



Qualification Reform

Jobs and Skills Council Demonstration Project

Final report – due 27 September 2024

Jobs and Skills Council	Industry Skills Australia
Contact information	
Contact information	
Demonstration project title	Transport and Supply Chain Industries – cross sector operations

Demonstration projects are a mechanism for Jobs and Skills Council to trial and refine the proposed purpose-led approach to develop new qualification models that will codify learning in a way that is best suited to their sectors. Outcomes and learnings from Demonstration Projects will be used to inform the Design Group thinking on what may be required to support a high performing qualifications system. For further details on the purpose-led model, Qualification Development Quality Principles, and demonstration projects - please refer to the *Qualification Reform guidance for Jobs and Skills Councils*.

The **final report** is expected to highlight an issue identified through recent Jobs and Skills Council workforce planning, industry intelligence and data, and the outline of a new qualification model to address through the application of the *purpose-driven model* and *Qualification Development Quality Principles* to the existing Training Package Organising Templates (for example the Unit of Competency template). The report should also indicate any considerations to amend the current system where it presents a limitation in developing the new model.

The final report is due to the department by **27 September 2024**, with developed examples of the new qualification to support.

Template

Part A – Final assessment of purpose and principles model

Part B – Outcomes from testing the purposes and principals' model, including agreed deliverables (to be attached to this report).

Final Report – Demonstration Projects

Part A

Note: interim and final reports use the same template, JSCs are asked to update and refine previous responses based on progression of their projects.

Final assessment

1. Refinements to the purpose led and principles-based model.

- a) Do the *three purposes* enable greater flexibility in training product design?
 - o Are the descriptions/characteristics of the purposes sufficiently clear? Is clarification needed to assist with aligning products to each purpose?
 - o Do the purposes enable enough flexibility to design the product as desired?
 - o Do the descriptions of the purposes, and characteristics of the subsequent qualifications assist when considering the design and intent of qualifications/units of competency?

Interim Report content – Have dropped this in for easy reference

Whilst the descriptions of the purposes are clear, it was identified during the Industry Skills Australia (ISA) categorisation activity that depending on the method applied to categorise, some qualifications could be found to align to different purposes (refer ISA Preliminary Categorisation report).

Noting the above, the need to categorise may unnecessarily complicate qualification design by introducing a dimension that doesn't add value to the primary objective, which is a graduate with the skills and knowledge required for employment.

ISA is proposing to develop a demonstration qualification that would cover employers' minimum requirements for a person to commence work in the following roles (other roles could be added to a future version based on regional industry needs):

- *Forklift driver (T&L)*
- *Baggage Handler (Aviation)*
- *Deck Hand (Maritime)*
- *Track Worker (Rail)*

Whilst we originally envisaged it would be aligned to purpose 2, given there are high risk work and licencing requirements for these occupations, alignment to one purpose is difficult. It is still somewhat unclear what the benefits of categorising the qualification purpose might be in the reformed system. It could be suggested that not categorising a purpose for qualifications allows greater flexibility as there is one less thing to comply with required when developing training products. Possibly just identifying the features of an occupation, its associated regulation, relevant qualification and units may support different endorsement considerations rather than specifying the purposes.

Final Report

As the project has progressed, design work and stakeholder engagement has not altered observations about the application of purposes outlined in the interim report.

Whilst positioning a qualification at purpose 1 has clear implications when the role has strong alignment to regulation and licencing. Regulatory or licencing bodies play a lead role in prescribing unit/qualification requirements (e.g. AMSA for maritime roles covered by Marine Order 505, Safe Work Australia for the High Risk Work Licence required by Forklift Operators, CASA for Pilot training) and therefore being able to retain that additional prescription allows the VET system to still support licenced occupations and/or functions.

However, if the three purposes are adopted in the Training Package Organising Framework (TPOF), clarity on the implications of positioning a qualification at purpose 2 or 3 needs to be made clearer. The categorisation work has shown different categorisation methods can produce different results, so it would also be useful to prescribe a method that must be used for categorisation if the model is adopted to ensure consistency across training product developers.

If the purpose model is adopted it is recommended that once detail for the TPOF is drafted that broad VET system consultation should occur to expose and mitigate any potential downstream implications.

Notwithstanding the above observations, as noted in the interim report, greater flexibility in training product design might be achieved by identifying the features of an occupation (rather than purposes) that may support different endorsement considerations (e.g. licenced occupations, heavily regulated activities, content that aligns to accreditation, the level of technical complexity, high risk work, etc.).

- b) Do the *Qualification Development Quality Principles* effectively guide the development of training products to meet industry and student needs?
- Were any of the principles more difficult to achieve?
 - Did the principles assist or inhibit stakeholder buy-in to the project?

Interim Report content

The Qualification Development Quality Principles are replicated here for reference:

Ensure learners' needs and aspirations inform qualification design, including occupations, transferability, transitioning occupations and industries, and mobility across industries.

ISA expressed concerns about a suggested focus on learner needs in our consultation session with the design group when they were developing their advice to Ministers.

Qualifications must first and foremost be designed based on employers needs to minimise the gap between what a learner gains from a qualification, and what an employer needs to give them a job.

Training and Assessment Strategies developed by RTOs guide how they will implement qualifications to meet learner needs. This difference between the specification of industry prescribed skill and knowledge standards, and how RTOs turn that into courseware and delivery strategies/methods is integral to:

- *RTOs having the flexibility to innovate and develop high quality training and assessment strategies. Companion Volumes could be improved to support this.*
- *Employers having confidence in the training system and continuing to use it.*

Whilst the need for graduates to have mobility is important, the training package products that enable them to be mobile must always remain focussed on meeting employer needs. Learners benefit from a focus on employer needs because the skills and knowledge they acquire make them employable.

Place equal importance on skill, knowledge, and application.

Current training package products already place equal importance on each in most instances.

However, there is a valuable case for knowledge only 'fundamentals/principles/theory' type units that establish an understanding of the why things happen, or need to be done, in a certain way. Training package developers have long struggled with how to build broad foundational/conceptual knowledge into units of competency, because the units are required to describe discrete tasks/functions. The Knowledge Evidence field of the current unit template requires that knowledge "relates directly to the performance criteria and/or range of conditions". There are examples across the

national register where knowledge/theory units have been developed but called something else in an attempt to hide their intent because the unit template and standards required units to cover tasks/functions.

Allow flexible training and assessment in high-quality training environment.

Similar to the previous principle, in most instances current training package products already do this with the exception of highly regulated and/or licenced occupations.

Flexibility is in everyone's interests (learners, employers and RTOs) and most training package product developers have endeavoured to provide this wherever safety/regulatory requirements, and quality assessment practice is not compromised.

Avoid duplication with other training products where industry context does not require it.

It is acknowledged that there is significant duplication between some training products which can and must be reduced. This is particularly evident in employability and soft skills type units.

Companion volumes can be used to provide guidance on how the design and delivery of training might best support delivery of shared/imported units.

There might also be a case for the reintroduction of 'Range of Variables' type content that includes 'must/should/could' type variables to support delivery of transferrable skills in different contexts. There was significant industry push-back when the Range of Variables field was changed to Range of Conditions. ISA will explore this further in some of the sample units we develop for this project.

Reduce specificity except where a higher level of detail is required for licencing, high-risk, safety, regulatory or graduate quality reasons.

Specificity has grown in training products because industry does not trust that training providers will cover sufficient breadth/depth of detail if it is not prescribed in units.

ISA will be reducing specificity in some of the units we develop for this project, then testing and documenting any industry concerns for inclusion in the final report.

We will also test where a companion volume might be used to alleviate industry concerns about potential impact on graduate quality where specification is reduced.

Consider and integrate foundation skills, general capabilities, and knowledge progression.

This will be an important focus in the ISA demonstration training products. One area for improvement ISA had previously identified in training products under our coverage (AVI, MAR and TLI Training Packages) is the need to better articulate, foundation, digital and soft (employability) skills. This will be done via additional content in units, the companion volume, and the units offered in the qualification and how they are packaged.

Final Report

As noted in the interim report, qualifications must first and foremost be designed based on employers needs to minimise the gap between what a learner gains from a qualification, and what an employer (rather than learner) needs to give them a job. Whilst the need for graduates to have mobility is important, the training package products that enable them to be mobile must always remain focussed on meeting employer needs. Learners benefit from a focus on employer needs because the skills and knowledge they acquire make them employable.

Training and Assessment Strategies developed by RTOs guide how they will implement qualifications to meet learner needs. This difference between the specification of industry prescribed skill and knowledge standards, and how RTOs turn that into courseware and delivery strategies/methods is a key tenet of the VET system that ensures the system produces graduates that are valued by employers.

The current TPOF already allows for training products to be well designed and provide RTOs the flexibility to innovate and develop high quality training and assessment strategies. Companion

Volumes could be improved to support quality implementation. The problem currently is that training package developers are not consistently applying the standards for training packages, and quality principles so there is wide variation in how training products are formed. Improved professional development, and resources (similar to the previous training package development handbook) for training product developers in JSCs might result in more consistent quality of training products.

Most current training package products already place equal importance on skill, knowledge, and application in most instances. However, there is a valuable case for knowledge only 'fundamentals/principles/theory' type units that establish an understanding of the why things happen, or need to be done, in a certain way. The ISA demonstration project produced three new units to test how common content might be designed to meet the needs of different occupations. One of these, 'ISADU004 Work effectively in the transport and supply chain industries' covers a broad spread of content which enables learners to develop an understanding of the sector and what it is like to work in it. This unit is primarily about knowledge to provide valuable context for new entrants as a platform for more technical content.

It is acknowledged that there is significant duplication between some training products which can and must be reduced. This is particularly evident in employability and soft skills type units. The challenge with consolidation of this content is the downstream impact of training package maintenance, and subsequent churn, when common units used in many qualifications are updated. These type of transferrable units (e.g. communication, IT skills, etc.) commonly appear in the core of qualifications which increases the impact of any maintenance of them.

At the qualification level ISA, and the previous AIS SSO, have made significant progress in consolidating qualifications into a streamed format with a common core that enables mobility between occupations in a sector. The current [Furniture Removal project](#) is another example of this where two qualifications will be deleted, and the relevant content moved into more broad based existing qualifications.

A common theme of stakeholder input throughout the project was that removing specificity from units of competency would improve their ability to be implemented in multiple contexts. But responsibility for development of the specific content removed from units transferred to employers who still need their employees to understand and apply the specifics. Care needs to be taken in how far the removal of specificity is taken. There is likely a point at which employers decide that so much responsibility for delivery of skills and knowledge has been transferred to them that the VET system no longer offers sufficient value for them to use it.

A number of stakeholders suggested that removal of specific content could be compensated for by reintroducing a range statement such as what was in units prior to the introduction of the current unit template. ISA has included a range statement in the three new units developed and this has been well received. If a range field is not included in any changes to templates, but specificity is required to be removed, there will need to be similar content added to companion volumes for guidance.

Specificity has grown in training products because industry does not trust that training providers will cover sufficient breadth/depth of detail if it is not prescribed in units.

In the three new units ISA developed specificity was reduced. These three units together cover what might ordinarily be covered in ten existing units. See rough alignment in table below.

New unit	Aligned to content in existing units
Work Safely	<ul style="list-style-type: none"> • Follow work health and safety procedures • Shift materials safely using manual handling methods • Conduct housekeeping activities
Communicate in the workplace	<ul style="list-style-type: none"> • Participate in basic workplace communication • Use communication systems
Work effectively in the transport and supply chain industries	<ul style="list-style-type: none"> • Work effectively in the aviation industry • Prepare for work in the road transport industry • Complete workplace induction procedures • Apply environmental procedures to rail infrastructure • Use infotechnology devices in the workplace

Stakeholders felt these were appropriate in an entry level Certificate II qualification, but that some of the existing units were still required at certificate III level and above to ensure regulatory compliance, particularly for safety related units.

ISA has included foundation and digital skills information in the three new units developed. Currently TLI units state that ‘foundation skills are explicit in Performance Criteria. Additional guidance is also provided in the demonstration companion volume.

2. Requirements to successfully implement the proposed model within your industry.

- a) Any changes to product templates (Qualification, UoC) or certifications to facilitate the new approach? (including any possible updates to the *Training Package Organising Framework*)
 - o What is the best way for a student’s testamur/statement of attainment to reflect their knowledge and skills to promote recognition across sectors?

Interim Report content

We believe the current Training Package Organising Framework (TPOF) already provides the flexibility required to achieve all objectives of qualification reform.

There is some tinkering that could be done to the TPOF around equivalence and minor/major updates that the system might benefit from, but that is outside of the training product templates.

That said, there could be value in:

- *reverting to a ‘Range of Variables’, rather than a ‘Range of Conditions’, to facilitate greater flexibility*
- *considering how to better use the foundation skills field to broaden coverage of other generic and/or scaffolding skills (this will become clearer as we start to populate it);*
- *expanding what should be covered in the Companion Volume Implementation Guide, and potentially prescribing more than one companion volume. For example, there may be value in having a dedicated companion volume for guidance on design and delivery of training and assessment (where specificity has been removed).*

Hopefully the Skills Passport will support recognition across sectors rather than needing to change the testamur/statement of attainment.

Final Report

As noted in the previous section, a common theme of stakeholder input throughout the project was that removing specificity from units of competency transferred responsibility for development of the specific content removed from units transferred to employers. It was made clear that the specific skills and knowledge requirements to produce quality, efficient and safe workplace outcomes still needed to be covered somewhere to ensure RTOs could meet employer needs.

A range statement was regularly suggested as a repository for this type of information, but a companion volume may also be used. If the range is considered an option with merit, there would just need to be a change in the specification for what can be included in the current 'Range of Conditions' field.

Also noted above, improved direction and guidance for training product developers would result in more consistent approaches to training product design. Whilst this added prescription would realise benefits for quality and consistency, as was seen with movement to the 2012 Standards for Training Packages strong opposition/resistance from some stakeholder groups should be expected.

- b) What supports would be needed to enable expansion of this approach across Jobs and Skills Councils? (development of resources and guidance etc)
 - o Are additional measures necessary to support/encourage cross-JSC collaboration to remove duplicative products from the system and replace them with transferable products?
 - o Are there barriers to implementation not identified above? Do they require additional rule changes or is education/engagement more appropriate?

Interim Report content

Establishment of a Working Group for Training Product Development (TPD) teams across JSC would be useful. Clear Terms of Reference (ToR) would need to be established to ensure clarity of purpose and outcomes for the Working Group. The groups ToR would include 'reducing duplication' as an objective.

Additional scrutiny by the accrediting/endorsing body could support removal of duplication and more consistent TPD practice and application of the model. There was an opportunity lost when the 2012 Standards for Training Packages were introduced to achieve more consistency across Training Packages, but pushback from some groups resulted in negative features being retained in some Training Packages.

The main barriers to implementation will be resistance to change from a range of stakeholder groups, and a widespread belief that the current system isn't actually broken.

Pushback from industry against the removal of specificity should be expected. A commitment to stronger regulation of RTO practice and quality might alleviate this.

Final Report

As noted in our interim report:

- Establishment of a Working Group for Training Product Development (TPD) teams across JSC would be useful.
- Additional scrutiny by the accrediting/endorsing body could support removal of duplication and more consistent TPD practice and application of the model.
- The main barriers to implementation will be resistance to change from a range of stakeholder groups, and a widespread belief that the current system isn't broken. Regularly throughout this project stakeholders from industry, RTOs and unions have suggested they don't believe there is a fundamental problem training packages – the problem is inconsistent implementation of them, quality of delivery by some RTOs, and lack of industry expertise in the regulation of training providers.
- Pushback from industry against the removal of specificity should be expected. A commitment to stronger regulation of RTO practice and quality might alleviate this.

3. Are there any potential blockers to implement the proposed model more broadly and what could be the potential solutions?

Interim Report content

Many stakeholders we have spoken to believe there is no need for change through Qualification Reform, and the disruption to the system reform will cause may not be justified from a cost/benefit perspective.

Hopefully recognition that different qualifications have different purposes and should be treated differently might temper those concerns. However, there may be a better way to implement that concept than having three defined purposes. Possibly just identifying the features of an occupation, its associated regulation, relevant qualification and units may support different endorsement considerations rather than specifying the purposes.

Final Report

This section will be used to inform the implementation plan for the model – consider any areas of concern or resistance from within your JSC or related stakeholders, and what could be done to address them?

Many stakeholders we have spoken to (including employers, regulators, RTOs and Unions) believe there is no need for change, and the disruption to the system reform will cause may not be justified from a cost/benefit perspective.

Hopefully recognition that different qualifications have different purposes and should be treated differently might temper those concerns.

The sectors ISA works with are all high risk and heavily regulated and there is an expectation that qualifications and their units contain enough specification to meet their compliance and operational quality and efficiency requirements.

The business case for any changes will need to be clearly articulated to all stakeholder groups.

Final Report – Demonstration Projects

Part B

Outcomes from testing the purpose and principles model.

Broad summary of project and outcome

- What did you do?
- Who did you consult with?
- What are your key findings?

Interim Report content

The original concept for the ISA demonstration project came from an Industry round table ISA conducted in Tasmania in 2023.

Since commencing the project ISA has discussed qualification reform process, its objectives, purpose categorisation, and our specific demonstration project, with our Strategic Workforce Planning Committees for each of the four sectors, and other groups we have met with as part of our broader stakeholder engagement. From our discussions with stakeholders as a JSC, and SSO prior to that, we have not heard any significant concerns from employers about the current system except the well-known frustrations with speed to market of content to address emerging skills needs, inconsistent quality of training and assessment practice, and thin markets for the delivery of some content. Whilst some training providers appear to welcome some reform of the way training products are developed and formed, this support is not evident in the employers they produce skilled workers for. Employers are familiar with the current suite of training products, and the system they are used in, and can't see the value in significant changes to them.

On 6 August ISA is hosting a webinar to cover:

- *qualification reform*
- *the outcomes of initial categorisation to start validation of it, and*
- *the demonstration project to commence broader consultation on it.*

ISA has engaged an external consultant to complete occupational analysis with employers of each of the occupations covered by the demonstration qualification via a series of focussed interviews across the first half of August. These interviews will explore the following for each role and its component parts:

- *required skills and Knowledge*
- *relevant training requirements (accredited and employer specific)*
- *safety aspects*
- *foundation and digital skills*
- *tools, equipment and technology used*
- *work environment variables*
- *policies and procedures*
- *level of autonomy (individual problem-solving requirements)*
- *regulatory requirements*
- *any certification or licencing that is relevant.*

The consultant will then map information captured from occupational analysis across the different occupations, and develop a matrix which describes:

- *what is common across all job roles*
- *what is present in more than one but not all*
- *what is unique to only one*
- *variations in the context each occurs across different roles*
- *current endorsed Training Package products that cover requirements*
- *what is not covered by current endorsed Training Package products*

ISA will use the output of this work to develop the training products described in the next section.

Project Deliverables (as per Activity Schedule)

- Attach example products.

Interim Report content

ISA currently has no products at a point where they can be shared. The following is being developed:

- *at least one qualification, a sample of core and specialist elective units and sample Skill Set/s, aligned to the proposed concept,*
- *a companion volume that expands on what is currently commonplace to facilitate implementation of products across multiple occupational contexts and better support the quality of training and assessment design, delivery, and outcomes.*

After occupational analysis and subsequent mapping is completed, we will share the matrix developed.

The qualification being developed will include the following features:

- *a core that provides common supply chain units that cover transferrable skills and knowledge across all occupations covered. This core may also be packaged as a standalone supply chain fundamentals Skill Set, or AQF 1 or 2 'work-readiness' type qualification depending on the volume of common content identified during occupational analysis and mapping.*
- *an elective group that provides optional cross sectoral units that cover enabling content that might scaffold a learners' capability to undertake more technical specialised units; and other useful cross sectoral units that include technical skills relevant to more than one occupation but not all.*
- *Four specialisation elective groups with packaging rules requiring that at least two occupations are covered in the qualification. There will be one for each of the occupations, but there will be facility for additional occupational specialist elective groups at any time without the need for changes to other components of the qualification.*
- *Each specialist elective group will be contained in a series of 'stackable' skill sets so learners can add occupations after completing the initial qualification.*

Final Report

The project involved the following main bodies of work:

- Concept development and project launch webinar
- Occupational analysis
- Draft components
- Targeted consultation
- Redrafting and companion volume development
- Final report

Concept development

The idea of a mobile workforce was discussed at an Industry Leaders Roundtable ISA conducted in Tasmania in 2023. The discussion raised the concept of a skilling intervention that produced people with the requisite skills to be able to move easily between supply chain related sectors and jobs. The example given at the time involved a baggage handler, forklift operator and deck hand. Subsequent engagement with stakeholders validated that this type of mobility across industry sectors already occurs in different Australian regions where different mixes of supply chain employers were operating. However, there are no recognised training arrangements to develop and recognise skills that support occupational mobility which can create barriers to further employment.

The proposed demonstration would align to Purpose 2 and aim to create a Qualification at Certificate III level, although it was possible that eventual alignment of the qualification to the AQF might see it placed at AQF 2. The aim of the qualification was to support mobility and transferability of skills across different occupations and contexts. It was decided to test the possibility of a qualification that covered employers' minimum requirements for a person to commence work in more than one of the following roles:

- Forklift driver (T&L)
- Baggage Handler (Aviation)
- Deck Hand (Maritime)
- Track Worker (Rail).

The main focus of the project was to test:

- How core and specialist units might be packaged in the qualification to achieve the intended outcome?
- How core units could be made more transferrable across the different occupations?
- What implementation guidance could be provided in a companion volume to support common units being delivered for application in multiple workplace contexts?
- How foundation, digital and employability skills might be addressed?
- Could a selection of 'stackable' Skill Sets be used to add occupations after the initial qualification was completed?

Project launch webinar

To build awareness of the Qualification Reform work being undertaken, and commence engagement, ISA hosted a webinar to provide stakeholders with a summary of:

- Qualification reform objectives and initial advice from the design group to Ministers
- Initial outcomes of ISA's purpose categorisation of 42 qualifications
- Introduce the demonstration project ISA was undertaking.

238 stakeholders participated in the webinar which also provided access to a survey on the purpose categorisation, and the opportunity to express interest in being involved in consultation on the demonstration project.

ISA also provided similar information in a webinar hosted by TDA, and provided access to the same surveys.

Information about the projects has been provided whenever ISA had the opportunity, including at meetings of our Strategic Workforce Planning Committees, and a qual reform slide was part of the deck whenever we were presenting at forums and conferences on our work.

A project page was created on the ISA website.

Occupational Analysis

ISA started by engaging an external consultant to complete occupational analysis with employers of each of the four occupations initially proposed for the demonstration qualification. They conducted a series of focussed interviews across August. These interviews explored the following for each role and its component parts:

- required skills and Knowledge
- relevant training requirements (accredited and employer specific)
- safety aspects
- foundation and digital skills
- tools, equipment and technology used
- work environment variables
- policies and procedures
- level of autonomy (individual problem-solving requirements)
- regulatory requirements
- any certification or licencing that is relevant.

They also reviewed workplace documentation and position descriptions provided or gathered from publicly available sources.

The consultant then mapped information captured from occupational analysis across the different occupations, to identify:

- what is common across all job roles
- what is present in more than one but not all
- what is unique to only one
- variations in the context each occurs across different roles
- current endorsed Training Package products that cover requirements
- what is not covered by current endorsed Training Package products

The primary aim of the occupational analysis was to determine common skills and knowledge that might be transferrable across the four job roles (to build common core units); but also to identify key specific skills to determine composition of specialist elective groups. Key findings on common skills and knowledge were:

- **Safety Awareness and Compliance:** Safety is paramount across all four roles. Each job requires strict adherence to safety protocols, including the use of Personal Protective Equipment (PPE), and an understanding of occupational hazards. Constant situational awareness is required, particularly given the effects of adverse weather for some roles.
- **Teamwork and Communication:** Effective communication and coordination with team members and supervisors are critical, particularly in fast-paced or high-risk environments like airports, railways, and maritime. Use of two-way radio is common across roles.

- **Regulatory Knowledge:** Workers must be familiar with industry-specific regulations and standards, such as High Risk Work Licencing requirements for Forklift Drivers, Civil Aviation Safety Authority (CASA) Regulations for Baggage Handlers and Marine Order 505 and other Australian Maritime Safety Authority (AMSA) requirements for those working in Maritime industry roles. Chain of Responsibility and fatigue management impact the roles considered. However, there are transferrable aspects that involve the ability to access, interpret and apply compliance requirements.
- **Operation of Tools and Equipment:** All roles require proficiency in operating relevant tools and equipment, but these are different for each occupation. Whilst there are some common principles, such as for example pre/post-use checks and following maintenance protocols, specific training is required for each category of tools and equipment (e.g. forklifts, baggage tugs, ropes and winches, and mechanical tools like drills and jackhammers).

Key findings on work environments and physical requirements were:

- The roles often involve working in varied and challenging environments, including in confined spaces as well as outdoors in all weather conditions and during non-standard work hours. This includes early mornings, late nights, weekends, and holidays, as required by operational demands.
- Physical requirements include manual dexterity, strength, endurance, and agility, all necessary for performing repetitive tasks, handling heavy loads, and maintaining physical stamina in dynamic work environments.
- Fatigue management is an important aspect of all roles.

Draft components

Based on the findings above the four common core units were identified:

Unit	Aligned to content in existing units
ISADU001 Work Safely	New unit covering: <ul style="list-style-type: none"> • Following WHS/OHS legislation and procedures • Identifying and respond to workplace risks and hazards • Demonstrating safe lifting and manual handling techniques. • Conducting general housekeeping activities
ISADU002 Communicate in the workplace	New unit covering: <ul style="list-style-type: none"> • Communicating effectively • Using communication technology
ISADU003 Work effectively in the transport and supply chain industries	New unit covering: <ul style="list-style-type: none"> • Identifying relevant transport and supply chain industry regulators, organisations and associations • Mapping employment pathways in transport and supply chain industries • Completing worksite induction • Planning daily routines and working with others • Determining the impact of environmental issues • Using information technology to support work activities

TLIF2010 Apply fatigue management strategies

Existing unit covering:

- Identifying and act on signs of fatigue
- Implementing strategies to minimise fatigue

The existing fatigue management unit is widely used and accepted across industry, so it was used in the core in its current form. There is potential for its content to be embedded in the safety unit but stakeholders felt it was best left as a standalone unit.

Content of the three new units is at a very basic level. They would need to be topped up with unique contextual information during worksite induction.

The four units were included as core in a demonstration qualification Certificate III in transport and supply chain operations. An elective group for each occupation was added and a general elective group identified from existing qualifications covering each of the occupations. The qualification included the following packaging rules (this qualification is included in the training products attached to demonstrate 'what didn't work' even though it was replaced with a Certificate II):

A total of 20 units of competency comprising:

- *4 core units listed below, plus*
- *meeting the elective requirements for two (2) of the Specialisations listed below (this was followed by requirements for each occupation)*

In addition, four skill sets were developed to cover each of the occupations. They included the qualification core as an entry requirement. The intent of these was that individuals could add extra occupations after completing the initial qualification.

The design of the qualification was such that appropriate additional entry level transport and supply chain occupations could be added in future. Possible examples might be rail customer service staff, airport or maritime screening officers, warehouse clerks, store people or picker/packers, etc.

Targeted consultation

Throughout the project targeted consultation was undertaken with key stakeholders. Due to time limitations and the 'demonstration' nature of the project public consultation was not conducted.

As noted earlier, substantial exposure of the project has occurred through webinars, committee meetings, forums and conferences and the ISA webpage.

The occupational analysis included interviews with individuals from: TasRail, John Holland, Dnata (baggage handling contractors), John West Logistics, Elgas, Primary Connect, Patric Stevedores, Reef unlimited and Sea Link. They were also consulted at other points throughout the project.

Our Strategic Workforce Planning Committees connected ISA with a range of relevant employers across the four relevant sectors throughout the project for feedback on draft components.

TAFE in NSW, Victoria and WA were consulted on any implementation concerns they might have with the draft training products, and also what guidance might be useful in the Companion Volume. Only TAFE were consulted from an RTO perspective as it was considered they were the only RTO that would potentially have the capacity to deliver such diverse outcomes. Private RTOs delivering qualifications for the occupations involved specialise in a particular industry and would be unable to demonstrate capacity or capability to deliver in other areas.

The Transport Workers Union (for forklift and Baggage Handler), Rail Tram and Bus Union and Maritime Union of Australia were consulted on any concerns they might have with the concept being pursued and content of training products.

Key areas of feedback on the Certificate III qualification included:

- Inclusion of the deck hand occupation in the qualification was problematic due to Marine Order 505 requirements. The General Purpose Hand classification must complete a minimum of *MAR10220 Certificate I in Maritime Operations (General Purpose Hand Near Coastal)* plus some sea time. MAR10220 is a qualification that includes only 8 core units, and requirements in these exceed what could be accommodated in the common core units. Based on this it was decided to remove that occupation. This decision was supported by key stakeholder groups including the MUA.
- Meeting the requirements of electives for two different occupations was considered to be very difficult for RTOs from a resourcing perspective.
- Delivering the common core to meet the context of two quite different occupations was also considered to be challenging.
- The size of the qualification at 20 units was considered too big by some stakeholders.
- Initially there was a bank of 'general electives', but stakeholders felt it would be better to not include that group and allow for up to three units to be taken from anywhere as long as they contributed to the intended occupational outcome. It was thought that by doing this a number of scaffolding units could be included to support general capabilities such as foundation skills if the learner required this.
- The content was appropriate for entry level skills and knowledge, so alignment to the AQF Certificate III specification for skills, knowledge and application was difficult. Only the volume of learning was appropriate for AQF level 3.

Key areas of feedback on the new units included:

- These were appropriate in an entry level Certificate II qualification, but that some of the existing units covering similar content would still be required at certificate III level and above to ensure regulatory compliance, particularly for safety related units.
- Foundation and digital skills be included in the foundation skills field of the unit in a basic way with any detail reserved for inclusion in the companion volume.
- As noted earlier in this report, a common theme of stakeholder input throughout the project was that removing specificity from units of competency transferred responsibility for development of the specific content to employers. It was made clear that the specific skills, knowledge and context requirements to produce quality, efficient and safe workplace outcomes still needed to be documented somewhere to ensure RTOs could meet employer needs. A range statement was regularly suggested as a repository for this type of information as was the companion volume.

Feedback on the Skill Sets shaped the final units included in them.

Redrafting and companion volume development

The following amendments/adjustments were made to drafts to produce the final draft training products:

- The Certificate III Qualification was replaced with a Certificate II. Rather than requiring completion of two occupations only one is required.
- Deck hand was removed from the qualification so only three occupations are now included.
- The qualification has been designed in a way that makes it easy for learners to add additional occupations at a later date by completing just a skill set.
- The qualification has been designed so appropriate additional occupational elective groups could be added based on industry need.
- General electives were removed to provide greater flexibility in elective selection, including content to cover general capabilities such as, for example, FSK training package units.
- Units in occupational elective groups were adjusted to better reflect industry needs.
- Language in packaging rules and elective group titles were amended to reflect stakeholder preferences.
- Units in skill sets adjusted to reflect industry needs.
- Foundation and digital skills included in foundation skills field of new units.
- Range of Conditions field changed to Range Statement and populated with appropriate content

Project Deliverables (as per Activity Schedule)

- Attach example products.

Interim Report content

ISA currently has no products at a point where they can be shared. The following is being developed:

- *at least one qualification, a sample of core and specialist elective units and sample Skill Set/s, aligned to the proposed concept,*
- *a companion volume that expands on what is currently commonplace to facilitate implementation of products across multiple occupational contexts and better support the quality of training and assessment design, delivery, and outcomes.*

After occupational analysis and subsequent mapping is completed, we will share the matrix developed.

The qualification being developed will include the following features:

- *a core that provides common supply chain units that cover transferrable skills and knowledge across all occupations covered. This core may also be packaged as a standalone supply chain fundamentals Skill Set, or AQF 1 or 2 'work-readiness' type qualification depending on the volume of common content identified during occupational analysis and mapping.*
- *an elective group that provides optional cross sectoral units that cover enabling content that might scaffold a learners' capability to undertake more technical specialised units; and other useful cross sectoral units that include technical skills relevant to more than one occupation but not all.*
- *Four specialisation elective groups with packaging rules requiring that at least two occupations are covered in the qualification. There will be one for each of the occupations, but there will be facility for additional occupational specialist elective groups at any time without the need for changes to other components of the qualification.*
- *Each specialist elective group will be contained in a series of 'stackable' skill sets so learners can add occupations after completing the initial qualification.*

Final report

The table on the following page provides a high-level summary of training products developed. Copies of the Training Products are attached to this final report.

Demonstration Training Product Summary

Type	Title	Notes
Qualification	ISADQ30001 Certificate III in transport and supply chain operations	<p>Consultation with stakeholders suggested this certificate III demonstration qualification had a number of problems:</p> <ul style="list-style-type: none"> • The General Purpose Hand (Maritime) occupation was difficult to include due to Marine Order 505 requirements. The qualification to meet that need is clearly ‘purpose 1’ and should be addressed by a standalone qualification. • The need to achieve the requirements for two different occupations made it very difficult to implement for training providers • The outcomes for each occupation are more closely aligned to AQF 2, and only the volume of learning might align to AQF 3. <p>Based on this feedback it was recommended that this type of qualification not be taken forward as it is unlikely to be added to scope by RTOs. It was suggested the Certificate II qualification below be developed as uptake of it by RTOs and individuals was more likely.</p>
Qualification	ISADQ20001 Certificate II in transport and supply chain operations	<p>Has elective groups for occupations of:</p> <ul style="list-style-type: none"> • Baggage Handler • Rail Track Worker • Forklift Operator <p>Only one occupational elective group is selected rather the two that were in the original Cert III qualification developed.</p> <p>General electives have not been included to allow flexibility to select additional electives from anywhere to suit employment context (e.g. specific ICT skills), or learner needs (e.g. FSK training package foundation skills support).</p>

Type	Title	Notes
Skill Set	ISADSS00001 Transport and Supply Chain Work Readiness Skill Set	Covers the core of the Certificate II qualification. Skill Set that could be used for regional work readiness initiatives.
Skill Set	ISADSS00002 Baggage Handler Skill Set	Has Work Readiness Skill Set as entry requirement. Having completed the Cert II for a different occupation would satisfy the entry requirement. Includes 8 units of competency.
Skill Set	ISADSS00003 Rail track Worker Skill Set	Has Work Readiness Skill Set as entry requirement. Having completed the Cert II for a different occupation would satisfy the entry requirement. Includes 5 units of competency.
Skill Set	ISADSS00004 Forklift Operator Skill Set	Has Work Readiness Skill Set as entry requirement. Having completed the Cert II for a different occupation would satisfy the entry requirement. Includes 5 units of competency.
Unit	ISADU001 Work Safely	Roughly aligns to the content of three existing units, and includes the following elements: <ul style="list-style-type: none"> • Follow WHS/OHS legislation and procedures • Identify and respond to workplace risks and hazards • Demonstrate safe lifting and manual handling techniques. • Conduct general housekeeping activities Content is at basic level. Would need to be topped up with unique contextual information during worksite induction.

Type	Title	Notes
Unit	ISADU002 Communicate in the workplace	<p>Roughly aligns to the content of two existing units, and includes the following elements:</p> <ul style="list-style-type: none"> • Communicate effectively • Communicate using technology <p>Content is at basic level. Would need to be topped up with unique contextual information during worksite induction.</p>
Unit	ISADU001 Work effectively in the transport and supply chain industries	<p>Roughly aligns to the content of five existing units, and includes the following elements:</p> <ul style="list-style-type: none"> • Identify relevant transport and supply chain industry regulators, organisations and associations • Map employment pathways in transport and supply chain industries • Complete worksite induction • Plan daily routine and work with others • Determine impact of environmental issues • Use information technology to support work activities <p>Content is at basic level. Would need to be topped up with unique contextual information during worksite induction (induction process rather than an actual induction is covered in this unit).</p>
Companion Volume	Demonstration companion volume	<p>Administrative information required in Companion Volume Implementation Guides has not been included in the Demonstration Companion Volume.</p> <p>It contains a high level description of the type of information/guidance stakeholders requested, and some examples of how the requested information/guidance might be articulated</p>

ISADQ30001 Certificate III in transport and supply chain operations

Please note:

- *It was identified through stakeholder consultation that this qualification had significant problems and as such was replaced by a Certificate II qualification.*
- *The first draft included a general elective group which was removed based on feedback and the ability to take relevant units from anywhere added.*

Qualification Description

This demonstration qualification is for those entering or engaged in a range of supply chain and/or transport environments.

It provides a pathway to a range of different occupational outcomes that can be selected based on the composition of regional industries, or a learners' career aspirations.

The core and specialist elective units of competency cover entry level requirements and involve a prescribed range of tasks including known routines and procedures normally completed under supervision with limited autonomy.

It provides a foundation for career opportunities within the wider supply chain and transport sectors.

This qualification is suitable for:

- school leavers
- new workers
- transitional workers into the sectors covered.

Job roles

This qualification covers the skills and knowledge required to gain employment as:

- Baggage Handler in the Aviation sector
- General Purpose Hand in the Maritime sector
- Track Worker in the Rail sector
- Forklift Operator in the Transport and Logistics sector.

Please note: RTO would list the two specialist elective unit groups selected on the testamur.

Licensing, legislative or certification requirements apply to this qualification differ between the Occupations. Refer to the Demonstration Companion Volume for requirements to ensure all are met when selecting units of competency.

Entry Requirements

No entry requirements

Packaging Rules

A total of **20 units of competency** comprising:

- 4 core units listed below, plus
- meeting the elective requirements for two (2) of the Specialisations listed below:
 - **Baggage Handler Specialisation.** Select eight (8) units including:
 - A minimum of five (5) units from the Baggage Handler Specialist Elective Units
 - Up to three (3) Elective units from any relevant nationally endorsed Training Package
 - **General Purpose Hand Specialisation.** Select eight (8) units including:
 - All eight (8) General Purpose Hand Specialist Elective Units
 - **Rail Track Worker Specialisation.** Select eight (8) units including:
 - A minimum of five (5) units from the Rail Track Worker Elective Units (TLIF0020 Safely access the rail corridor must be selected)
 - Up to three (3) Elective units from any relevant nationally endorsed Training Package
 - **Forklift Operator Specialisation.** Select eight (8) units including:
 - A minimum of five (5) units from the Forklift Operator Specialist Elective Units (TLILIC0003 Licence to operate a forklift truck must be selected)
 - Up to three (3) Elective units from any relevant nationally endorsed Training Package

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Elective units must contribute to the vocational outcomes of the qualification.

See the Demonstration Companion Volume for guidance on the selection of elective units to ensure local industry requirements are met.

Core units

ISADU001	Work Safely
ISADU002	Communicate in the workplace
ISADU003	Work effectively in the transport and supply chain industries
TLIF2010	Apply fatigue management strategies

Baggage Handler Specialist Elective Units

AVID0004	Conduct baggage handling operations
AVID0009	Load and secure aviation freight and baggage
AVIF0023	Apply aircraft safety procedures
AVIF0034	Apply aviation work health and safety procedures
AVIJ0001	Contribute to the achievement of on-time performance standards
AVIZ0003	Maintain basic situational awareness in an aviation workplace
TLIJ2001	Apply quality procedures
TLIO1002	Follow security procedures when working with passengers and personnel

General Purpose Hand Specialist Elective Units

HLTAID011	Provide First Aid
MARB053	Assist with routine maintenance on a commercial vessel
MARF027	Apply basic survival skills in the event of vessel abandonment
MARF028	Follow procedures to minimise and fight fires on board a vessel
MARF029	Meet work health and safety requirements
MARF030	Survive at sea using survival craft
MARG012	Work as part of a crew on a commercial vessel
MARN016	Apply general purpose hand skills aboard a commercial vessel

Rail Track Worker Specialist Elective Units

CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
TLIB2085	Apply track fundamentals
TLIB2092	Operate minor mechanical equipment
TLIF0020	Safely access the rail corridor
TLIS2030	Carry out track ballasting
TLIS2031	Install railway sleepers
TLIS2034	Install and repair rail fastening systems
TLIS2044	Carry out rail installation

Forklift Operator Specialist Elective Units

TLIA0004	Complete receipt and despatch documentation
TLIA0010	Identify goods and store to specifications
TLIA0019	Despatch stock
TLID0021	Store and handle dangerous goods and hazardous substances
TLIA0022	Pick and process orders
TLIA0023	Receive goods
TLID3011	Conduct specialised forklift operations
TLIE0002	Process workplace documentation
TLIE0009	Carry out basic workplace calculations
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)
TLILIC0003	Licence to operate a forklift truck

ISADQ20001 Certificate II in transport and supply chain operations

Please note:

- *This qualification has been developed as part of a demonstration project only.*
- *It will not be submitted for endorsement.*
- *If endorsement was to be sought at any time in future broad stakeholder consultation would be undertaken as part of further development of the qualification.*

Qualification Description

This demonstration qualification is for those entering or engaged in a range of supply chain and/or transport environments.

It provides a pathway to a range of different occupational outcomes.

The core and elective units of competency cover entry level requirements and involve a prescribed range of tasks including known routines and procedures normally completed under supervision with limited autonomy.

It provides a foundation for career opportunities within the wider supply chain and transport sectors.

This qualification is suitable for:

- school leavers
- new workers
- transitional workers into the sectors covered.

Job roles

This qualification covers the skills and knowledge required to gain employment as:

- Baggage Handler in the Aviation sector
- Track Worker in the Rail sector
- Forklift Operator in the Transport and Logistics sector.

Please note: RTO would list the occupational elective unit group selected on the testamur.

Licensing, legislative or certification requirements apply to this qualification differ between the Occupations. Refer to the Demonstration Companion Volume for requirements to ensure all are met when selecting units of competency.

Entry Requirements

No entry requirements

Packaging Rules

A total of **12 units of competency** comprising:

- 4 core units listed below, plus
- meeting the elective requirements for one (1) of the occupation elective groups listed below:
 - **Baggage Handler Electives.** Select eight (8) units including:
 - A minimum of five (5) units from the Baggage Handler Elective Units
 - Up to three (3) Elective units from any relevant nationally endorsed Training Package
 - **Rail Track Worker Electives.** Select eight (8) units including:
 - A minimum of five (5) units from the Rail Track Worker Elective Units (TLIF0020 Safely access the rail corridor must be selected)
 - Up to three (3) Elective units from any relevant nationally endorsed Training Package
 - **Forklift Operator Electives.** Select eight (8) units including:
 - A minimum of five (5) units from the Forklift Operator Elective Units (TLILIC0003 Licence to operate a forklift truck must be selected)
 - Up to three (3) Elective units from any relevant nationally endorsed Training Package

Where imported units are selected, care must be taken to ensure that all prerequisite units specified are complied with.

Elective units must contribute to the vocational outcomes of the qualification.

See the Demonstration Companion Volume for guidance on the selection of elective units to ensure local industry requirements are met.

Core units

ISADU001	Work Safely
ISADU002	Communicate in the workplace
ISADU003	Work effectively in the transport and supply chain industries
TLIF2010	Apply fatigue management strategies

Baggage Handler Elective Units

AVID0004	Conduct baggage handling operations
AVID0009	Load and secure aviation freight and baggage
AVIF0023	Apply aircraft safety procedures
AVIF0034	Apply aviation work health and safety procedures
AVIJ0001	Contribute to the achievement of on-time performance standards
AVIZ0003	Maintain basic situational awareness in an aviation workplace
TLIJ2001	Apply quality procedures
TLIO1002	Follow security procedures when working with passengers and personnel

Rail Track Worker Elective Units

CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
TLIB0012	Maintain and use hand tools
TLIB2085	Apply track fundamentals
TLIB2092	Operate minor mechanical equipment
TLIF0020	Safely access the rail corridor
TLIS2030	Carry out track ballasting
TLIS2031	Install railway sleepers
TLIS2034	Install and repair rail fastening systems
TLIS2044	Carry out rail installation

Forklift Operator Elective Units

TLIA0004	Complete receipt and despatch documentation
TLIA0010	Identify goods and store to specifications
TLIA0019	Despatch stock
TLID0021	Store and handle dangerous goods and hazardous substances
TLIA0022	Pick and process orders
TLIA0023	Receive goods
TLID3011	Conduct specialised forklift operations
TLIE0002	Process workplace documentation
TLIE0009	Carry out basic workplace calculations
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)
TLILIC0003	Licence to operate a forklift truck

ISADSS00001 Transport and Supply Chain Work Readiness Skill Set

Please note:

- *This Skill Set has been developed as part of a demonstration project only.*
- *It will not be submitted for endorsement.*
- *If endorsement was to be sought at any time in future broad stakeholder consultation would be undertaken as part of further development of the Skill Set.*

Description

This Skill Set is for individuals who entering a range of supply chain or transport occupations.

Pathways Information

The ISADSS00001 Transport and Supply Chain Work Readiness Skill Set is part of a demonstration project. It covers the shared and transferrable requirements for entry to a range of transport and supply chain occupations.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this Skill Set at the time of publication.

Skill Set Requirements

A total of **4 units of competency** must be attained.

ISADU001	Work Safely
ISADU002	Communicate in the workplace
ISADU003	Work effectively in the transport and supply chain industries
TLIF2010	Apply fatigue management strategies

Target Group

People who undertake this Skill Set may use it as a pathway to Certificate II or III transport and supply chain qualifications and who work in a range of environments.

Suggested words for Statement of Attainment

The ISADSS00001 Transport and Supply Chain Work Readiness Skill Set meets the shared and transferrable requirements for a range of transport and supply chain occupations.

ISADSS00002 Baggage Handler Skill Set

Please note:

- *This Skill Set has been developed as part of a demonstration project only.*
- *It will not be submitted for endorsement.*
- *If endorsement was to be sought at any time in future broad stakeholder consultation would be undertaken as part of further development of the Skill Set.*

Description

This Skill Set is for individuals entering or engaged in work as a Baggage Handler.

Pathways Information

The ISADSS00002 Baggage Handler Skill Set is part of a demonstration project. It covers the specific industry requirements to work as a Baggage Handler.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this Skill Set at the time of publication.

Entry Requirements

To be awarded this Skill Set candidates must have first met the requirements to be awarded the ISADSS00001 Transport and Supply Chain Work Readiness Skill Set.

Skill Set Requirements

A total of **4 units of competency** must be attained.

AVID0004	Conduct baggage handling operations
AVID0009	Load and secure aviation freight and baggage
AVIF0023	Apply aircraft safety procedures
AVIJ0001	Contribute to the achievement of on-time performance standards

Target Group

People who undertake this Skill Set may use it as a pathway to work as a Baggage Handler, as well as Certificate II or III Aviation qualifications.

Suggested words for Statement of Attainment

The ISADSS00002 Baggage Handler Skill Set meets the industry requirements to commence work as a Baggage Handler.

DRAFT

ISADSS00003 Rail Track Worker Skill Set

Please note:

- *This Skill Set has been developed as part of a demonstration project only.*
- *It will not be submitted for endorsement.*
- *If endorsement was to be sought at any time in future broad stakeholder consultation would be undertaken as part of further development of the Skill Set.*

Description

This Skill Set is for individuals entering or engaged in work as a Rail Track Worker.

Pathways Information

The ISADSS00003 Rail Track Worker Skill Set is part of a demonstration project. It covers the specific industry requirements to work as a Rail Track Worker.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this Skill Set at the time of publication.

Entry Requirements

To be awarded this Skill Set candidates must have first met the requirements to be awarded the ISADSS00001 Transport and Supply Chain Work Readiness Skill Set.

Skill Set Requirements

A total of **5 units of competency** must be attained.

CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
TLIB0012	Maintain and use hand tools
TLIB2085	Apply track fundamentals
TLIB2092	Operate minor mechanical equipment
TLIF0020	Safely access the rail corridor

Target Group

People who undertake this Skill Set may use it as a pathway to work as a Rail Track Worker, as well as Certificate II or III Rail qualifications.

Suggested words for Statement of Attainment

The ISADSS00003 Rail Track Worker Skill Set meets the industry requirements to commence work as a Rail Track Worker.

DRAFT

ISADSS00004 Forklift Operator Skill Set

Please note:

- *This Skill Set has been developed as part of a demonstration project only.*
- *It will not be submitted for endorsement.*
- *If endorsement was to be sought at any time in future broad stakeholder consultation would be undertaken as part of further development of the Skill Set.*

Description

This Skill Set is for individuals entering or engaged in work as a Forklift Operator.

Pathways Information

The ISADSS00004 Forklift Operator Skill Set is part of a demonstration project. It covers the specific industry requirements to work as a Forklift Operator.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this Skill Set at the time of publication.

Entry Requirements

To be awarded this Skill Set candidates must have first met the requirements to be awarded the ISADSS00001 Transport and Supply Chain Work Readiness Skill Set.

Skill Set Requirements

A total of **5 units of competency** must be attained.

TLIA0019	Despatch stock
TLIA0023	Receive goods
TLIE0009	Carry out basic workplace calculations
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)
TLILIC0003	Licence to operate a forklift truck

Target Group

People who undertake this Skill Set may use it as a pathway to work as a Forklift Operator, as well as Certificate II or III Transport and Logistics qualifications.

Suggested words for Statement of Attainment

The ISADSS00004 Forklift Operator Skill Set meets the industry requirements to commence work as a Forklift Operator.

DRAFT

ISADU001 Work Safely

Please note:

- *This unit has been developed as part of a demonstration project only.*
- *It will not be submitted for endorsement.*
- *If endorsement was to be sought at any time in future broad stakeholder consultation would be undertaken as part of further development of the unit.*

Application

This unit involves the skills and knowledge required to follow work health and safety (WHS)/occupational, health and safety (OHS) legislation and procedures.

It includes contributing to WHS/OHS management arrangements and completing WHS/OHS records, hazard identification, risk control, maintaining situational awareness, undertaking manual handling and general housekeeping activities

Work is performed within a team environment under some supervision.

Licensing, legislative or certification requirements related to this unit may differ between job roles, industry regulators and jurisdictions. Requirements should be checked and confirmed prior to undertaking the unit. Some guidance may be provided in the Demonstration companion volume.

Pre-requisite Unit

No prerequisites

Foundation Skills

Foundation skills essential to performance include:

- **Numeracy Skills:** Calculate weight and load distribution for safe handling.
- **Oral Communication Skills:** Convey safety issues and operational instructions clearly.
- **Reading Skills:** Interpret workplace procedures, signage, and equipment instructions.
- **Writing Skills:** Complete reporting using standard forms.
- **Learning Skills:** Undertake risk assessments, determine load shifting methods, maintain situational awareness and respond to unexpected conditions.
- **Digital Skills:** Locate and access workplace procedures and complete standard reporting/forms using information technology devices.

Elements and Performance Criteria

ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Follow WHS/OHS legislation and procedures	1.1	WHS/OHS legislation and procedures relevant for work are identified, accessed, interpreted and applied
		1.2	Personal protection equipment (PPE) is checked and correctly used in accordance with safety practices and procedures
		1.3	Contributions to managing WHS/OHS in the workplace are made in accordance with relevant legislation and workplace procedures
		1.4	WHS/OHS records are completed and maintained in accordance with relevant legislation and workplace procedures
2	Identify and respond to workplace risks and hazards	3.1	Workplace procedures for risk identification and management are identified, interpreted and applied
		2.2	Risks/hazards are identified, assessed, and appropriate actions taken to minimise or eliminate risk to personnel, workplace and the environment
		2.3	Hazardous goods are identified and workplace procedures for handling them are identified and applied
		2.4	Situational awareness is maintained, and changing workplace/environmental conditions are identified and responded to in accordance with workplace procedures
3	Demonstrate safe lifting and manual handling techniques.	3.1	Workplace procedures and work instructions for safe lifting, movement of loads, and manual handling are identified and applied
		3.2	Load to be moved, potential routes between locations and any hazards/risks are identified and assessed to determine appropriate handling techniques
		3.3	Appropriate lifting/moving equipment and PPE is identified and used in accordance with operating instructions

		3.4	Actions for lifting, lowering and carrying, pushing, pulling and team lifting processes are conducted in accordance with workplace procedures and WHS/OHS requirements
4	Conduct general housekeeping activities	4.1	Housekeeping requirements, schedules and procedures for different workplace areas are confirmed and applied
		4.2	Equipment, consumables and PPE are selected in accordance with work area requirements
		4.3	Housekeeping equipment is operated, maintained and stored in accordance with manufacturer instructions and workplace procedures
		4.4	Worksite cleanliness and tidiness are continuously monitored

Assessment Requirements for ISADU001 Work Safely

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- applying and following relevant work health and safety (WHS)/occupational health and safety (OHS) legislation and procedures
- applying action to minimise, control or eliminate hazards that may exist during work activities
- selecting, checking and using required personal protective equipment (PPE)
- completing required WHS/OHS documentation
- identifying hazardous goods and locating relevant information on them
- demonstrating safe lifting and manual handling techniques for a range of different load types
- monitoring and maintaining worksite cleanliness and tidiness

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- relevant WHS/OHS legislation, procedures and guidelines
- relevant WHS/OHS workplace documentation and procedures for completing it
- emergency and evacuation procedures and appropriate responsibilities
- employee assistance or wellbeing programs
- manual and mechanically assisted lifting and load shifting procedures
- risks when manually lifting and handling products, goods or materials and related precautions to control the risk
- WHS/OHS warning signs and signals
- HAZCHEM symbols and implications for safe work and storage
- relevant terms used in safety data sheets (SDS)/material safety data sheets (MSDS)
- reporting procedures for unsafe situations
- methods for maintaining situational awareness, and required responses to changing worksite conditions
- housekeeping standards, procedures and risks

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and PPE currently used in industry
- applicable documentation, including legislation, regulations, workplace procedures and operation manuals.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work will involve basic routine work functions and may be conducted in:	<ul style="list-style-type: none">• a range of industry sectors including:<ul style="list-style-type: none">• aviation• maritime• rail• road transport and logistics• a range of work contexts• large, medium or small worksites• in a range of work environments• day or night times• in a range of typical weather conditions
Loads to be shifted may include:	<ul style="list-style-type: none">• irregularly shaped• packaged or unpackaged• labelled or unlabelled
Hazards in the work area may include exposure to:	<ul style="list-style-type: none">• dangerous or hazardous substances• movements of equipment, goods and materials• weight of items being handled• movements of equipment, goods, vehicles

	<ul style="list-style-type: none"> • damaged packing material and containers • broken and damaged equipment • inflammable materials and fire hazards • lifting practices • waste management and disposal • extremes in weather conditions • lighting levels • floor surfaces • water hazards • traffic flows, vehicle and equipment operation • variable storage areas
People in the work area may include:	<ul style="list-style-type: none"> • internal or external customers • supervisors, team leaders, management and/or other workplace personnel • site visitors • contractors • official representatives • WHS/OHS specialists • union representatives • other persons authorised or nominated by the organisation
Communication in the work area may include:	<ul style="list-style-type: none"> • phone (fixed or mobile) • email • internet • radio • verbal, written or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	<ul style="list-style-type: none"> • company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	<ul style="list-style-type: none"> • safety headwear and footwear • safety glasses • eye wash • high visibility clothing • hearing protection • gloves • sunscreen • sunglasses • insect repellent • portable radios/mobile phone

	<ul style="list-style-type: none"> • hand lamps • flags • safety devices
Information/documents may include:	<ul style="list-style-type: none"> • goods identification numbers and codes • manifests, bar codes, goods and container identification • manufacturers specifications • workplace policies, procedures, checklists and instructions • supplier and/or client instructions • material safety data sheets • codes of practice including the National Standards for Manual Handling and the Industry Safety Code • relevant legislation, regulations, codes of practice and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	<ul style="list-style-type: none"> • relevant OH&S legislation • relevant environmental protection legislation • workplace relations regulations • workers compensation regulations • licence, patent or copyright arrangements • dangerous goods and air freight regulations • export/import/quarantine/bond requirements • marine orders
Participative arrangements may include:	<ul style="list-style-type: none"> • formal and informal meetings which deal with OH&S issues • workplace OH&S committees • other committees, for example, consultative, planning and purchasing • OH&S representatives • suggestions, requests, reports and concerns put forward by staff
Housekeeping duties may include:	<ul style="list-style-type: none"> • cleaning • returning goods or equipment to storage • repacking • waste removal • maintenance

ISADU002 Communicate in the workplace

Please note:

- *This unit has been developed as part of a demonstration project only.*
- *It will not be submitted for endorsement.*
- *If endorsement was to be sought at any time in future broad stakeholder consultation would be undertaken as part of further development of the unit.*

Application

This unit involves the skills and knowledge required to communicate effectively as part of routine activities in the relevant workplace context.

It includes communicating information verbally, in writing and electronically in accordance with workplace procedures and protocols. It also includes the use of communication equipment.

Work is performed under some supervision, generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

No prerequisite.

Foundation Skills

Foundation skills essential to performance include:

- **Oral Communication Skills:** Convey safety issues and operational instructions clearly. Use active listening and questioning techniques to clarify understanding of communication.
- **Reading Skills:** Interpret written instructions, workplace procedures signage, and equipment instructions.
- **Writing Skills:** Complete standard documentation and reporting using standard forms.
- **Learning Skills:** Complete basic troubleshooting of communication equipment issues.
- **Digital Skills:** Select correct communication technology for the required purpose. Operate basic communication technology. Locate and access workplace documentation and complete standard reporting forms using information technology devices.

Elements and Performance Criteria

ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Communicate effectively	1.1	Workplace procedures for communication are accessed, interpreted and followed
		1.2	Purpose and audience for communication are identified
		1.3	Appropriate form of communication is selected and used to meet required purpose
		1.4	Effective listening skills are used
		1.5	Questions are used to gain additional information and to clarify understanding
		1.6	Verbal and written reporting is undertaken as required with team members, supervisors, and other stakeholders
		1.7	Written and electronic documentation is completed in accordance with workplace procedures
		1.8	Written and electronic records are stored/filed as required
2	Communicate using technology	2.1	Appropriate technology for the communication requirements is selected
		2.2	System capability, features and control functions are identified
		2.3	Communications system is operated safely in accordance with manufacturer's instructions, workplace procedures and regulatory requirements
		2.4	Messages are sent and received in accordance with operating procedures and protocols
		2.5	Appropriate protocols and procedures are followed when using communications systems during emergencies
		2.6	Equipment is checked and maintained in working order in accordance with workplace procedures

Assessment Requirements for ISADU002 Communicate in the workplace

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- communicating effectively in different workplace situations and with familiar and unfamiliar individuals and groups
- modifying communication activities to suit operational requirements and environments
- completing relevant documentation and reporting
- operating electronic communications equipment in accordance with system instructions, workplace procedures and protocols
- reporting and/or rectifying identified communications equipment problems promptly in accordance with workplace procedures
- following communications security procedures
- evaluating own communication style and identifying improvements

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basic communication techniques and principles, including barriers to effective communication and how to overcome them
- effective listening and questioning techniques
- techniques for communicating effectively with people whose understanding of English is limited or people with specific needs
- typical communication problems and appropriate action and solutions
- features of different types of communication technology, how to operate them, and when each should be used
- protocols and procedures for communicating with others using relevant workplace technology
- pre-operational checks for communications systems and equipment
- typical problems that may occur when using communications systems, and appropriate action and solutions
- minor routine maintenance procedures for communications equipment
- procedures and protocols for using communications systems during an emergency

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work will involve basic routine work functions and may be conducted in:	<ul style="list-style-type: none">• a range of industry sectors including:<ul style="list-style-type: none">• aviation• maritime• rail• road transport and logistics• a range of work contexts• large, medium or small worksites• in a range of work environments• day or night times• in a range of typical weather conditions
Communication modes may include:	<ul style="list-style-type: none">• two way discussion or group interaction• active listening• questioning to obtain information and/or clarify information and understanding• routine oral reporting• routine written reporting• participation in routine meetings in the workplace• basic recording of discussions

Communications may involve:	<ul style="list-style-type: none"> • English-speaking persons • multilingual staff • persons with limited ability to communicate in English • persons with specific communication needs
Communication problems may include:	<ul style="list-style-type: none"> • misunderstanding • limited ability of others to communicate in English • noisy environments or communication channels • illegible writing or print • use of non-standard vocabulary • incorrect assumption that message has been received and/or correctly understood • not following correct communication protocols and procedures
Communication may be with:	<ul style="list-style-type: none"> • internal or external customers • supervisors, team leaders, management and/or other workplace personnel • site visitors • passengers • contractors • official representatives • WHS/OHS specialists • union representatives • other persons authorised or nominated by the organisation • police and other emergency services personnel
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	<ul style="list-style-type: none"> • company procedures • enterprise procedures • organisational procedures • established procedures
Communication may involve the basic use of a range of communication technology/systems including:	<ul style="list-style-type: none"> • fixed phone systems • mobile phone, both on person or hands-free • email • internet • radios including personal, hand-held or vehicle-mounted • PA systems in premises, or on passenger vehicles, trains and aircraft • signed communication using established industry protocols, such as when hearing protection in use

<p>Information/documentation may include:</p>	<ul style="list-style-type: none"> • workplace policies, procedures, checklists and instructions • communication records • goods identification numbers and codes • manifests, bar codes, goods and container identification • manufacturers specifications • supplier and/or client instructions • material safety data sheets • codes of practice including the National Standards for Manual Handling and the Industry Safety Code • relevant legislation, regulations, codes of practice and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures
<p>Applicable regulations and legislation may include:</p>	<ul style="list-style-type: none"> • relevant OH&S legislation • relevant environmental protection legislation • workplace relations regulations • workers compensation regulations • licence, patent or copyright arrangements • dangerous goods and air freight regulations • export/import/quarantine/bond requirements • marine orders

ISADU004 Work effectively in the transport and supply chain industries

Please note:

- *This unit has been developed as part of a demonstration project only.*
- *It will not be submitted for endorsement.*
- *If endorsement was to be sought at any time in future broad stakeholder consultation would be undertaken as part of further development of the unit.*

Application

This unit involves the skills and knowledge required to Work effectively in the transport and supply chain industries.

It covers a broad range of topics covered at a basic level to establish work readiness for job roles in the transport and supply chain industries. It should be delivered in the context of the relevant job role/s. It includes:

- identifying relevant regulators, organisations and associations
- mapping employment pathways
- completing worksite induction
- planning daily routine and working with others
- determining the impact of environmental issues
- using information technology to support work activities.

Work is performed under some supervision, generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

No prerequisite

Foundation Skills

Foundation skills essential to performance include:

- **Oral Communication Skills:** Convey safety issues and operational instructions clearly. Use active listening and questioning techniques to clarify understanding of communication.
- **Reading Skills:** Interpret written instructions, workplace procedures signage, legislation, regulation and equipment instructions.
- **Writing Skills:** Complete standard documentation and reporting using standard forms.
- **Learning Skills:** Conduct basic research. Plan and prioritise daily routines.
- **Digital Skills:** Select correct information technology for the required purpose. Operate basic information technology. Locate and access workplace documentation and complete standard reporting forms using information technology devices.

Elements and Performance Criteria

ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify relevant transport and supply chain industry regulators, organisations and associations	1.1	Relevant regulatory authorities are identified, and their roles defined in accordance with regulatory powers
		1.2	Major industry organisations, associations, unions and peak bodies are identified, and their roles summarised
2	Map employment pathways in transport and supply chain industries	2.1	Forms of employment are determined and classified within the transport and supply chain industries
		2.2	Career development pathways and training opportunities within the transport and supply chain industries are identified
		2.3	Transport and supply chain industry occupations that require licences, certification or accreditation are identified
		2.4	Diversity and inclusion requirements in job roles are identified as they apply to the transport and supply chain industries
3	Complete worksite induction	3.1	Relevant regulations and legislation appropriate to the position and worksite are identified
		3.2	Workplace layout, and work activities conducted in each work area are identified
		3.3	Workplace organisational structure and the relationship of each role are outlined
		3.4	Types of workplace facilities, their purpose and potential risk factors are identified
		3.5	Equipment and technology used in the workplace are outlined in terms of function and physical characteristics
		3.6	Internal and external customers and the workplace areas that serve them are identified

		3.7	Workplace hazards and related workplace control measures and personal protective equipment (PPE) are identified
		3.8	Workplace emergency procedures are identified and followed in real or simulated emergency situations
4	Plan daily routine and work with others	4.1	Responsibilities, task requirements, priorities and deadlines are established in consultation with others
		4.2	Daily routine is planned, and work progress communicated to others as required
		4.3	Achievable time and other performance measures are agreed
		4.4	Variations and difficulties which might affect work requirements and strategies and support to rectify are identified
		4.5	Correct industry terminology to communicate with team, supervisors and other stakeholders is identified
		4.6	Factors that support efficient teamwork are identified
5	Determine impact of environmental issues	5.1	Practices to reduce the environmental impact are identified within the transport industry
		5.2	Consequences of not following workplace environmental policies and practices are identified
		5.3	Individual employee responsibilities under current legislation are applied in relation to environmental practices and policies
6	Use information technology to support work activities	6.1	Types of information technology equipment used in the work area, their functions, and applications are identified
		6.2	The range of information technology equipment required for work is accessed and operated in accordance workplace procedures and operating instructions
		6.3	Workplace procedures for data security are identified

Assessment Requirements for ISADU004 Work effectively in the transport and supply chain industries

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include:

- identifying relevant industry regulators, organisations and associations
- mapping employment pathways for two different transport and supply chain occupations and the training pathway for each
- completing induction at a worksite including identifying:
 - relevant regulation, legislation and worksite procedures
 - different activities that occur in the worksite and where and when they occur
 - organisational structure and reporting lines
 - worksite facilities, equipment and technology. The purpose of each and potential associated risks
 - worksite hazards, associated control measures and relevant PPE
 - worksite emergency procedures
- planning a daily routine including describing interaction and collaboration with others
- determining potential environmental impacts and consequences associated with work and practices to control, contain and/or minimise
- using a minimum of two different information technology devices to complete workplace activities.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- regulatory requirements in relation to:
 - work health and safety (WHS)/occupational health and safety (OHS)
 - licencing, certification and/or accreditation
 - fatigue management
 - alcohol and drugs
- relevant regulatory authorities
- PPE and instructions for its use
- workplace hazards and related hazard minimisation procedures
- workplace procedures and standards, including WHS/OHS
- emergency response procedures
- key industry organisations including peak bodies and associations
- support provided by different transport and supply chain organisations, associations, unions, government agencies and peak bodies
- the flow of freight/cargo through the transport supply chain

-
- freight/cargo types within the transport industry
 - industry terminology
 - workforce structures and the roles and responsibilities of team members
 - conditions of employment, including employer and employee obligations
 - different types of employment and their impact on a typical business and employees (e.g. part-time, full-time, casual, job-share, labour-hire, etc.)
 - career and learning pathways
 - principles of teamwork and team communication
 - environmental protection responsibilities
 - environmental sustainability practices
 - types of pollutants, their impact to the environment, and control/minimisation measures
 - safety data sheets (SDS)/material safety data sheets (MSDS)
 - proactive practices to reduce environmental impact
 - consequences of breaches to environmental requirements
 - types, functionality and purpose of relevant information technology equipment
 - typical problems that can occur when using information technology devices and computer applications in the workplace and action that can be taken to prevent or solve them
 - WHS/OHS risks and hazards when using information technology and control measures

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work will involve basic routine work functions and may be conducted in:	<ul style="list-style-type: none">• a range of industry sectors including:<ul style="list-style-type: none">• aviation• maritime• rail• road transport and logistics• a range of work contexts• large, medium or small worksites• in a range of work environments• day or night times• in a range of typical weather conditions
Information technology equipment may include:	<ul style="list-style-type: none">• printers• touch screens• desktop computers• laptop computers• tablets• mobile phones• handheld mobile devices
Computer applications may include:	<ul style="list-style-type: none">• word processing software• email, video conferencing and messaging software• inventory control and stock management systems• invoicing and payment systems• manifests control systems• work organisation systems• networks including intranet/internet browsers• computerised control/monitoring systems
People in the work area may include:	<ul style="list-style-type: none">• internal or external customers• supervisors, team leaders, management and/or other workplace personnel• site visitors• contractors• official representatives• WHS/OHS specialists• union representatives• other persons authorised or nominated by the organisation

Communication in the work area may include:	<ul style="list-style-type: none"> • phone (fixed or mobile) • email • internet • radio • verbal, written or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	<ul style="list-style-type: none"> • company procedures • enterprise procedures • organisational procedures • established procedures
Information/documentation may include:	<ul style="list-style-type: none"> • workplace policies, procedures, checklists and instructions • communication records • goods identification numbers and codes • manifests, bar codes, goods and container identification • manufacturers specifications • supplier and/or client instructions • material safety data sheets • codes of practice including the National Standards for Manual Handling and the Industry Safety Code • relevant legislation, regulations, codes of practice and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	<ul style="list-style-type: none"> • relevant OH&S legislation • relevant environmental protection legislation • workplace relations regulations • workers compensation regulations • licence, patent or copyright arrangements • dangerous goods and air freight regulations • export/import/quarantine/bond requirements • environmental protection legislation/regulation
Hazards in the work area may include exposure to:	<ul style="list-style-type: none"> • dangerous or hazardous substances • movements of equipment, goods and materials • weight of items being handled • movements of equipment, goods, vehicles • damaged packing material and containers • broken and damaged equipment

	<ul style="list-style-type: none"> • inflammable materials and fire hazards • lifting practices • waste management and disposal • extremes in weather conditions • lighting levels • floor surfaces • water hazards • traffic flows, vehicle and equipment operation • variable storage areas
Personal protective equipment may include:	<ul style="list-style-type: none"> • safety headwear and footwear • safety glasses • eye wash • high visibility clothing • hearing protection • gloves • sunscreen • sunglasses • insect repellent • portable radios/mobile phone • hand lamps • flags • safety devices
Sensitive sites may include:	<ul style="list-style-type: none"> • culturally sensitive sites • bio sites • environmentally sensitive sites
Pollutants may include:	<ul style="list-style-type: none"> • exhaust emissions, smoke or gas • fuels, oils and lubricants • chemicals and detergents • contaminated material • rubbish or waste • noise • noxious substances or plants

COMPANION VOLUME

Qualification Reform Demonstration Project

CONTENTS

About Industry Skills Australia	1
About Qualification Reform.....	2
The Demonstration Project.....	2
Occupational Analysis	3
Purpose of this Companion Volume	4
Training products in the demonstration project.....	4
Implementation Information	6
Regulation and licensing.....	6
Industry sectors and occupational outcomes of qualifications.....	7
Resources and equipment relevant to the Training Package	8
Career and Training pathways.....	10
Foundation Skills.....	11
Digital Skills.....	15

ABOUT INDUSTRY SKILLS AUSTRALIA

Industry Skills Australia (ISA) has been appointed as the Jobs and Skills Council for the nation's Maritime, Transport and Logistics, Rail and Aviation industries and the emerging sectors of Omnichannel Logistics and Distribution, and Air and Space Transport and Logistics.

Jobs and Skills Councils have **four (4) broad roles**:

1. **Industry Stewardship** which involves gathering industry intelligence to reliably represent the views and needs of industry back to the VET system and its decision-makers
2. **Workforce Planning** which enables industry to identify its workforce development issues and design high-impact solutions, which are then captured in the Committee's national Workforce Plan for the industry
3. **Training Product Development** which focusses on improving the quality, speed to market and responsiveness of training products to employer and workforce needs
4. **Implementation, promotion and monitoring** which involves supporting training providers, promoting careers and monitoring how well the system is meeting the needs of industry and learners.

Jobs and Skills Councils replace and subsume the work of previous Industry Reference Committees, Skills Service Organisations and Skills Organisations.

ISA was established in early 2023, 28 years after its predecessor TDT Australia was established as a National Training Advisory Body in 1995. Following reforms to Australia's vocational training system, we became the Transport and Logistics Industry Skills Council in 2005 and Industry Skills Australia (Skills Service Organisation) in 2016

More information about ISA can be found at www.industryskillsaustralia.org.au.

ABOUT QUALIFICATION REFORM

On 8 March 2024, the Skills and Workforce Ministerial Council accepted all recommendations in a report from the tripartite Qualification Reform Design group. The report, [Unlocking the Potential of VET](#), proposes a move away from a one-size-fits-all approach to training product development, towards a model that recognises that qualifications serve different purposes. The report proposes three purposes:

- **Purpose 1** – qualifications leading to a specific occupation (for example a licensed trade)
- **Purpose 2** – qualifications to prepare learners for multiple occupations within an industry
- **Purpose 3** – qualifications that develop cross-sectoral or foundation skills and knowledge which may be applied across industries, or lead to tertiary education and training pathways.

The next phase of reform involved Jobs and Skills Councils (JSCs) testing the proposed model. This work involved two main parts:

- JSCs review qualifications within their coverage and classify them according to the purposes outlined by the design group.
- JSCs test the purpose driven approach by undertaking demonstration projects. Industry Skills Australia (ISA) undertook the demonstration project outlined below. Endorsement won't be sought for this demonstration project – it was only to test the model to inform future decisions on qualification reform.

THE DEMONSTRATION PROJECT

The idea of a mobile workforce was discussed at an Industry Leaders Roundtable ISA conducted in Tasmania in 2023. The discussion raised the concept of a skilling intervention that produced people with the requisite skills to be able to move easily between supply chain related sectors and jobs. The example given at the time involved a baggage handler, forklift operator and deck hand. Subsequent engagement with stakeholders validated that this type of mobility across industry sectors already occurs in different Australian regions where different mixes of supply chain employers were operating. However, there are no recognised training arrangements to develop and recognise skills that support occupational mobility which can create barriers to further employment.

The proposed demonstration aligns to Purpose 2 (described above) and aimed to create a Qualification at Certificate III level. During the project it was identified there were barriers to the proposed Certificate III qualification, and a Certificate II qualification was developed instead. The aim of the qualification was to support mobility and transferability of skills across different occupations and contexts. It was decided to test the possibility of a qualification that covered employers' minimum requirements for a person to commence work in more than one of the following roles:

- Forklift driver (T&L)
- Baggage Handler (Aviation)
- Deck Hand (Maritime) – this occupation was removed during the project due to licencing requirements
- Track Worker (Rail).

The main focus of the was to test:

- How core and specialist units might be packaged in the qualification to achieve the intended outcome?
- How core units could be made more transferrable across the different occupations?
- What implementation guidance could be provided in a companion volume to support common units being delivered for application in multiple workplace contexts?
- How foundation, digital and employability skills might be addressed?
- Could a selection of 'stackable' Skill Sets be used to add occupations after the initial qualification was completed?

Occupational Analysis

Occupational analysis of the roles included in the demonstration project was conducted to determine common skills and knowledge that might be transferrable across the all of the job roles (to build common core units); but also to identify key specific skills to determine composition of specialist elective groups.

The analysis included interviews with a mix of job holders and their supervisors; a review of workplace documentation and position descriptions; and review of publicly available information about the roles.

Key Findings on common skills and knowledge:

- **Safety Awareness and Compliance:** Safety is paramount across these roles. Each job requires strict adherence to safety protocols, including the use of Personal Protective Equipment (PPE), and an understanding of occupational hazards. There are a number of hazards associated with each job role and as such constant situational awareness is required, particularly given the effects of adverse weather.
- **Teamwork and Communication:** Effective communication and coordination with team members and supervisors are critical, particularly in fast-paced or high-risk environments like airports, railways, and maritime settings. Use of two-way radio is common across the roles.
- **Regulatory Knowledge:** Workers must be familiar with industry-specific regulations and standards, such as High Risk Work Licencing requirements for Forklift Drivers, Civil Aviation Safety Authority (CASA) Regulations for Baggage Handlers and Marine Order 505 and other Australian Maritime Safety Authority (AMSA) requirements for those working in Maritime industry roles. Chain of Responsibility and fatigue management impact the roles considered. However, there are transferrable aspects that involve the ability to access, interpret and apply compliance requirements.
- **Operation of Tools and Equipment:** All roles require proficiency in operating relevant tools and equipment, but these are different for each occupation. Whilst there are some common principles, such as for example pre/post-use checks and following maintenance protocols, specific training is required for each category of tools and equipment (e.g. forklifts, baggage tugs, ropes and winches, and mechanical tools like drills and jackhammers).

Work Environments and Physical Requirements:

- The roles often involve working in varied and challenging environments, including in confined spaces as well as outdoors in all weather conditions and during non-standard work hours. This includes early mornings, late nights, weekends, and holidays, as required by operational demands.

- Physical requirements include manual dexterity, strength, endurance, and agility, all necessary for performing repetitive tasks, handling heavy loads, and maintaining physical stamina in dynamic work environments.
- Fatigue management is an important aspect of all roles.

Purpose of this Companion Volume

This Companion Volume (CV) is designed to demonstrate the type of advice that might assist Assessors, Trainers, Registered Training Organisations (RTOs) and enterprises in delivering a qualification that meets multiple diverse occupational outcomes. It does not provide full implementation advice, but rather examples of advice that could be included if such a training product was endorsed in future.

Training products in the demonstration project

Qualifications

Code	Qualification Title
ISADQ20001	Certificate II in transport and supply chain operations

Skill Sets

Code	Title
ISADSS00001	Transport and Supply Chain Work Readiness Skill Set
ISADSS00002	Baggage Handler Skill Set
ISADSS00003	Rail Track Worker Skill Set
ISADSS00004	Forklift Operator Skill Set

Units of Competency

Code	Title
Core units	
ISADU001	Work Safely
ISADU002	Communicate in the workplace
ISADU003	Work effectively in the transport and supply chain industries
TLIF2010	Apply fatigue management strategies
Baggage Handler Elective Units	
AVID0004	Conduct baggage handling operations
AVID0009	Load and secure aviation freight and baggage
AVIF0023	Apply aircraft safety procedures

Code	Title
AVIF0034	Apply aviation work health and safety procedures
AVIJ0001	Contribute to the achievement of on-time performance standards
AVIZ0003	Maintain basic situational awareness in an aviation workplace
TLIJ2001	Apply quality procedures
TLIO1002	Follow security procedures when working with passengers and personnel
Rail Track Worker Elective Units	
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
TLIB0012	Maintain and use hand tools
TLIB2085	Apply track fundamentals
TLIB2092	Operate minor mechanical equipment
TLIF0020	Safely access the rail corridor
TLIS2030	Carry out track ballasting
TLIS2031	Install railway sleepers
TLIS2034	Install and repair rail fastening systems
TLIS2044	Carry out rail installation
Forklift Operator Elective Units	
TLIA0004	Complete receipt and despatch documentation
TLIA0010	Identify goods and store to specifications
TLIA0019	Despatch stock
TLID0021	Store and handle dangerous goods and hazardous substances
TLIA0022	Pick and process orders
TLIA0023	Receive goods
TLID3011	Conduct specialised forklift operations
TLIE0002	Process workplace documentation
TLIE0009	Carry out basic workplace calculations
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)
TLILIC0003	Licence to operate a forklift truck

IMPLEMENTATION INFORMATION

Regulation and licensing

The transport and supply chain industries are highly-regulated. The following regulators apply to occupations covered by the demonstration training products.

Dangerous Goods and High Risk work

Jurisdiction	Regulatory Body	Contacts
Australian Capital Territory	WorkSafe ACT	Telephone: 13 22 81 Website: www.worksafe.act.gov.au
New South Wales	SafeWork NSW	Telephone: 13 10 50 Website: www.safework.nsw.gov.au
Northern Territory	NT WorkSafe	Telephone: 1800 019 111 Website: www.worksafe.nt.gov.au
Queensland Dangerous Goods	Department of Transport and Main Roads	Telephone: 13 23 80 Website: www.tmr.qld.gov.au
Queensland High Risk	Workplace Health and Safety Queensland	Telephone: 1300 362 128 Website: www.worksafe.qld.gov.au
South Australia	SafeWork SA	Telephone: 1300 365 255 Website: www.safework.sa.gov.au
Tasmania	WorkSafe Tasmania	Telephone: 1300 366 322 Website: www.worksafe.tas.gov.au
Victoria	WorkSafe Victoria	Telephone: 1800 136 089 Website: www.worksafe.vic.gov.au
Western Australia	Department of Mines, Industry Regulation and Safety	Telephone: (08) 9222 333 Website: www.dmp.wa.gov.au

Rail

Jurisdiction	Regulatory Body	Contacts
National	Office of the National Rail Safety Regulator	Telephone: (08) 8406 1500 Website: www.onrsr.com.au

Aviation

Jurisdiction	Regulatory Body	Contacts
National	Civil Aviation Safety Authority	Telephone: 131 757 Website: www.casa.gov.au

The demonstration training products contain a number of Units of Competency that are used for licensing and regulatory compliance. The licensing/regulatory requirements apply to RTOs, assessors or candidates. Licensing/regulatory requirements vary between states and territories and may change from time to time and should be checked prior to commencing training and/or assessment.

Do not confuse any regulatory certification, licencing and/or accreditation with national VET qualifications issued by RTOs. While in the transport and supply chain industries there is a close relationship between regulatory certificates and the national VET qualifications, they are issued by different organisations under different legislative authority.

Health and safety implications in the industry

Work health and safety (WHS)/occupational health and safety (OHS) has been used in Units of Competency to refer to the relevant legislation. As not all jurisdictions have implemented the Model Work Health and Safety (WHS) Act the combined term is used to recognise that either the national model or existing state/territory instrument will apply, as specified by the relevant regulatory authority.

In jurisdictions where the Model WHS Act has not been implemented, RTOs are advised to contextualise the Unit of Competency by referring to the existing state OHS legislative requirements.

Occupational Outcomes of Qualifications and Skill Sets

The demonstration project has been designed to allow people to add occupations after they have completed the *Certificate II in transport and supply chain operations* qualification. The qualification design also allows for additional occupational elective groups and/or Skill Sets to be added in future if industries in different regions need this to reflect the local transport and supply chain industry composition and employment opportunities.

Qualification Packaging Rules and Elective Selection

The packaging rules for *Certificate II in transport and supply chain operations* include the requirement to complete a total of **12 units of competency** comprised of 4 core units, plus meeting the elective requirements for one of the occupational areas.

Each of the three occupational areas requires completion of 8 elective units. For each, a minimum of five units must be taken from those listed for the occupation (all 8 can be taken from the listed units); and up to three units from any relevant nationally endorsed Training Package.

Where imported units are selected, they must contribute to the vocational outcomes of the qualification, and care must be taken to ensure that all prerequisite units specified are complied with.

Training providers must engage with relevant local employers to ensure that electives selected will equip learners with the skills and knowledge that meet their operational needs, enterprise systems and equipment.

Learner needs and abilities should also be taken into account when selecting electives. Some learners may require additional support to enable them to successfully complete the qualification. Examples might include units taken from the FSK Foundation Skills Training Package where learner language, literacy or numeracy skills are at a level below what is required to complete core or other elective units; or where digital capability development is required to operate the technology used by local industry.

Skill Set entry requirements

Title	Notes
ISADSS00001 Transport and Supply Chain Work Readiness Skill Set	<p>No entry requirement.</p> <p>Covers the core of the Certificate II qualification.</p> <p>Skill Set that could be used for regional work readiness initiatives.</p> <p>Includes 4 units of competency.</p>
ISADSS00002 Baggage Handler Skill Set	<p>Work Readiness Skill Set is entry requirement.</p> <p>Having completed the Cert II for a different occupation would satisfy the entry requirement.</p> <p>Includes 4 units of competency.</p>
ISADSS00003 Rail track Worker Skill Set	<p>Work Readiness Skill Set is entry requirement.</p> <p>Having completed the Cert II for a different occupation would satisfy the entry requirement.</p> <p>Includes 5 units of competency.</p>
ISADSS00004 Forklift Operator Skill Set	<p>Work Readiness Skill Set is entry requirement.</p> <p>Having completed the Cert II for a different occupation would satisfy the entry requirement.</p> <p>Includes 5 units of competency.</p>

Resources and equipment to support delivery

The assessment requirements relevant to each Unit of Competency refer to the relevant resources and equipment required for assessment. Where specific equipment is referred to, it must be used in the assessment.

In particular, for assessment, access is required to:

- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment (PPE) that replicate and are currently used in industry.

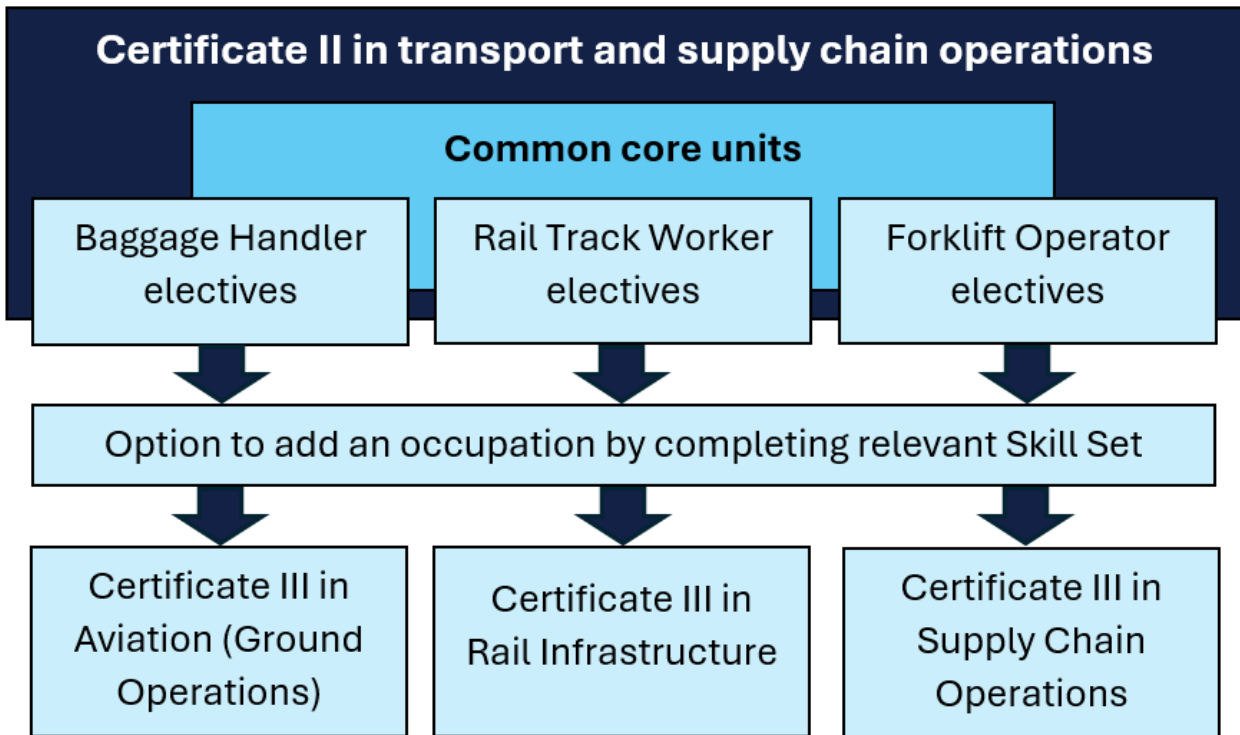
When delivering the full *Certificate II in transport and supply chain operations*, common core units should be contextualised to reflect the industry sector of the occupation selected. This should include the relevant:

- WHS/OHS legislation and procedures
- workplace risks and hazards
- safe lifting and manual handling techniques
- general housekeeping activities
- communication methods, techniques, protocols and technology
- industry regulators, organisations and associations
- employment pathways
- equipment, facilities and activities for worksite induction
- representative daily activities, routines and workforce/organisational structures
- environmental issues
- information technology.

In addition, partnerships with local industry should be developed by RTOs to ensure local context can be built into training and assessment strategies and resources. If training and assessment is being delivered outside of employment site visits should be arranged to provide familiarisation with authentic workplaces, equipment and scenarios. Industry experts from local industry should be utilised wherever possible to ensure training and assessment reflects industry needs to enhance employment opportunities for graduates.

Career and Training pathways

Pathways define a sequence of learning or experience that can be followed to attain competency and describe the way in which training and assessment is undertaken in an education or training program. They are **not mandatory** and may vary depending on the qualification or training program, the needs of the individual and the industry.



<p>Occupations aligned to Certificate III in Aviation (Ground Operations):</p> <ul style="list-style-type: none"> • Baggage Operator • Customer Service Operator • Ground Operator • Ramp Operator 	<p>Occupations aligned to Certificate III in Rail Infrastructure:</p> <ul style="list-style-type: none"> • Track maintainer • Ganger • Track installer • Track welder • Track examiner • Rail tester • Turnout builder • Points and crossings builder • Rail track surfacer • Track drainage maintainer • Tram infrastructure track worker • Light rail track worker. 	<p>Occupations aligned to Certificate III in Supply Chain Operations:</p> <ul style="list-style-type: none"> • Depot yard person • Despatch clerk • Inventory clerk • Pick packer • Reach truck/forklift driver • Receiving clerk • Store person • Transport clerk • Warehouse operator • Yard person • Logistics operator • Rail terminal operator • Supply chain administration officer
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Foundation Skills

Foundation skills is the term used in a range educational contexts, including vocational Units of Competency, to capture the language, literacy and numeracy skills required to effectively complete a work task.

New units of competency in this demonstration project include a basic description of the foundation skills essential to performance as shown in the following example. Foundation skills have been aligned to the five skills described in the [Australian Core Skills Framework \(ACSF\)](#) Digital skills have also been included.

Foundation Skills

Foundation skills essential to performance include:

- Numeracy Skills: Calculate weight and load distribution for safe handling.
- Oral Communication Skills: Convey safety issues and operational instructions clearly.
- Reading Skills: Interpret workplace procedures, signage, and equipment instructions.
- Writing Skills: Complete reporting using standard forms.
- Learning Skills: Undertake risk assessments, determine load shifting methods, maintain situational awareness and respond to unexpected conditions.
- Digital Skills: Locate and access workplace procedures and complete standard reporting/forms using information technology devices

Foundation skills should be considered as an integrated part of the unit for delivery and assessment purposes.

The Australian Core Skills Framework

The [Australian Core Skills Framework \(ACSF\)](#) can be used to identify and describe an individual's performance in the core skills of learning, reading, writing, oral communication and numeracy, so that training can be targeted to areas of need and an individual's progress monitored over time.

Performance Indicators used in the ACSF are shown in the following table. Refer to the ACSF for advice on how the performance indicators are used to consider foundation skills.

Core Skill	Indicator Number	Description
Learning	.01	Active awareness of self as a learner, planning and management of learning
	.02	Acquisition and application of practical strategies that facilitate learning
Reading	.03	Audience, purpose and meaning-making
	.04	Reading strategies
Writing	.05	Audience, purpose and meaning-making
	.06	The mechanics of writing
Oral Communication	.07	Speaking
	.08	Listening
Numeracy	.09	Identifying mathematical information and meaning in activities and texts
	.10	Using and applying mathematical knowledge and problem solving processes
	.11	Communicating and representing mathematics

Foundation Skills in Core Units

Following is a summary of foundation skills contained in the core units of *Certificate II in transport and supply chain operations*. The Australian Core Skills Framework (ACSF) level is for the purpose of illustration only. It has been assessed based on the content of the units only, and does not take into account differences that might be apparent in different industry sectors and employment contexts. It should only be used as a guide and RTOs should conduct their own ACSF assessment after direct engagement with local employers, and once training and assessment strategies and resources are developed.

ISADU001 Work Safely

Skill Area	Activities	ACSF level
Numeracy	<ul style="list-style-type: none"> Determine/calculate weight and distribution of loads Determine/calculate distances and heights loads need to be shifted. 	2
Oral Communication	<ul style="list-style-type: none"> Seek clarification on the interpretation and application of workplace documentation, procedures and equipment operating instructions Provide verbal reports on workplace hazards and/or issues Participate in meetings Effective listening skills are used 	2
Reading	<ul style="list-style-type: none"> Read and interpret: <ul style="list-style-type: none"> workplace policies, procedures, checklists, schedules and instructions labels on goods, equipment and chemicals material safety data sheets (MSDS) and safe work method statements (SWMS) equipment operating instructions 	2
Writing	<ul style="list-style-type: none"> Complete/maintain basic WHS/OHS information and records Complete standard forms and personnel records 	2
Learning	<ul style="list-style-type: none"> Assess and mitigate hazards/risks Identify hazardous goods Determine correct actions, methods, techniques and routes for moving loads Maintain situational awareness Locate, access, interpret and apply schedules, procedures, operating instructions Select, operate and maintain equipment Monitor worksite cleanliness and tidiness 	2

ISADU002 Communicate in the workplace

Skill Area	Activities	ACSF level
Numeracy	NA	-
Oral Communication	<ul style="list-style-type: none"> Use questions and listening skills to gain additional information and to clarify understanding Verbal reporting to team members, supervisors, and other stakeholders Participate in meetings 	2
Reading	<ul style="list-style-type: none"> Read and interpret workplace policies, procedures, instructions and communication equipment operating instructions Read and understand handwritten and electronic communication 	2
Writing	<ul style="list-style-type: none"> Complete basic written reporting in hard copy or electronically Written and electronic documentation is completed in accordance with workplace procedures Send and received messages related to work 	2
Learning	<ul style="list-style-type: none"> Determine purpose, audience and correct protocols for communication Determine correct form of communication to use for different purposes Locate, access, interpret and apply workplace documentation Select, operate and maintain communication equipment Correctly store/file written and electronic records/communication Appropriate technology for the communication requirements is selected Identify communications equipment/system capability, features and functions 	2

ISADU003 Work effectively in the transport and supply chain industries

Skill Area	Activities	ACSF level
Numeracy	NA	-
Oral Communication	<ul style="list-style-type: none"> Use questions and listening skills to gain additional information and to clarify understanding Participate in meetings 	2
Reading	<ul style="list-style-type: none"> Read and interpret workplace policies, procedures and instructions Read and understand handwritten and electronic communication 	2
Writing	<ul style="list-style-type: none"> Complete basic written reporting in hard copy or electronically Written and electronic documentation is completed in accordance with workplace procedures Send and received messages related to work 	2

Skill Area	Activities	ACSF level
Learning	<ul style="list-style-type: none"> Conduct research to identify: <ul style="list-style-type: none"> types of organisations and their roles workforce structures and employment types/conditions career and training pathways licencing, certification and/or accreditation requirement regulation/legislation (e.g. WHS/OHS, antidiscrimination, environmental protection, etc.) Locate, access and interpret workplace documentation Select and operate IT equipment based on its capability, features and functions Apply data security requirements Determine level of responsibility, task requirements, performance measures and priorities Plan daily routines Respond to unexpected situations 	3

TLIF2010 Apply fatigue management strategies

Skill Area	Activities	ACSF level
Numeracy	<ul style="list-style-type: none"> Understand rostering and management of time 	1
Oral Communication	<ul style="list-style-type: none"> Use questions and listening skills to gain additional information and to clarify understanding Participate in meetings 	2
Reading	<ul style="list-style-type: none"> Read and interpret workplace policies, procedures and instructions 	2
Writing	<ul style="list-style-type: none"> Keep personal records 	1
Learning	<ul style="list-style-type: none"> Identify potential causes and actions to minimise Recognise warning signs and determine responses Plan personal lifestyle choices 	2

FSK Foundation Skills Training Package

The FSK Foundation Skills Training Package allows RTOs to choose and deliver foundation skills Units of Competency, qualifications and Skill Sets that will enable learners to build the specific foundation skills they need to achieve vocational competency.

Foundation skills units provide additional information about the types of language, literacy and numeracy skills that are needed to meet the requirements of vocational units.

The Training Package can be downloaded from www.training.gov.au.

Digital Skills

Digital skills are described at a very basic level in the foundation skills field of several core units of the Certificate II in transport and supply chain operations.

Digital Occupational Profiles (DOPs) can be created for occupations using the [Australian Digital Capability Framework](#) as a reference for the description of digital capabilities, their level of proficiency, and task descriptors. Experts in the occupation are interviewed to establish the digital aspects of their professional tasks and to describe the specific content of the digital capabilities for the occupation, as reflected in this document.

The profile can serve to assess the potential of a professional and their suitability to the requirements of an occupation, to detect needs and manage training plans as well as to evaluate proficiency.

The digital occupational profiles places digital capabilities into three categories of usage based on work tasks and work processes:

- **Essential digital capabilities** that are essential and specific to the occupation described in the profile
- **Transferrable digital capabilities** that are essential to the occupation described in the profile but may also be used across multiple occupations
- **Complementary digital capabilities** that are useful and improve job performance but are not strictly necessary

Some capabilities from the Australian Digital Capability Framework may be excluded from some profiles because they are not required in the work processes of a certain occupation.

In each profile, the appropriate level of proficiency for each capability is established, with the type of knowledge, skills and attitudes required for that particular occupation.

A summary of the Rail Track Worker DOP is provided on the following page and an example of a full DOP as attachment 1 to this Companion Volume for the Demonstration Project.

Please note:

If endorsement was sought for the Certificate II in transport and supply chain operations, DOPs for all occupations would appear in the Companion Volume. The Rail Track Worker DOP provided as **Attachment 1** is currently being developed as part of a separate Rail Digital Skills project ISA is undertaking. Its is yet to be finalised and is provided as an example only.

Summary of Rail Track Worker Digital Occupational Profile (DOP)

See Attachment 1 for full DOP and refer to the [Australian Digital Capability Framework](#) and Proficiency levels for reference

Key functions of the occupation	Digital Equipment used	Future skills and technology
<ul style="list-style-type: none"> performing track maintenance or construction work under supervision supervising track maintenance or construction workgroups coordinating track maintenance or construction workgroups and associated rail traffic in liaison with the Network Control Officer operating track machinery obtaining Authorities determining safety measures required for occupation of track managing worksite protection. Examine/inspect and report faults and/or unsafe conditions 	<ul style="list-style-type: none"> Communications systems Remote controlled plant and equipment Autonomous plant and equipment Augmented reality (AR) and Virtual Reality (VR) Unmanned aircraft (Drones) Automated warning devices and technology Handheld devices Environmental monitoring devices Survey equipment 	<ul style="list-style-type: none"> Communications devices and technology Remote controlled plant and equipment Autonomous plant and equipment High speed rail infrastructure Augmented reality (AR) and Virtual Reality (VR) – training, infrastructure inspection Unmanned aircraft for inspection (Drones) Automated warning devices and technology. Use of integrated of AI technology Implementation and usage Digital twins/3D modelling

Digital Focus Area 1: Information and Data Literacy

	Foundation		Intermediate		Advanced		Specialised	
	1	2	3	4	5	6	7	8
1.1. Search, browse, and filter information			✓					
1.2. Verify information and data			✓					
1.3. Manage data and information			✓					

Examples of transferrable digital capability skills:

- Access and search relevant/current network platforms for network specific documentation/data
- Apply knowledge of automated workplace fundamentals
- Filter and interpret relevant workplace information as applicable to the work context
- Follow cybersecurity protocols to confirm veracity of sources and minimise the risk of a data breach
- Gather and store/retrieve information/data/output on a digital system, as required, in accordance with regulatory requirements and workplace procedures
- Identify authoritative sources, use and importance of data
- Identify, access and update appropriate data/digital management system
- Precautions against the loss or corruption of data are followed in accordance with workplace procedures
- Process and review workplace documentation
- Use data to verify worksite position and protection limits
- Use digital devices in the workplace

Digital Focus Area 2: Communication and Collaboration

	Foundation		Intermediate		Advanced		Specialised	
	1	2	3	4	5	6	7	8
2.1. Digital communication			✓					
2.2. Digital sharing			✓					
2.3. Digital engagement			✓					
2.4. Digital collaboration			✓					
2.5. Digital conduct			✓					
2.6. Digital identity		✓						

Examples of transferrable digital capability skills:

- Applications for workplace activities of different digital technology equipment and systems are interpreted
- Applying different digital equipment and applications/systems for workplace activities
- Appropriate uses of digital sign-on/communications confirmation processes
- Clear and unambiguous vocal communication is used
- Communicate with the public using appropriate digital communication methods
- Digitally communicate information using established workplace methods
- Discreetly interacting in a digital environment using established workplace methods and protocols/channels
- Discreetly share information using established workplace methods and protocols/channels
- Interact with relevant digital technologies and their function and capabilities used in the workplace
- Leverage technologies to achieve learning outcomes
- Manage their digital identity by keeping their credentials secure and protected
- Observing approval/attribution processes for digital content sharing
- Organise and communicate information, accessing and recording relevant information from a range of sources
- Participate in education, workplace and society through the use of digital services
- Research workforce pathways through digital technologies
- Understand applications of their digital identities
- Understanding and selecting an appropriate channel/application for workplace collaboration
- Understanding/application of safety critical communications protocols using the relevant device in accordance with the workplace safety management system
- Understanding/application of safety critical communications protocols using the relevant device in accordance with the workplace safety management system
- Use correct templates or mechanisms
- Use digital communication devices in the workplace in accordance with protocol
- Use digital communications systems appropriately according to workplace protocols
- Use digital resources to report workplace issues and seek help and advice where appropriate
- Use inclusive and respectful communication protocols
- Use technology efficiently and effectively to manage work priorities and commitments

Digital Focus Area 3: Digital Content and Creation

	Foundation		Intermediate		Advanced		Specialised	
	1	2	3	4	5	6	7	8
3.1. Develop digital content		✓						
3.2. Integrate and modify digital content		✓						
3.3. Digital copyright and licences	✓							
3.4. Create instructions for computers								

Examples of transferrable digital capability skills:

- Adhere to workplace/legislative protocols regarding digital sharing
- To edit and compile digital content to existing forms/templates/platforms
- Using digital capture methods/programs to create digital content

Digital Focus Area 4: Protection and Safety

	Foundation		Intermediate		Advanced		Specialised	
	1	2	3	4	5	6	7	8
4.1. Protect devices		✓						
4.2. Protect information and privacy		✓						
4.3. Protection and safety		✓						
4.4. Protect the environment								

Examples of transferrable digital capability skills:

- Apply digital duty of care, to protect self and others from risk of harm in digital environments in line with workplace policies and procedures
- Ensure, in digital environment, organisational and personal data is protected in accordance with workplace procedures
- Protect devices and content from malicious access and adhere to organisational cyber security policies and procedures

Digital Focus Area 5: Technical proficiency and Problem Solving

	Foundation		Intermediate		Advanced		Specialised	
	1	2	3	4	5	6	7	8
5.1. Manage devices and resolve problems			✓					
5.2. Operate digital devices and tools			✓					
5.3. Innovate with digital tools								
5.4. Learning and self development		✓						

Examples of transferrable digital capability skills:

- Configure digital device/equipment to achieve accurate work data

- Identify, access, and use both internal and external learning e.g. eLearning applications, social learning platforms and websites to develop digital skills and knowledge
- Recalibrate of digital device/equipment as required
- Recognise and manage and report faults with applications and devices
- Troubleshoot issues with the hardware and software from external or remote systems
- Understand/interpret data received through digital devices to schedule and/or conduct work activities
- Undertake diagnostic processes under guidance for more complex technical issues to identify which component of a digital interface is faulty

Digital Occupational Profile Version 1.0

Occupation

821611 Railway Track Worker

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Department of Employment
and Workplace Relations

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Acknowledgements

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Citation: Carretero Gomez, S., Vuorikari, R. and Punie, Y., DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use, EUR 28558 EN, Publications Office of the European Union, Luxembourg, 2017, ISBN 978-92-79-68006-9 (pdf), 978-92-79-68005-2 (print), 978-92-79-74173-9 (ePub), doi:10.2760/38842 (online), 10.2760/836968 (print), 10.2760/00963 (ePub), JRC106281.

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The Department also acknowledges Australian Industry Standards Limited for its assistance in developing the Framework with funding from the Department under the Training Product Development Program.



The digital occupational profile defines the knowledge, skills and proficiency levels that a professional must possess to adequately perform the tasks that require digital capability in their occupation.

The profile can serve to assess the potential of a professional and their suitability to the requirements of an occupation, to detect needs and manage training plans as well as to evaluate proficiency.

Digital capability training and upskilling may be represented in Nationally Recognised Training, Accredited Courses, Enterprise Training, Propriety Training (e.g. Microsoft); at any point in the training sequence.

The digital occupational profile model uses the Australian Digital Capability Framework as a reference for the description of digital capabilities, their level of proficiency, and task descriptors. Experts in the occupation are interviewed to establish the digital aspects of their professional tasks and to describe the specific content of the digital capabilities for the occupation, as reflected in this document.

The digital occupational profiles places digital capabilities into three categories of usage based on work tasks and work processes:

Essential digital capabilities

capabilities that are essential and specific to the occupation described in the profile

Transferrable digital capabilities

capabilities that are essential to the occupation described in the profile but may also be used across multiple occupations

Complementary digital capabilities

skills that are useful and improve job performance but are not strictly necessary

Some capabilities from the Australian Digital Capability Framework may be excluded from some profiles because they are not required in the work processes of a certain occupation.

In each profile, the appropriate level of proficiency for each capability is established, with the type of knowledge, skills and attitudes required for that particular occupation described. These particular descriptions for each capability are occupation-specific: some profiles will have the same capability but with different descriptions, as each capability may cover different activities.

Note: Please refer to the Australian Digital Capability Framework and Proficiency levels for reference.

Digital Occupational Profile

Occupation

Railway Track Worker

e.g. Grape Grower

ANZSCO Code

821611

e.g. 121617 Wine Grape Grower, 121612 Fruit Grower

Future Skills/Upcoming/ New Technology

- Communications devices and technology
- Remote controlled plant and equipment
- Autonomous plant and equipment
- High speed rail infrastructure
- Augmented reality (AR) and Virtual Reality (VR) – training, infrastructure inspection
- Unmanned aircraft for inspection (Drones)
- Automated warning devices and technology.
- Use of integrated of AI technology
- Implementation and usage Digital twins/3D modelling

List Future Skills/Upcoming/New Technology that is/ could impact the occupation

Labour Market/ Occupational information

- [Rail Track Worker: Career and training pathways \(railskillshub.gov.au Link to occupation\)](https://railskillshub.gov.au)
- [Australian Skills Classification Jobs and Skills Australia\)](https://www.skillsaustralia.gov.au)
- Australasian Railway Association: The Rail Industry Worker (RIW) program (<https://www.riv.net.au/>)
- <https://www.rissb.com.au/products/anrp-2031-responsibilities-of-track-workers/>

Links or information that may be relevant to the occupation

Training Opportunities

- [TLISS00128 Rail Infrastructure Induction Skill Set](#)
- [TLI27121 Certificate II in Rail Infrastructure](#)
- [TLI37122 Certificate III in Rail Infrastructure](#)
- [TLI47121 Certificate IV in Rail Infrastructure](#)
- [TLI50621 Diploma of Rail Operations Management](#)
- [TLI21921 Certificate II in Track Protection](#)
- [TLI32121 Certificate III in Rail Structures](#)

Links or information in this section to relevant training. It may cover all or some of the skills in the DOP.



Key functions of the occupation

- performing track maintenance or construction work under supervision
- supervising track maintenance or construction workgroups
- coordinating track maintenance or construction workgroups and associated rail traffic in liaison with the Network Control Officer
- operating track machinery
- obtaining Authorities
- determining safety measures required for occupation of track
- managing worksite protection.
- Examine/inspect and report faults and/or unsafe conditions

List key digital and non digital tasks for the occupation

Digital Equipment used in the role

- Communications systems
- Remote controlled plant and equipment
- Autonomous plant and equipment
- Augmented reality (AR) and Virtual Reality (VR)
- Unmanned aircraft (Drones)
- Automated warning devices and technology
- Handheld devices
- Environmental monitoring devices
- Survey equipment

List digital equipment used, sources of information for this could be the ASC, CVIG or and SME etc.

Digital Focus Area 1: Information and Data Literacy

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

1.1 Search, browse, and filter information

To understand the purpose, required content, and methods for the search. Search effectively for content, navigate between various resources, and apply, maintain and improve personal search strategies

Category of Usage

Digital Capability Skills

Transferrable

Use digital devices in the workplace

Transferrable

Access and search relevant/current network platforms for network specific documentation/data

Transferrable

Precautions against the loss or corruption of data are followed in accordance with workplace procedures

Transferrable

Filter and interpret relevant workplace information as applicable to the work context

Complementary

Accessing and prompting AI services

Choose an item.

Choose an item.

Digital Focus Area 1: Information and Data Literacy

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

1.2 Verify information and data

To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content

Category of Usage

Digital Capability Skills

Transferrable

Use digital devices in the workplace

Transferrable

Apply knowledge of automated workplace fundamentals

Transferrable

Precautions against the loss or corruption of data are followed in accordance with workplace procedures

Transferrable

Use data to verify worksite position and protection limits

Transferrable

Identify authoritative sources, use and importance of data

Transferrable

Follow cybersecurity protocols to confirm veracity of sources and minimise the risk of a data breach

Choose an item.

Digital Focus Area 1: Information and Data Literacy

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

1.3 Manage data and information

To manage, organise, store and retrieve data, information and content in digital environments. To organise and process them in a secure and structured environment for accessibility, for as long as it is needed

Category of Usage

Digital Capability Skills

Transferrable

Use digital devices in the workplace

Transferrable

Gather and store/retrieve information/data/output on a digital system, as required, in accordance with regulatory requirements and workplace procedures

Transferrable

Precautions against the loss or corruption of data are followed in accordance with workplace procedures

Transferrable

Process and review workplace documentation

Transferrable

Identify, access and update appropriate data/digital management system

Choose an item.

Choose an item.



Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

2.1 Digital communication

To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context

Category of Usage

Digital Capability Skills

Transferrable

Use digital communication devices in the workplace in accordance with protocol

Transferrable

Applications for workplace activities of different digital technology equipment and systems are interpreted

Transferrable

Appropriate uses of digital sign-on/communications confirmation processes

Transferrable

Understanding/application of safety critical communications protocols using the relevant device in accordance with the workplace safety management system

Choose an item.

Choose an item.

Choose an item.

Digital Focus Area 2: Communication and Collaboration

2.2 Digital sharing

To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

Category of Usage	Digital Capability Skills
Transferrable	Organise and communicate information, accessing and recording relevant information from a range of sources
Transferrable	Digitally communicate information using established workplace methods
Transferrable	Discreetly share information using established workplace methods and protocols/channels
Transferrable	Use correct templates or mechanisms
Transferrable	Observing approval/attribution processes for digital content sharing
Choose an item.	
Choose an item.	



Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

2.3 Digital engagement

To participate in education, workplace and society through the use of public and private digital services. To seek opportunities for self-empowerment and contribution through participation using appropriate digital technologies

Category of Usage	Digital Capability Skills
Transferrable	Research workforce pathways through digital technologies
Transferrable	Participate in education, workplace and society through the use of digital services
Transferrable	Leverage technologies to achieve learning outcomes
Transferrable	Use technology efficiently and effectively to manage work priorities and commitments
Transferrable	Communicate with the public using appropriate digital communication methods
Transferrable	Use digital resources to report workplace issues and seek help and advice where appropriate
Choose an item.	



Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

2.4 Digital collaboration

To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge

Category of Usage	Digital Capability Skills
Transferrable	Applying different digital equipment and applications/systems for workplace activities
Transferrable	Interact with relevant digital technologies and their function and capabilities used in the workplace
Transferrable	Understanding and selecting an appropriate channel/application for workplace collaboration
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

2.5 Digital conduct

To be aware of appropriate behaviour while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments

Category of Usage	Digital Capability Skills
Transferrable	Use digital communications systems appropriately according to workplace protocols
Transferrable	Use inclusive and respectful communication protocols
Transferrable	Understanding/application of safety critical communications protocols using the relevant device in accordance with the workplace safety management system
Transferrable	Discreetly interacting in a digital environment using established workplace methods and protocols/channels
Transferrable	Clear and unambiguous vocal communication is used
Choose an item.	
Choose an item.	



Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

2.6 Digital identity

To create and manage one or multiple digital identities, to understand how digital identities are used and how to manage and protect them

Category of Usage	Digital Capability Skills
Transferrable	Understand applications of their digital identities
Transferrable	Manage their digital identity by keeping their credentials secure and protected
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	



Digital Focus Area 3: Digital Content Creation

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

3.1 Develop digital content

To create and edit original digital content in different formats, to express oneself through digital means

Category of Usage

Digital Capability Skills

Transferrable

Using digital capture methods/programs to create digital content

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.



Digital Focus Area 3: Digital Content Creation

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

3.2 Integrate and modify digital content

To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge

Category of Usage

Digital Capability Skills

Transferrable

To edit and compile digital content to existing forms/templates/platforms

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.



Digital Focus Area 3: Digital Content Creation

Foundation		Intermediate		Advanced		Specialised	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

3.3 Digital copyright and licences

To understand how copyright, subscriptions and licences apply to data, information and digital content

Category of Usage

Digital Capability Skills

Transferrable

Adhere to workplace/legislative protocols regarding digital sharing

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Digital Focus Area 3: Digital Content Creation

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

3.4 Create instructions for computers

To plan and encode computable logic to solve a given problem or perform a specific task

Category of Usage

Digital Capability Skills

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.



Digital Focus Area 4: Protection and Safety

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

4.1 Protect devices

To protect devices and digital content, and to understand risks and threats in physical environments and digital environments. To know about safety and security measures and to have due regard to reliability and privacy

Category of Usage

Digital Capability Skills

Transferrable

Protect devices and content from malicious access and adhere to organisational cyber security policies and procedures

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.



Digital Focus Area 4: Protection and Safety

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

4.2 Protect information and privacy

To protect organisational and personal data, confidentiality and privacy in digital environments. To understand how to use and share identifiable information while being able to protect oneself, others and organisations from damage. To understand confidentiality and privacy statements and how confidential and personal information is used in a digital environment

Category of Usage

Digital Capability Skills

Transferrable

Ensure, in digital environment, organisational and personal data is protected in accordance with workplace procedures

Transferrable

Protect devices and content from malicious access and adhere to organisational cyber security policies and procedures

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.



Digital Focus Area 4: Protection and Safety

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

4.3 Protection and Safety

To identify and avoid health-risks and threats to physical and psychological wellbeing while using digital technologies. To protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for well-being and social inclusion

Category of Usage

Digital Capability Skills

Transferrable

Apply digital duty of care, to protect self and others from risk of harm in digital environments in line with workplace policies and procedures

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Digital Focus Area 4: Protection and Safety

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

4.4 Protect the environment

To identify and be aware of environmental impacts of digital technologies and their use. This includes knowledge of cloud and local energy consumption, disposal, energy consumption in systems development, whether obsolescence is designed in (circular economy). Using digital tools to learn about looking after the environment, and using them to drive reduced waste and circular economy. Creating material for or publicising positive environmental actions using digital means

Category of Usage

Digital Capability Skills

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Digital Focus Area 5: Technical proficiency and problem solving

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

5.1 Manage devices and resolve problems

To identify and resolve technical problems when operating digital devices and using digital environments (from troubleshooting to solving more complex problems)

Category of Usage	Digital Capability Skills
Transferrable	Recognise and manage and report faults with applications and devices
Transferrable	Troubleshoot issues with the hardware and software from external or remote systems
Transferrable	Undertake diagnostic processes under guidance for more complex technical issues to identify which component of a digital interface is faulty
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Focus Area 5: Technical proficiency and problem solving

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

5.2 Operate digital devices and tools

Choosing, using and configuring digital systems for equipment, machinery, devices, online tools. To adjust and customise digital environments to task or customer requirements for access and use

Category of Usage

Digital Capability Skills

Transferrable

Configure digital device/equipment to achieve accurate work data

Transferrable

Understand/interpret data received through digital devices to schedule and/or conduct work activities

Transferrable

Recalibrate of digital device/equipment as required

Choose an item.

Choose an item.

Choose an item.

Choose an item.



Digital Focus Area 5: Technical proficiency and problem solving

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

5.3 Innovate with digital tools

To use digital tools and technologies to create knowledge, and to innovate processes and products. To engage individually and collectively to understand and resolve conceptual problems and problem situations in digital environments

Category of Usage

Digital Capability Skills

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Digital Focus Area 5: Technical proficiency and problem solving

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

5.4 Learning and self-development

To identify personal digital capability gaps and use learning and development opportunities to close them. To support others to improve or upskill with their digital capability development

Category of Usage

Digital Capability Skills

Transferrable

Identify, access, and use both internal and external learning e.g. eLearning applications, social learning platforms and websites to develop digital skills and knowledge

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Digital Occupational Profile

Version 1.0

Occupation

821611 Railway Track Worker