

SESSION PLAN

Operate a forklift

RIIHAN201E

Cohort	New entrants or existing workers with no prior forklift experience, aged 18+, with LLN skills at ACSF Level 2 or above. Learners may be from resources, infrastructure, construction, or logistics industries.
Delivery mode	Blended (face-to-face theory and practical) — This blended mode is essential for a high-risk activity. It allows foundational knowledge of safety, legislation, and operational principles to be established in a controlled classroom environment. This is followed by intensive, supervised practical application in a simulated workplace, ensuring learners can safely develop and demonstrate physical skills under direct observation and guidance before assessment.
Total duration	16 hours of supervised face-to-face delivery (2 x 8-hour days), supported by 4 hours of pre-course reading and 4 hours of self-directed revision.
Pacing rationale	The 16 hours of supervised training over two full days provides a structured and robust learning progression for a novice cohort. Day 1 is dedicated to building a strong foundation in safety, compliance, and basic machine control, without the cognitive load of handling loads. Day 2 builds on this by introducing load handling complexities, attachments, and navigating a simulated work environment. This pacing provides ample time for repeated practice, individual coaching, and formative feedback, which is critical for developing the muscle memory, situational awareness, and confidence required for safe operation. This structure ensures sufficient time for instruction, practice, and assessment, aligning with AQF expectations for a unit involving high-risk work.
Sequencing rationale	The session sequence is designed to build competence logically and safely. Session 1 covers all foundational knowledge and planning (Element 1) first, establishing a 'safety-first' mindset before any significant practical operation. It then introduces basic machine operation in a controlled, no-load environment. Session 2 progresses to the more complex and higher-risk activities of lifting, transferring, and placing loads (Elements 2 & 3), including the use of attachments. This scaffolded approach, moving from simple to complex and from knowledge to application, ensures learners are not overwhelmed and can progressively build upon previously mastered skills, leading to a comprehensive final assessment.

Session 1 — Forklift Fundamentals, Safety & Basic Operation (8 hours including breaks)

Units covered

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Outcomes

- Explain key WHS legislation and forklift safety principles.
- Identify forklift components, characteristics, and their functions.
- Perform a comprehensive pre-start, start-up and shut-down inspection.
- Start, stop, and safely park the forklift.
- Maneuver the forklift forwards and backwards through a simple course without a load.

Components covered

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.8, 2.9, KE1, KE2, KE3, FS1, FS2

Timing	Trainer activity	Learner activity	Method
08:30-09:30 (60 min)	Welcome, introductions, course overview. Facilitate discussion on WHS legislative requirements, duty of care, and the National Standard for High Risk Work. Explain pre-course reading.	Participate in discussion, ask questions, relate WHS principles to own experience.	Facilitated discussion
09:30-10:30 (60 min)	Deliver presentation on forklift types, components, stability triangle, and operating capacities. Explain how to interpret load charts and manufacturer specifications.	Take notes, participate in Q&A, complete workbook activities on calculating load limits.	Presentation
10:30-10:45 (15 min)	Facilitate morning tea break.	Break.	Break
10:45-12:00 (75 min)	Move to practical area. Demonstrate a full pre-start inspection, explaining each checkpoint and its purpose. Demonstrate correct start-up and shut-down procedures.	Observe demonstration, follow along with checklist, ask questions about fault identification.	Demonstration
12:00-13:00 (60 min)	Supervise learners as they perform pre-start inspections in pairs or small groups. Provide individual feedback and correction.	Work in pairs to conduct a full pre-start inspection using a checklist, identifying and reporting simulated faults.	Guided practice
13:00-13:30 (30 min)	Facilitate lunch break.	Break.	Break
13:30-15:30 (120 min)	Demonstrate basic maneuvering: forward, reverse, figure-8s, and turning in confined spaces (without load). Supervise learners as they practice, providing coaching on steering, speed control, and observation skills.	Individually operate the forklift to practice basic maneuvering through a marked course. Focus on smooth control and constant observation.	Supervised practice
15:30-16:30 (60 min)	Facilitate group debrief. Review key learning points from the day. Provide feedback on progress. Clean and park equipment. Outline plan for Session 2.	Participate in debrief, ask clarifying questions, assist with housekeeping activities. Review notes in preparation for Day 2.	Facilitated discussion

Resources

- Learner Guide (Chapters 1-3)
- PowerPoint Presentation (Session 1)
- Forklift and manufacturer's operating manual

- Pre-start inspection checklist forms (laminated and paper)
- Personal Protective Equipment (high-vis clothing, steel-capped boots, safety glasses)
- Designated practical training area with cones/markers for maneuvering course
- Classroom with projector and whiteboard

WHS

All practical activities are conducted in a designated, barricaded training area, clear of non-essential personnel. Trainer to maintain visual contact with all learners during operation. Speed limits enforced. PPE is mandatory. Emergency stop procedures and location of first aid/fire extinguisher reviewed before any operation.

Reasonable adjustments

Verbal questioning for learners with writing difficulties during workbook activities. Extra demonstration and one-on-one guidance for learners struggling with control coordination. LLN support available for interpreting technical manuals and checklists.

Formative check

Learners individually complete a pre-start checklist. Trainer observes and provides feedback. 'On track' means all critical safety items are checked correctly and in a logical sequence. Verbal Q&A on stability triangle principles confirms understanding.

Summative link

Prepares for Knowledge Test (Assessment Method 1) and Practical Observation (Assessment Method 2). No summative assessment is conducted in this foundational session.

Trainer notes

Common sticking point: Forgetting the '3 points of contact' rule when mounting/dismounting. Emphasise and demonstrate this repeatedly. Reflection prompt: Did the time allocated for individual maneuvering practice allow for sufficient coaching and feedback for every learner? Adjust group size or time if needed for future cohorts.

Post-session reflection: _____

Session 2 — Advanced Load Handling, Attachments & Assessment (8 hours including breaks)

Units covered

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Outcomes

- Select, fit, use and remove two different forklift attachments safely.
- Safely lift, transfer, and place various loads at different heights and locations.
- Navigate a complex course with a load, responding to traffic and hazards.
- Complete required workplace documentation (e.g., JSA, logbook).
- Demonstrate all operational skills to the standard required for summative assessment.

Components covered

2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, PE1, PE2, PE3, PE4, PE5, PE6, PE7, PE8, PE9, PE10, PE11, PE12, PE13, PE14

Timing	Trainer activity	Learner activity	Method
08:30-09:00 (30 min)	Review of Session 1 key concepts. WHS briefing for the day's tasks, focusing on load stability and interaction with racking/obstacles.	Participate in Q&A review. Identify potential hazards for load handling tasks.	Facilitated discussion
09:00-10:30 (90 min)	Demonstrate lifting, transferring, and placing a standard palletised load into racking at various heights. Supervise learners as they practice, providing feedback on approach, alignment, and safe placement.	Individually practice picking and placing palletised loads, focusing on smooth operation and precise positioning.	Demonstration & Supervised practice
10:30-10:45 (15 min)	Facilitate morning tea break.	Break.	Break
10:45-12:00 (75 min)	Demonstrate selecting, fitting, using, and removing Attachment 1 (e.g., slipper forks) and Attachment 2 (e.g., jib attachment). Explain safety checks and capacity changes.	Practice fitting and removing attachments. Practice maneuvering and lifting a suitable load with each attachment.	Demonstration & Guided practice
12:00-12:30 (30 min)	Facilitate lunch break.	Break.	Break
12:30-13:30 (60 min)	Brief learners on the summative assessment task. Conduct a full run-through of the assessment course, integrating all skills. Provide final coaching and answer questions.	Perform a practice run of the full assessment task. Clarify any points of uncertainty with the trainer.	Simulation
13:30-15:30 (120 min)	Conduct individual summative practical observations (Assessment Method 2) using the official checklist. Ensure safe assessment conditions for each learner.	Individually perform the summative practical assessment, demonstrating all required skills and knowledge.	Summative Assessment (Observation)
15:30-16:30 (60 min)	Administer Knowledge Test (Assessment Method 1). Collect completed Portfolios (Assessment Method 3). Provide results and feedback. Course wrap-up and issue of documentation.	Complete written knowledge test. Submit completed portfolio documents (pre-start checklist, JSA). Participate in final course review.	Summative Assessment (Written & Portfolio)

Resources

- Learner Guide (Chapters 4-5)
- Forklift and manufacturer's operating manual
- Variety of loads (e.g., palletised goods, bulk bags)
- Certified attachments (e.g., slipper forks, jib attachment)

- Industrial racking system
- Practical training area with simulated obstacles and traffic paths
- Assessment tools: Observation Checklist, Knowledge Test paper, Portfolio templates (JSA, logbook)
- Personal Protective Equipment

WHS

Strict exclusion zones are maintained during all load handling activities and especially during individual assessments. Clear communication protocols (hand signals, verbal calls) are mandatory. All load weights are known and well within the forklift's rated capacity for the configuration used.

Reasonable adjustments

For assessment, verbal questioning can be used to supplement the written knowledge test. Additional time for the practical assessment may be provided if it does not compromise safety standards or the validity of the assessment. The assessor can break down complex sequences into smaller parts during practice, but the final assessment must be a holistic demonstration of competence.

Formative check

During the pre-assessment run-through, the trainer observes learners performing the full sequence of tasks. 'On track' means the learner can complete the sequence safely and efficiently, following all procedures, with minimal prompting, demonstrating readiness for summative assessment.

Summative link

This session culminates in the summative assessments: Practical Observation (Assessment Method 2), Knowledge Test (Assessment Method 1), and submission of the Portfolio of Workplace Documents (Assessment Method 3).

Trainer notes

Learners often struggle with judging load placement at height. Encourage them to use the 'get out and look' method during practice if unsure. Ensure the assessment environment is set up identically for each learner to ensure fairness and reliability. Reflection prompt: Were the simulated hazards realistic enough to test contingency management skills? How could the assessment scenario be improved for future deliveries?

Post-session reflection: _____