Industry Skills Australia

FOUNDATION SKILLS COMPANION VOLUME

TLI Transport and Logistics Training Package

Industry Skills Australia

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Version control and modification history

This document has been created to support the delivery of **TLI** Training Package products within the National Vocational Education and Training (VET) system. It is a living document that will be continually updated and improved.

This version history table will provide a clear and transparent record of how the document has developed over time, including amendments, updates and refinements made in response to industry consultation, policy change, Training Package review activity or editorial correction.

As this Companion Volume is intended to support consistent interpretation and application of Foundation Skills across TLI training products, version control helps users identify the most current approved content, reduces the risk of outdated guidance being used, and supports governance, quality assurance and auditability throughout the life of the document.

CVIG Release	Release Date	FS Mapping included
17.0	16 10 2026	**Project: Livestock Transport Driving** • TLISS00242 Livestock Transport Driving Skill Set **Project: Fatigue Risk Management Systems** • TLI Fatigue Risk Management System Units
18.0	TBD	**Project: Review of Dangerous Goods Driver Training** • TLI40126 Certificate IV in Specialist Driving Operations • TLISS00253 Chemical Tanker Driver Skill Set • TLISS00254 Fuel Tanker Driver Skill Set • TLISS00255 Gas Tanker Driver Skill Set
19.0	TBD	**Project: Rail Fundamentals Pre-Vocational** • TLI20527 Certificate II in Rail Fundamentals • TLIPC0007 Identify elements of rail networks • TLIF0035 Develop safety awareness in a rail environment • TLIPC0009 Identify functional areas of rail network operations • TLIPC0010 Identify rail network infrastructure • TLIPC0011 Identify rolling stock • TLIPC0008 Prepare for employment in the rail industry • TLII0009 Provide a service to rail customers • TLIK0006 Identify new and emerging technologies in the rail environment

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What are Foundation Skills?

Foundation Skills are the language, literacy, numeracy and digital skills that underpin almost everything people do at work, at home, and in the community. There are several terms that have been used to refer to these skills in recent years.

Although the term *'language, literacy and numeracy'* (LLN), has been used for many years it is now believed not to fully capture all non-technical skills that a worker draws upon to function effectively in a contemporary work context.

'Core skills' is the term used in the Australian Core Skills Framework[1] (ACSF), which specifies levels for the five 'core' skills of learning, reading, writing, oral communication and numeracy.

Foundation Skills is the term the Australian Government uses to include the five core skills (defined by the ACSF), and the digital skills required to function in any work environment. Although the ACSF has a framework for basic digital literacy at the lower levels it does not fully cover the digital demands in a modern workplace at all levels of employment. For this reason, it is necessary to utilise a widely supported framework known as the European Digital Competence Framework (DigComp 3.0)[2].

Both the ACSF and DigComp3.0 Frameworks have been used to map the Foundation Skills demands within the products of the TLI Training Package. As products within this Training Package are reviewed and updated or new products are developed, these mapping frameworks will be applied. The mapping outcomes will provide a clear description of the levels of Foundation Skills required for successful completion of a qualification, skill set or a unit of competence.

The focus here is not on providing a precise definition of each level of core or digital skills required but is more for guidance on how to approach delivery of the training products to individuals who may find these levels challenging. This advice is to support the training and assessment program by identifying which skills areas need to be addressed for success.

FSK Foundation Skills Training Package

The FSK Foundation Skills Training Package allows RTOs to choose and deliver defined Foundation Skills qualifications; skill sets and units of competency to enable learners to build the specific foundation skills needed to achieve vocational competency. This FSK Training Package aligns to Certificate I and II level qualifications to support learner pathways into the TLI Training Package or concurrently in support of other technical qualifications.

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

The Training Package can be downloaded from https://training.gov.au/

[1] Australian Government Department of Employment and Workplace Relations. (n.d.). *Australian Core Skills Framework (ACSF)*. https://www.dewr.gov.au/foundation-skills/australian-core-skills-framework-acsf

[2] European Commission, Joint Research Centre. (2025). *DigComp 3.0: European Digital Competence Framework*. https://joint-research-centre.ec.europa.eu/projects-and-activities/education-and-training/digital-transformation-education/digital-competence-framework-digcomp/digcomp-30_en

Foundation Skills in Units of Competency

All job tasks and all units of competency include Foundation Skills. This can include having a conversation with a team member, completing a vehicle management record, leading a team meeting or working out a solution to a problem. A qualification or skill set may include units with varying foundation skill demands and it is essential for training materials to reflect this challenge and for training providers to use this information to select and support candidates in the program.

Foundation Skills in Assessment Requirements

Assessment Requirements, which link to each unit of competency, also include Foundation Skills. Assessment Requirements need to be analysed in a similar way to units to ensure the assessment includes the Foundation Skills relevant to the job task.

The Australian Core Skills Framework

The Australian Core Skill Framework (ACSF), is a national framework that provides:

- a consistent approach to identifying Foundation Skills in a range of environments, including work, training, personal and community contexts
- a common language to describe individuals' skills and performance across five skills.

The five skills covered by the ACSF are:

1. Learning
2. Reading
3. Writing
4. Oral communication
5. Numeracy.

Overview of the ACSF

The ACSF outlines five progressive skill levels, increasing from one to five, where one refers to a low level performance and five refers to a high level performance.

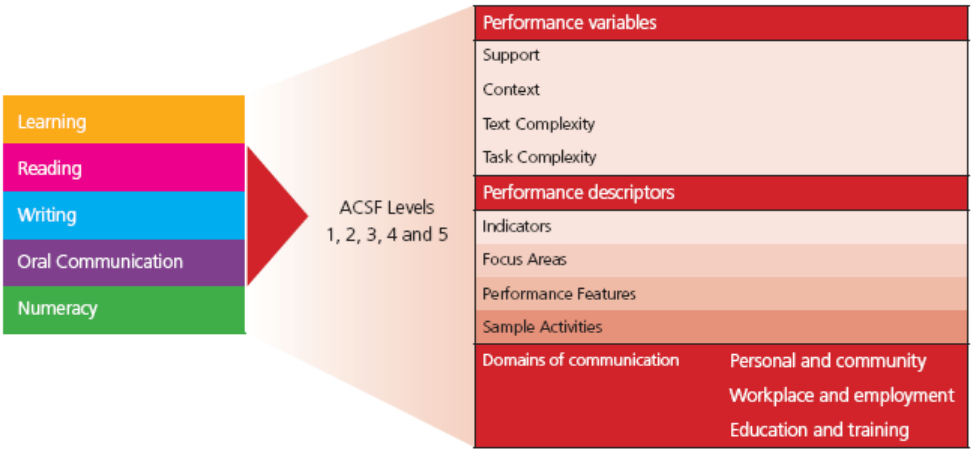


Diagram 1: Illustrates the structure and components of each of the five core skills in the ACSF

Each of the skills and levels are described in detail in the ACSF documentation and sample activities are also provided to demonstrate what each of the skills and levels look like in practical situations.

Understanding and engaging with the detail of the ACSF, and using the language it describes, will help vocational trainers and assessors to better understand and describe the Foundation Skill levels of their learners, the Foundation Skill requirements of training programs, and the Foundation Skill requirements of job tasks and job roles. Understanding the framework will also assist industry representatives to engage meaningfully with trainers and assessors in terms of the Foundation Skill needs of their workers.

Using the ACSF

The ACSF can be used for a variety of purposes including to determine the Foundation Skills requirements of units of competency, qualifications and skill sets, job tasks and roles, and a learner's Foundation Skill levels prior to commencing training. It can also provide information to guide training program design to ensure these skills are developed to the level required for successful completion.

ACSF Mapping

To align with requirements of the Training Package Organising Framework (TPOF), all Qualifications and Skill Sets must include Foundation Skills mapping to provide guidance stakeholders on the level of demand of these skills in an authentic work environment. While the mapping of digital skills required for each job task, (unit of competency) is not mandatory, it has also been mapped in all new and revised TLI Training Package products with reference to the European Digital Competence Framework or DigComp 3.0.

The ACSF mapping is being conducted project by project until all products have been mapped and ultimately provide a complete picture of the Foundation Skills demand of each product in the Training Package system.

This process will start with the mapping of the core units and any specialisation units within each Qualification. It will also include the mapping of each unit within a Skill Set. This will be presented as aggregated data on ACSF levels, ensuring that this data set represent the highest level of demand within each core skill.

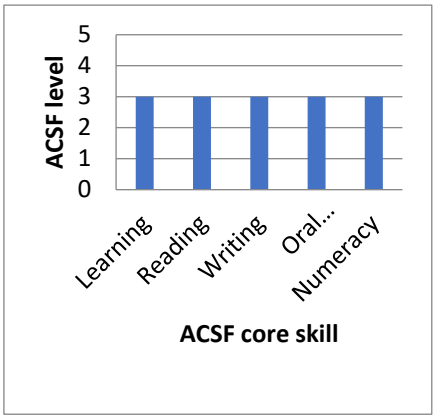
Qualifications

Qualifications within the TLI Training Package will include ACSF mapping information as represented in a specified field.

EXAMPLE:

Foundation Skills Outcomes

For information regarding essential foundation skills for successful completion of the core and/or specialisation units and their relationship to the ACSF, refer to the TLI Training Package Foundation Skills Companion Volume.



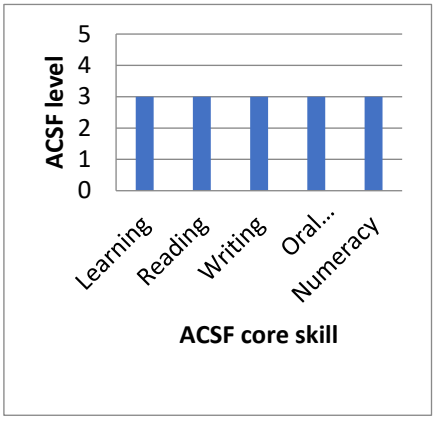
Skill Sets

Skill Sets within the TLI Training Package will include ACSF mapping information as represented in a specified field.

EXAMPLE:

Foundation Skills Outcomes

For information regarding essential foundation skills for successful completion of the units and their relationship to the ACSF, refer to the TLI Training Package Foundation Skills Companion Volume



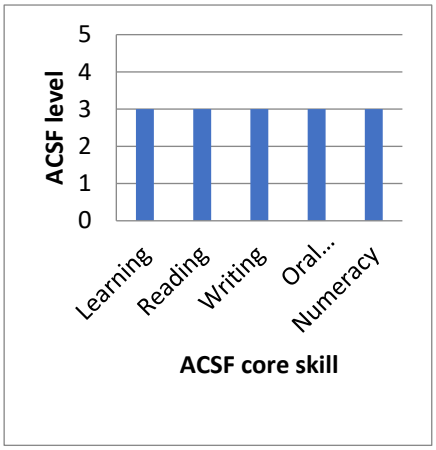
Units of Competency

Although units are mapped in detail to the ACSF, this information can only be accessed here in the Foundation Skills Companion Volume and not in a specified field within the unit of competency.

EXAMPLE:

Foundation Skills

For information regarding essential foundation skills and the unit relationship to the ACSF, refer to the TLI Training Package Foundation Skills Companion Volume.



What is the European Digital Competence Framework (DigComp)?

The European Digital Competence Framework (DigComp) is a comprehensive reference framework developed by the European Commission to define what it means to be digitally competent for work, learning, and participation in society.

European Digital Competence Framework (DigComp 3.0)

The vision for DigComp (3.0) is that it provides a unifying, coherent, clear, relevant and up-to-date view of digital competence that builds on previous versions, and which can be used by a variety of stakeholders who share the common goal of understanding and identifying digital competence needs and supporting their development.

The framework provides:

- A shared language for digital skills
- A structured taxonomy of digital competence
- A way to assess, design and benchmark digital capability

At its core, DigComp (3.0) defines digital competence as:

the "confident, critical and responsible use of digital technologies supported by knowledge, skills and attitudes…[3]"

Note that it is:

- Technology-neutral (not tied to specific tools)
- Transferable across sectors and occupations
- Designed for education, workforce development and policy

The DigComp (3.0) framework should be considered a valuable reference model for strengthening the articulation of digital skills within education and training systems. As a globally recognised digital skills taxonomy, it provides a clear and structured framework spanning five domains, twenty-one competences and eight proficiency levels. Its design supports adaptation across different sectors and jurisdictions, making it particularly well suited to informing national approaches where consistency, flexibility and industry relevance are required.

Within Australia's Training Package system, the framework can be applied as a practical tool to enhance the visibility and coherence of digital skills. It supports the systematic identification of embedded digital skill requirements within units of competency, enables benchmarking of capability expectations against AQF levels, and helps highlight areas where additional product development may be needed to address emerging digital demands. More broadly, its application would assist in improving the consistency, clarity and overall

[3] European Commission, Joint Research Centre. (2025). *DigComp 3.0: European Digital Competence Framework* (5th ed., p. 16). https://joint-research-centre.ec.europa.eu/projects-and-activities/education-and-training/digital-transformation-education/digital-competence-framework-digcomp/digcomp-30_en

quality of how digital skills are represented across Training Packages, supporting better alignment with evolving industry needs.

DigComp (3.0) Framework Components – Summary Table

Component	Description	Purpose / Application
Definition of Digital Competence	Defines digital competence as a combination of knowledge, skills and attitudes, aligned to the European Key Competences for Lifelong Learning. It clarifies what constitutes digital capability across contexts and life stages.	Provides the conceptual foundation of the framework, ensuring a shared understanding of digital competence that can be consistently applied across education, training and workforce systems.
Competence Areas	Groups digital competences into five thematic domains, each with a clear descriptor outlining the scope of capability within that area.	Enables structured organisation of digital capability, supporting high-level mapping, curriculum design and workforce capability analysis.
Competences	Specifies twenty-one individual competences, each with a title and descriptor outlining what a person should be able to do within each area.	Provides a detailed breakdown of capability requirements, allowing for precise identification of digital skills relevant to specific roles, tasks or qualifications.
Proficiency Levels	Establishes a progression of capability across Basic, Intermediate, Advanced and Highly Advanced levels, based on task complexity, cognitive demand and autonomy.	Supports benchmarking and progression, enabling comparison of capability expectations across roles, AQF levels or workforce stages.
Learning Outcomes	Defines granular, measurable statements describing what an individual is expected to know or be able to do. Each outcome is classified by competence, proficiency level, and knowledge, skill or attitude.	Enables practical implementation, supporting curriculum design, assessment development, and consistent interpretation of digital skills requirements in training products.

Core Structure of DigComp (3.0)

Competence areas and competences

The figure below shows how the competences are grouped into the competence areas.

DigComp 3.0 Competence Areas and Competences

1. **Information and Data Literacy**
   - 1.1 Browsing, searching, filtering
   - 1.2 Evaluating
   - 1.3 Managing
2. **Communication and Collaboration**
   - 2.1 Interacting
   - 2.2 Sharing
   - 2.3 Engaging in citizenship
   - 2.4 Collaborating
   - 2.5 Digital behaviour
   - 2.6 Digital identity
3. **Digital Content Creation**
   - 3.1 Developing
   - 3.2 Integrating and re-elaborating
   - 3.3 Copyright and licenses
   - 3.4 Computational thinking and programming
4. **Safety**
   - 4.1 Devices
   - 4.2 Personal data and privacy
   - 4.3 Wellbeing
   - 4.4 Environment
5. **Problem Solving**
   - 5.1 Technical problems
   - 5.2 Needs and technological responses
   - 5.3 Creative solutions
   - 5.4 Digital competence needs



DigComp (3.0) – Competence Statements (CS) within a Competence Area

EXAMPLE of Competence Area 1. Information Search, evaluation and management and competency statements

1. INFORMATION SEARCH, EVALUATION AND MANAGEMENT

1.1 Browsing, searching and filtering information



To articulate information needs: to know how and where to search for information and content in digital environments, and to access and navigate between them. To select appropriate digital tools to create, implement and update searches in digital environments and to be able to distinguish between relevant and irrelevant information and content.

Level	Competences
Basic	CS1.1.01: Acknowledge the benefits of using different digital search tools and methods. CS1.1.02: Identify features of AI-driven and traditional search tools. CS1.1.03: Recognise that search results may include irrelevant information. CS1.1.04: Use digital search tools to refine and update basic searches.
Intermediate	CS1.1.05: Explore new digital search tools and strategies. CS1.1.06: Select appropriate tools based on information needs. CS1.1.07: Distinguish between more and less relevant results. CS1.1.08: Translate needs into effective search queries.
Advanced	CS1.1.09: Explore functions of search tools to deepen capability. CS1.1.10: Combine tools and strategies for complex needs. CS1.1.11: Assist others in developing search capabilities.
Highly Advanced	CS1.1.12: Stay informed about developments in search technologies. CS1.1.13: Combine tools for highly complex information needs. CS1.1.14: Assist others with complex searches. CS1.1.15: Contribute to improvements in search solutions.

What can DigComp (3.0) do?

DigComp is not a curriculum, it is a reference and mapping framework. In the industry VET training context in Australia, it can provide support to:

- Design training programs
- Identify skills gaps relating to digital capability
- Identify the digital skill demands of qualifications, skill sets and units of competency
- Benchmark workforce capability
- Support labour market analysis

Process for applying thew DigComp 3.0 framework to products within the TLI Training Package

DigComp Application in Units of Competency

Although units are analysed in detail against the DigComp (3.0) Framework, this information can only be presented as descriptors or competence statements with a range or single level of demand in the Foundation Skills Companion Volume and not in a specified field within the unit of competency.

EXAMPLE of text found in the Foundation Skills field of mapped units:

Foundation Skills

For information regarding essential foundation skills and the unit relationship to the ACSF, refer to the TLI Training Package Foundation Skills Companion Volume.

As a tool to support the mapping of Foundation Skills, DigComp (3.0) can be used as an overlay framework to analyse the digital skills demands of units of competency or job tasks taking the following steps:

Step 1. Analyse Unit Content noting all explicit and implicit references to the use of technology or digital practice (Elements, Performance criteria, Performance evidence and Knowledge evidence)

SAMPLE UNIT: TLIC0033 Apply low risk heavy vehicle driving behaviours

Application

This unit involves the skills and knowledge required to apply low risk heavy vehicle driving behaviours.

It includes applying relevant legislation applicable to low risk operation of a heavy vehicle, inspecting vehicle and securing load for low risk transportation of goods/cargo, and applying low risk heavy vehicle driving behaviours. It also includes applying low risk heavy vehicle driving strategies, explaining risk factors that contribute to collisions or incidents when driving a heavy vehicle, and applying heavy vehicle operation and control skills.

This includes higher-order skills involving broad cognitive, technical, communication and vehicle management. It also requires knowledge about hazard perception, risk control and low risk driving behaviour, judgement, decision making and multi-tasking that builds on basic driver licence requirements across a nominated heavy vehicle class and driving situations.

This unit applies to heavy vehicle drivers required to apply low risk operating driving behaviours.

Low risk heavy vehicle driving behaviours are applied without supervision.

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

Title and **Application** indicate the unit requires foundation skills to comply with legislation, reading and writing for inspection checklists, numeracy for securing loads and oral communication for explaining risk factors

Elements	Performance criteria
1 Apply relevant legislation applicable to low risk operation of a heavy vehicle	**1.1** Work health and safety (WHS)/occupational health and safety (OHS) regulatory requirements are adhered to prior to driving in order to eliminate or control hazards relating to the driving environment and equipment
	1.2 Current and relevant road rules and heavy vehicle national law or applicable state/territory law and regulations are identified, interpreted and applied in a low risk manner
2 Inspect vehicle and secure load for low risk transportation of goods/cargo	**2.1** Pre- and post-operational inspections, checks of vehicle/trailer brake systems, suspension, axles, electrical systems, wheels and tyres, and couplings are undertaken in accordance with national road safety standards, as required
	2.2 Internal controls and gauges relating to low risk vehicle operation are inspected

The **Elements** indicate the key purpose of each step and suggest the type/s of core foundation skills that might be required where the **Performance criteria** should be more explicit.

e.g. Learning, Reading/Writing,

e.g. Reading & Numeracy

Performance Evidence

- entering, exiting and traveling along a freeway in a low risk and legal manner
- evaluating risk, consequences and personal responsibility of own driving actions
- following operational instructions

Performance evidence should indicate the foundation skill demand with more clarity although some assumptions might be needed.

e.g. *'following … instructions'* could be from an oral or written physical or digital source

Step 2. Identify digital competency level required using DigComp 3.0

Unit Complexity	DigComp Level (Range)
Using in-vehicle technologies and telematics systems	Basic
Monitoring vehicle controls, gauges and operational systems	Basic
Applying digital navigation, hazard awareness and vehicle monitoring systems	Basic
Completing transport documentation via digital means	Basic – Intermediate
Interpreting digital information relating to compliance, road conditions and safety	Basic – Intermediate

Step 3. Map to DigComp 3.0 Competence Areas and Competences

Unit Task (examples)	DigComp Competence Area	Competence Statement (CS)
Inspect vehicle systems and monitor internal controls and gauges (using vehicle technologies and interpreting operational data)	**1. Information and Data Literacy** 1.3 Managing	**Basic: CS1.3.04:** Organise, store and retrieve information and data in digital environments for practical workplace use
Complete required goods documentation and maintain operational records	**3. Digital Content Creation** 3.1 Developing	**Basic: CS3.1.03:** Create simple digital content in appropriate formats to support workplace activities
Apply low risk heavy vehicle driving strategies using in-vehicle technologies and hazard monitoring systems	**5. Problem Solving** 5.1 Technical problems	**Basic: CS5.1.03:** Identify common technical issues and follow instructions to help solve them
Monitor traffic conditions, hazards and operational changes using digital systems and communication technologies	**2. Communication and Collaboration** 2.1 Interacting	**Basic: CS2.1.03**: Use appropriate digital technologies to interact and communicate in workplace environments

Apply vehicle operation and control skills using telematics and digital vehicle information systems	**5. Problem Solving** 5.2 Needs and technological responses	**Intermediate: CS5.2.08:** Select and use appropriate digital technologies to respond to workplace and operational requirements

DigComp Application in Qualifications

DigComp (3.0) has been applied to each of the core and specialisation units within a qualification and to additional units from the elective bank as these products are reviewed and updated.

The DigComp levels and statements have then been aggregated with mapping made available in this Foundation Skills Companion Volume.

EXAMPLE:

Foundation Skills Outcomes

For information regarding essential foundation skills for successful completion of the core and/or specialisation units and their relationship to the ACSF, refer to the TLI Training Package Foundation Skills Companion Volume

As an example, the following detail with aggregated digital skills competence statements across the core and specialisation units of a qualification is included in both the qualification itself and the TLI Training Package Foundation Skills Companion Volume

Digital Skills (DigComp 3.0)
Basic: CS5.1.03: Identify common technical issues and follow instructions to help solve them
Basic: CS2.1.03: Use appropriate digital technologies to interact and communicate in workplace environments
Intermediate: CS5.2.08: Select and use appropriate digital technologies to respond to workplace and operational requirements

DigComp Application in Skill Sets

DigComp (3.0) has been applied to each of the units within a Skill Set including any imported units as these each product is reviewed and updated.

The DigComp levels and statements have then been aggregated with mapping made available in both the Skills Set training product and the TLI Training Package Foundation Skills Companion Volume.

EXAMPLE:

Foundation Skills

For information regarding essential foundation skills for successful completion of the units in this Skill Set and their relationship to the ACSF, refer to the TLI Training Package Foundation Skills Companion Volume.

As an example, the following detail with aggregated digital skills competence statements across the units of a skill set is included in the skill set itself and the TLI Training Package Foundation Skills Companion Volume

Digital Skills (DigComp 3.0)
Basic: CS2.4.03: Acknowledge the importance of effective communication skills for successful collaboration in digital environments
Basic: CS3.4.04: Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks
Int: CS2.4.04: Create, manage and contribute effectively to simple collaborative tasks in digital environments
Int: CS4.4.10: Assess and apply a variety of strategies to reduce the environmental impact of one's use of digital technologies and digital devices.

Foundation Skills in Practice

Foundation Skills in the transport and logistics industry are embedded within everyday operational tasks and are critical to safe, efficient and compliant workplace performance. This section illustrates how language, literacy, numeracy and digital skills are applied across a range of transport and logistics contexts, supporting trainers and assessors to recognise and address these skills in delivery and assessment.

The Transport and Logistics sector includes a broad range of operational environments including road transport, rail operations, warehousing and logistics, ports, stevedoring, freight handling and supply chain coordination. While Foundation Skills demands vary across occupations and settings, workers in these sectors are commonly required to interpret procedures, communicate effectively, use digital systems, apply calculations and respond appropriately to operational risks and changing workplace conditions.

EXAMPLES

1. **TLI Example – Road Transport Operations**

   Task: Conduct heavy vehicle pre-operational checks

Foundation Skill	TLI Training Product Application
Learning	Apply fatigue management procedures, adapt to changing operational conditions and respond appropriately to identified vehicle or safety risks
Reading	Interpret inspection checklists, fatigue management procedures and vehicle compliance documentation
Writing	Complete vehicle inspection reports and fatigue records
Oral Communication	Communicate operational issues with supervisors, loaders or dispatch personnel
Numeracy	Assess weight distribution, load restraint requirements and vehicle measurements
Digital	Use electronic work diaries, GPS systems or fleet management platforms

2. **TLI Example – Rail Operations**

Task: Coordinate rail movement activities

Foundation Skill	TLI Training Products Application
Learning	Apply safe working procedures, respond to operational changes and adjust activities in dynamic rail environments
Reading	Interpret safe work procedures, signalling information and operational notices
Writing	Record operational incidents and rail movement documentation
Oral Communication	Communicate clearly using rail communication protocols and operational terminology
Numeracy	Monitor scheduling timeframes, track distances and speed restrictions
Digital	Operate rail management systems and digital communication platforms

3. **TLI Example – Supply Chain and Logistics Operations**

Task: Manage warehouse dispatch activities

Foundation Skill	TLI Training Product Application
Learning	Adapt to changing dispatch priorities, workplace systems and operational requirements
Reading	Interpret consignment documentation, manifests and workplace procedures
Writing	Complete dispatch records, inventory updates and workplace reports
Oral Communication	Coordinate activities with transport operators, warehouse staff and customers
Numeracy	Calculate stock quantities, pallet configurations and dispatch volumes
Digital	Use warehouse management systems, barcode scanners and inventory software

4. **TLI Example – Ports and Stevedoring Operations**

   Task: Coordinate cargo handling operations

Foundation Skill	TLI Training Product Application
Learning	Apply workplace safety procedures, respond to changing cargo operations and adapt to environmental and operational risks
Reading	Interpret cargo manifests, safety procedures and vessel loading instructions
Writing	Complete cargo records and incident documentation
Oral Communication	Communicate with vessel crews, supervisors and logistics personnel in dynamic environments
Numeracy	Calculate load weights, lifting capacities and container placement requirements
Digital	Use container tracking systems, automated terminal systems and communication technologies

Example of Foundation Skills demand in a TLI unit

The following information provides a practical example of how Foundation Skills are embedded within a unit of competency, including elements, performance criteria and assessment requirements. This demonstrates how to interpret Foundation Skills mapping and apply it to training design and assessment in a transport and logistics context.

TLI example unit:

TLIF0030 Apply a fatigue risk management system

General Focus:

Apply fatigue risk management strategies through planning and navigating trips, complying with work and rest limits and implementing appropriate countermeasures to minimise fatigue within the road transport operational context

Foundation Skills Focus (ACSF and DigComp analysis):

Element 1: Identify and manage fatigue risk

- Identify causes and signs of fatigue in accordance with regulations and workplace procedures. (Reading 2)
- Monitor and assess personal and team fitness to work and respond appropriately (Learning 3)
- Apply workplace fatigue countermeasures and health and wellbeing practices (Learning 3)

Element 2: Operate within a fatigue risk management system

- Identify and apply relevant fatigue management legislation, regulations, workplace procedures and chain of responsibility obligations. (Reading 2)
- Follow workplace fatigue risk management system (FRMS) requirements and complete documentation and legal exemptions. (Writing 2)
- Communicate and report fatigue hazards in accordance with workplace procedures. (Writing/Oral Communication 2)

Element 3: Plan and manage fatigue risk for a heavy vehicle trip

- Plan and communicate trips while managing potential fatigue risks. (Writing/Oral Communication 2
- Apply work and rest requirements to support driver fitness and compliance during trips. (Numeracy 2)
- Communicate deviations to proposed trip (Oral Communication 2)

Element 4: Comply with work and rest hours

- Comply with heavy vehicle work and rest hour options in accordance with HVNL and workplace procedures. (Reading 2)

- Monitor and calculate where work and rest limits are exceeded (Numeracy 2)
- Identify, manage and report risks associated with exceeding work and rest limits (Reading 2)

Element 5: Update and maintain fatigue-related records

- Complete and maintain accurate heavy vehicle work diary and fatigue management (Writing 2)
- Ensure work diary/records are accessible and compliant with regulatory obligations (Reading/Writing 2)

Common Foundation Skills challenges in transport and logistics

Trainees in transport and logistics may experience challenges in applying Foundation Skills (reading, writing, oral communication, numeracy and digital skills) in operational, time-critical and safety-regulated environments. This section outlines common areas of difficulty and highlights potential operational risks, supporting trainers to proactively identify and address these challenges.

Skill Area	TLI Challenge	Risk
Reading	Misinterpreting procedures, manifests or regulatory documentation	Compliance breach or operational incident
Writing	Inaccurate completion of transport or incident records	Regulatory non-compliance
Oral Communication	Miscommunication during operational coordination	Delays, incidents or safety breaches
Numeracy	Incorrect load calculations or fatigue time calculations	Safety risk or load non-compliance
Digital	Difficulty using operational systems or electronic recording tools	Data errors or operational disruption

Guidance for Training Providers

Effective delivery of transport and logistics training requires the deliberate and systematic integration of Foundation Skills into all aspects of training and assessment. Given the operational and safety-critical nature of many TLI roles, these skills are not supplementary as they are essential to competent performance, regulatory compliance and workplace safety.

The information below provides practical guidance to support Registered Training Organisations (RTO) and their trainers and assessors in embedding Foundation Skills into transport and logistics training products.

1. Interpreting Foundation Skills mapping

RTOs should use the ACSF and DigComp mapping provided in this Companion Volume to:

- identify the level of Foundation Skills demand within units, skill sets and qualifications
- understand how these skills are applied in real transport and logistics tasks
- inform decisions about learner suitability, support needs and delivery strategies

It is important to note that Foundation Skills mapping reflects both explicit and implicit skill demands, including those not directly stated in unit documentation but required for safe and effective workplace performance.

2. Pre-training assessment and learner support

RTOs should implement processes to assess learners' Foundation Skills prior to commencing training. This may include:

- ACSF-aligned LLN assessment tools
- digital literacy self-assessment or diagnostic activities
- review of prior industry experience and workplace exposure

Where gaps are identified, RTOs should:

- provide targeted support strategies such as language support, numeracy bridging or digital skills development
- contextualise training materials to workplace environments
- ensure learners can safely engage with operational and compliance requirements

3. Embedding Foundation Skills into training delivery

Foundation Skills should be integrated into training activities rather than taught in isolation. Effective approaches include:

- scenario-based operational activities

  e.g. fatigue management planning, load restraint activities, incident response simulations
- use of authentic workplace materials

  e.g. manifests, fatigue records, rail notices, freight documentation and workplace procedures
- structured communication activities

  e.g. shift handovers, operational briefings and workplace reporting
- applied numeracy tasks

  e.g. load calculations, scheduling, route planning and weight distribution
- digital system use

  e.g. electronic work diaries, warehouse management systems, scanning devices and transport management platforms

These approaches support the development of Foundation Skills in the context in which they are applied in industry.

4. Designing assessment to reflect Foundation Skills

Assessment practices should reflect real workplace conditions and operational expectations. RTOs should ensure that assessment tasks require learners to demonstrate:

- accurate interpretation of workplace documentation
- effective operational communication
- correct application of calculations and measurements
- competent use of workplace technologies and digital systems

Where possible, assessment activities should integrate multiple Foundation Skills within authentic workplace scenarios.

5. Supporting safety-critical skill application

Limitations in Foundation Skills can directly impact operational safety, compliance and productivity within the transport and logistics sector. RTOs should:

- emphasise the relationship between Foundation Skills and safe workplace performance
- monitor learner capability in operational communication, documentation and procedural interpretation
- provide additional support where learner performance may present a risk to safe practice or regulatory compliance

6. Addressing digital skill requirements

Digital competence is increasingly central to transport and logistics operations. Workers are increasingly required to use:

- electronic work diaries
- freight and inventory systems
- automated warehouse technologies
- GPS and fleet management systems
- digital compliance and reporting platforms

Training should include opportunities for learners to apply digital skills in realistic operational contexts aligned to industry practice.

7. Continuous improvement and industry alignment

RTOs should regularly review training and assessment practices to ensure alignment with:

- changing operational technologies and digital systems
- evolving transport regulations and compliance requirements
- industry safety expectations and workforce capability needs

Engagement with industry stakeholders can support validation of Foundation Skills requirements and ensure that training remains relevant, current and responsive to emerging workforce demands.

TLI Training Package Products with Foundation Skills mapping (*per TLI Training Package Release)

Release 17.0

TLISS00242 Livestock Transport Driving Skill Set

The Foundation Skills essential for successful completion of the units in this Skill Set are mapped to the Australian Core Skills Framework (ACSF) and the European Digital Competence Framework (DigComp 3.0). The skill demand levels are aggregated below:

L	R	W	OC	N
3	3	2	2	2

Digital Skills (DigComp 3.0)
Basic: CS3.4.04: Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks
Basic: CS5.1.03: Identify common technical issues and follow instructions to help to solve them.
Basic: CS2.4.03: Acknowledge the importance of effective communication skills for successful collaboration in digital environments
Int: CS2.1.08: Identify a suitable communication means for a given context or purpose.

Core Units (ACSF)		L	R	W	OC	N	Digital Skills (DigComp 3.0)
AHCLSK224	Handle livestock using basic techniques	3	2	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks
TLIC0033	Apply low risk heavy vehicle driving behaviours	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them.
TLID0026	Care for livestock in transit	3	2	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks
TLIF0025	Follow work health and safety procedures	3	3	2	2	2	**Basic: CS2.4.03:** Acknowledge the importance of effective

Core Units (ACSF)		L	R	W	OC	N	Digital Skills (DigComp 3.0)
							communication skills for successful collaboration in digital environments **Int: CS2.1.08:** Identify a suitable communication means for a given context or purpose.

TLI Fatigue Risk Management System Units

Foundation Skills essential for completion of the units below are mapped to the Australian Core Skills Framework (ACSF) and the European Digital Competence Framework (DigComp 3.0):

Core Units (ACSF)		L	R	W	OC	N	Digital Skills (DigComp 3.0)
TLIF0030	Apply a fatigue risk management system	3	2	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them.
TLIF0031	Administer a Fatigue Risk Management System	4	4	3	3	2	**Int: CS2.4.04**: Create, manage and contribute effectively to simple collaborative tasks in digital environments **Int: CS3.2.07**: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information
TLIM0011	Conduct heavy vehicle driver training	4	3	3	4	3	**Int: CS2.4.04**: Create, manage and contribute effectively to simple collaborative tasks in digital environments **Int: CS3.2.07**: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information
TLIM0018	Develop low risk heavy vehicle driving behaviours in others	4	3	3	3	2	**Int: CS2.4.04**: Create, manage and contribute effectively to simple collaborative tasks in digital environments

Core Units (ACSF)		L	R	W	OC	N	Digital Skills (DigComp 3.0)
							Int: CS3.2.07: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information

TLI40126 Certificate IV in Specialist Driving Operations

Foundation Skills essential for completion of the core and specialisation units in this Qualification are mapped to the Australian Core Skills Framework (ACSF) and the European Digital Competence Framework (DigComp 3.0) and the skill levels are aggregated below:

L	R	W	OC	N
3	3	2	2	3

Digital Skills (Ref to DigComp 3.0)
Basic: CS3.4.04: Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks
Basic: CS5.1.03: Identify common technical issues and follow instructions to help to solve them.
Int: CS3.2.07: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.

Core Units		L	R	W	OC	N	Digital Skills (DigComp 3.0)
TLIB0002	Carry out vehicle inspection	3	3	2	2	3	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.

Core Units		L	R	W	OC	N	Digital Skills (DigComp 3.0)
TLIC0033	Apply low risk heavy vehicle driving behaviours	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them.
TLIC1051	Operate commercial vehicle	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIF2010	Apply fatigue management strategies	3	2	2	2	-	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them.
TLIF4095	Apply work health and safety requirements for driving operations	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them **Int: CS3.2.07**: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.

Specialist elective units		L	R	W	OC	N	Digital Skills (DigComp 3.0)
Group A: Chemical and Fuel Tanker							
TLIC0034	Load and unload chemical and fuel tanker	3	3	2	2	3	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLILIC0025	Licence to transport dangerous goods by road	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
Group C: Heavy Vehicle Recovery							
TLIC0011	Conduct heavy vehicle recovery operations	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
Group B: LP Gas Tanker							
TLIC0032	Load and unload gas tanker	3	3	2	2	3	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret

							simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLILIC0025	Licence to transport dangerous goods by road	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
Group D: Bitumen Tanker		**L**	**R**	**W**	**OC**	**N**	**Digital Skills (DigComp 3.0)**
RIICBS312E	Conduct bitumen tanker operations	3	3	2	2	3	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLILIC0025	Licence to transport dangerous goods by road	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks

							Basic: CS5.1.03: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.

Mapped Elective Units		**L**	**R**	**W**	**OC**	**N**	**Digital Skills (DigComp 3.0)**
TLID0022	Store and handle dangerous goods and hazardous substances	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLID0023	Load and unload explosives or dangerous goods	4	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Int: CS3.2.07**: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLID0024	Identify and document explosives or dangerous goods	3	3	3	-	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual

							representations to effectively and accurately convey the meaning of data and information.
TLID0025	Apply requirements for the handling and transport of dangerous goods	3	3	2	2	3	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIE0013	Prepare and process transport documentation for dangerous goods	3	3	3	3	2	**Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIF0029	Apply awareness of dangerous goods and hazardous materials requirements	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Int: CS3.2.07**: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIO0006	Plan and manage security procedures for transferring and	4	3	4	4	3	**Int: CS2.4.04:** Create, manage and contribute effectively to simple

	transporting dangerous goods						collaborative tasks in digital environments **Int: CS3.2.07**: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information. **Adv: CS1.3.15**: Use range of digital tools and methods to collect and process a variety of data and information
TLIP0012	Implement, maintain and evaluate dangerous goods transport procedures within the workplace	4	4	4	4	3	**Int: CS2.4.04:** Create, manage and contribute effectively to simple collaborative tasks in digital environments **Int: CS3.2.07**: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information. **Adv: CS1.3.15**: Use range of digital tools and methods to collect and process a variety of data and information. **Adv: CS2.1.13:** Combine digital communication tools and methods for complex communication and interaction tasks.

TLISS00253 Chemical Tanker Driver Skill Set

The Foundation Skills essential for successful completion of the units in this Skill Set are mapped to the Australian Core Skills Framework (ACSF) and the European Digital Competence Framework (DigComp 3.0). The skill levels are aggregated below:

Further information can be found in the TLI Training Package Foundation Skills Companion Volume.

L	R	W	OC	N
3	3	2	2	3

Digital Skills (DigComp 3.0)
Basic: CS3.4.04: Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.

Core Units (ACSF)		L	R	W	OC	N	Digital Skills (DigComp 3.0)
TLIC0034	Load and unload chemical and fuel tanker	3	3	2	2	3	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIC0033	Apply low risk heavy vehicle driving behaviours	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them
TLILIC0025	Licence to transport dangerous goods by road	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03:** Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and

							accurately convey the meaning of data and information.

TLISS00254 Fuel Tanker Driver Skill Set

The Foundation Skills essential for successful completion of the units in this Skill Set are mapped to the Australian Core Skills Framework (ACSF) and the European Digital Competence Framework (DigComp 3.0). The skill levels are aggregated below:

L	R	W	OC	N
3	3	2	2	3

Digital Skills (DigComp 3.0)
Basic: CS3.4.04: Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.

Core Units (ACSF)		L	R	W	OC	N	Digital Skills (DigComp 3.0)
TLIC0034	Load and unload chemical and fuel tanker	3	3	2	2	3	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.

TLIC0033	Apply low risk heavy vehicle driving behaviours	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them
TLILIC0025	Licence to transport dangerous goods by road	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03:** Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.

TLISS00255 Gas Tanker Driver Skill Set

The Foundation Skills essential for successful completion of the units in this Skill Set are mapped to the Australian Core Skills Framework (ACSF) and the European Digital Competence Framework (DigComp 3.0). The skill levels are aggregated below:

L	R	W	OC	N
3	3	2	2	3

Digital Skills (DigComp 3.0)
Basic: CS3.4.04: Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.

Core Units (ACSF)		L	R	W	OC	N	Digital Skills (DigComp 3.0)
TLIC0032	Load and unload gas tanker	3	3	2	2	3	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret

							simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIC0033	Apply low risk heavy vehicle driving behaviours	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them
TLILIC0025	Licence to transport dangerous goods by road	3	3	2	2	2	**Basic: CS3.4.04:** Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03:** Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.

TLI20527 Certificate II in Rail Fundamentals

The Foundation Skills essential for successful completion of the core and specialisation units in this Qualification are mapped to the Australian Core Skills Framework (ACSF) and the European Digital Competence Framework (DigComp 3.0) and the skill levels are aggregated below:

L	R	W	OC	N
3	3	3	3	2

Digital Skills (DigComp 3.0)
Basic: CS3.4.04: Represent simple sequences symbolically, interpret simple symbolic sequences, and give basic instructions to a computer to perform simple tasks **Basic: CS5.1.03**: Identify common technical issues and follow instructions to help to solve them. **Int: CS3.2.07:** Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.

Core Units		L	R	W	OC	N	Digital Skills (DigComp 3.0)
TLIPC0007	Identify elements of rail networks	2	3	3	2	2	Basic: CS1.1.04: Use digital search tools to implement, refine and update basic information searches. [AI-I] Basic: CS2.1.01: Identify and use basic features of digital communication tools to interact with individuals and groups. [AI-I] Int: CS3.2.07: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIF0035	Develop safety awareness in a rail environment	3	3	2	2	2	Basic: CS1.1.04: Use digital search tools to implement, refine and update basic information searches. [AI-I] Basic: CS2.1.01: Identify and use basic features of digital communication tools to interact with individuals and groups. [AI-I]

							Int: CS3.2.07: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIPC0009	Identify functional areas of rail network operations	2	3	3	2	2	Basic: CS1.1.04: Use digital search tools to implement, refine and update basic information searches. [AI-I] Basic: CS2.1.01: Identify and use basic features of digital communication tools to interact with individuals and groups. [AI-I] Int: CS3.2.07: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIPC0010	Identify rail network infrastructure	2	3	3	2	2	Basic: CS1.1.04: Use digital search tools to implement, refine and update basic information searches. [AI-I] Basic: CS2.1.01: Identify and use basic features of digital communication tools to interact with individuals and groups. [AI-I] Int: CS3.2.07: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIPC0011	Identify rolling stock	2	3	3	2	2	Basic: CS1.1.04: Use digital search tools to implement, refine and update basic information searches. [AI-I]

							Basic: CS2.1.01: Identify and use basic features of digital communication tools to interact with individuals and groups. [AI-I] Int: CS3.2.07: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
TLIPC0008	Prepare for employment in the rail industry	3	3	3	3	-	Basic: CS1.1.04: Use digital search tools to implement, refine and update basic information searches. [AI-I] Basic: CS2.1.01: Identify and use basic features of digital communication tools to interact with individuals and groups. [AI-I] Int: CS3.2.07: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.
Mapped Elective Units		L	R	W	OC	N	Digital Skills (DigComp 3.0)
TLII0009	Provide a service to rail customers	3	3	2	3	2	Basic: CS1.1.04: Use digital search tools to implement, refine and update basic information searches. [AI-I] Basic: CS2.1.01: Identify and use basic features of digital communication tools to interact with individuals and groups. [AI-I] Int: CS3.2.07: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the

							meaning of data and information.
TLIK0006	Identify new and emerging technologies in the rail environment	2	3	3	3	2	Basic: CS1.1.04: Use digital search tools to implement, refine and update basic information searches. [AI-I] Basic: CS2.1.01: Identify and use basic features of digital communication tools to interact with individuals and groups. [AI-I] Int: CS3.2.07: Modify or transform digital textual, numeric or visual representations to effectively and accurately convey the meaning of data and information.