CATAPULT

TLID0015

Load and unload goods/cargo

Unit/Assessment Mapping (Extract)

Unit mapping

KQ: Knowledge questions			
P: Project	**KQ**	**P**	**PA**
PA: Practical assessment			

Elements and performance criteria

1 Load and unload goods/cargo

		KQ	P	PA
1.1	Load characteristics are identified and taken into account when determining appropriate loading and unloading workplace procedures	Q 1.1	P	YES
1.2	Job hazards are identified and required actions taken to minimise, control or eliminate identified hazards	Q 1.2.a, Q 1.2.b, Q 1.2.c	P	YES
1.3	Dangerous or hazardous goods are identified and handled in accordance with the current Australian Dangerous Goods (ADG) Code and other relevant regulations and permit requirements, as required	Q 1.3.a, Q 1.3.b, Q 1.3.c	P	YES
1.4	Load is packed and unpacked to make safe and effective use of available spaces	Q 1.4.a, Q 1.4.b	P	YES
1.5	Goods and/or cargo are loaded and unloaded in accordance with relevant mass and loading regulations and workplace procedures	Q 1.5.a, Q 1.5.b, Q 1.5.c, Q 1.5.d	P	YES
1.6	Lifting aids and appliances are selected and used to aid loading procedures in accordance with workplace procedures and safety legislation	Q 1.6.a, Q 1.6.b	P	YES
1.7	Unloading activities are conducted in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and balance of remaining load	Q 1.7	P	YES
1.8	Goods requiring special handling and/or documentation are identified, and workplace procedures are followed	Q 1.8.a, Q 1.8.b	P	YES
1.9	Relocated material is restacked appropriate for transport method, safe height, weight loading, size and crushability of goods	Q 1.9.a, Q 1.9.b	P	YES

2 Secure , check and protect load

		KQ	P	PA
2.1	Load distribution is checked to ensure it is even, legal and within safe working capacity	Q 2.1.a, Q 2.1.b	P	YES
2.2	Load is checked to ensure dangerous goods and hazardous substances are appropriately segregated in accordance with current ADG Code	Q 2.2.a, Q 2.2.b	P	YES
2.3	Load is secured using correct load restraint and protection equipment for different loads, carrying and storage conditions	Q 2.3.a, Q 2.3.b, Q 2.3.c	P	YES
2.4	Load is protected in accordance with legal and workplace safety requirements	Q 2.4.a, Q 2.4.b	P	YES

KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA

Elements and performance criteria

3   Complete documentation

3.1	Load is inspected and checked for security to travel in accordance with relevant regulations and permit requirements and current ADG Code, as required	Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 3.1.d	P	YES
3.2	All required goods documentation is completed in accordance with workplace requirements including current ADG Code, as required	Q 3.2.a, Q 3.2.b	P	YES

KQ: Knowledge questions			
P: Project	KQ	P	PA
PA: Practical assessment			

Knowledge evidence

	KQ	P	PA
Chain of responsibility workplace procedures	Q 4.1	P	
Housekeeping workplace procedures	Q 4.2	P	
National transport commission (NTC) load restraint guide	Q 2.3.a, Q 2.3.b, Q 2.3.c, Q 2.4.a, Q 2.4.b, Q4.3	P	
Problems that may arise when loading and unloading goods and cargo and actions that should be taken to prevent or solve these problems	Q 1.2.a, Q 1.2.b, Q 1.2.c, Q 1.3.a, Q 1.3.b, Q 1.3.c, Q1.6.a, Q 1.6.b, Q 1.7	P	
Relevant Australian and international regulations and codes of practice for handling and transporting dangerous goods and hazardous substances	Q1.2.a, Q 1.2.b, Q 1.2.c, Q 1.3.a, Q 1.3.b, Q 1.3.c, Q 4.4		
Relevant Australian Standards and regulations, including state or territory mass and loading regulations	Q4.5		
Risks when loading and unloading goods/cargo and related precautions to control risk	Q 1.2.a Q 1.2.b, Q 1.2.c, Q 1.3.a, Q 1.3.b, Q 1.3.c, Q 1.6.a, Q 1.6.b, Q1.7		
Safe work methods for securing load	Q1.5.a, Q 1.5.b, Q 1.5.c, Q 1.5.d, Q 4.6	P	

TLID0015: Load and unload goods/cargo (Trainer/assessor guide)
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KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA
Security awareness requirements when loading and unloading vehicles and in particular recognising, isolating and reporting suspicious cargo and goods	Q 4.7	P	
Site layout and obstacles	Q 4.8	P	
WHS/OHS procedures and guidelines concerning the lifting and movement of loads	Q 1.2.a, Q 1.2.b, Q 1.2.c, Q .1.6.a, Q 1.6.b, Q 1.7, Q 4.9	P	
Workplace procedures and policies for loading and unloading goods/cargo	Q 1.2.a, Q 1.2.b, Q 1.2.c, Q 1.6.a, Q 1.6.b, Q 1.7	P	

KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA

Performance evidence

Applying relevant legislation and workplace procedures			YES
Applying required action to minimise, control or eliminate identified hazards			YES
Completing relevant documentation			YES
Estimating load size, shape and special requirements and taking appropriate action			YES
Identifying containers and goods coding, Australian Dangerous Goods (ADG) Code and International Maritime Dangerous Goods (IMDG) Code markings and emergency information panels, and taking appropriate action, as required			YES
Implementing contingency plans			YES
Interpreting and following operational instructions and prioritising work			YES
Modifying activities depending on operational contingencies, risk situations and environments			YES
Monitoring work activities in terms of planned schedule			YES
Operating and adapting to differences in cargo and equipment in accordance with operating procedures			YES
Reading and interpreting relevant instructions, procedures, information, signs and labels			YES
Reporting and/or rectifying identified problems promptly in accordance with regulatory requirements and workplace procedures			YES
Selecting and using required personal protective equipment (PPE) conforming to industry and work health safety (WHS)/occupational health and safety (OHS) standards			YES
Working systematically with required attention to detail without injury to self or others, or damage to goods or equipment			YES

Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:
- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:
- elements and performance criteria
- performance evidence
- knowledge evidence

Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:
- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

Learning resource

The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:
- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:
- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

Assessment workbook

The trainer/assessor must explain to learners:
- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:
- knowledge questions
- project
- practical assessment

Assessment agreement

The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for special needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

Foundation skills checklist

The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Foundation skills are:

- LLN Skills
    - reading
    - writing
    - oral communication
    - numeracy
- Employability skills
    - navigating the world of work
    - interacting with others
    - getting the work done

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

Skills recognition

The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

Knowledge questions

The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

Project

Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The assessor will decide how the project will be used and must advise learners about whether they need to complete it.

Practical assessment

Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

Completion record

The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:
- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.