TRANSPORT AND LOGISTICS TRAINING PACKAGE RELEASE 11.0

Case for Endorsement

Name of allocated IRC(s): Rail IRC
Name of the SSO: Australian Industry Standards

1. Administrative details of the Case for Endorsement

*Refer to **Attachment A** for the title and code for each of the training package components that are submitted for approval, and an indication of whether these are updated (including equivalence or non-equivalence status), new or deleted products*

1.1 Case for Change details

This Case for Endorsement (CfE) encompasses Training Package development activities proposed in the 2020 Industry Skills Forecast and Proposed Schedules of Work.

The Case for Change was **approved at the 13 October 2020 AISC meeting** and directed by the Commonwealth through Activity Order: **AIS/TPD/2020-21/003 (projects TLI-1).**

The project was initiated by the Rail Industry Reference Committee (IRC) who led the following AIS/TPD/2020-21/003 project:

Rail Customer Service

The initial scope of this project was to review two existing qualifications, six Units of Competency and one Skill Set, and develop one new Unit of Competency. During development work, the Technical Advisory Committee (TAC) identified the proposed new Unit of Competency *Apply mass transit technology fundamentals* was not required.

The Unit of Competency TLIP2038 Conduct, balance and secure financial transactions is proposed for deletion due to zero enrolments.

The TAC also completed minor changes to two Units of Competency and reviewed an additional Unit of Competency without making any changes.

In total, this project has revised two qualifications, five existing Units of Competency and one Skill Set; and deleted one Unit of Competency.

Training Package Maintenance

Five qualifications had minor changes as part of this Training Package project. Relevant imported Units of Competency were also updated. .

1.2 Timeframes and delays

The projects were delivered in accordance with the agreed timeframe.

2. Changes to training products and how these will meet the needs of industry

*Refer to **Attachment B** for information on how the proposed updates to qualifications will better support job roles in industry.*

The revised Training Package products address customer service skills and knowledge related to ticketing and security requirements to meet the needs of the rail industry and the changing needs and expectations of its customers.

With rail passenger numbers projected to climb steadily in the coming years, safety and customer satisfaction has become an even greater priority for the industry and the customer service role is expanding.

Recent innovations have focused on automating several customer service functions, however, the human element is critical in the overall customer experience. Rail operators are placing a significant focus on training staff to improve their customer service skills, with the aim of increasing passenger satisfaction levels.

Customer Service Officers are the first line of safety for all rail passengers in the dangerous rail corridor environment. The proposed changes will better support all customer service-related job roles and enhance workforce mobility across the industry.

3. Stakeholder consultation strategy

*Refer to **Attachment C** for:*

- *list of stakeholders that actively participated in consultation on the project*
- *summary feedback provided by stakeholder type and the IRCs response to this feedback*
- *summary of issues raised during stakeholder consultation and the IRCs response to these issues*

3.1 Identification of stakeholders

Australian Industry Standards (AIS), on behalf of the Rail IRC, maintains a comprehensive stakeholder database. The IRC assisted with identifying stakeholders with experience and expertise in the specialist rail sector. At the start of the project, AIS opened expressions of interest for those wanting to participate on the TAC, via email updates to general subscribers. AIS approached enterprises and stakeholders identified through forums, seminars and other various engagement activities. AIS also sought nominations from members of the Rail IRC. The TAC comprised 14 subject matter experts from the rail industry, infrastructure and transport regulators, unions and Registered Training organisations (RTOs). Most states and territories were represented in either the TAC or the IRC in relation to these projects.

3.2 Strategies for engaging stakeholders

Throughout the Training Package product development, AIS used the following communication strategies to consult with relevant stakeholders:

- Phone, video/teleconference meetings and emails to key transport and logistics and rail industry stakeholders
- IRC member communications to their relevant industry networks using various methods
- Establishment of a TAC from industry to validate the changes being made to the Training Package products
- Emails to State and Territory Training Authorities (STAs) and VET regulators
- Email alerts on project progress to stakeholders providing project information (registered subscribers to the TLI (Rail) Transport and Logistics Training Package).
- Formal feedback from multiple stakeholders representing enterprises, state and territory government bodies, training organisations and STAs.

AIS worked with the IRC's appointed TACs throughout the project. This included videoconference meetings. The TACs were comprised of subject matter experts from a broad cross-section of the rail sector. As part of the AIS communication strategy, key industry stakeholders' views were sought, and all feedback presented to the TAC during initial drafting, redrafting and finalisation of products.

Stakeholder feedback was considered and discussed with TAC members and all decisions made at TAC meetings were documented. In addition, the AIS communication strategy entailed keeping all key industry stakeholders regularly informed of the expected changes and impacts during the consultation periods.

TAC engagement activities started from January 2021 and finished in July 2021. Public consultation periods were:

- 31 May 2021 – 28 June 2021
- 7 July 2021 – 23 July 2021.

3.3 Participation by different types of stakeholders

Industry stakeholders represented in the TAC for this project came from regional areas across states and jurisdictions or represented their wider networks from these areas. These included operators of regional and national rail networks.

4. Evidence of industry support

4.1 Industry support

The Rail IRCs signed off on this CfE on 20 September 2021.

Industry support is evidenced by comments received throughout the public consultation and validation and letters of support.

The letters of support confirm that the draft materials address the skill needs to support workforce development. These letters of support have been received from a wide range of industry stakeholders.

4.2 Engagement of States and Territories

All STAs were provided with draft products and advised of the opportunity to provide feedback through the AIS website on the CfE over the period: 25 August – 8 September 2021. Relevant Industry Training Advisory Bodies (ITAB's) were consulted throughout the process.
All STAs provided written support for the CfE by 20 September 2021.

The following table shows the level of support following STA consultation:

State/Territory	Organisation	Response
Australian Capital Territory	Skills Canberra	The ACT will support the majority view of the other STAs on this case for endorsement. Tim Sealey
New South Wales	Department of Education	Thanks Ron. Yes, we support with no issues. Michael Fletcher
Northern Territory	Department of Industry, Tourism and Trade	The NT STA has no objection to the AISC considering for approval the TLI Training Package – Rail Customer Service Project Case for Endorsement. Nelson Brown

Queensland	Department of Employment, Small Business and Training	Thank you for the opportunity to review the Transport and Logistics Training Package Case for Endorsement. Based on no there being no known issues for Queensland, support is provided to progress to the AISC for consideration. Filippa Ross	
South Australia	Department for Innovation and Skills	There have been no concerns from stakeholders in South Australia regarding the case for endorsement of the Rail Customer Service training package and therefore supports its endorsement. Catherine Snelling	
Tasmania	Skills Tasmania	Thanks, and providing any issues raised by Tasmanian stakeholders regarding the TLI Training Package – Rail Customer Service project – Skills Tasmania supports the CfE and materials. Michael McGee	
Victoria	Department of Education and Training	The Victorian STA notes and supports the following revisions proceeding to the AISC for approval, following further advice on and clarification of the Release number: • Certificate II in Rail Customer Service • Certificate III in Rail Customer Service • Seven (7) revised units of competency I also note the minor release of an additional five (5) qualifications to update elective banks with current imported units and TLI units endorsed in Release 10. I understand that the inclusion of revised units from Release 10 will be dependent on their approval when Release 10 is submitted to the AISC. Jacqui Spencer, Manager, Training Products Unit	
Western Australia	Department of Training and Workforce Development	Based on the materials provided, the Western Australian State Training Authority supports the Case for Endorsement for the TLI Transport and Logistics Training Package Version 11. Frances Parnell	

4.3 Mitigation strategies

Key stakeholders are aware of the expected impacts of the Training Package changes. During public consultation periods, additional information was provided regarding which qualifications would contain the Units of Competency. Training providers were consulted to provide their input around these discussions.

Mapping attachments are included in this release to show what changes have been made to the reviewed Units of Competency.

4.4 Letters of industry support

Refer to **Attachment G** for the letters of support.

5. Dissenting views

5.1 Dissenting views/issues raised

There are no dissenting views raised at this time.

5.2 Rationale for approval

There are no dissenting views/issues raised at this time.

6. Reports by exception

There are no reports by exception raised at this time.

7. Mandatory Workplace Requirements

*Refer to **Attachment D** for a list of the units of competency, the MWR, the rationale for this, and evidence of employer support for this requirement.*

There are no products with mandatory workplace training or assessment requirements in this release.

8. Implementation of the new training packages

8.1 Implementation issues

Potential implementation issues lie in setting up simulated environments for the learning and assessment process. It is considered that workplaces or in-the-field environments would be the best scenario for learning, however, not all RTOs can accommodate these environments. Therefore, having a relationship with enterprises to allow access to rail networks for workplace learning is crucial. Setting up a simulated environment could be costly and not all RTOs can provide the required learning environment due to technological changes and requirements.

8.2 Potential for traineeship or apprenticeships

The qualifications and the associated Units of Competency included in this CfE may be used as the basis for an Australian traineeship. This is dependent on factors such as funding agreements and availability in each state or territory.

8.3 Occupational and licensing requirements

There are no licensing requirements contained in the revised qualifications, Units of Competency, or Skill Set.

8.4 Extension to transition period

Where the need for an extension to the transition period is identified for training products that are the subject of this Case for Endorsement, the SSO will apply to the relevant regulator for an extension to transition, to mitigate the identified impact on other training products, particular student cohorts or industry business needs

No extension to the transition period is requested, at this time.

9. Quality Assurance

The Case for Endorsement meets the following requirements:	
Standards for Training Packages 2012	✔
Training Package Products Policy	✔
Training Package Development and Endorsement Process Policy	✔
Companion Volume Implementation Guide is available and quality assured.	✔
Copies of quality assurance reports are included in Attachment F.	

10. Implementation of the Minister's priorities in training packages

*Refer to **Attachment E** for information on no enrolment and low enrolment qualifications reviewed as part of this project, and the outcomes of this review (i.e. product proposed for deletion or retention). Attachment D also includes the rationale for retaining no and/or low enrolment products when this is the proposal.*

Please include an explanation of how approval of the proposed training products will support the reform priorities for training packages agreed by skills ministers in November 2015 and October 2020:

Streamlining/rationalisation of training products	All products address the skill needs identified in the rail sector. The existing Units of Competency revised were included in the existing Certificate II and III of TLI Transport and Logistics Training Package because they support the skill development needs of rail occupations covered by these qualifications.
	Products were reviewed to ensure alignment with current industry needs and practices.
	The proposed revised qualifications, Units of Competency and Skill Set were specifically designed to address the skill needs for this project in the CfE. All these products contain technologies and practices in the rail industry, which have not been addressed previously.
	This project will delete one Unit of Competency from the TLI Transport and Logistics Training Package.
Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices	Throughout the revision of the qualifications, Units of Competency and Skill Set, industry's expectation was to ensure flexible delivery was available to enable all industry sub-sectors to utilise the qualifications and Units of Competency.

Ensure the training system better supports individuals to move more easily between related occupations	It is expected that the outcomes delivered will address industry job role expectations and compliance with regulatory requirements.
Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors *Foster greater recognition of skill sets and work with industry to support their implementation*	The TLI Transport and Logistics Training Package Companion Volume Implementation Guide (CVIG) describes additional requirements applicable to the learner's characteristics and describes industry's expectations for training delivery.

11. A link to the full content of the proposed training package component(s)

The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement.

A link to the training package components proposed for endorsement is included here.

This Case for Endorsement was agreed to by the **Rail IRC**

Name of Chair	Carol Hedrick
Signature of Chair	
Date	20 September 2021

Attachment A: Training products submitted for approval

Please set out in the table below, the training products submitted for approval, including showing whether this is an updated, new or deleted product.

Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
Qualifications			
TLI22321 Certificate II in Rail Customer Service	Updated	Not Equivalent	Qualification was reviewed and the vocational outcome was changed.
TLI33121 Certificate III in Rail Customer Service	Updated	Not Equivalent	Qualification outcomes and a group added. Job role changed.
Units of competency			
TLII0007 Provide assistance to customers with specific needs	Updated	Equivalent	Unit Application, PCs, PE, KE and Assessment Condition changed. No vocational outcome changed.
TLIO0004 Maintain security of railway property and revenue	Updated	Equivalent	Unit Application, PCs, PE, KE and Assessment Condition changed. No vocational outcome changed.
TLIO0005 Provide revenue protection measures	Updated	Equivalent	Unit Application, PCs, PE, KE and Assessment Condition changed. No vocational outcome changed.
TLIP0002 Advise on and construct fares for customers	Updated	Equivalent	Unit Application, PCs, PE, KE and Assessment Condition changed. No vocational outcome changed.
TLIP0003 Ensure the confidentiality, privacy and security of customer information	Updated	Equivalent	Unit Application, PCs, PE, KE and Assessment Condition changed. No vocational outcome changed.

Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
TLIP2038 Conduct, balance and secure financial transactions	Deleted	Deleted unit	Deleted unit

Attachment B: How qualification updates support job roles

Please use the table below to demonstrate how the proposed updates to qualifications will better support job roles

Job role	Qualification	Proposed updates and how these better support the job role
• booking clerk • customer service attendant/assistant • passenger service officer • station assistant/officer • train buffet operator • train conductor	TLI22321 Certificate II in Rail Customer Service	This project addressed industry demand for enhanced pathway skills and knowledge for technology and automation being used in the rail industry. Customer Service Officers are the first line of safety for all rail passengers in the dangerous rail corridor environment. The proposed changes enhance job role function and increase skills in service to the rail travelling customer.
• passenger service officer • senior customer service assistant/officer • station manager • station officer • train conductor.	TLI33121 Certificate III in Rail Customer Service	This project addressed industry demand for enhanced pathway skills and knowledge for technology and automation being used in the rail industry. Customer Service Officers are the first line of safety for all rail passengers in the dangerous rail corridor environment. The proposed changes enhance job role function and increase skills in service to the rail travelling customer.

Attachment C: Stakeholder consultation

List of stakeholders that actively participated in stakeholder consultation for the project:

Name	Organisation	Title	Industry	Representation Type	State
Michael Formaini	Chartered Institute of Logistics and Transport Australia	Chartered Member of CILTA	Rail	Association	National
James Jeffries	Train Crew Pty Ltd	Facilitator Rail Operations	Rail	Employer	SA
Lorelle Black	Metro Trains Melbourne	Training Manager - Passenger Experience	Rail	Rail Employer/ Enterprise RTO	VIC
Caron Bryan	Pacific National	RTO Training Manager	Transport and Logistics	Rail Employer/ Enterprise RTO	National
Lee Fisher	Public Transport Authority	A/Learning and Development Trainer	Public Transport - Security Services	Employer/Enterprise RTO	WA
Carol Hedrick	Queensland Rail	RTO Manager	Rail	Rail Employer/ Enterprise RTO	QLD
Sue Wright	Queensland Rail	Operational Services Manager	Rail	Rail Employer/ Enterprise RTO	QLD
Tony Glynn	Queensland Rail	SEQ Operations"	Rail	Rail Employer/ Enterprise RTO	QLD
Ken Aldridge	Rail, Tram and Bus Union (RTBU)	Training Coordinator	Rail	Union	National
Mellissa Mackie	RTBU	National Organiser	Rail	Union	QLD
Martin Caldwell	Transport for New South Wales	Organiser	Transport	Rail Employer/ Enterprise RTO	NSW
Terence (Tery) Ross	UGL (CIMIC Group)	Principal Trainer - Learning & Development	Rail	Employer	NSW

Name	Organisation	Title	Industry	Representation Type	State
Jodie Parker	V/Line	National Learning and Development Manager	Rail	Rail Employer/ Enterprise RTO	VIC
Fiona Love	Australasian Railway Association (ARA)	General Manager Workforce Development	Rail	Peak Industry Body	National
Suzie Hounsham	Department of Training and Workforce Development, State Workforce Planning	Senior Program Officer	Education	State and Territory Training Authorities (STAs)	WA
George Johnston	RTBU	Industrial Organiser	Education	Union	WA
Mandy Penton	Victorian University	Curriculum Maintenance Manager	Education	RTO	VIC

Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Industry Reference Committee (IRC) Representatives	• Feedback was discussed during TAC meeting by IRC Chair.	Worked with TAC members to update core Units of Competency to strengthen safety and communication requirements.
Peak Industry Bodies	• Qualification structure and core Units of Competency within qualifications.	Worked with IRC and TAC members to update core Units of Competency to strengthen safety and communication requirements.
Employers (Non-IRC)	• To add Train Conductor job role to the Certificate III, under Qualification Description.	Worked with IRC and TAC members to add job role requirements.
Regulators	No feedback received from the regulator.	
Registered Training Organisations (RTOs)	No other RTO feedback was received.	
Training Boards/Other	No feedback received from Training Boards.	
State and Territory Training Authorities (STAs)	• To contextualised **TLII0004 Provide assistance to customers** without the requiring a separate Unit of Competency **TLII2020 Provide assistance to customers with specific needs.** • To update Units of Competency in TLISS00230 Rail Operations Safeworking Skill Set. • To confirm any changes to the Unit of Competency codes will be updated in the qualifications and there will be no orphan Units of Competency.	Worked with IRC and TAC members who deemed TLII0004 and TLII2020 vocational outcomes are different in relation to on-train working. The Unit of Competency outcomes cannot be contextualised. Skill Set Unit of Competency requirement was updated. No orphan or standalone Units of Competency in this Training Package Release. TLI33121 Certificate III in Rail Customer Service mapping document updated.

		• To update Units of Competency in TLI33121 Certificate III in Rail Customer Service mapping document.	
	Unions	• Union feedback was discussed during TAC meeting by RTBU representatives. • No other feedback was received from unions.	Feedback was discussed during TAC meeting by RTBU representatives.

Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
No issues raised	• Nil	

Attachment D: Mandatory Workplace Requirements in Training Products

Please set out in the table below training products which include a mandatory workplace requirement (i.e. which must be completed in a workplace)

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of employer support
Nil			

Attachment E: No enrolment and low enrolment training products

No Enrolment:

Please set out in the table below those training products that have had no enrolments over the past three years for which data is available

Units of Competency		
Name of Unit/Unit Code	**Proposed for retention/deletion**	**Rationale for Retention**
TLIP2038 Conduct, balance and secure financial transactions	*Deleted as part of this release*	*Deleted*
Qualifications		
Name of Qualification/ Qualification Code	**Proposed for retention/deletion**	**Rationale for Retention**
Nil		

Low Enrolment:

Please set out in the table below those training products that have had low enrolments over the past three years for which data is available[1]

Units of Competency		
Name of Unit/Unit Code	**Proposed for retention/deletion**	**Rationale for Retention**
TLIO3015 Maintain security of railway property and revenue	*Retention – this Unit of Competency underwent a major change during the TAC process to ensure it is fit-for-purpose in the rail sector.*	*This job function is still being undertaken by Metro Trains Melbourne, Public Transport Authority (WA) and Transport for NSW. The vocational outcomes are deemed a defined industry need.*

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[1] Low enrolment training products are qualifications or units of competency that have had less than 42 enrolments in each of the past three years *(this is the maximum no. of enrolments for the bottom 25% of qualifications based on average enrolments over 2016 - 2018)*

Units of Competency		
Name of Unit/Unit Code	**Proposed for retention/deletion**	**Rationale for Retention**
TLIP2039 Ensure the confidentiality, privacy and security of customer information	*Retention – this Unit of Competency underwent a major change during the TAC process to ensure it is fit-for-purpose in the rail sector.*	*This job function is still being undertaken by V/Line, Metro Trains Melbourne and Transport for NSW. The vocational outcomes are deemed a defined industry need.*
Qualifications		
Name of Qualification/ Qualification Code	**Proposed for retention/deletion**	**Rationale for Retention**
Nil		

Attachment F: Quality assurance reports

- Independent Quality Report
- Editorial and Equity Report

Quality Report Template

Section 1 – Cover page

Information required	Detail
Training Package title and code	**TLI Transport and Logistics Training Package Release 11.0**
Number of new qualifications and their titles[1]	Nil
Number of revised qualifications and their titles	Two (2) revised qualifications: TLI22321 Certificate II in Rail Customer Service TLI33121 Certificate III in Rail Customer Service
Number of new units of competency and their titles	Nil
Number of revised units of competency and their titles	Five (5) revised units of competency: TLII0007 Provide assistance to customers with specific needs TLIO0004 Maintain security of railway property and revenue TLIO0005 Provide revenue protection measures TLIP0002 Advise on and construct fares for customers TLIP0003 Ensure the confidentiality, privacy and security of customer information operations
Confirmation that the panel member is independent of: • the Training Package or Training Package components review ('Yes' or 'No') • development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') • undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')	I confirm through affirmation: Yes Yes Yes

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[1] When the number of training products is high the titles can be presented as an attached list.

Information required	Detail
Confirmation of the Training Packages or components thereof being compliant with the *Standards for Training Packages 2012*	These Training Package components are compliant with the *Standards for Training Packages 2012.*
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Products Policy*	This Training Package and its component parts are compliant with the T*raining Package Products Policy.*
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Development and Endorsement Process Policy*	These Training Package components are compliant with the *Training Package Development and Endorsement Process Policy.*
Panel member's view about whether: • the evidence of consultation and validation process being fit for purpose and commensurate with the scope • estimated impact of the proposed changes is sufficient and convincing	As evidenced by the Case for Endorsement (CfE), and the associated appendices, consultation was sufficient and specific to the projects. The Technical Advisory Committee was nationally representative of a broad cross-section of stakeholders. The CfE convincingly outlines the reasons for the revisions of 2 existing qualifications and the revision of units as an update of the existing Training Package. The impact and reasons for these additions is also clear. Of significance is the focus on ensuring that quality customer service occurs especially within an era of more automated ticketing and service systems. The case is made for the revision of existing units to review and update the customer service focus and to update revenue protection measures. There are no exception reports to the consultation findings.
Name of panel member completing Quality Report	Terry Smith
Date of completion of the Quality Report	18th August, 2021

Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)

Standard 1
 	
Training Packages consist of the following:
1. AISC endorsed components:
  • qualifications
  • units of competency
  • assessment requirements (associated with each unit of competency)
  • credit arrangements
2. One or more quality assured companion volumes (CVIG)
	Yes	I confirm that:
		  • units of competency
		  • assessment requirements (associated with each unit of competency) and
		  • the TLI Training Package CVIG
		
		are all evident.

Standard 2 Training Package developers comply with the *Training Package Products Policy*	**Yes**	The Training Package developers have complied with the *Training Package Products Policy*. All conditions have been met.
Standard 3 Training Package developers comply with the AISC *Training Package Development and Endorsement Process Policy*	**Yes**	The Training Package developers have complied with the *AISC Training Package Development and Endorsement Process Policy* in all aspects: consultation; development; and compliance.
Standard 4 Units of competency specify the standards of performance required in the workplace	**Yes**	The standards of performance required in the workplace are specified in the units of competency. They are in plain English and are written clearly. The standards of performance and associated benchmarks are evident. The elements and associated performance criteria are clear and logically sequenced. The units are well structured and easy to understand and apply.
Standard 5 The structure of units of competency complies with the unit of competency template	*Yes*	The structure meets the specified template requirements. I note the equity and editorial reports and concur overall with their findings. In reviewing I can confirm that the Foundation Skills are explicit and embedded in the performance criteria throughout all units. This was proven through analysis against the ASQA resource *Trigger Words for Foundation Skills*. Unit titles are correct and unit applications are clear, including provision of context.

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 6 Assessment requirements specify the evidence and required conditions for assessment	*Yes*	Assessment requirements are clear as are the conditions for assessment including the use of appropriate simulation contexts where workplace performance can't be assessed. Performance evidence is specifically related to performance and is a clear and concise summary of the unit's performance requirements. Knowledge evidence is clearly related and specifically linked to the performance criteria of the unit. All components are clear, readily understandable and logical.
Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template	*Yes*	All units have associated assessment requirements. The assessment requirements comply with the relevant and specified template.
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type	*Yes*	The revised qualifications comply with the Australian Qualifications Framework specification for the qualification type.
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	*Yes*	The revised qualifications structures are compliant.
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	*Yes*	There are no credit arrangements in place, and this is specified.

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 11 A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.	*Yes*	A Companion Volume Implementation Guide (CVIG) exists and provides clear and useful information. It also includes clear guidance on the context of the range of job role environment applications and has useful advice for implementers and educators.
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	*Yes*	The TLI CVIG is complemented by appendices providing supplementary information. This also makes the information easier to access.

Section 3 – Compliance with the training package quality principles

Note: *not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.*

Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non-compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Driven by industry's needs	Yes	The refinements in this revision were clearly driven by industry need especially within the context of changing job roles and emerging technologies and the need to maintain a customer service focus and customer satisfaction. The industry consultation outlined in the Case for Endorsement provides proof of the project being on target. As stated in the CfE the revised units: *address customer service skills and knowledge related to ticketing and security requirements to meet the needs of the rail industry and the changing needs and expectations of its customers.* This is necessary: *With rail passenger numbers projected to climb steadily in the coming years, safety and customer*

		satisfaction has become an even greater priority for the industry and the customer service role is expanding.
		One new unit was initially proposed but was deemed not necessary during consultation and one unit is scheduled for deletion as a result of the consultation.
		Overall, the revised units and associated revised qualifications appear to comprehensively meet industry requirements. The units and their packaging cover key job role areas.
		The consultation and development associated with the development and revision of units, qualifications and skill sets ensured that it has been driven by industry's needs, emerging developments and expectations.
Compliant and responds to government policy initiatives Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence: • ensure obsolete and superfluous qualifications are removed from the system • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and	Yes	The project was driven by the requirement to meet the specific needs of rail within transport and logistics. The CVIG is readily available, in a useable style, to training providers to improve their delivery and to consumers to enable more informed course choices. Where appropriate units of Ccmpetency from other training packages are contained within qualification streams. Notably these are predominantly from the BSB and CPC Training Packages.

used by multiple industry sectors

• foster greater recognition of skill sets | | |
| Reflect contemporary work organisation and job profiles incorporating a future orientation | Yes | The units are future oriented and take account of the need for quality customer service, ticketing and security requirements as measures and processes within a higher demand driven and more automated rail system. Nothing in the language of these units excludes future application.

The CVIG also provides critical information on job/role environment contexts. |

Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle

Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
|---|---|---|
| Support movement of skills within and across organisations and sectors | Yes | The revised units do not negate existing movement across roles with their specific sectors. The continued use of cross industry units also supports skill movement. |
| Promote national and international portability | Yes | These units address the intricate technical and safety integrity requirements specific to these industry sectors, but they are portable within this context. |
| Reflect regulatory requirements and licensing | Yes | No regulatory or licensing requirements are necessary. |

Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle

Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
|---|---|---|
| Reflect national consensus | Yes | The CfE clearly demonstrates the wide national consultation that occurred and the areas of national consensus.

There are no exception reports. |

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Recognise convergence and connectivity of skills	Yes	These revised qualifications and associated revised units while generically written are specific to rail customer service. However, the packaging within the qualification allows for convergence and connectivity of skills.

Quality principle 4: Be flexible to meet the diversity of individual and employer needs including the capacity to adapt to changing job roles and workplaces

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Meet the diversity of individual and employer needs	Yes	The CfE highlights how all relevant sectors and industry representatives were widely consulted and their needs and views incorporated into the development of the units, the associated revised qualifications, and skill set.
Support equitable access and progression of learners	Yes	There are no pre-requisite units in any of the revised units, specific to this review. Pre-requisite units only apply to one imported unit within an existing but revised qualification. Where appropriate the units provide flexibility and portability across sectors and are easily accessible through the use of plain English and phrasing. Assessment and context are clear. The equity report review provided with the Case for Endorsement substantiates how equitable access and progression of learners requirements are met.

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Quality principle 5: Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support learner transition between education sectors	N/A	The lower AQF level qualifications support apprenticeship pathways and VET in schools contexts. No credit arrangements with higher education providers exists. The option for individual arrangements between RTOs and higher education sectors for credit recognition is not negated by these qualification structures.

Quality principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support implementation across a range of settings	Yes	The CVIG provides clear advice about implementation and is aided by specific qualification information. Qualification transition arrangements are also outlined. Pathways are clear.

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support sound assessment practice	Yes	The depth and breadth of assessments is consistent and clear. Sound use is made of real and simulated assessment. Assessment conditions are clearly outlined. The units of competency and associated assessment requirements clearly specify the outcomes required in plain English and provide specific volume and context.
Support implementation	Yes	The product is compliant with TGA/National Register requirements for publication. The CVIG provides clear advice about unit application and context.

Editorial Report Template

1. Cover page	
Information required	**Detail**
Training Package title and code	**TLI Transport and Logistics Training Package (Release 11.0)**
Number of new qualifications and their titles [1]	NA
Number of revised qualifications and their titles	Two (2) revised qualifications: TLI22321 Certificate II in Rail Customer Service TLI33121 Certificate III in Rail Customer Service
Number of new units of competency and their titles	NA
Number of revised units of competency and their titles	Five (5) revised units of competency: TLII0007 Provide assistance to customers with specific needs TLIO0004 Maintain security of railway property and revenue TLIO0005 Provide revenue protection measures TLIP0002 Advise on and construct fares for customers TLIP0003 Ensure the confidentiality, privacy and security of customer information
Confirmation that the draft training package components are publication-ready	The draft TLI Transport and Logistics Training Package components will be publication ready once uploaded onto training.gov.au
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes. Trish Gamper (Gamper Consulting Services)
Date of completion of the report	17 August 2021

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[1] *When the number of training products is high the titles can be presented as an attachment.*

2. Content and structure

Units of competency

Editorial requirements	Comments
Standard 5: • The structure of units of competency complies with the unit of competency template.	The structure of the units of competency complies with the unit of competency template and contains all necessary requirements.
Standard 7: • The structure of assessment requirements complies with the assessment requirements template.	The structure of the assessment requirements complies with the assessment requirements template. Performance and knowledge evidence contain adequate frequency and/or volume of evidence required, and the assessment conditions outline conditions for assessment and details relevant equipment and resources required.

Qualifications

Editorial requirements	Comments by the editor
Standard 9: • The structure of the information for qualifications complies with the qualification template.	The structure of the information for the TLI Transport and Logistics Training Package qualifications complies with the qualifications template.
Standard 10: • Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	No credit arrangements currently exist between TLI Transport and Logistics Training Package qualifications and higher education qualifications.

Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: • A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.	Australian Industry Standards (AIS) provided a Companion Volume Implementation Guide (CVIG) for editing which complies with the CVIG template. The CVIG has been quality assured in accordance with AIS internal processes.

3. Proofreading

Editorial requirements	Comments by the editor
• **Unit codes and titles** and **qualification codes and titles** are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.	Unit and qualification codes and titles were cross-referenced throughout the draft components, including packaging rules, mapping document, CVIG and the Case for Endorsement.
• Units of competency and their **content** are **presented in full**.	The units of competency were provided in full.

Editorial requirements	Comments by the editor

• The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to:
   o absence of spelling, grammatical and typing mistakes
   o consistency of language and formatting
   o logical structure and presentation of the document.
   o compliance with the required templates
	The TLI Transport and Distribution Training Package (Release 11) components were reviewed for:
	   • spelling, grammatical and typing errors
	   • consistency of language and formatting
	   • structure and presentation
	   • compliance with required templates.
	Minor edits and inconsistencies were marked up using track changes and forwarded to AIS for resolution.
	At the time of completing the Editorial Report I am satisfied with the quality of the Training Package components with regard to the above points.

Training Package Quality Assurance

Equity Report: TLI Release 11 - Rail Customer Service

Section 1 – Cover page

Information required	Detail
Training Package title and code	TLI Transport and Logistics Training Package
Number of new qualifications and their titles [1]	
Number of revised qualifications and their titles	Two revised qualification: TLI22321 Certificate II in Rail Customer Service TLI33121 Certificate III in Rail Customer Service
Number of new units of competency and their titles	
Number of revised units of competency and their titles	Revised Unit of Competency TLII0007 Provide assistance to customers with specific needs TLIO0004 Maintain security of railway property and revenue TLIO0005 Provide revenue protection measures TLIP0002 Advise on and construct fares for customers TLIP0003 Ensure the confidentiality, privacy and security of customer information
Confirmation that the draft training package components meet the requirements in Section 2 *Equity checklist of draft training package components*	It is the view of the equity reviewer that the training package developer has met the requirements in Section 2 Equity checklist of draft training package components.
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Andrew Fitisemanu 2017 - Present: Australian Industry Standards • Industry Skills Manager, Electrotechnology, Gas Supply and ESI Generation 2009 – 2013: Service IQ, New Zealand • Moderation and QA Lead external auditor for education providers and managed the moderation activities for compliance to national standards. This included assessment and awarding Cert 4 Training and Assessment to individuals on behalf of the Industry Training Organisation. Leading inclusion initiatives to increase participation and achievement for minority groups in vocational qualifications. 2008-2009 – Skills Team, UK • Corporate Trainer and Assessment

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[1] *When the number of training products is high the titles can be presented as an attached list.*

Training Package Quality Assurance

Information required	Detail
	Delivered on site training and assessment for vocation programmes. Lead internal standardisation activities as the interval verification.
	Demonstrated understanding of vocational education and training:
	• As above in teaching experience in the VET sector • As above in moderation and standardising in the VET sector • 2017 – Industry Skills Specialist at Australian Industry Standards working with industry leadership to ensure Training Packages are contemporary, future-focused and aligned with industry needs
	Details of relevant qualifications and/or professional memberships:
	• National Cert in Adult Education Diploma of Training Design and Development • Certificate IV Training and Assessment.
Date of completion of the report	18/August/2021

Training Package Quality Assurance

Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments
	Provide brief commentary on whether the draft endorsed components meet each of the equity requirements
The training package component(s) comply with Standard 2 of the *Standards for Training Packages 2012*. The standard requires compliance with the *Training Package Products Policy*, specifically with the access and equity requirements: • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.	It is the view of the equity reviewer that the training package developer has complied with the training package products policy. It is the view of the equity reviewer that flexibility and the provision of guidance and recommendations to enable reasonable adjustments have been met in the development. Examples were sighted in the Assessment Conditions where the needs of the candidate are considered related to LLN. Furthermore, flexibility and reasonable adjustment are supported through a standard statement; '*simulated workplace operational situations that replicate workplace conditions.*' This provides options to design realistic industry environments that closely align to the real situation for both training and assessment.

Section 3 - Training Package Quality Principles

Quality Principle 4
Be **flexible** to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

Key features
Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?
What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?
Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?'	**Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?** The reviewed products provide suitable core and elective units of competency for rail customer service industry job roles including station assistant/officer, station manager and train conductor. These product addressed industry demand for enhanced pathway skills and knowledge for technology and automation being used in the rail industry. The proposed changes enhance job role function and increase skills in service to the rail travelling customer. In particular the qualifications identify the customer service officers are the first line of safety for all rail passengers in the dangerous rail corridor environment. The Certificate II and III provides standards for learners to demonstrate the application of some discretion and judgement in selecting equipment, services or contingency measures.

Training Package Quality Assurance

Equity requirements	Equity reviewer comments
	What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings? • Units include criteria for supervision and monitoring • There is sufficient detail in the Performance Criteria to adapting to different customer service requirements and operating environments. • Language in each section of the units and assessment requirements are at the appropriate level for those operating in the industry with minimal complex or ambiguous technical jargon • The performance criteria relate well to the elements and support consistent work processes **Are there other examples that demonstrate how the key features of flexibility are being achieved?** The unit Knowledge Requirements contain reference to 'workplace procedures and policies for maintaining the security of railway property and revenue' which allows for contextualisation in various contexts. The Assessment Conditions statement allows for "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. Information may be sited in the Companion Volume. Flexible units of competency enable application of skills and knowledge in different contexts. There is the capacity for units of competency to be adapted to changing job roles within the rail industry through contextualisation. The qualifications electives allow greater flexibility for the leaner to adapt to industry needs and desirable job roles identified in the qualification description. The qualification descriptions provide specific job roles including: • list of occupations relevant to the qualification • identification of the elective groups
2. Is there evidence of multiple entry and exit points?	The pathway advice section in the CVIG provides information and links on the progression through the AQF levels.
3. Have prerequisite units of competency been minimised where possible?	The units identified in the report do not have prerequisites.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	In the qualification packaging rules of the drafted qualifications, clearly state a clear total of number of core units and total of elective units required for the completion of the qualification. The Certificate III in Rail Customer Service packaging rules state, elective units comprising of core plus, one elective from Group A plus, five from Group B. In addition, up to 2 of the general elective units may be selected from any relevant nationally endorsed Training Package. The general elective units must contribute to the vocational outcomes of the qualification.

Training Package Quality Assurance

Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

Key features
Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	Learner transition between education sectors is facilitated via VET qualifications.

Quality Principle 6

Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.

Key features
Support implementation across a range of settings and support sound assessment practices.

Equity requirements	Equity reviewer comments
1. Does the Companion Volume Implementation Guide include advice about: • Pathways • Access and equity • Foundation skills? (see Training Package Standard 11)	The reviewer has cited the Companion Volume Implementation Guide (CVIG) and it includes advice about: • Pathways • Access and equity • Foundation skills Inside the products viewed, simple, concise language and clear articulation of assessment requirements is consistently present. Assessment processes can be across a range of settings and the support of sound assessment practices is ensured in the structure of the language.
2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?	Foundation skills are identifiable at a unit of competency level in the qualifications reviewed. ACSF skills can be analysed by education staff to identify what the foundation skills are and use in the implementation of training and assessment to support learners.

Attachment G: Industry Support

pacificnational

30.07.21

Mr Paul Walsh
Chief Executive Officer
Australian Industry Standards
Level 2, 31 Market Street
South Melbourne 3205

Dear Paul,

RE: Letter of Support for Transport and Logistics (Rail) Training Products

I would like to confirm that I represented Pacific National in a series of workshops and teleconferences in the development of the TLI Rail Customer Service project, that will be included in the TLI Transport and Logistics (Rail) Training Package, Release 12.0.

The training products have been developed to complement the skills and knowledge held by rail safety workers and as such, consideration was given to changing rail industry needs relevant to the areas of:

- innovations on customer service functions
- safety and customer satisfaction
- safety management systems
- evolving human elements in customer experience.

The rail training products in the TLI Transport and Logistics Training Package will facilitate rail sector pathways and support workforce development.

I am pleased to support the rail training product development.

Yours sincerely,

Caron Bryan

Caron Bryan

Pacific National Training Lead

Sydney
Level 16, 15 Blue Street
North Sydney NSW 2060
Telephone: +61 2 8484 8000

www.pacificnational.com.au
Pacific National Pty Ltd
ACN 098 060 550

TRAIN CREW
PTY. LTD.

3rd August 2021

Mr Paul Walsh
Chief Executive Officer
Australian Industry Standards
Level 2, 31 Market Street
South Melbourne 3205

Dear Paul,

RE: Letter of Support for Transport and Logistics (Rail) Training Products

I would like to confirm that I represent Train Crew Pty Ltd in a series of workshops and teleconferences in the development of the TLI Rail Customer Service project, that will be included in the TLI Transport and Logistics (Rail) Training Package, Release 12.0.

The training products have been developed to complement the skills and knowledge held by rail safety workers and as such, consideration was given to changing rail industry needs relevant to the areas of:

- innovations on customer service functions
- safety and customer satisfaction
- safety management systems
- evolving human elements in customer experience.

The rail training products in the TLI Transport and Logistics Training Package will facilitate rail sector pathways and support workforce development.

I am pleased to support the rail training product development.

Yours sincerely,

James Jeffries

Director

Training Package Quality Assurance

<div align="right">

171 Blackburn Road,
MOUNT WAVERLEY, VIC.3149
2nd August 2021

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Mr. Paul Walsh,
Chief Executive Officer,
Australian Industry Standards,
Level 2, 31 Market Street,
SOUTH MELBOURNE, VIC. 3205

Dear Paul,

Re; Letter of Support for Transport and Logistics (Rail) Training Products

I wish to confirm that I represent the Chartered Institute of Logistics and Transport Australia (CILTA) in a series of workshops and teleconferences in the development of the TLI Rail Customer Service Project, to be included in the TLI Transport and Logistics (Rail) Training Package, Release 12.0. I am so endorsed as CILTA's representative by Karyn Welsh CEO and our Victorian Committee, of which I am a member.

I have recently participated in reviewing the Rail Customer Service Courses at Certificate II and Certificate III Levels and look forward to assisting with other relevant Courses in the Package if called upon.

The Training Products will complement skills and knowledge held by current Rail Customer Service and Rail Safety workers and contribute to facilitating Pathways for future entrants to the Rail Industry. In reviewing the Products, consideration is being given to addressing Rail Industry needs in the following areas;-

- Innovations to customer service functions, particularly resulting from experience of the COVID pandemic,
- Safety and Customer Satisfaction,
- Safety Management Systems
- Evolving Human Elements in Customer Experience.

The review of Rail Customer Service Courses involved robust discussion on a number of elements and lifted the importance of product knowledge, situational awareness and safety critical communications in the rail environment. As a former Railway Officer with experience in both Customer Service and Operations Support, I hold strong views on the relationship between these elements and the practical assessment of Course Units exploring same and am happy with the outcome of our deliberations.

I am pleased to support the Rail Training Product Development.

Yours sincerely,

MICHAEL FORMAINI

Training Package Quality Assurance

Your ref

Our ref

Enquiries

5TH August 2021

Mr Paul Walsh
Chief Executive Officer
Australian Industry Standards
Level 2, 31 Market Street
South Melbourne 3205

Dear Paul,

RE: Letter of Support for Transport and Logistics (Rail) Training Products

I would like to confirm that I represent the Public Transport Authority of Western Australia in a series of workshops and teleconferences in the development of the TLI Rail Customer Service project that will be included in the TLI Transport and Logistics (Rail) Training Package, Release 12.0.

The training products have been developed to complement the skills and knowledge held by rail safety workers and as such, consideration was given to changing rail industry needs relevant to the areas of:

- Innovations on customer service functions
- Safety and customer satisfaction
- Safety management systems
- Evolving human elements in customer experience.

The rail training products in the TLI Transport and Logistics Training Package will facilitate rail sector pathways and support workforce development.

I am pleased to support the rail training product development.

Yours sincerely,

Lee Fisher
TRANSIT LINE SUPERVISOR

RTBU

2 August 2021

Dear Sir,

RE: Letter of Support for Transport and Logistics (Rail) Training Products

I would like to confirm that we represent RBTU in a series of workshops and teleconferences in the development of the TLI Customer service project, that will be included in the TLI Transport and Logistics (Rail) Training Package, Release 12.0.

The training products have been developed to complement the skills and knowledgeheld by rail safety workers and as such, consideration was given to changing rail industry needs relevant to the areas of:

- Innovations on customer service functions
- Safety and customer satisfaction
- Safety management systems
- Evolving human elements in customer experience

The rail training products in the TLI Transport and Logistics Training Package will facilitate rail sector pathways and support workforce development.

I am pleased to support the rail training product development.
On Behalf of Myself and Melissa Mackie

Yours sincerely,
Ken
Aldridge
Organiser
ARTBU

9th August 2021

Mr Paul Walsh
Chief Executive Officer
Australian Industry Standards
Level 2, 31 Market Street
South Melbourne 3205

Dear Paul,

RE: Letter of Support for Transport and Logistics (Rail) Training Products

I would like to confirm that I represent Transport for NSW in a series of workshops and teleconferences in the development of the TLI Rail Customer Service project, that will be included in the TLI Transport and Logistics (Rail) Training Package, Release 12.0.

The training products have been developed to complement the skills and knowledge held by rail safety workers and as such, consideration was given to changing rail industry needs relevant to the areas of:

- innovations on customer service functions
- safety and customer satisfaction
- safety management systems
- evolving human elements in customer experience.

The rail training products in the TLI Transport and Logistics Training Package will facilitate rail sector pathways and support workforce development.

I am pleased to support the rail training product development.

Yours sincerely,

Martin Caldwell

M 0428 147 263 | E martin.caldwell@transport.nsw.gov.au
Level 1, 2 Trafalgar Street, Petersham NSW 2049

Ref: MA-COR-2021-010

10/08/2021

Mr Paul Walsh
Chief Executive Officer
Australian Industry Standards
Level 2, 31 Market Street
South Melbourne 3205

Dear Paul,

Re: Letter of Support for Transport and Logistics (Rail) Training Products

I would like to confirm that I represented Metro Trains Melbourne in a series of workshops and teleconferences in the development of the TLI Rail Customer Service project, that will be included in the TLI Transport and Logistics (Rail) Training Package, Release 12.0.

The training products have been developed to complement the skills and knowledge held by rail safety workers and as such, consideration was given to changing rail industry needs relevant to the areas of:

- innovations on customer service functions
- safety and customer satisfaction
- safety management systems
- evolving human elements in customer experience.

The rail training products in the TLI Transport and Logistics Training Package will facilitate rail sector pathways and support workforce development.

I am pleased to support the rail training product development.

Yours sincerely,

Lorelle Black
Training Manager – Passenger Experience, Metro Trains Melbourne