

**TLILIC0003**  
***LICENCE TO OPERATE A FORKLIFT***  
***TRUCK***  
***and***  
***National Assessment Instrument (NAI)***

**PRE-COURSE ASSESSMENT**  
**Language, literacy and**  
**numeracy (LLN)**

**ASSESSORS VERSION**

# Student/Candidate Information

Name:

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Date of birth:

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Id number (if applicable):

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Unique student identifier ((USI) if applicable):

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# RTO/Assessor details

Assessor name:

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RTO Name and number:

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Assessment location:

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## **What are the LLN levels?**

LLN levels are reference numbers given to a student's performance and/or a Training Package in each of the 5 core skills; **learning, reading, writing, oral communication and numeracy**. These levels have been developed by the ACSF.

## **LLN level needed to do the Forklift licence training program**

You will need to be at Level 2 or above in each of the ACSF levels in Learning, Reading, Writing, Oral communication and Numeracy.

**[See Appendix A.]**

# Instructions to student

- (1) LEARNING – The ability to locate the required answer to the question.
- (2) READING - Read each of the questions.
- (3) WRITING - Find the answer in the Forklift Safety and Licence Guide book. Write the answer and the page number you found it on.
- (4) NUMERACY – Some of the questions use numeracy skills such as forklift load charts.
- (5) ORAL COMMUNICATION (Speaking and Listening) – Your trainer/assessor will ask you to read one page of your answers. You will be asked to explain your answers.

## FORKLIFT TRUCK SAFETY AND LICENCE GUIDE



Training support material for:

TLILIC0003  
Licence to operate  
a forklift truck

Produced by:



PICTURE BASED. PLAIN ENGLISH. LEARNING MADE EASY.

**Note:** You will need a copy of the Forklift Truck Safety and Licence Guide to do this assignment.

Question	Question number and page in Safety & Licence Guide	Student ACSF level
<p>EXAMPLE</p> <p>When driving a forklift what is a 'safe' height to carry the load at?</p> <p><b>Acceptable Response</b> At axle height Or As low to the operating surface as practicable.</p>	<p>EXAMPLE</p> <p>Axle height or as close to the ground as possible. Question 67 Page 148</p> <p><b>NOTE: ANSWERS IN THIS COLUMN ARE MODEL ANSWERS ONLY. ASSESSOR WILL DETERMIN IF STUDENT ANSWER IS CORRECT.</b></p>	<p>EXAMPLE</p> <p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>Learning - Level 2 Reading - Level 2 Writing - Level 2</p>
<p>1. You have a duty of care as a worker. List <b>two</b> things that this involves?</p> <p><b>Acceptable Response</b> Any <b>two</b> of:</p> <ul style="list-style-type: none"> <li>☐ Take reasonable care for their own health and safety</li> <li>☐ Take reasonable care for the health and safety of others who may affected by their acts or omissions</li> <li>☐ Cooperate with anything the employer does to comply with WHS/OHS requirements</li> <li>☐ Not 'intentionally or recklessly interfering with or misusing' anything provided at the workplace for WHS/OHS.</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of your own health and safety.</li> <li>• Take care of the health and safety of others.</li> </ul> <p>Page 18</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>2. You are about to start using a forklift. List <b>seven</b> workplace hazards you need to consider and plan for.</p> <p><b>Acceptable Response</b> Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Electric lines</li> <li>• Underground services</li> <li>• Pedestrians and workers</li> <li>• Ground bearing pressure</li> <li>• Variable operating surfaces/routes e.g. Slopes, ramps or other imperfections</li> <li>• Plant and equipment</li> <li>• Obstructions</li> </ul>	<p>Hazards - Indoors, Page 38 For example: Poor lightening, obstructions, doorways, dangerous materials,</p> <p>Hazards - Outdoors, Page 39</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>

<ul style="list-style-type: none"> <li>• Potential non-weight bearing surfaces</li> <li>• Wind, poor weather conditions</li> <li>• Lighting/illumination</li> <li>• Overhead service lines</li> <li>• Bridges</li> <li>• Surrounding structures (including buildings and bridges)</li> <li>• Dangerous materials</li> <li>• Vehicle traffic.</li> <li>• Blind corners</li> <li>• Wet surfaces</li> <li>• Surface conditions</li> <li>• Loading docks</li> </ul>	<p>For example: Other equipment, wet surfaces, loading docks, buildings.</p>	
<p>3. How can obtaining a weather forecast assist your planning for the day's operations?</p> <p><b>Acceptable Response</b> Any one of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Helps prepare for suitable risk controls</li> <li><input type="checkbox"/> Helps plan the work environment</li> <li><input type="checkbox"/> Helps to schedule work activities.</li> </ul>	<p>Weather conditions, Page 85</p> <p>For example: Water on operating surface.</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>4. When a forklift is being used, what are <b>three</b> control measures you can use to protect the safety of pedestrians, other workers, vehicles or mobile plant?</p> <p><b>Acceptable Response</b> Including, but not limited to, any <b>three</b> of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Flag person</li> <li><input type="checkbox"/> Flashing hazard lights</li> <li><input type="checkbox"/> Warning signs</li> <li><input type="checkbox"/> Barriers</li> <li><input type="checkbox"/> Pedestrian exclusion zones</li> <li><input type="checkbox"/> Vehicle exclusion zone</li> <li><input type="checkbox"/> Traffic management plan.</li> </ul>	<p>Traffic management, Page 61.</p> <p>For example: Barriers, flag person, warning signs.</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>5. List <b>six</b> pre-start checks you should carry out on a forklift?</p> <p><b>Acceptable Response</b> Including, but not limited to, any <b>six</b> of:</p> <ul style="list-style-type: none"> <li>☐ Tyres (condition, air and pressure)</li> <li>☐ Fluids (levels and leaks)</li> <li>☐ Structure (any obvious damage, FOPS and ROPS)</li> <li>☐ Tynes/Fork arms (condition and wear)</li> <li>☐ Mast (obvious damage)</li> <li>☐ Battery is secured</li> <li>☐ Gas Operated Forklift</li> <li>☐ Controls</li> <li>☐ Capacity/Load Plate is secured and legible</li> <li>☐ Lights and Beacon for damage</li> <li>☐ Guards for damage</li> <li>☐ Log book applicable to forklift and entries up to date.</li> <li>☐ No danger or out-of-service tag attached.</li> </ul>	<p>Pre-start checks, Page 89, 90, 91, 92, 93</p> <p>Question 42, Page 105</p> <p>For example: Data plates, mast, guards, liquids, fuels, attachments, fork arms, tyres.</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>6. Where would you find information on the correct way of securing an attachment to the forklift?</p> <p><b>Acceptable Response</b> In the manufacturer's instructions.</p>	<p>Suitability of forklift and attachment, Page 41</p> <p>On the data plate. Set-up with attachment, Page 96</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>7. When driving a forklift what is a 'safe' height to carry the load at?</p> <p><b>Acceptable Response</b> At axle height Or As low to the operating surface as practicable.</p>	<p>Axle height or as close to the ground as possible.</p> <p>Question 67, Page 148</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>10. What should be placed over the gap between a truck and a loading dock before shifting a load?</p> <p><b>Acceptable Response</b> Any <b>one</b> of: ☐ Secured dock plates ☐ Bridge plates.</p>	<p>Dock or bridge plate Question 73, Page 152.</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>11. Who would you communicate with to confirm your work/task requirements?</p> <p><b>Acceptable Response</b> Supervisor, Manager, other work mates.</p>	<p>Manager, supervisor, team leader, workmates, safety officer, WHS rep.</p> <p>Question 37, Page 80.</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>12. When preparing for the work task, you must check that the risk control methods have been implemented for any hazards identified. List 3 (three) things you might need in place.</p> <p><b>Acceptable Response</b> ☐ Sufficient Lighting ☐ Clear travel paths ☐ Pedestrian and vehicle exclusion zones ☐ Dangerous goods isolated ☐ Communicate forklift operation to other workers ☐ Obstructions removed</p>	<p>Overhead service lines, doorways, pedestrians. Question 13, Page 67</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>13. What is the <b>definition</b> of a hazard?</p> <p><b>Acceptable Response</b> A situation or thing that has the potential to harm a person.</p>	<p>A hazard is anything or situation which could injure or harm you. Page 36.</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>



<p><b>14. Candidate must answer both parts of this question.</b></p> <p><b>Part 1:</b> List <b>three</b> people you should talk to about workplace hazards before starting work.</p> <p><b>Part 2:</b> Why is it important to do this?</p> <p><b>Acceptable Response</b></p> <p>Part 1:</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Safety officers</li> <li>• Workplace engineers, where applicable</li> <li>• Supervisors</li> <li>• Other workers</li> <li>• Managers who are authorised to take responsibility for the workplace or operations.</li> <li>• Health and Safety Representatives</li> <li>• Work health and Safety Committee members</li> </ul> <p>Part 2:</p> <p>Any <b>one</b> of:</p> <ul style="list-style-type: none"> <li>☐ To identify (or be made aware of) any workplace-specific hazards/ground conditions</li> <li>☐ To ensure that any workplace policies and/or workplace-specific procedures are adhered to</li> <li>☐ To identify hazards and controls.</li> </ul>	<p>Part 1</p> <p>Manager, supervisor, team leader, workmates, safety officer, WHS rep.</p> <p>Question 37, Page 80.</p> <p>Part 2</p> <p>To help you follow the rules and work procedures for the site.</p> <p>Question 38, Page 80.</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>15. If you are using a forklift at night or in darkened areas, what must you ensure you have?</p> <p><b>Acceptable Response</b></p> <p>Adequate lighting</p>	<p>You need good lighting in the area so that you can see everything clearly and easily.</p> <p>Question 29, Page 76.</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>16. What are <b>two</b> precautions you can take when operating a forklift on a wet or slippery surface?</p> <p><b>Acceptable Response</b> Including, but not limited to, any <b>two</b> of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reduce speed</li> <li><input type="checkbox"/> Avoid using ramps or other inclined pathways</li> <li><input type="checkbox"/> Avoid sudden braking</li> <li><input type="checkbox"/> Proceed with caution.</li> </ul>	<p>Go slow, be careful, stay away from ramps or slopes, don't brake suddenly. Question 72, Page 151.</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>17. What action should you take if the data plate is damaged or unreadable?</p> <p><b>Acceptable Response</b> Any <b>one</b> of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not operate</li> <li><input type="checkbox"/> Effectively isolate so it cannot be used</li> <li><input type="checkbox"/> Tag out of service</li> <li><input type="checkbox"/> Report to appropriate person <ul style="list-style-type: none"> <li><input type="checkbox"/> Fill in log book or report as per workplace policy or procedure.</li> </ul> </li> </ul>	<p>Take the key out, put a danger tag on the forklift, report the problem to the person in charge, record the problem in the logbook. Question 47, Page 108.</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>18. List <b>three</b> operational checks you should carry out after you have started a forklift?</p> <p><b>Acceptable Response</b> Including, but not limited to, any <b>three</b> of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brakes</li> <li><input type="checkbox"/> Hydraulics (lift and tilt systems)</li> <li><input type="checkbox"/> Warning devices</li> <li><input type="checkbox"/> Reverse buzzer and horn</li> <li><input type="checkbox"/> Lights (if fitted)</li> <li><input type="checkbox"/> Gauges</li> <li><input type="checkbox"/> Steering.</li> </ul>	<p>Check the steering Check the brakes Check that all hydraulic controls work properly Question 50, Page 110.</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>19. When are you allowed to carry passengers in a forklift (not including a workbox)?</p> <p><b>Acceptable Response</b> When it is designed to do so.</p>	<p>The forklift must be designed to carry a passenger. Question 74, Page 153.</p>	<p>Level chosen from Learning, Reading, Writing, Oral communication and Numeracy.</p> <p>.....</p> <p>.....</p>

## Writing Indicators

An adult's writing performance is described against two Performance Indicators.

- The first Writing Indicator addresses audience, purpose and meaning-making.
- The second Writing Indicator addresses the mechanics of writing.

Specific Indicator statements describe exit performance at each level.

WRITING INDICATORS BY LEVEL		
ACSF Level	Indicator	
1	1.05	Conveys a simple idea, opinion, factual information or message in writing
	1.06	Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text
2	2.05	Conveys intended meaning on familiar topics for a limited range of purposes and audiences
	2.06	Produces familiar text types using simple vocabulary, grammatical structures and conventions
3	3.05	Communicates relationships between ideas and information in a style appropriate to audience and purpose
	3.06	Selects vocabulary, grammatical structures and conventions appropriate to the text
4	4.05	Communicates complex relationships between ideas and information, matching style of writing to purpose and audience
	4.06	Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions appropriate to text
5	5.05	Generates complex written texts, demonstrating control over a broad range of writing styles and purposes
	5.06	Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning