



# CATAPULT

## TLIF0006

Administer 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 TLIF0006.

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<https://catapultlearning.com.au/product/TLIF0006/>

## Unit mapping

**KQ: Knowledge questions**

**PT : Performance tasks**

**KQ**

**PT**

### Elements and performance criteria

#### 1 Manage heavy vehicle driver fatigue strategies

1.1	Symptoms of fatigue in heavy vehicle drivers are identified in accordance with workplace procedures and regulations	Q 1.1.a, Q 1.1.b	T 1
1.2	Potential causes and symptoms of fatigue are identified and actions are taken to minimise their effects in accordance with the fatigue risk management system	Q 1.2.a, Q 1.2.b	T 1
1.3	Heavy vehicle driver schedules are planned and implemented in accordance with HVNL regulations, fatigue risk management strategies and driver consultation	Q 1.3.a, Q 1.3.b	T 1
1.4	Compliance within the workplace fatigue risk management system and related workplace procedures is managed	Q 1.4	T 1
1.5	Compliance of heavy vehicle drivers operating and under exemption notice, is monitored and reviewed	Q 1.5	T 1
1.6	Heavy vehicle drivers are provided with feedback on identified non-compliance with the fatigue risk management system	Q 1.6.a, Q 1.6.b	T 1
1.7	Training and/or counselling is supported by the supervisor to address heavy vehicle driver non-compliance	Q 1.7.a, Q 1.7.b, Q 1.7.c	T 1
1.8	Legal requirements and responsibilities for effective management of fatigue within the workplace for drivers are identified and monitored	Q 1.8.a, Q 1.8.b	T 1
1.9	Heavy vehicle driver health, wellbeing and personal fatigue risk management strategies are communicated with drivers and relevant personnel	Q 1.9.a, Q 1.9.b, Q 1.9.c	T 1
1.10	Communication strategies are implemented to ensure heavy vehicle drivers are informed of relevant fatigue compliance obligations	Q 1.10.a, Q 1.10.b, Q 1.10.c	T 1
1.11	Training is provided to develop and enhance heavy vehicle driver workplace fatigue risk management strategies	Q 1.11	T 1

**KQ: Knowledge questions****PT : Performance tasks****KQ****PT****2 Operate within a road transport fatigue risk management system**

2.1	Driver completion of workplace induction in the workplace fatigue risk management system is ensured	Q 2.1	T 2
2.2	Road transport fatigue risk management system is reviewed and maintained in accordance with HVNL and workplace procedures	Q 2.2.a, Q 2.2.b	T 2
2.3	Fatigue risk management plans and procedures are distributed to relevant personnel in accordance with workplace procedures	Q 2.3	T 2
2.4	Actions are taken in conjunction with relevant parties in the chain of responsibility to ensure compliance with the workplace's fatigue risk management policy and procedures	Q 2.4	T 2
2.5	Outcomes of incidents and safety investigations are reviewed and analysed to identify the extent to which fatigue may have been a contributing factor and corrective actions are taken as required	Q 2.5.a, Q 2.5.b	T 2
2.6	External risk factors within the supply chain and chain of responsibility relating to the effects of fatigue are identified and reviewed in accordance with fatigue risk management regulations and corrective actions are taken as required	Q 2.6.a, Q 2.6.b, Q 2.6.c	T 2
2.7	Reports relating to non-compliance are submitted to relevant personnel with details of action taken to prevent recurrences	Q 2.7 / 2.8	T 2
2.8	Non-compliance from external parties in the chain of responsibility are recognised and reported in accordance with workplace procedures	Q 2.7 / 2.8	T 2
2.9	Exemptions for work, rest, emergency, and/or record keeping are identified and documented, as required	Q 2.9	T 2
2.10	Personnel who contribute to a non-compliance with workplace fatigue procedures are provided appropriate feedback	Q 2.10.a, Q 2.10.b	T 2

**KQ: Knowledge questions****PT : Performance tasks****KQ****PT****3 Schedule work and rest hours in compliance with a road transport fatigue risk management system**

3.1	Heavy vehicle driver rest and work hours are scheduled with consideration to the trip and road conditions in accordance with fatigue risk management workplace procedures and regulations	Q 3.1	T 3
3.2	Heavy vehicle driver input into schedules is obtained and considered in planning heavy vehicle driver trips	Q 3.2	T 3
3.3	Changes in schedules/rosters and workplace procedures related to fatigue risk management are identified and managed	Q 3.3	T 3
3.4	Legal requirements, liabilities and responsibilities for fatigue risk management within the organisation are identified and applied	Q 3.4.a, Q 3.4.b	T 3
3.5	HVNL fatigue risk management compliance and safety strategies are identified and implemented	Q 3.5.a, Q 3.5.b, Q 3.5.c, Q 3.5.d, Q 3.5.e, Q 3.5.f	T 3
3.6	Reviews are undertaken of scheduled versus actual hours of work and where a non-compliance is identified, appropriate action is take corrective action	Q 3.6.a, Q 3.6.b, Q 3.6.c, Q 3.6.d	T 3

**4 Plan and navigate heavy vehicle trips**

4.1	Trip conditions, timelines, work and rest requirements are planned and reviewed to ensure driver fatigue is minimised, in accordance with workplace procedures, driver fitness for work and HVNL	Q 4.1.a, Q 4.1.b, Q 4.1.c	T 4
4.2	Workplace procedures for loading and unloading a heavy vehicle are considered to ensure driver does not become impaired by fatigue	Q 4.2.a, Q 4.2.b	T 4
4.3	Proposed trip is communicated with heavy vehicle driver/s and relevant personnel	Q 4.3 / 4.4 / 4.5	T 4
4.4	Deviations to proposed trip plan are communicated to heavy vehicle driver/s and relevant personnel in accordance with workplace procedures and regulations	Q 4.3 / 4.4 / 4.5	T 4
4.5	Unplanned situations are responded to in accordance with workplace procedures, in a manner that minimises risk to personnel and equipment	Q 4.3 / 4.4 / 4.5	T 4
4.6	Exemption requirements are planned in accordance with workplace procedures and regulations	Q 4.6	T 4

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

5.1	Workplace policies and procedures for fatigue risk management record storage and retrieval are implemented and monitored	Q 5.1.a, Q 5.1.b	T 5
5.2	Road transport fatigue risk management system and workplace procedures are reviewed and amended, as required, to ensure compliance with HVNL	Q 5.2.a, Q 5.2.b	T 5
5.3	Work diary/records are monitored and reviewed for compliance with workplace procedures and HVNL	Q 5.3.a, Q 5.3.b, Q 5.3.c, Q 5.3.d	T 5
5.4	Relevant heavy vehicle workplace records are maintained in accordance with workplace policies and procedures	Q 5.4.a, Q 5.4.b	T 5

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

Chain of responsibility	Q 6.1
Consequences of non-compliance and failure to manage fatigue within the chain of responsibility	Q 6.2
Fatigue risk management hierarchy of risk control	Q 6.3
Fatigue risk management key performance indicators including: <ul style="list-style-type: none"><li>■ corrective action monitoring</li><li>■ trend analysis</li></ul>	Q 6.4
Fatigue risk management principles	Q 6.5
Fatigue risk management signs, symptoms and strategies	Q 6.6
Heavy vehicle fatigue risk management workplace policies and procedures	Q 6.7
Management of a fatigue risk management system including: <ul style="list-style-type: none"><li>■ implementing a fatigue risk management system</li><li>■ monitoring a fatigue risk management system</li><li>■ planning implementation of a fatigue risk management system</li><li>■ reviewing a fatigue risk management system</li></ul>	Q 6.8
Non-compliance and penalties related to relevant driver fatigue legislation	Q 6.9
Parties in the chain of responsibility, including: <ul style="list-style-type: none"><li>■ consignors/consignees</li><li>■ drivers and owner drivers</li><li>■ employers, prime contractors and operators</li><li>■ loaders</li><li>■ loading managers</li><li>■ packers</li><li>■ schedulers</li></ul>	Q 6.10
Periodic audit requirements	Q 6.11
Principal obligations relating to fatigue risk management in HVNL including: <ul style="list-style-type: none"><li>■ consideration of traffic conditions in managing speed and fatigue</li><li>■ fatigue, work, and rest times</li><li>■ securing loads</li><li>■ trip conditions including vehicle dimension and load limits</li></ul>	Q 6.12
Processes and resources for assessing heavy vehicle driver fatigue risk management competence	Q 6.13
Program for assisting drivers to assess their level of fatigue and evaluate their own fitness for work, inclusive of sleep disorders	Q 6.14
Record keeping responsibilities and compliance obligations	Q 6.15
Relevant fatigue risk management training programs and support resources	Q 6.16

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

Relevant WHS/OHS legislation

Q 6.17

Resources for providing training on the implementation of the workplace's fatigue risk management system

Q 1.11

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

Road transport fatigue risk management program

Q 1.1.a,  
Q 1.1.b,  
Q 1.2.a,  
Q 1.2.b,  
Q 1.4,  
Q 1.5,  
Q 1.6.a,  
Q 1.6.b,  
Q 1.9.a,  
Q 1.9.b,  
Q 1.9.c,  
Q 1.10.a,  
Q 1.10.b,  
Q 1.10.c,  
Q 2.1,  
Q 2.2.a,  
Q 2.2.b,  
Q 2.3,  
Q 2.4,  
Q 2.6.a,  
Q 2.6.b,  
Q 2.6.c,  
Q 2.7 /  
2.8,  
Q 2.9,  
Q 2.10.a,  
Q 2.10.b,  
Q 3.1,  
Q 3.2,  
Q 3.3,  
Q 3.4.a,  
Q 3.4.b,  
Q 3.5.a,  
Q 3.5.b,  
Q 3.5.c,  
Q 3.5.d,  
Q 3.5.e,  
Q 3.5.f,  
Q 3.6.a,  
Q 3.6.b,  
Q 3.6.c,  
Q 3.6.d,  
Q 4.2.a,  
Q 4.2.b,  
Q 5.3.a,  
Q 5.3.b,



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

Q 5.3.c,  
Q 5.3.d,  
Q 5.4.a,  
Q 5.4.b

Strategies and requirements to ensure management of fatigue

Q 6.18

Strategies required when non-compliance with fatigue HVNL is identified within the chain of responsibility

Q 6.19

Training program for heavy vehicle drivers on fatigue risk management

Q 1.7.a,  
Q 1.7.b,  
Q 1.7.c,  
Q 1.11

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

Applying a road transport fatigue risk management system	T 2
Applying fatigue risk management principles when scheduling heavy vehicle drivers: <ul style="list-style-type: none"><li>■ allowing for reasonably foreseeable circumstances when scheduling</li></ul>	T 3
Applying strategies to address signs and symptoms of heavy vehicle driver fatigue	T 1
Applying work health and safety (WHS)/occupational health and safety (OHS) workplace policies and procedures	T 4
Applying workplace fatigue risk management policies and procedures	T 1, T 2, T 3
Communicating with relevant personnel	T 3
Communicating unplanned events and deviations to relevant personnel	T 3
Complying with relevant fatigue Heavy Vehicle National Law (HVNL) requirements	T 1
Dealing effectively with unplanned events in accordance with workplace policies and procedures	T 3
Identifying and assisting heavy vehicle drivers with fatigue risk management implementation and issues identified	T 1
Identifying fatigue risk factors for heavy vehicle drivers	T 1
Implementing compliance with trip, work and rest requirements	T 2
Implementing risk mitigation control measures	T 2
Interpreting fatigue risk management principles	T 1
Monitoring and maintaining work diaries/records and all relevant workplace documentation in accordance with workplace procedures	T 5
Monitoring heavy vehicle driver signs and symptoms of fatigue	T 1, T 2, T 4
Participating in internal reviews and periodic audits	T 3
Planning and monitoring heavy vehicle trips	T 3
Preparing and actioning non-compliance reports	T 5
Providing feedback to inform heavy vehicle drivers about compliance when implementing the fatigue risk management system	T 1
Reading and interpreting relevant documentation on fatigue risk management regulations	T 1, T 3

**KQ: Knowledge questions**

**PT : Performance tasks**

**KQ**

**PT**

Recognising non-compliance with fatigue risk management strategies and regulations, and taking appropriate action

T 2

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

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.

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### 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.

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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

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### Trainer/ assessor requirements

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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
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## Assessment agreement

### Purpose

To ensure that the learner understands the assessment process.

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### Trainer/ assessor requirements

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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.

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## 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.



### Purpose

To obtain evidence of existing skills and knowledge through:

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

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### Trainer/ assessor requirements

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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.

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### 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.

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### Trainer/ assessor requirements

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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.

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