



CATAPULT

TLIF0005

Apply a fatigue risk management system

Unit/Assessment Mapping (Extract)

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This Unit/Assessment Mapping extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit TLIF0005.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

<https://catapultlearning.com.au/product/TLIF0005/>

Unit mapping

KQ: Knowledge questions	KQ	PT
PT : Performance tasks		

Elements and performance criteria

1 Identify and manage fatigue risk in the road transport sector

1.1	Potential causes and symptoms of fatigue are identified and action is taken to minimise their effects in accordance with workplace procedures	Q 1.1.a, Q 1.1.b	T 1
1.2	Fatigue symptoms are recognised and necessary steps are taken in accordance with workplace procedures, to ensure that effective work capability and alertness are maintained	Q 1.2.a, Q 1.2.b	T 1
1.3	Own and others' fitness to drive is monitored and assessed in accordance with workplace procedures, and appropriate action is taken as required	Q 1.3.a, Q 1.3.b	T 1
1.4	Factors that increase the risk of fatigue related incidents are managed	Q 1.4	T 1
1.5	Counter measures and relevant workplace practices in combating fatigue are adopted and applied	Q 1.5	T 1
1.6	Health and wellbeing choices are identified that ensure driver fitness to safely perform workplace duties	Q 1.6	T 1

2 Operate within a road transport fatigue risk management system

2.1	HVNL legal requirements, liabilities and responsibilities for effective fatigue management within the workplace are identified, interpreted and complied with	Q 2.1.a, Q 2.1.b	T 2
2.2	Relevant regulations related to driving heavy vehicle offences, and fatigue duty of care are identified and applied in accordance with legislation	Q 2.2	T 2
2.3	Heavy vehicle driver regulations and workplace procedures for fatigue risk management, wellbeing, and fitness for work are identified and applied	Q 2.3	T 2
2.4	Relevant workplace induction into the road transport fatigue risk management system is completed	Q 2.4	T 2
2.5	Workplace fatigue management strategies are identified and implemented to minimise driver fatigue	Q 2.5.a, Q 2.5.b, Q 2.5.c	T 2
2.6	Workplace requirements and responsibilities for fatigue risk management are identified and applied	Q 2.6	T 2
2.7	Relevant documentation is carried while in a heavy vehicle	Q 2.7	T 2
2.8	Legal exemptions for fatigue compliance are identified and applied	Q 2.8	T 2
2.9	Concerns related to strategies to address fatigue and associated workplace risks are communicated to relevant personnel	Q 2.9	T 2

KQ: Knowledge questions**PT : Performance tasks****KQ****PT****3 Plan and navigate a heavy vehicle trip**

3.1	Heavy vehicle driver trips are planned, communicated and implemented and potential fatigue hazards are planned for in accordance with workplace procedures	Q 3.1 / 3.2	T 3
3.2	Rest and work periods are identified to match heavy vehicle driver fitness and trip conditions	Q 3.1 / 3.2	T 3
3.3	Legal requirements as they relate to fatigue management are complied with when changes in schedules, trip conditions and operational requirements are required	Q 3.3 / 3.4 / 3.5	T 3
3.4	Deviations made to proposed trip plan prior to departure are communicated with relevant personnel in accordance with workplace procedures	Q 3.3 / 3.4 / 3.5	T 3
3.5	Deviations made to proposed trip plan while on route are communicated with relevant personnel in accordance with workplace procedures	Q 3.3 / 3.4 / 3.5	T 3

4 Comply with work and rest hours

4.1	Work and rest options available to heavy vehicle drivers are identified and applied in accordance with workplace procedures and HVNL	Q 4.1.a, Q 4.1.b, Q 4.1.c, Q 4.1.d, Q 4.1.e	T 4
4.2	Relevant work hours including standard, solo and two-up arrangements and long/night hours are complied with in accordance with workplace procedures and HVNL	Q 4.2.a, Q 4.2.b	T 4
4.3	Suitable and minimum rest breaks are complied with in accordance with workplace procedures and fatigue management regulations	Q 4.3.a, Q 4.3.b	T 4
4.4	Information is identified and relevant actions are taken to prevent non-compliance with fatigue management procedures while working in standard hours and within an accredited fatigue risk management system	Q 4.4	T 4
4.5	Rest and work periods are counted in accordance with the HVNL	Q 4.5.a, Q 4.5.b, Q 4.5.c	T 4

KQ: Knowledge questions**PT : Performance tasks****KQ****PT****5 Update and maintain records**

5.1	Heavy vehicle regulatory requirements relating to work diary, records and work duties are applied	Q 5.1.a, Q 5.1.b, Q 5.1.c	T 5
5.2	Requirements of work diary/records are determined as they relate to heavy vehicle driver duties	Q 5.2	T 5
5.3	Trip information is gathered in a timely manner and accurately entered into work diary/record in accordance with regulatory requirements and workplace procedures	Q 5.3	T 5
5.4	Information entered into work diary/records is accurately and legibly maintained in accordance with regulatory requirements and workplace procedures	Q 5.4	T 5
5.5	Work diary/records are recorded after each work and rest change in accordance with HVNL	Q 5.5	T 5
5.6	Corrections are accurately and legibly entered into work diary/records in accordance with workplace procedures and regulations	Q 5.6.a, Q 5.6.b	T 5
5.7	Work diary/records are stored in an accessible location in accordance with workplace procedures	Q 5.7.a, Q 5.7.b	T 5
5.8	Penalties relating to heavy vehicle drivers for failing to record information or making false or misleading entries in work diary/records are identified	Q 5.8	T 5
5.9	Records are submitted within regulated timeframes to relevant personnel	Q 5.9.a, Q 5.9.b	T 5
5.10	Requirements while operating under an exemption notice are recorded and maintained	Q 5.10	T 5
5.11	Work diary/record/equipment malfunctions are recorded in accordance with regulations and workplace procedures, and are reported to relevant personnel	Q 5.11	T 5

KQ: Knowledge questions**PT : Performance tasks****KQ****PT****Knowledge evidence**

Consequences of fatigue risk management non-compliance	Q 6.1
Fatigue management hierarchy of risk control	Q 6.2
Fatigue management workplace policies and procedures	Q 6.3
HVNL exemption notices or permits related to fatigue	Q 2.8, Q 5.10, Q 6.4
Obligations and requirements of periodic audits of fatigue management documentation/ records	Q 6.5
Organisation nominated record keeper	Q 6.6
Principal obligations relating to fatigue management in HVNL, including: <ul style="list-style-type: none">■ consideration of traffic conditions in managing speed and fatigue■ fatigue, work and rest times	Q 6.7
Record keeping responsibilities and compliance obligations	Q 6.8
Relevant WHS/OHS regulation as it relates to fatigue	Q 6.9
Risks, hazards and consequences created by fatigue in the workplace	Q 6.10
Strategies of fatigue management and evaluating own fitness for work, inclusive of sleep disorders	Q 6.11
Symptoms and strategies relevant to heavy vehicle driving fatigue management	Q 1.1.a, Q 1.1.b, Q 1.2.a, Q 1.2.b, Q 6.12
Workplace fatigue risk management program	Q 6.13
Workplace procedures as they relate to duty of care, fatigue non-compliance, and fatigue regulations penalties as they apply to a heavy vehicle driver	Q 6.14

KQ: Knowledge questions**PT : Performance tasks****KQ****PT****Performance evidence**

Applying relevant work health and safety (WHS)/occupational health and safety (OHS) legislation	T 1, T 2, T 4
Applying relevant workplace policies and procedures	T 1, T 2, T 3, T 4, T 5
Applying strategies to address signs and symptoms of heavy vehicle driver fatigue	T 2
Applying workplace fatigue risk management policies and procedures	T 2
Communicating unplanned events and deviations to relevant personnel	T 3
Complying with Heavy Vehicle National Law (HVNL) fatigue requirements	T 4
Complying with trip work and rest requirements	T 4
Counting work and rest time accurately	T 5
Identifying and acting on fatigue risk factors as a heavy vehicle driver	T 1
Implementing risk mitigation control measures	T 2
Planning and navigating a heavy vehicle trip	T 3
Preparing and maintaining heavy vehicle driver work diaries/records and relevant documentation in accordance with workplace procedures	T 5
Providing feedback on compliance in a fatigue risk management system	T 4, T 5
Reading and interpreting heavy vehicle driver fatigue management workplace policies and procedures	T 2
Recognising breaches of fatigue management strategies and taking appropriate action in accordance with fatigue risk management system	T 4
Recording equipment malfunctions in work diary and/or workplace records in accordance with workplace procedures	T 5
Recording in work diary and/or workplace records in accordance with workplace procedures	T 5

Trainer/ assessor user instructions

smallprint training and assessment materials are a commercially produced resource designed to support and underpin a Registered Training Organisation's (RTO's) delivery strategies.

smallprint resources

As a provider of commercially available resources to a range of client organisations, smallprint is aware of and considerate of their clients' need to be compliant with quality standards such as NVR, AQTF and State VET Regulations.

smallprint ensures that all its resources are current according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

smallprint assessment tools are mapped against:

- elements and performance criteria
- performance evidence
- knowledge evidence

The RTO 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
- can be consistently applied in a range of assessment situations
- fit effectively with the RTO's TAS

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

If used correctly smallprint assessment tools should provide the basis for a comprehensive assessment in accordance with the rules of evidence and the principles of assessment.

smallprint does not promote that the use of their resources by RTOs will ensure compliance with all VET Regulations.

There are a number of requirements which impact on compliance with VET Regulations and it is the responsibility of the RTO to meet those requirements including the development of their own Training and Assessment Strategy (TAS) or Learning and Assessment Strategy (LAS).

smallprint resources consist of:

- a learning resource
- an assessment workbook

Learning resource

The smallprint learning resource provides content for learning and new skills development.

Each resource is divided into topics which relate directly to the learning elements and performance criteria for each unit.

At the end of each section the learner is provided with:

- a set of true or false questions
- a set of multi choice questions

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

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

Trainer/ assessor requirements

The trainer/ assessor should provide supplementary information including interpretation of the contents of this resource.

They should initiate discussion about the subject matter and should encourage the learner to contribute their own experiences and interpretations of the material.

The learner should be encouraged by their trainer/ assessor to undertake additional research.

This might include:

- reading
- reflection
- drawing upon their knowledge in practice situations beyond what has been facilitated by the trainer

It is not necessary to work through the guides in the order in which they are written; however this is at the discretion of the trainer/ assessor.

The assessment workbook contains the following sections:

- about this unit
- what is competency based training
- how will my competency be assessed
- the tools that will be used to assess competency including:
 - assessment agreement
 - foundation skills checklist
 - skills recognition (RPL) checklist
 - knowledge questions
 - third party agreement
 - performance tasks
 - completion record

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- the structure of units of competency
 - this specific unit
 - how competency-based assessment works
 - assessment conditions applicable to this unit
 - resources required for assessment
 - rules of evidence
 - reasonable adjustment to ensure equity in assessment for people with disability or with special needs
 - complaints and appeals procedures
 - what constitutes competency
 - your role as a trainer/ assessor
-

Assessment agreement

Purpose

To ensure that the learner understands the assessment process.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- how and when the assessment will occur
- the tools that will be used to collect evidence
- the assessment conditions that apply to this unit
- adjustments available if special needs apply
- their rights in relation to complaints and appeals
- all work must be their own
- plagiarism is not acceptable

The learner and the trainer/ assessor both need to sign this form.

Foundation skills checklist

Purpose

To determine foundation skills as defined for this unit of competency.

Trainer/ assessor requirements

Foundation skills are generally defined as:

- LLN Skills
 - reading
 - writing
 - oral communication
 - numeracy
- Employability skills
 - navigate the world of work
 - interact with others
 - get the work done

Different training packages identify foundation skill requirements in a variety of ways.

In some packages foundation skills are described as being 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 need to identify the foundation skills levels of the learner to determine whether they have the skills to cope with the training, or whether additional support needs to be provided.

The trainer/ assessor should source and use foundation skills assessment methodologies that are suitable for their learning cohort.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Skills recognition assessment

Purpose

To obtain evidence of existing skills and knowledge through:

- previous training courses
- workplace documents
- skills obtained through unpaid work
- references
- other

Trainer/ assessor requirements

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

Evidence of existing skills may be provided for parts of this unit. This may mean that some of the knowledge questions or performance tasks do not need to be completed.

Where this is done trainer/ assessors should clearly identify and inform the learner what is required.

RTOs may wish to use this section as a Recognition of Prior Learning (RPL) process.

However the trainer/ assessor need to ensure that the evidence provided meets the principles of assessment and rules of evidence.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Knowledge questions

Purpose

To obtain evidence of the learner's essential knowledge as outlined in the:

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

The questions address each performance criteria and are designed to elicit responses that provide evidence of the essential knowledge. The questions are also designed to include the specific knowledge requirements that relate to performance criteria.

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

Trainer/ assessor requirements

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

The trainer/ assessor should provide clear instructions to the learner as to:

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

The questions are designed to be answered in written format. The trainer/ assessor may ask for verbal responses. Where verbal responses are provided the trainer/ assessor needs to clearly note this and ensure that responses are recorded verbatim.

When questions are answered the trainer/ assessor should provide feedback to the learner. Where responses are unsatisfactory the learner should be given the opportunity to provide additional information.

On completion of each answer the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Third party evidence collection agreement

Purpose

To provide third parties with clear instructions about their role.

Trainer/ assessor requirements

The performance tasks has been designed to be observed by either a trainer/ assessor or a third party.

This allows for the fact that some tasks may not be directly observable by the trainer/ assessor due to:

- the complexity of the task
- the need for tasks to be repeated or observed over time
- the presence of an observer may compromise workplace safety
- work activities involving issues of confidentiality and privacy

Where a third party is used to observe the tasks the trainer/ assessor must ensure that the third party clearly understands their role and that they are in a position that allows them to regularly and consistently observe the learner's work performance.

They must be informed that:

- they are not required to conduct the assessment
- their feedback is sought as confirmation that the learner has demonstrated the skills covered in the unit to the standard required
- the assessment decision will be made by a qualified assessor

They must also be informed of:

- the tasks to be observed
- the type and the quantity of evidence to be collected and reported
- the number of performances to observe
- the questions to ask to confirm understanding of the tasks
- the time frames and performance standards applicable to the learner's work performance
- the environment in which the tasks should be performed
- how to record their observations

The third party evidence collection agreement should then be signed.

Purpose

To obtain evidence of the learner's ability to:

- perform the tasks outlined in the elements and performance criteria
- perform the specific requirements outlined in the performance evidence

The tasks address:

- individual performance criterion
- where appropriate a group of performance criteria or an element of competency

The tasks are also designed to include the specific performance evidence requirements that relate to performance criteria. Where performance evidence requirements have not been included in performance criteria additional tasks are provided.

The tasks are designed to be observable and provide evidence that the learner has the necessary skills. Observations should occur over a period of time. Performance can be observed in an actual workplace or in a simulated environment.

Some units will require that certain tasks are performed a specific number of times.

Trainer/ assessor requirements

The trainer/ assessor needs to determine which of the tasks need to be performed to ensure a satisfactory outcome.

The trainer/ assessor should provide clear instructions to the learner as to:

- when the tasks are to be performed
- where the tasks are to be performed
- what they are required to do
- how many times the tasks are to be performed
- who will be observing them
- whether additional tasks need to be answered

Where tasks cannot be easily be observed they can be assessed using role plays and simulations. If performance of particular tasks cannot be observed you might enter into a discussion with the learner or ask them to explain a procedure. In some instances tasks might relate to the production of work products (portfolios/ documents/ outcomes). Although it might not be possible for the trainer/ assessor to observe the total process, the end product of work can provide evidence of performance.

When tasks have been completed the trainer/ assessor should provide feedback to the learner. Where performance is unsatisfactory the learner should be given the opportunity to attempt the task/s again.

Where the tasks have been observed by a third party the trainer/assessor should discuss with the third party what has been observed to ensure that all relevant criteria have been covered and that evidence provided meets the principles of assessment and rules of evidence. This should be recorded as part of the trainer/ assessor comments.

On completion of each task the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Completion record

Purpose

To record the results of work completed in the assessment workbook.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure that the:

- assessment conditions for this unit were met
- learner answered all questions required to the expected standard
- learner performed all the tasks required to the expected standard
- learner has been provided with comments and feedback regarding any additional assessment requirements

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