

## Formative mapping

*TLIF3003 Implement and monitor work health and safety procedures*

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

Unit of competency	Content	Activities
<b>Element 1: Access information about WHS/OHS and workplace policies and procedures</b>	n/a	n/a
1.1 Relevant provisions of WHS/OHS legislation and codes of practice are accurately followed	1D Work health and safety (WHS) <ul style="list-style-type: none"> <li>WHS legislation</li> </ul>	Activity 4: Q1
1.2 Information on workplace WHS/OHS health and safety policies, procedures and programs is stored in a readily accessible location and manner	1A Emergency and evaluation procedures <ul style="list-style-type: none"> <li>Understand procedures</li> </ul>	Activity 1: Q3
1.3 Information is accurately and clearly explained to work team	2B Communicate effectively <ul style="list-style-type: none"> <li>Communication skills</li> </ul>	Activity 6: Q1
1.4 Information about risk identification outcomes and control procedures is provided to appropriate personnel	2D Implement WHS procedures <ul style="list-style-type: none"> <li>Implement better risk controls</li> </ul>	Activity 8: Q2
<b>Element 2: Implement and monitor procedures for identifying and assessing hazards</b>	n/a	n/a
2.1 Existing and potential hazards in work area are identified and reported	2A Follow procedures <ul style="list-style-type: none"> <li>Identify hazards</li> </ul>	Activity 5: Q1
2.2 Identified hazards are assessed in relation to relative risk	2A Follow procedures <ul style="list-style-type: none"> <li>Assess hazards</li> </ul>	Activity 5: Q1

## Summative mapping

*TLIF3003 Implement and monitor work health and safety procedures*

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
<b>Element 1: Access information about WHS/OHS and workplace policies and procedures</b>	n/a	n/a	n/a
1.1 Relevant provisions of WHS/OHS legislation and codes of practice are accurately followed			O1
1.2 Information on workplace WHS/OHS health and safety policies, procedures and programs is stored in a readily accessible location and manner		CS1	
1.3 Information is accurately and clearly explained to work team			O10
1.4 Information about risk identification outcomes and control procedures is provided to appropriate personnel	Q17		O16
<b>Element 2: Implement and monitor procedures for identifying and assessing hazards</b>	n/a	n/a	n/a
2.1 Existing and potential hazards in work area are identified and reported	Q11		O14
2.2 Identified hazards are assessed in relation to relative risk	Q11		
2.3 Appropriate action is initiated to minimise and control risks/hazards		CS3	O14, O15
<b>Element 3: Implement and monitor procedures for controlling risks</b>	n/a	n/a	n/a
3.1 Incorporation of hierarchy of risk control measures within hazard register is checked	Q15		
3.2 Existing risk control measures are implemented, monitored and reviewed	Q17		

# Final assessment

## How to work through this final assessment

This final assessment is for the unit *TLIF3003 Implement and monitor work health and safety procedures*

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

This final assessment has three (3) sections that you must complete.

## Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment task	Description of task	Due date
<b>1. Questions</b>	There are three (3) sections. The student must correctly answer all 17 questions.	
<b>2. Case studies</b>	There is one (1) case study. The student must read the scenario, then correctly answer all 3 questions.	
<b>3. Observation</b>	There are two (2) sections. The student must show they can do each of the following: 1. Follow procedures 2. Communicate and report	

## How to submit assessments

You must submit your completed assessments to your assessor. Instructions for what to submit for assessment are detailed in each assessment task.

## How to appeal an assessment result

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.

## Cover sheets

Each assessment task that you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks in this workbook. When the assessment has been completed and marked, your assessors may provide you with a completed copy for your own records.

## Section 2: WHS/OHS procedures and guidelines (Questions 3–10)

### Question 3

Give two examples of WHS procedures and guidelines that are relevant to your job.

Result

S ☐U ☐

### Question 4

In order to keep workers safe, there are procedures for reporting unsafe situations.

Which of the following statements about reporting procedures are correct? Tick all that apply.

<input type="checkbox"/> a. Reporting an unsafe situation can be done verbally, or in a formal report at a WHS meeting.
<input type="checkbox"/> b. If you or a co-worker is sick at work, you need to leave the workplace immediately.
<input type="checkbox"/> c. Urgent fire hazards must be immediately reported to your supervisor verbally.
<input type="checkbox"/> d. Damaged equipment should be reported by completing a hazard report form.
<input type="checkbox"/> e. If an illness has been caused by something at work, such as fumes, an incident report form must be completed.

Result

S ☐U ☐

### Question 5

Housekeeping practices are designed to conform to environmental and WHS requirements.

Select yes or no for each statement.

a. Housekeeping does not involve the disposal of contaminated materials.	Yes / No
b. The maintenance of housekeeping equipment is built into everyday activities.	Yes / No
c. Housekeeping standards and procedures are activities that maintain or improve the standard of safety in the workplace.	Yes / No
d. Housekeeping standards and procedures apply to the disposal of waste.	Yes / No
e. Housekeeping minimises the chance of harm occurring from unclean, broken or ineffective equipment.	Yes / No

Result

S ☐U ☐