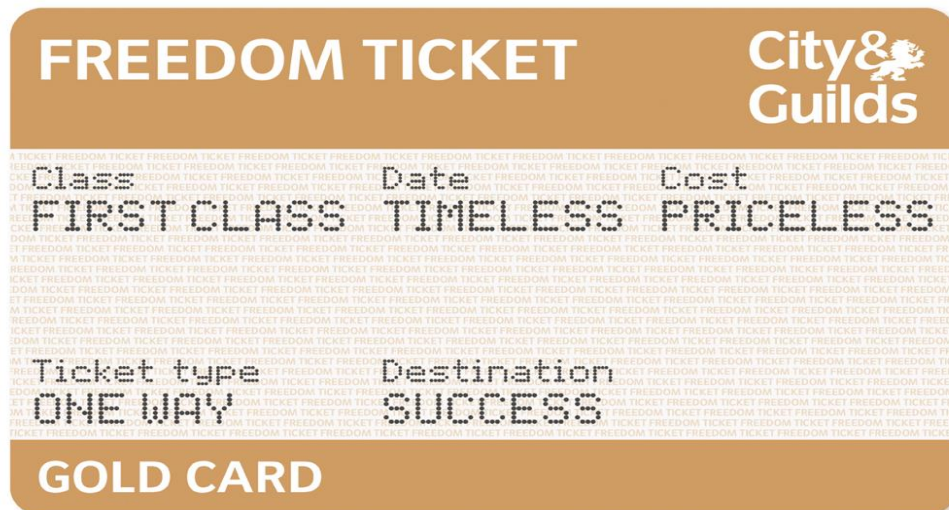


# Level 2 NVQs in Rail Services (7596)

## Qualification handbook for centres



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# Level 2 NVQs in Rail Services (7596)

## Qualification handbook for centres

www.cityandguilds.com  
October 2017  
Version 1.3

Qualification title	Number	QAN
Level 2 NVQ Certificate in Rail Services (Passenger Services)	7596-20	500/9568/7
Level 2 NVQ Diploma in Rail Services (Passenger Services)	7596-20	500/9554/7
Level 2 NVQ Diploma in Rail Services (Tram/Light Rail Vehicle Driving)	7596-21	500/9556/0
Level 2 NVQ Diploma in Rail Services (Control Room Operations)	7596-22	500/9555/9
Level 2 NVQ Diploma in Rail Services (Driving)	7596-23	500/9557/2
Level 2 NVQ Diploma in Rail Services (Signal Operations)	7596-24	500/9558/4
Level 2 NVQ Certificate in Rail Services (Shunting)	7596-25	500/9539/0

Version and date	Change detail	Section
1.3 October 2017	Added TQT and GLH details	Qualification Structure
	Deleted QCF	Appendix 1

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# Contents

<b>1</b>	<b>Introduction to the qualifications</b>	<b>5</b>
1.1	Qualification structure	5
1.2	Opportunities for progression	17
1.3	Qualification support materials	17
<b>2</b>	<b>Centre requirements</b>	<b>18</b>
2.1	Resource requirements	18
2.2	Candidate entry requirements	19
<b>3</b>	<b>Assessment</b>	<b>20</b>
3.1	Summary of assessment methods	20
3.2	Evidence requirements	20
3.3	Recording forms	21
<b>4</b>	<b>Units</b>	<b>22</b>
<b>Unit 001</b>	<b>Prepare to undertake duties in the rail industry</b>	<b>24</b>
<b>Unit 002</b>	<b>Maintain a safe and secure working environment in the rail industry</b>	<b>27</b>
<b>Unit 003</b>	<b>Obtain and communicate information in the rail industry</b>	<b>30</b>
<b>Unit 004</b>	<b>Maintain effective working relationships with colleagues in the rail industry</b>	<b>33</b>
<b>Unit 005</b>	<b>Maintain and develop personal knowledge, understanding and skills in the rail industry</b>	<b>36</b>
<b>Unit 006</b>	<b>Plan for further professional development in the rail industry</b>	<b>38</b>
<b>Unit 007</b>	<b>Bring trains into service</b>	<b>40</b>
<b>Unit 008</b>	<b>Operate and control trains in service</b>	<b>43</b>
<b>Unit 009</b>	<b>Respond to abnormal working conditions when driving trains</b>	<b>46</b>
<b>Unit 010</b>	<b>Handover and dispose of trains</b>	<b>50</b>
<b>Unit 011</b>	<b>Assist in the preparation of rail vehicles and trains to meet operational requirements</b>	<b>53</b>
<b>Unit 012</b>	<b>Couple and uncouple rail vehicles</b>	<b>56</b>
<b>Unit 013</b>	<b>Assist in the local movement of rail vehicles to meet operational requirements</b>	<b>59</b>
<b>Unit 014</b>	<b>Assume and handover responsibility for area of control in the rail industry</b>	<b>62</b>
<b>Unit 015</b>	<b>Signal and monitor trains</b>	<b>65</b>
<b>Unit 016</b>	<b>Provide protection in the rail industry</b>	<b>68</b>
<b>Unit 017</b>	<b>Respond to non-routine signalling situations in the rail industry</b>	<b>70</b>
<b>Unit 018</b>	<b>Monitor and ensure the provision of train services to the rail industry</b>	<b>73</b>
<b>Unit 019</b>	<b>Identify and respond to deviations from the planned service in the rail industry</b>	<b>76</b>
<b>Unit 020</b>	<b>Implement plans to meet operational requirements in the rail industry</b>	<b>79</b>
<b>Unit 021</b>	<b>Operate control room equipment to meet operational requirements in the rail industry</b>	<b>82</b>

<b>Unit 022</b>	<b>Develop and maintain effective relationships with customers and suppliers in the rail industry</b>	<b>85</b>
<b>Unit 023</b>	<b>Plan protection requirements in the rail industry</b>	<b>88</b>
<b>Unit 024</b>	<b>Implement protection arrangements in the rail industry</b>	<b>91</b>
<b>Unit 025</b>	<b>Identify symptoms of engineering faults and failures and take remedial action in the rail industry</b>	<b>93</b>
<b>Unit 026</b>	<b>Control utilisation of rolling stock to meet maintenance requirements in the rail industry</b>	<b>96</b>
<b>Unit 027</b>	<b>Provide customer service in the rail industry</b>	<b>99</b>
<b>Unit 028</b>	<b>Promote services and products in the rail industry</b>	<b>102</b>
<b>Unit 029</b>	<b>Assist in the provision of a suitable environment for customers and other members of the public in the rail industry</b>	<b>105</b>
<b>Unit 030</b>	<b>Maintain a clean and tidy environment for rail customers and other members of the public</b>	<b>107</b>
<b>Unit 031</b>	<b>Contribute to the removal of accumulated waste in the rail industry</b>	<b>109</b>
<b>Unit 032</b>	<b>Provide travel products to customers in the rail industry</b>	<b>111</b>
<b>Unit 033</b>	<b>Assist in the protection of revenue in the rail industry</b>	<b>114</b>
<b>Unit 034</b>	<b>Operate the automatic ticket barriers on the gateline</b>	<b>117</b>
<b>Unit 035</b>	<b>Display promotional materials in the rail industry</b>	<b>119</b>
<b>Unit 036</b>	<b>Provide a secure environment for customers' property in the rail industry</b>	<b>122</b>
<b>Unit 037</b>	<b>Assist in the safe operation of trains in service</b>	<b>125</b>
<b>Unit 038</b>	<b>Respond to out of course and emergency situations on trains in service</b>	<b>127</b>
<b>Unit 039</b>	<b>Contribute to the safe dispatch of trains from platforms</b>	<b>130</b>
<b>Unit 040</b>	<b>Respond to out of course and emergency situations on platforms</b>	<b>133</b>
<b>Unit 041</b>	<b>Respond to emergency situations on railway premises</b>	<b>135</b>
<b>Unit 045</b>	<b>Manage conflict in the rail industry</b>	<b>137</b>
<b>Unit 046</b>	<b>Prepare to use a tram/light rail vehicle</b>	<b>140</b>
<b>Unit 047</b>	<b>Couple/form tram/light rail units and uncouple/separate tram/light rail units</b>	<b>143</b>
<b>Unit 048</b>	<b>Drive trams/light rail vehicles</b>	<b>146</b>
<b>Unit 049</b>	<b>Drive trams/light rail vehicles on the highway</b>	<b>149</b>
<b>Unit 050</b>	<b>Provide customer service in the tram/light rail industry</b>	<b>151</b>
<b>Unit 051</b>	<b>Respond to abnormal working situations during tram/light rail operations</b>	<b>154</b>
<b>Unit 052</b>	<b>Recover trams/light rail vehicles</b>	<b>158</b>
<b>Unit 053</b>	<b>Operate current collection equipment on trams/light rail vehicles</b>	<b>161</b>
<b>Unit 054</b>	<b>Hand over and stable trams/light rail vehicles</b>	<b>163</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>166</b>

# 1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

<b>Qualification title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Qualification accreditation number</b>	<b>Last registration date</b>	<b>Last certification date</b>
Level 2 NVQ Certificate in Rail Services (Passenger Services)	7596-20	500/9568/7	30/04/2014	30/04/2016
Level 2 NVQ Diploma in Rail Services (Passenger Services)	7596-20	500/9554/7	30/04/2014	30/04/2016
Level 2 NVQ Diploma in Rail Services (Tram/Light Rail Vehicle Driving)	7596-21	500/9556/0	30/04/2014	30/04/2016
Level 2 NVQ Diploma in Rail Services (Control Room Operations)	7596-22	500/9555/9	30/04/2014	30/04/2016
Level 2 NVQ Diploma in Rail Services (Driving)	7596-23	500/9557/2	30/04/2014	30/04/2016
Level 2 NVQ Diploma in Rail Services (Signal Operations)	7596-24	500/9558/4	30/04/2014	30/04/2016
Level 2 NVQ Certificate in Rail Services (Shunting)	7596-25	500/9539/0	30/04/2014	30/04/2016

The NVQs in Rail Services are work-based qualifications designed for employees working in the rail transport industry. The main objective of the qualifications is to offer the opportunity to prove competence of industrial performance, knowledge and understanding and to recognise the ability of individuals working in the sector.

The NVQs in Rail Services will be part of the Rail Transport Operations apprenticeship framework.

These qualifications have been developed in collaboration with the Sector Skills Council for Passenger Transport (GoSkills)

## 1.1 Qualification structure

The rules of combination for each of the qualifications are as follow:

To achieve the **Level 2 NVQ Certificate in Rail Services (Passenger Services)**, learners must achieve a minimum of 24 credits from the mandatory units and a minimum of 2 credits from Group 1 and a minimum of 2 credits from Group 2 of optional units available.

24 credits must come from the mandatory units below:

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
F/601/7815	Unit 001	Prepare to undertake duties in the rail industry	Mandatory	2
R/601/7818	Unit 002	Maintain a safe and secure working environment in the rail industry	Mandatory	4
Y/601/7819	Unit 003	Obtain and communicate information in the rail industry	Mandatory	5
L/601/7820	Unit 004	Maintain effective working relationships with colleagues in the rail industry	Mandatory	5
D/601/7823	Unit 005	Maintain and develop your knowledge, understanding and skills in the rail industry	Mandatory	2
H/601/7872	Unit 027	Provide customer service in the rail industry	Mandatory	6

A minimum of 2 credits must come from Group 1 of the optional units below:

<b>K/601/7890</b>	<b>Unit 038</b>	<b>Respond to out of course and emergency situations on trains in service</b>	<b>Optional</b>	<b>3</b>
T/601/7892	Unit 040	Respond to out of course and emergency situations on platforms	Optional	3
A/601/7893	Unit 041	Respond to emergency situations on railway premises	Optional	2

A minimum of 2 credits must come from Group 2 of the optional units below:

<b>D/601/7837</b>	<b>Unit 012</b>	<b>Couple and uncouple rail vehicles</b>	<b>Optional</b>	<b>1</b>
K/601/7873	Unit 028	Promote services and products in the rail industry	Optional	6



M/601/7874	Unit 029	Assist in the provision of a suitable environment for customers and other members of the public in the rail industry	Optional	1
A/601/7876	Unit 030	Maintain a clean and tidy environment for rail customers and other members of the public	Optional	1
J/601/7878	Unit 031	Contribute to the removal of accumulated waste in the rail industry	Optional	3
F/601/7880	Unit 032	Provide travel products to customers in the rail industry	Optional	9
L/601/7882	Unit 033	Assist in the protection of revenue in the rail industry	Optional	2
R/601/7883	Unit 034	Operate the automatic ticket barriers on the gateline	Optional	1
D/601/7885	Unit 035	Display promotional materials in the rail industry	Optional	1
H/601/7886	Unit 036	Provide a secure environment for customers' property in the rail industry	Optional	2
M/601/7888	Unit 037	Assist in the safe operation of trains in service	Optional	2
M/601/7891	Unit 039	Contribute to the safe dispatch of trains from platforms	Optional	2
F/601/7894	Unit 045	Manage conflict in the rail industry	Optional	1

To achieve the **Level 2 NVQ Diploma in Rail Services (Passenger Services)**, learners must achieve a minimum of 24 credits from the mandatory units and a minimum of 2 credits from Group 1 and a minimum of 11 credits from Group 2 of optional units available.

24 credits must come from the mandatory units below:

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
F/601/7815	Unit 001	Prepare to undertake duties in the rail industry	Mandatory	2
R/601/7818	Unit 002	Maintain a safe and secure working environment in the rail industry	Mandatory	4
Y/601/7819	Unit 003	Obtain and communicate information in the rail industry	Mandatory	5
L/601/7820	Unit 004	Maintain effective working relationships with colleagues in the Rail Industry	Mandatory	5
D/601/7823	Unit 005	Maintain and develop your knowledge, understanding and skills in the rail industry	Mandatory	2
H/601/7872	Unit 027	Provide customer service in the rail industry	Mandatory	6

A minimum of 2 credits must come from Group 1 of the optional units below:

<b>K/601/7890</b>	<b>Unit 038</b>	<b>Respond to out of course and emergency situations on trains in service</b>	<b>Optional</b>	<b>3</b>
T/601/7892	Unit 040	Respond to out of course and emergency situations on platforms	Optional	3
A/601/7893	Unit 041	Respond to emergency situations on railway premises	Optional	2

A minimum of 11 credits must come from Group 2 of the optional units below (learners must not take the same credits taken in Group 1):

<b>D/601/7837</b>	<b>Unit 012</b>	<b>Couple and uncouple rail vehicles</b>	<b>Optional</b>	<b>1</b>
K/601/7873	Unit 028	Promote services and products in the rail industry	Optional	6

M/601/7874	Unit 029	Assist in the provision of a suitable environment for customers and other members of the public in the rail industry	Optional	1
A/601/7876	Unit 030	Maintain a clean and tidy environment for rail customers and other members of the public	Optional	1
J/601/7878	Unit 031	Contribute to the removal of accumulated waste in the rail industry	Optional	3
F/601/7880	Unit 032	Provide travel products to customers in the rail industry	Optional	9
L/601/7882	Unit 033	Assist in the protection of revenue in the rail industry	Optional	2
R/601/7883	Unit 034	Operate the automatic ticket barriers on the gateline	Optional	1
D/601/7885	Unit 035	Display promotional materials in the rail industry	Optional	1
H/601/7886	Unit 036	Provide a secure environment for customers property in the rail industry	Optional	2
M/601/7888	Unit 037	Assist in the safe operation of trains in service	Optional	2
K/601/7890	Unit 038	Respond to out of course and emergency situations on trains in service	Optional	3
M/601/7891	Unit 039	Contribute to the safe dispatch of trains from platforms	Optional	2
T/601/7892	Unit 040	Respond to out of course and emergency situations on platforms	Optional	3
A/601/7893	Unit 041	Respond to emergency situations on railway premises	Optional	2
F/601/7894	Unit 045	Manage conflict in the rail industry	Optional	1

To achieve the **Level 2 NVQ Diploma in Rail Services (Tram/Light Rail Vehicle Driving)**, learners must achieve a minimum of 45 credits from the mandatory units and a minimum of 1 optional credit from the optional units available.

45 credits must come from the mandatory units below:

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
F/601/7815	Unit 001	Prepare to undertake duties in the rail industry	Mandatory	2
R/601/7818	Unit 002	Maintain a safe and secure working environment in the rail industry	Mandatory	4
Y/601/7819	Unit 003	Obtain and communicate information in the rail industry	Mandatory	5
L/601/7820	Unit 004	Maintain effective working relationships with colleagues in the Rail Industry	Mandatory	5
D/601/7823	Unit 005	Maintain and develop your knowledge, understanding and skills in the rail industry	Mandatory	2
K/601/5444	Unit 046	Prepare to use a tram or light rail vehicle	Mandatory	2
L/601/5453	Unit 048	Drive trams or light rail vehicles	Mandatory	17
M/601/5459	Unit 051	Respond to abnormal working situations during tram or light rail operations	Mandatory	6
L/601/5467	Unit 054	Hand over and stable trams or light rail vehicles	Mandatory	2

A minimum of 1 credit must come from the optional units below:

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
F/601/5448	Unit 047	Couple/form tram/light rail units and uncouple/separate tram/light rail units	Optional	2

Y/601/5455	Unit 049	Drive trams or light rail vehicles on the highway	Optional	8
H/601/5457	Unit 050	Provide customer service in the tram or light rail industry	Optional	3
K/601/5461	Unit 052	Recover trams or light rail vehicles	Optional	4
T/601/5463	Unit 053	Operate current collection equipment on trams or light rail vehicles	Optional	1
K/601/7825	Unit 006	Plan for further professional development in the rail industry	Optional	2

To achieve the **Level 2 NVQ Diploma in Rail Services (Control Room Operations)**, learners must achieve a minimum of 49 credits from the mandatory units and a minimum of 1 optional credit from the optional units available.

49 credits must come from the mandatory units below:

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
F/601/7815	Unit 001	Prepare to undertake duties in the rail industry	Mandatory	2
R/601/7818	Unit 002	Maintain a safe and secure working environment in the rail industry	Mandatory	4
Y/601/7819	Unit 003	Obtain and communicate information in the rail industry	Mandatory	5
L/601/7820	Unit 004	Maintain effective working relationships with colleagues in the Rail Industry	Mandatory	5
D/601/7823	Unit 005	Maintain and develop your knowledge, understanding and skills in the rail industry	Mandatory	2
J/601/7847	Unit 018	Monitor and ensure the provision of train services to the rail industry	Mandatory	11
L/601/7848	Unit 019	Identify and respond to deviations from the planned service in the rail industry	Mandatory	12
J/601/7850	Unit 020	Implement plans to meet operational requirements in the rail industry	Mandatory	6
L/601/7865	Unit 021	Operate control room equipment to meet operational requirements in the rail industry	Mandatory	2

A minimum of 1 credit must come from the optional units below:

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
R/601/7866	Unit 022	Develop and maintain effective relationships with customers and suppliers in the rail industry	Optional	1

Y/601/7867	Unit 023	Plan protection requirements in the rail industry	Optional	3
H/601/7869	Unit 025	Identify symptoms of engineering faults and failures and take remedial action in the rail industry	Optional	2
Y/601/7870	Unit 026	Control utilisation of rolling stock to meet maintenance requirements in the rail industry	Optional	7

To achieve the **Level 2 NVQ Diploma in Rail Services (Driving)**, learners must achieve the 59 credits from the mandatory units.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
F/601/7815	Unit 001	Prepare to undertake duties in the rail industry	Mandatory	2
R/601/7818	Unit 002	Maintain a safe and secure working environment in the rail industry	Mandatory	4
Y/601/7819	Unit 003	Obtain and communicate information in the rail industry	Mandatory	5
L/601/7820	Unit 004	Maintain effective working relationships with colleagues in the Rail Industry	Mandatory	5
D/601/7823	Unit 005	Maintain and develop your knowledge, understanding and skills in the rail industry	Mandatory	2
T/601/7827	Unit 007	Bring trains into service	Mandatory	2
A/601/7828	Unit 008	Operate and control trains in service	Mandatory	22
F/601/7829	Unit 009	Respond to abnormal working conditions when driving trains	Mandatory	15
A/601/7831	Unit 010	Handover and dispose of trains	Mandatory	2



To achieve the **Level 2 NVQ Diploma in Rail Services (Signal Operations)**, learners must achieve the 49 credits from the mandatory units.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
F/601/7815	Unit 001	Prepare to undertake duties in the rail industry	Mandatory	2
R/601/7818	Unit 002	Maintain a safe and secure working environment in the rail industry	Mandatory	4
Y/601/7819	Unit 003	Obtain and communicate information in the rail industry	Mandatory	5
L/601/7820	Unit 004	Maintain effective working relationships with colleagues in the Rail Industry	Mandatory	5
D/601/7823	Unit 005	Maintain and develop your knowledge, understanding and skills in the rail industry	Mandatory	2
D/601/7840	Unit 014	Assume and handover responsibility for area of control in the rail industry	Mandatory	2
K/601/7842	Unit 015	Signal and monitor trains	Mandatory	26
T/601/7844	Unit 016	Provide protection in the rail industry	Mandatory	1
A/601/7845	Unit 017	Respond to non-routine signalling situations in the rail industry	Mandatory	2

To achieve the **Level 2 NVQ Diploma in Rail Services (Shunting)**, learners must achieve the 32 credits from the mandatory units.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
F/601/7815	Unit 001	Prepare to undertake duties in the rail industry	Mandatory	2
R/601/7818	Unit 002	Maintain a safe and secure working environment in the rail industry	Mandatory	4
Y/601/7819	Unit 003	Obtain and communicate information in the rail industry	Mandatory	5
L/601/7820	Unit 004	Maintain effective working relationships with colleagues in the Rail Industry	Mandatory	5
D/601/7823	Unit 005	Maintain and develop your knowledge, understanding and skills in the rail industry	Mandatory	2
L/601/7834	Unit 011	Assist in the preparation of rail vehicles and trains to meet operational requirements	Mandatory	7
D/601/7837	Unit 012	Couple and uncouple rail vehicles	Mandatory	1
K/601/7839	Unit 013	Assist in the local movement of rail vehicles and trains to meet operational requirements	Mandatory	6

## **Total Qualification Time**

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 2 NVQ Certificate in Rail Services (Shunting)	246	320
Level 2 NVQ Diploma in Rail Services (Control Room Operations)	336	500
Level 2 NVQ Diploma in Rail Services (Tram/Light Rail Vehicle Driving)	267	460

## 1.2 Opportunities for progression

On completion of these qualifications candidates who are successful will be able to progress in employment or to a range of further education and professional body qualifications. For example:

- (7589) Level 3 NVQ in Rail Operations – Supervisory
- Institute of Leadership and Management qualifications.

## 1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

<b>Description</b>	<b>How to access</b>
Handbook	Website
Assessment strategy	Website

## 2 Centre requirements

This section outlines the approval processes for centres to offer these qualifications and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for the staff delivering the qualifications.

### Centres already offering City & Guilds qualifications in this subject area

Centres approved for the current (7587) Level 2 NVQs in Rail Transport Operations which have been active during the last two years have already been automatically approved for the replacement of the qualification/s they are delivering, so they can start registering candidates under these new qualifications immediately.

For any other cases, our general qualification approval process applies.

### 2.1 Resource requirements

#### Assessors and internal verifiers

Assessors' and internal verifiers' requirements have been specified by GoSkills in their assessment strategy. The full document is available from our website.

Centre staff may undertake more than one role, assessor and/or internal verifier, but must never internally verify their own assessments.

The primary responsibility of the assessor is to assess candidates to the required quality and consistency against the national occupational standard. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as in depth technical understanding related to the qualifications for which they are assessing candidates.

It will be the responsibility of the approved centre to select and appoint assessors. Potential assessors should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess NVQ candidates,
- have the necessary and sufficient experience of the role for which they intend to undertake assessments and actual experience of the functions described by the occupational standards that comprise the qualification.

A primary responsibility of the internal verifier is to assure the quality and consistency of assessments carried out by the assessors for whom they are responsible. Internal verifiers therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications they are internally verifying.

It will be the responsibility of the approved centre to select and appoint internal verifiers. Potential internal verifiers should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify NVQ assessments,
- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to verify NVQ candidates,
- have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will have provided potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification.

Trainee assessors and internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.

### **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

## **2.2 Candidate entry requirements**

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

In addition, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

There are no formal entry requirements for candidates undertaking these qualifications except for the Level 2 NVQ Diploma in Rail Services (Tram/Light Rail Vehicle Driving) (7596-21).

Candidates who wish to take the Level 2 NVQ Diploma in Rail Services (Tram/Light Rail Vehicle Driving) (7596-21) must hold a current driving licence.

### **Age restrictions**

These qualifications are **not** approved for use by learners under the age of 16 and City & Guilds cannot accept any registrations for candidates in this age group.

In the case of the Level 2 NVQ Diploma in Rail Services (Tram/Light Rail Vehicle Driving) (7596-21), learners under 18 are **not** allowed to take the qualification, due to the requirement of being in possession of a driving licence.

## 3 Assessment

### 3.1 Summary of assessment methods

Candidates will be required to complete a portfolio of evidence for **each** unit.

### 3.2 Evidence requirements

The evidence requirements have been specified by GoSkills in their assessment strategy. The full document is available from our website. The evidence requirements have been identified for each of the units in section 5 of this handbook.

Evidence of occupational competence must be generated and collected through performance under workplace conditions. The evidence collected under these conditions must also be as naturally occurring as possible.

The optimum method of collecting evidence of a candidate's competence is by direct observation of naturally occurring activity in the workplace. This observation must be carried out by a qualified assessor.

Observation of naturally occurring activity in the workplace may not be practicable. In these cases the method of collecting evidence of a candidate's competence will be by simulation. This observation must be carried out by a qualified assessor.

Assessment in simulated conditions is only permissible with the express prior consent of the External Verifier. The External Verifier is likely to allow assessment to take place in simulated conditions due to reasons of:

- Health and Safety,
- confidentiality,
- operational constraints,
- cost,
- rarity of opportunity.

Witness testimony can be gathered from a candidate's colleagues, managers, customers, suppliers, etc. They should:

- be specific to the activities or product,
- give a brief description of the circumstances of the observation,
- give a brief description of the background of the witness and the observed activity,
- identify the aspects of the competence demonstrated.

Product evidence must be assessed in order to ensure that:

- the evidence meets the required standard,
- the candidate has followed the correct processes to generate the product,
- the evidence is authentic.

In regards to the acceptability of knowledge evidence, the optimum method of collecting evidence of a candidate's knowledge is by oral questioning following direct observation in the workplace.

This questioning must be carried out by a qualified assessor.

In section 5 of this handbook we have listed all units and identified for each one of them:

- those performance statements for which evidence must be collected by direct observation of naturally occurring activity in the workplace,
- those performance statements for which evidence may be collected by a range of alternative assessment methods,
- when the use of simulation is allowed.

### **3.3 Recording forms**

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:  
**[www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios)**.

City & Guilds has developed a set of recording forms including examples of completed forms for new and existing centres to use as appropriate.

**N/SVQ Recording forms** are available on the City & Guilds website.

Centres may devise or customise alternative forms, which must be approved for use by the External Verifier before they are used by candidates and assessors at the centre.

## 4 Units

### Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance or range.

### Glossary of terms used in the units

The following key words and terms are used in the units.

<b>Term</b>	<b>Definition</b>
Actual and potential hazards	Within the train or external to the train.
Communications	Oral, written, visual, aural.
Control room equipment	Telephone, fax machine, computer system, desktop PC, control panel and mimic panel.
Deviation	An event which may cause disruption to the planned service.
Emergency situations	Line obstructions, equipment failure, derailment, collision, fire.
Energy resources	Electricity and power supply, fuel.
Faults and failures	Mechanical and electrical.
Hazard	Something with the potential to cause harm. This can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work organisation.
Influencing factors	Operational constraints, resource constraints, environmental, cost, customers' requirements, quality and time.



Information	Verbal, written and/or visual.
Information sources	Rule books, safety related instructions, notices and publications, specifications, schedules and standards, relevant people, legal requirements, identification requirements, traction manuals, procedures manuals, standards and codes of practice, briefings, training documentation and regulations.
Marshalling	The movement of trains and vehicles other than the normal passage of trains on running lines.
Movements	Signalled, unsignalled, guided or unguided.
Non routine situations	Out of course running of trains or non-timetabled movement of trains.
Other traffic	Road, rail or pedestrian.
Out of course situations	Arising at the station, on a train on a station, or on a running line.
Physical resources	Rolling stock, track and lineside equipment.
Planned response	The plan which is to be implemented.
Procedures	Statutory, company specific and contractual.
Protection	By physical means, audible means, visual means, equipment.
Protection	Of trains, staff, contractors, customers, emergency services personnel, trespassers, rail vehicles, work sites, other lines, infrastructure and animals.
Protection	From rail vehicle movements, work activities, live energy sources, environment, external factors, effects of overcrowding, hazardous substances and unauthorised incursions.
Relevant person(s)	The person for whom one is responsible, the person to whom one reports to, colleagues, relevant technical department, drivers, external agencies, customers, suppliers or contractors.
Report	Oral or written.
Required documents	Those documents which are necessary for a particular work role.
Rolling stock	Any rail vehicle.
Safety procedures	Those required by law or company specific.
Special needs customers	They may have: physical difficulties, learning difficulties or language difficulties (including dialects and accents).
Systems	Electrical, mechanical, air.

## Unit 001

# Prepare to undertake duties in the rail industry

**Level:** 2

**Credit value:** 2

**NDAQ number:** F/601/7815

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in preparing to undertake duties in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of heavy rail, metro and light rail services.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to complete personal preparation
2. Know how to complete personal preparation
3. Be able to prepare for duty
4. Know how to prepare for duty.

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 1 – Prepare to undertake duties in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills, approved as a shared unit.

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to complete personal preparation

The learner can:

1. Meet organisational standards for appearance and conduct.
2. Comply with organisational procedures relating to fitness for duty.
3. Possess the required **documentation and equipment** as specified by the organisation.

### Outcome 2 Know how to complete personal preparation

The learner can:

1. List the standards of appearance and conduct required by the organisation.
2. Describe the importance of appearance, conduct and fitness in relation to the role.
3. Describe organisational procedures relating to fitness for duty.
4. List the type of equipment required for duty.
5. Describe how to access and use required equipment
6. List the documents required when completing personal preparation
7. Describe the standards of behaviour required by the organisation.

### Outcome 3 Be able to prepare for duty

1. Communicate to the relevant person any necessary information relating to personal duties.
2. Access and confirm **information** relating to the work to be undertaken.
3. Comply with organisational procedures relating to personal safety.
4. Complete preparations for duty within the allocated time.
5. Complete required documents accurately and process them correctly.

### Outcome 4 Know how to prepare for duty

The learner can:

1. Describe organisational procedures relating to booking on and booking off duty.
2. List the duties that are to be undertaken and describe organisational procedures relating to them.
3. Describe organisational and legal requirements relevant to personal duties.
4. List the people within the organisation who are relevant to the work role.
5. Describe the relevant documentation completion requirements within the organisation.

## Range

### Documentation and equipment

Safety Critical Work Identity (SCWID) cards, personnel/ safety records, Personal Track Safety certificates, ID cards.

### Information

Altered or amended working procedures, safety, fitness for duty, changes to work requirements, timetables, fares manuals, attendance sheets, booking on sheets, acknowledgement sheets.

## Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.3, 3.1, 3.2, 3.4.

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

## Unit 002

# Maintain a safe and secure working environment in the rail industry

**Level:** 2

**Credit value:** 4

**NDAQ number:** R/601/7818

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in maintaining a safe and secure working environment in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of heavy rail, metro and light rail services.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to maintain safe working practices
2. Know how to maintain safe working practices
3. Be able to contribute to the security of the work environment
4. Know how to contribute to the security of the work environment.

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 2 – Maintain a safe and secure working environment in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills, approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to maintain safe working practices

The learner can:

1. Use and store equipment and materials correctly.
2. Ensure that the work environment is, as far as possible, free from hazards.
3. Identify and rectify hazardous situations within limits of own personal authority.
4. Warn others when hazardous situations arise.
5. Deal with emergencies in accordance with organisational procedures.
6. Comply with organisational procedures in personal work practices.
7. Report any hazardous situations or emergencies to the relevant person in line with organisational procedures.
8. Complete required **documents** accurately and process them correctly.

### Outcome 2 Know how to maintain safe working practices

The learner can:

1. Describe what constitutes a safe working environment.
2. Describe organisational safety related procedures.
3. Describe organisational emergency procedures.
4. List warning signs and describe their meanings.
5. Describe the limits of own personal authority in relation to safe working.
6. Describe organisational reporting procedures.
7. List the types of hazardous and emergency situations that may occur.
8. Describe the procedures for dealing with hazardous and emergency situations that may occur.
9. List the person(s) within the organisation who are relevant to the personal work role.
10. Describe organisational procedures for recommending improvements to safety.
11. Describe the relevant documentation completion requirements within the organisation.

### Outcome 3 Be able to contribute to the security of the work environment

The learner can:

1. Comply with security systems and procedures.
2. Obtain confirmation of visitor credentials.
3. Take the correct action promptly in response to **breaches of security**.
4. Take actions within the limits of own personal authority.
5. Report any actions taken to the relevant person(s) in line with organisational procedures communicate to the relevant person any necessary information relating to personal duties.

### Outcome 4 Know how to contribute to the security of the work environment

The learner can:

1. Describe how to maintain a secure work environment.
2. Describe organisational security procedures.
3. List the types of security breaches that may occur.
4. Describe the organisation's emergency situation procedures in relation to security.
5. Describe the security systems and procedures in the local facilities and work areas.
6. Describe the organisation's policy for receiving visitors.
7. Describe the limits of own personal authority in relation to security.

## Range

### Documents

Accident/incident report forms, fault report forms, COSHH data sheets and local emergency plans.

### Breaches of security

Acts of terrorism, vandalism, suspect packages, persons acting suspiciously and unauthorised persons.

### Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.6, 3.1

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

## Unit 003

# Obtain and communicate information in the rail industry

**Level:** 2

**Credit value:** 5

**NDAQ number:** Y/601/7819

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in obtaining and communicating information in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of heavy rail, metro and light rail services.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to obtain and store information
2. Know how to obtain and store information
3. Be able to communicate information
4. Know how to communicate information.

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 3 – Obtain and communicate information in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills, approved as a shared unit.

### Assessment

This unit will be assessed by a portfolio of evidence.



**Outcome 1 Be able to obtain and store information**

The learner can:

1. Collect and update specified **information** as and when required.
2. Prioritise the nature of the information and respond accordingly.
3. Obtain assistance promptly where information received is unclear or insufficient.
4. Store information so that it can be promptly retrieved when required.
5. Maintain confidentiality of information when obtaining and storing information.

**Outcome 2 Know how to obtain and store information**

The learner can:

1. Describe organisational lines and methods of effective communication.
2. Describe organisational policy on storing information.
3. Describe own personal responsibilities regarding collecting and storing information.
4. Describe organisational requirements relating to confidentiality of information.

**Outcome 3 Be able to communicate information**

The learner can:

1. Communicate information at an appropriate time and place.
2. Communicate information using the appropriate method.
3. Communicate information that is relevant and accurate.
4. Present information in a way that can be clearly understood.
5. Communicate information that is consistent with organisational policy.
6. Maintain confidentiality of information when communicating.

**Outcome 4 Know how to communicate information**

The learner can:

1. Describe organisational policy for the provision and communication of information.
2. Describe organisational policies and procedures for communicating information.
3. Describe the lines and methods of effective communication within the organisation.
4. Describe the limits of own personal authority in relation to communicating information.
5. Describe how to use the relevant communication systems within the organisation.
6. Describe how to communicate effectively.

**Range****Information**

Verbal, written, electronic or visual.

In connection with: customer safety briefings, customers, operational and commercial issues, staff, contractors.

## Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5.

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

## Unit 004

# Maintain effective working relationships with colleagues in the rail industry

**Level:** 2

**Credit value:** 5

**NDAQ number:** L/601/7820

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in maintaining effective working relationships with colleagues in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of heavy rail, metro and light rail services.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to maintain effective working relationships with colleagues.
2. Know how to maintain effective working relationships with colleagues.
3. Be able to maintain effective communications with colleagues.
4. Know how to maintain effective communications with colleagues.
5. Be able to promote equality and diversity in the workplace.
6. Know how to promote equality and diversity in the workplace.

### Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 4 – Maintain effective working relationships with colleagues in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills, approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to maintain effective working relationships with colleagues

The learner can:

1. Maintain an atmosphere of professionalism and mutual support.
2. Behave towards **colleagues** in a polite way in line with organisational guidelines.
3. Respond to requests from colleagues with minimal disruption to own work.
4. Meet any undertakings given to colleagues within the agreed way and timescale.
5. Provide information asked for by colleagues that is accurate, clear and given promptly.

### Outcome 2 Know how to maintain effective working relationships with colleagues

The learner can:

1. Describe the need for effective working relationships and goodwill in the workplace.
2. Describe organisational standards and guidelines relating to behaviour in the workplace.
3. Describe how to balance giving help to colleagues with own personal workload.
4. Describe the limits of personal and colleagues responsibilities.
5. List the learning needs of colleagues who are being trained.
6. Describe organisational procedures for dealing with and discussing difficulties in working relationships.
7. Describe organisational procedures for dealing with conflict within the workplace.
8. Describe the skills that could be used to sort out conflicts and deal with aggressive behaviour in the workplace.

### Outcome 3 Be able to maintain effective communications with colleagues

The learner can:

1. Obtain information needed from colleagues in line with organisational procedures
2. Give information to colleagues that is relevant and will meet their needs
3. Communicate information in a format that is appropriate to the work
4. Confirm personal authorisation to give the information provided
5. Obtain help in cases where there are difficulties in communicating effectively with colleagues.

### Outcome 4 Know how to maintain effective communications with colleagues

The learner can:

1. Describe the need for accurate and relevant information to be communicated within the workplace.
2. Describe the methods of getting and giving information between colleagues.
3. Describe the limits of personal authority relating to providing information.
4. Describe the different formats and their uses in which information can be communicated.
5. Describe the need for providing, and the ways to provide, colleagues with opportunities to communicate freely and openly.
6. Describe organisational procedures for dealing with and reporting difficulties in Communicating freely and openly.
7. Describe how to identify and deal with weaknesses with own personal communication skills.

## **Outcome 5 Be able to promote equality and diversity in the workplace**

The learner can:

1. Behave in a way that promotes equality and diversity in the workplace.

## **Outcome 6 Know how to promote equality and diversity in the workplace**

The learner can:

1. Describe why equality and diversity in the workplace is important.
2. Describe what can cause prejudice and discrimination in the workplace.
3. Describe organisational policy on equality and diversity.
4. Outline relevant legislation and codes of conduct aimed at achieving equality and diversity.
5. Describe own personal responsibility regarding equality and diversity in the workplace.

## **Range**

### **Colleagues**

Co-workers, supervisors or managers and possibly trainees.

### **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.2

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

## Unit 005

# Maintain and develop personal knowledge, understanding and skills in the rail industry

**Level:** 2

**Credit value:** 2

**NDAQ number:** D/601/7823

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in maintaining and developing personal knowledge, understanding and skills in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of heavy rail, metro and light rail services.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to develop within the work role.
2. Know how to develop within the work role.

### Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 5 – Maintain and develop personal knowledge, understanding and skills in the rail industry.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills, approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to develop within the work role

The learner can:

1. Identify the need to maintain knowledge, understanding and skills.
2. Agree and record realistic and achievable objectives with the relevant person(s) in line with organisational procedures.
3. Evaluate own performance against the knowledge, understanding and skills within the job role.
4. Seek and analyse feedback from others.
5. Review progress and performance regularly and use the results as a basis for **future development** within the work role.
6. Identify and describe any training needs required to develop skills and knowledge within the work role collect and update specified information as and when required.

### Outcome 2 Know how to develop within the work role

The learner can:

1. Describe how to maintain and develop the knowledge, understanding and skills needed to carry out the role.
2. Describe organisational and legal requirements related to the work role.
3. Describe how to evaluate personal performance.
4. Describe how and when personal performance may vary.
5. Describe how to obtain record and evaluate feedback on personal performance.
6. Describe how to react positively to feedback.
7. Describe how gaps in personal skills and knowledge can affect personal and organisational performance.
8. Describe organisational procedures relating to staff development.

### Range

#### Future development

Self identification of training needs, achievement of National Occupational Standards, attendance to courses, performance review, succession planning, voluntary involvement and outcomes of written assessments.

### Evidence requirements

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

## Unit 006

# Plan for further professional development in the rail industry

**Level:** 3

**Credit value:** 2

**NDAQ number:** K/601/7825

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in planning for further professional development in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of heavy rail, metro and light rail services.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to plan for further development.
2. Know how to plan for further development.

### Guided learning hours

It is recommended that **4** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 6 – Plan for further professional development in the rail industry.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills, approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.



### Outcome 1 Be able to plan for further development.

The learner can:

1. Agree a **personal development** plan, for developing knowledge, understanding and skills to meet personal objectives.
2. Set objectives for further development of knowledge, understanding and skills.
3. Demonstrate current awareness of industry issues.
4. Recognise how changes in the industry affect them and the changes that need to be made to carry out their role.
5. Identify learning opportunities relevant to personal professional development.
6. Establish a system for recording training and development activities and show how the impact of any training will be evaluated.
7. Discuss and agree with the appropriate person(s) in the organisation how the development activities will be received and how to get feedback.

### Outcome 2 Know how to plan for further development.

The learner can:

1. Describe how to agree a personal development plan to take account of the types of development opportunities that are available including formal and informal opportunities.
2. Describe how to set realistic objectives and priorities for the further development of knowledge, understanding and skills.
3. List the relevant and current sources of information on the industry.
4. Describe the benefits of training and other forms of development and how to evaluate their impact.
5. Describe how to monitor progress against the development plan.
6. Outline organisational and legal requirements relevant to personal professional development.

## Range

### Personal development

Self identification of training needs, achievement of National Occupational Standards, attendance to courses, performance review, succession planning, voluntary involvement and outcomes of written assessments.

### Evidence requirements

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

**Level:** 2

**Credit value:** 2

**NDAQ number:** T/601/7827

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in bringing trains into service. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a driving role.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to establish fitness of trains for service.
2. Know how to establish fitness of trains for service.
3. Be able to marshall trains.
4. Know how to marshall trains.

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 7 – Bring trains into service from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to establish fitness of trains for service**

The learner can:

1. Check that systems and equipment are fit for purpose within the required specifications.
2. Identify faults to the systems and equipment on trains and remedy them within the limits of own personal authority.
3. Record identified faults clearly and accurately and report them promptly to the relevant person.
4. Establish whether trains can run within operational constraints in time to meet operational requirements.
5. Complete required documents accurately and process them correctly when establishing the fitness of trains for service.

**Outcome 2 Know how to establish fitness of trains for service**

The learner can:

1. Describe the relevant train operating systems and equipment.
2. Describe the limits of own personal authority relating to remedying faults.
3. List the faults that may occur to the systems and equipment on trains and describe how to identify them.
4. Describe the methods of communication within the organisation.
5. Describe how to identify and mark unserviceable trains.
6. List the types of fixed and portable equipment required when establishing fitness of trains for service.
7. Describe the relevant documentation completion requirements within the organisation when establishing fitness of trains for service.

**Outcome 3 Be able to marshall trains**

The learner can:

1. Agree marshalling operations with designated staff, prior to the movement.
2. Check that, within own personal area of responsibility, trains have been coupled and uncoupled correctly.
3. Check that trains have been formed correctly according to operational requirements.
4. Meet the required schedules of marshalling operations, within operational constraints.
5. Promptly report difficulties in completing marshalling operations to the relevant person(s).
6. Complete required documents accurately and process them correctly when marshalling trains.

**Outcome 4 Know how to marshall trains**

The learner can:

1. Describe the relevant train operating systems when marshalling trains.
2. Describe the range of coupling systems relevant to train operating systems.
3. Describe the methods of communication within the organisation when marshalling trains.
4. Describe the signals and signalling systems that apply within the working environment.
5. Describe the signalling techniques relevant to the working environment.
6. Describe organisational procedures for reporting difficulties.
7. Describe organisational requirements relating to drivers responsibilities.
8. Describe the layout of the marshalling areas
9. Describe the relevant documentation completion requirements within the organisation when marshalling trains.

## **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.4, 1.5, 3.1, 3.2, 3.4

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

**Level:** 2  
**Credit value:** 22  
**NDAQ number:** A/601/7828

**Unit aim**

The purpose of this unit is for learners to demonstrate occupational competence in operating and controlling trains in service. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a driving role.

**Learning outcomes**

There are **six** learning outcomes to this unit. The learner will:

1. Be able to operate trains in service.
2. Know how to operate trains in service.
3. Be able to monitor and maintain progress against the operating schedule.
4. Know how to monitor and maintain progress against the operating schedule.
5. Be able to maintain efficient driving practices.
6. Know how to maintain efficient driving practices.

**Guided learning hours**

It is recommended that **208** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards (if appropriate)**

This unit is directly related to GoSkills National Occupational Standard Unit 8 – Operate and control trains in service from the Rail Services suite.

**Support of the unit by a sector or other appropriate body (if required)**

This unit is endorsed by GoSkills approved as a shared unit

**Assessment**

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to operate trains in service**

The learner can:

1. Commence train movements safely and correctly.
2. Respond correctly to approved signals and signalling procedures.
3. Contact signalling staff and other relevant people according to organisational procedures.
4. Verify the operational efficiency of the braking system according to organisational procedures.
5. Regulate speed in order to comply with train and line speed restrictions and railhead conditions.
6. Regulate driving to take account of actual or potential **hazards** which may arise.
7. Maintain all round vigilance and awareness at all times.
8. Respond to in-cab warning indications promptly and correctly.
9. Use and respond to warning devices appropriately.
10. Correctly position and secure the train in order to enable safe loading and unloading.
11. Report defaults and hazards in line with organisational procedures.

**Outcome 2 Know how to operate trains in service**

The learner can:

1. Describe organisational procedures for operating trains in service.
2. Outline the route which is to be undertaken on the journey.
3. Describe the signals and the signalling equipment.
4. Describe how to respond to signals.
5. Outline the train and line speed restrictions on the route to be taken.
6. Describe the types of railhead conditions encountered and the correct operational response.
7. Describe the correct positioning and securing of a train for loading and unloading.
8. Outline the braking systems efficiency instructions
9. List the warning devices that must be used and responded to.
10. Outline the use of warning devices.
11. List actual and potential hazards when operating trains in service.
12. Describe the procedures for reporting defaults and hazards.

**Outcome 3 Be able to monitor and maintain progress against the operating schedule**

The learner can:

1. Identify any variations in train performance.
2. Investigate any variations in train performance within the limits of own personal authority and report them to the relevant person(s).
3. Make scheduled stops, within operational constraints, that conform to timetable requirements.
4. Identify deviations from the operating schedule and report them to the relevant person(s).
5. Minimise delays and disruptions where operating schedules cannot be adhered to.
6. Complete required documents accurately and process them correctly.
7. Comply with any relevant rules, regulations, instructions and procedures.

## **Outcome 4 Know how to monitor and maintain progress against the operating schedule**

The learner can:

1. Describe organisational procedures relating to monitoring and maintaining progress against operating schedules.
2. Outline the route which is to be undertaken on the journey.
3. Describe how to interpret working timetables or schedules.
4. Outline load characteristics and describe their effect on train performance.
5. Describe actions to take when operating schedules cannot be adhered to.
6. Describe the relevant documentation completion requirements within the organisation.
7. Describe the limits of own personal authority in relation to monitoring and maintaining progress against the operating schedule.
8. List the factors that affect train performance.

## **Outcome 5 Be able to maintain efficient driving practices**

1. Minimise the energy consumption of a train within operational constraints.
2. Minimise the wear and tear of a train within operational constraints.
3. Adjust driving techniques according to train type, railhead conditions and route characteristics.
4. Adjust driving techniques where applicable, in order to maximise customer satisfaction.

## **Outcome 6 Know how to maintain efficient driving practices**

1. Describe organisational procedures relating to efficient driving practices.
2. Describe how energy consumption can be minimised.
3. Describe how wear and tear of a train can be minimised.
4. Describe the correct positioning requirements for loading and unloading.
5. Outline the availability and use of adhesion aids and techniques.
6. Describe the limits of own personal authority relating to maintaining efficient driving practices.

## **Range**

### **Hazards**

Something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work organisation).

## **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 1.10, 3.3, 5.1, 5.2, 5.3, 5.4

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

## Unit 009

# Respond to abnormal working conditions when driving trains

**Level:** 2

**Credit value:** 15

**NDAQ number:** F/601/7829

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in responding to abnormal working conditions in the Rail Industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a driving role.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to respond to faults and failures.
2. Know how to respond to faults and failures.
3. Be able to respond to out of course situations.
4. Know how to respond to out of course situations.

### Guided learning hours

It is recommended that **140** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 9 – Respond to abnormal working conditions when driving trains from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.



### Outcome 1 Be able to respond to faults and failures

The learner can:

1. Identify faults and failures accurately in train systems and equipment.
2. Stop a train at a safe location upon identifying faults and protect the train to minimise the **risk of accident**.
3. Rectify faults within limits of own personal authority and organisational procedures.
4. Seek assistance promptly from relevant person(s) when faults and failures cannot be rectified.
5. Record faults and failures clearly and accurately and promptly report them to the relevant person(s).
6. Operate a train in a manner consistent with any changed circumstances.
7. Accurately and promptly report the location of failed train(s) to the relevant person(s).

### Outcome 2 Know how to respond to faults and failures

The learner can:

1. Describe organisational procedures for dealing with faults and failures.
2. List the types of faults and failures that could occur in train systems and equipment.
3. List the warning signs and devices that could occur and describe how to respond to them.
4. Describe the actions to be taken to deal with faults and failures in train systems and equipment.
5. List the safe and unsafe locations to stop.
6. List the types of protection systems and describe how they are used.
7. Describe the limits of own personal authority when responding to faults and failures.
8. Outline the changes that might be required to the operation of trains as a result of faults and failures.
9. Describe organisational reporting procedures.

### Outcome 3 Be able to respond to out of course situations

The learner can:

1. Take action following organisational procedures where signalling irregularities are identified.
2. Report accurately and promptly actual and potential hazards to the relevant person(s).
3. Use warning devices as required.
4. Take actions in emergency situations that are within own personal authority and give priority to the safety of people.
5. Take approved additional precautions when actual or potential incidents involve hazardous substances.
6. Verify altered train working and operate the train according to the notified alterations.
7. Stop a train at a safe location on identifying a hazard and protect the train to minimise the risk of accident.
8. Inform immediately the relevant person(s) when the train is left unavoidably foul.
9. Complete required documents accurately and process them correctly when responding to **out of course situations**.

## Outcome 4 Know how to respond to out of course situations

The learner can:

1. Describe organisational procedures relating to out of course situations
2. Give examples of an actual or potential **hazard**
3. Describe how to identify actual and potential **incidents**
4. List the types of available warning methods and devices and describe how they must be used
5. Describe how to recognise a signalling irregularity and the actions that must be taken when responding to them
6. Outline what constitutes an **emergency** situation
7. Outline the actions to be taken when responding to an event, incident, accident or emergency
8. Outline the approved additional precautions which need to be taken when hazardous substances are involved in an emergency situation
9. List the safe and unsafe locations to stop
10. Describe the relevant protection systems and how they are used
11. Describe the potential situations in which a train could unavoidably be 'left foul'
12. Describe the full meaning of, and correct responses to all signal indications relevant to the rules worked
13. Describe the limits of own personal authority when responding to out of course situations
14. Describe organisational documentation completion requirements when responding to out of course situations
15. Describe how to respond to altered train working.

### Range

#### Risk

The likelihood of potential harm from a hazard. The extent of risk will depend on; the likelihood of that harm occurring, the potential severity of that harm and the population which might be effected by the hazard.

#### Accident

An unplanned, uncontrolled event, which has led to injury to persons or damage to vehicles and equipment or some other loss.

#### Out of course situations

Unusual/unplanned events involving hazards additional to the working environment. Also known as degraded or abnormal situations.

#### Hazard

Something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work organisation).

#### Incidents

An unplanned, uncontrolled event, which could have led to injury to persons or damage to vehicles and equipment, or some other loss.

#### Emergency

A sudden unforeseen occurrence needing immediate action.

#### Evidence requirements

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

**Level:** 2

**Credit value:** 2

**NDAQ number:** A/601/7831

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in handing over and disposing of trains. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a driving role.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to handover trains in service.
2. Know how to handover trains in service.
3. Be able to dispose of trains.
4. Know how to dispose of trains.

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 10 – Handover and dispose of trains from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to handover trains in service

The learner can:

1. Secure the train correctly prior to handover.
2. Locate and identify correctly the driver who is to take over operations.
3. Promptly inform the relevant person when the handover cannot be completed.
4. Communicate information relating to the train and the service to the relieving driver.
5. Complete required documents accurately and process them correctly when handing over trains in service.

### Outcome 2 Know how to handover trains in service

The learner can:

1. Describe organisational procedures relating to securing the train prior to handover.
2. Describe how to interpret working schedules or timetables.
3. Describe local train handover procedures.
4. Describe lines and methods of effective communication within the organisation.
5. Describe the limits of own personal responsibility when handing over trains in service.
6. Describe the relevant documentation and recording procedures within the organisation when handing over trains in service.

### Outcome 3 Be able to dispose of trains

The learner can:

1. Deliver a train to the appointed location.
2. Comply with instructions regarding the positioning of trains at all times.
3. Position a train in order that it does not create a safety **hazard** or hinder the passage of other traffic or equipment.
4. Immobilise a train according to the train specification and type.
5. Shut a train down according to the train specification and type.
6. Report the location and condition of a disposed train to the relevant person.
7. Observe and adhere to security procedures at all times.
8. Complete required documents accurately and process them correctly when disposing of trains.

### Outcome 4 Know how to dispose of trains

The learner can:

1. Describe organisational procedures relating to train disposal duties.
2. Outline the layout and procedures of the appointed disposal location.
3. Outline the sequence and detail of immobilisation and shutdown checks.
4. Describe the lines and methods of effective communication within the organisation when disposing of trains.
5. Describe the relevant documentation and recording procedures within the organisation when disposing of trains.

### Range

#### Hazard

Something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work organisation).

## Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.4, 3.1, 3.2, 3.3, 3.4, 3.7

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

## Unit 011

# Assist in the preparation of rail vehicles and trains to meet operational requirements

**Level:** 2

**Credit value:** 7

**NDAQ number:** L/601/7834

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in assisting in the preparation of rail vehicles and trains to meet operational requirements.

This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a shunting role.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare the site for local movement of trains.
2. Know how to prepare the site for local movement of trains.
3. Be able to prepare rail vehicles for local movement.
4. Know how to prepare rail vehicles for local movement.
5. Be able to prepare rail vehicles and trains for service.
6. Know how to prepare rail vehicles and trains for service.

### Guided learning hours

It is recommended that **52** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 11 – Assist in the preparation of rail vehicles and trains to meet operational requirements from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to prepare the site for local movement of trains

The learner can:

1. Adhere to all safety procedures when preparing the site.
2. Access all relevant information when preparing the site.
3. Promptly clarify information, related to preparing the site for the movement of trains, which is incomplete or unclear with the relevant person(s).
4. Establish whether the resources required are available and report any that are unavailable to the relevant person(s).
5. Check that points are set and positioned correctly prior to the intended movement.
6. Check that the planned route is clear for the intended movement.
7. Promptly take remedial action when the planned route cannot be cleared.
8. Inform all relevant persons of intended rail vehicle movements.

### Outcome 2 Know how to prepare the site for local movement of trains

The learner can:

1. Describe organisational procedures relating to site safety.
2. List the sources of information available when preparing the site and describe how to access them.
3. Outline the resources available when preparing the site.
4. Describe the planned route.
5. Describe how to operate manual and power operated point setting equipment.
6. Outline the route setting systems.
7. Describe the local methods of working when preparing a site for local movement of trains.
8. Describe the local operational plan.
9. List the relevant person(s) for reporting purposes.
10. Describe the limits of own personal authority when preparing the site.
11. Outline the reasons why a planned route cannot be cleared and describe how to take remedial action.
12. Identify and describe the position and identity of rail vehicles in the vicinity.
13. Describe how to check power operated points.

### Outcome 3 Be able to prepare rail vehicles for local movement

The learner can:

1. Adhere to safety procedures when preparing rail vehicles.
2. Access all relevant information when preparing rail vehicles.
3. Clarify any information, related to preparing rail vehicles, which is incomplete or unclear with the relevant person(s).
4. Liaise with the relevant person(s) prior to moving the rail vehicle(s).
5. Check that stationary vehicles are secured safely and correctly.
6. Establish that the relevant systems and equipment are operating correctly according to the rail vehicle specification.
7. Accurately identify defects and irregularities in vehicles and equipment.
8. Respond to defects and irregularities promptly, within the limits of own personal authority.

### Outcome 4 Know how to prepare rail vehicles for local movement

The learner can:

1. Describe organisational procedures relating to preparing rail vehicles for movement.



2. List information sources for preparing rail vehicles and describe how to access them.
3. Describe the lines and methods of effective communication within the organisation.
4. Describe organisational documentation requirements.
5. Describe the local methods of working when preparing rail vehicle for local movement.
6. Describe the relevant operating systems for rail vehicles and components.
7. List the types of defects and irregularities that may occur when preparing rail vehicles for local movement.
8. List the type of equipment required when preparing rail vehicles for movement and describe how to use it.
9. List the range of communication equipment available and describe how to use it.

### **Outcome 5 Be able to prepare rail vehicles and trains for service**

1. Adhere to safety procedures when preparing rail vehicles for service.
2. Establish the correct operation of systems and equipment which are required for the train specification.
3. Identify and remedy faults within the limits of own personal authority.
4. Record faults clearly and accurately and report them promptly to the relevant person(s).
5. Prepare a train within operational constraints in time to meet the operational schedule.
6. Complete documents required when preparing rail vehicles for service clearly and accurately and process them correctly.

### **Outcome 6 Know how to prepare rail vehicles and trains for service**

1. Outline the relevant rules, regulations, instructions and procedures relating to preparing rail vehicles and trains for service.
2. Describe the relevant train operating systems and equipment.
3. Describe the limits of own personal authority when preparing rail vehicles for service.
4. Describe the lines and methods of effective communication within the organisation.
5. List the factors that contribute to making a train unserviceable and describe actions which must be taken.
6. Outline the operational schedule.
7. Describe organisational documentation completion requirements when preparing rail vehicles for service.
8. Describe how to identify types of rail vehicles and their relevant systems and equipment.

### **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.5, 1.6, 1.8, 3.1, 3.2, 3.4, 3.5, 3.6, 5.1, 5.2, 5.5, 5.6

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

**Level:** 2

**Credit value:** 1

**NDAQ number:** D/601/7837

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in coupling and uncoupling rail vehicles. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a shunting role.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to couple rail vehicles.
2. Be able to uncouple rail vehicles.
3. Know how to couple and uncouple rail vehicles.

### Guided learning hours

It is recommended that **6** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 12 – Couple and uncouple rail vehicles from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to couple rail vehicles

The learner can:

1. Adhere to safety procedures when coupling rail vehicles.
2. Access and analyse information relevant to coupling rail vehicles and make sure that it is accurate
3. Check that stationary rail vehicles are secured safely and correctly.
4. Establish the compatibility of the vehicle coupling equipment.
5. Establish the need for specialist coupling equipment.
6. Communicate with the relevant person(s) clearly and effectively.
7. Establish the fitness for use of all required coupling equipment.
8. Operate the coupling equipment safely and correctly.
9. Verify that the vehicles have been coupled safely and correctly.
10. Take remedial action, within the limits of own personal authority, where vehicles have not been coupled safely or correctly.

### Outcome 2 Be able to uncouple rail vehicles

The learner can:

1. Adhere to all safety procedures when uncoupling rail vehicles.
2. Access and analyse all information relevant to uncoupling rail vehicles, making sure that it is accurate.
3. Check that rail vehicles are stationary and the remaining vehicles are secured safely and correctly prior to uncoupling.
4. Establish whether the rail vehicle is ready to be moved.
5. Communicate with the relevant person(s) clearly and effectively.
6. Establish the fitness for use of all required coupling equipment.
7. Operate the coupling equipment safely and correctly.
8. Verify that rail vehicles have been uncoupled safely and correctly.
9. Take remedial action within the limits of own personal authority where vehicles have not been uncoupled correctly and safely.

### Outcome 3 Know how to couple and uncouple rail vehicles

The learner can:

1. Describe organisational procedures relating to coupling and safely securing rail vehicles.
2. Describe organisational procedures relating to uncoupling and safely securing rail vehicles.
3. Describe how to obtain relevant information relating to coupling and uncoupling.
4. Describe the lines and methods of effective communication within the organisation.
5. Describe the local methods of working.
6. Describe the limits of own personal authority when coupling and uncoupling rail vehicles.
7. List the types of coupling systems and describe how they operate.
8. Describe how to verify that vehicles have been coupled safely and correctly.
9. Describe how to verify that vehicles have been uncoupled safely and correctly.
10. Describe how to identify and report defective equipment.
11. Describe how to ensure that rail vehicles are safely secured.

## Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

## Unit 013

# Assist in the local movement of rail vehicles to meet operational requirements

**Level:** 2

**Credit value:** 6

**NDAQ number:** K/601/7839

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in assisting in the local movement of rail vehicles to meet operational requirements. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a shunting role.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to plan and assist in the local movement of rail vehicles.
2. Know how to plan and assist in the local movement of rail vehicles.
3. Be able to respond to non-routine situations.
4. Know how to dispose of trains.

### Guided learning hours

It is recommended that **54** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 13 – Assist in the local movement of rail vehicles to meet operational requirements from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to plan and assist in the local movement of rail vehicles

The learner can:

1. Adhere to relevant rules, regulation instructions and safety procedures when planning and assisting in the local movement of rail vehicles.
2. Access and interpret all information relevant when planning and assisting in the **local movement** of rail vehicles, making sure that it is accurate.
3. Identify rail vehicles which are to be moved.
4. Check that rail vehicles to be moved have been prepared correctly.
5. Take action promptly, within limits of own personal authority where rail vehicles to be moved have not been prepared correctly.
6. Check that points and routes have been set correctly according to the relevant plan.
7. Take prompt action where points and routes have not been set correctly.
8. Communicate with colleagues clearly and effectively.
9. Correctly respond to signals and signalling procedures within the local working environment.
10. Use warning devices correctly.
11. Control the movement of the rail vehicle(s) safely and correctly.
12. Check that the rail vehicles are moved to the correct location and secured safely and correctly.
13. Complete required documents accurately and process them correctly when planning and assisting in the local movement of rail vehicles.

### Outcome 2 Know how to plan and assist in the local movement of rail vehicles

The learner can:

1. Describe organisational procedures relating to controlling the local movement of rail vehicles.
2. List the relevant information sources and describe how to access them.
3. Describe the lines and methods of effective communication within the organisation.
4. Describe local methods of working when planning and assisting in the movement of rail vehicles.
5. Describe the types and use of equipment for moving rail vehicles.
6. Describe the types of warning devices and their meanings.
7. List the types of signalling equipment and describe how they are used.
8. Describe the signalling procedures.
9. Describe the relevant documentation completion requirements within the organisation.

### Outcome 3 Be able to respond to non-routine situations

The learner can:

1. Adhere to all safety procedures during **non-routine situations** to maintain safety of people and the line.
2. Identify correctly non-routine situations within personal area of control.
3. Communicate non-routine situations promptly to relevant person(s).
4. Take actions in non-routine situations that are within the limits of own personal authority and give priority to the safety of people.
5. Optimise the planned movement of rail vehicles, within operational constraints.
6. Modify the planned movement of rail vehicles and inform the relevant people

7. Follow procedures when hazardous substances are involved in non-routine situations.
8. Liaise with relevant persons where alternative methods of signalling are used.
9. Record all the actions taken clearly and accurately and communicate them promptly to the relevant person(s).
10. Complete required documents accurately and process them correctly.

## **Outcome 4 Know how to respond to non-routine situations**

The learner can:

1. Describe organisational procedures relating to non-routine situations.
2. Recognise the warning signs and describe their meanings.
3. Describe how to recognise and deal with hazardous substances.
4. Describe how to recognise and deal with non-routine situations.
5. Outline the alternative methods of signalling.
6. List the types of emergency equipment and describe how to use them.
7. Describe the limits of own personal authority when responding to non-routine situations.

## **Range**

### **Local movement**

This is defined as working on the ground within a defined area such as a depot.

### **Non-routine situations**

An unusual or irregular situation.

## **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 1.11, 1.12

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

## Unit 014

# Assume and handover responsibility for area of control in the rail industry

**Level:** 2

**Credit value:** 2

**NDAQ number:** D/601/7840

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in assuming and handing over responsibility for area of control in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a signalling role.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to assume responsibility for area of control
2. Know how to assume responsibility for area of control.
3. Be able to hand over responsibility for area of control.
4. Know how to hand over responsibility for area of control.

### Guided learning hours

It is recommended that **7** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 14 – Assume and handover responsibility for area of control in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.



**Outcome 1 Be able to assume responsibility for area of control**

The learner can:

1. Comply with organisational procedures relating to assuming responsibility for area of control.
2. Comply with requirements relating to fitness for duty.
3. Possess the relevant personal protective equipment and documentation as specified by the organisation.
4. Demonstrate familiarity with relevant and up to date **information** on area of control.
5. Establish the availability and correct functioning of required equipment.
6. Record and where necessary, report faults in equipment to the relevant person(s).
7. Rectify identified faults, within the limits of own personal authority.
8. Confirm with relevant person (s) that own personal responsibility for the area of control has been taken.

**Outcome 2 Know how to assume responsibility for area of control**

The learner can:

1. Outline the defined area of control within own personal responsibility.
2. Describe the lines and methods of effective communication within the organisation.
3. Describe the documentation completion requirements within the organisation for assuming responsibility for area of control.
4. Describe how to operate relevant equipment.
5. Describe the types of signalling systems used within the work area.
6. Describe the types of defects that may occur in equipment.
7. Describe how to identify defects in systems and equipment.
8. Describe what impact defects in systems and equipment have on the planned service.
9. Describe how to rectify a mechanical fault.
10. Describe how to rectify an electrical fault.
11. List the relevant persons to report to within the organisation.
12. Outline organisational procedures and legislation relating to taking responsibility for area of control.
13. Describe how to identify current operational state of equipment.

**Outcome 3 Be able to hand over responsibility for area of control**

The learner can:

1. Comply with organisational requirements relating to fitness for duty.
2. Comply with organisational procedures relating to handing over responsibility for area of control.
3. Communicate necessary information to the relevant person(s).
4. Complete documents required when handing over responsibility for area of control accurately and process them correctly.

**Outcome 4 Know how to hand over responsibility for area of control**

The learner can:

1. Describe the current operational state of the equipment.
2. Describe the current traffic situation.
3. Describe how to effectively communicate handover information to others.
4. Describe the action to take in the event of non-availability of relieving colleagues.

5. Describe the action to take when relieving colleagues appear unfit to assume responsibility.
6. Describe organisational procedures relating to handover of responsibility.
7. Describe organisational documentation completion requirements when handing over responsibility for area of control.

## **Range**

### **Information**

Signal box registers, train register books, log books, fault logs, incident reports, spad forms, voice recording, handover sheets and isolation forms.

### **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.6, 3.1, 3.2, 3.3, 3.4.

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

**Level:** 2

**Credit value:** 26

**NDAQ number:** K/601/7842

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in signalling and monitoring trains. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a signalling role.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to signal trains safely through area of control.
2. Know how to signal trains safely through area of control.
3. Be able to monitor the safe passage of trains.
4. Know how to monitor the safe passage of trains.

### Guided learning hours

It is recommended that **136** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 15 –Signal and monitor trains from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to signal trains safely through area of control

The learner can:

1. Collect and update relevant **information** as and when required.
2. Promptly obtain clarification where information obtained is unclear or insufficient.
3. Operate signalling equipment according to relevant rules, regulations instructions and procedures.
4. Interpret and operate the current timetable.
5. Complete required documents accurately and process them correctly.

### Outcome 2 Know how to signal trains safely through area of control

The learner can:

1. Describe how to access relevant **sources of information**.
2. Describe how to operate signalling equipment and systems.
3. Describe the lines and methods of effective communication within the organisation.
4. Describe organisational procedures relevant to signalling.
5. Describe how and when to use relevant methods of communication.
6. Describe organisational procedures for documentation completion when signalling trains through area of control.

### Outcome 3 Be able to monitor the safe passage of trains

The learner can:

1. Access all relevant information sources regularly and promptly.
2. Evaluate relevant information to determine safety and performance of the service.
3. Take action, as a result of monitoring, which is within the limits of own personal authority and complies with relevant rules, regulations, instructions and procedure.
4. Communicate information to the relevant person(s).
5. Complete required documents accurately and process them correctly.

### Outcome 4 Know how to monitor the safe passage of trains

The learner can:

1. Describe how to access relevant sources of information.
2. Describe the limits of own personal authority when monitoring trains.
3. Describe organisational procedures relating to monitoring the safe passage of trains.
4. Describe the lines and methods of effective communication within the organisation.
5. List the relevant person(s) to report to during the monitoring process.
6. Describe how to communicate effectively with people relevant to monitoring the safe passage of trains.
7. Describe organisational procedures for documentation completion when monitoring trains.

### Range

#### Information

Late running of trains, alteration to timetables, platform alterations, train faults and failures, monitoring level crossings, staffing levels and environmental conditions eg adverse weather.

### **Sources of information**

Train record books, automatic train recording data, log books, telexes, special train notices, timetables, traffic circulars or equivalent, weather forecast, engineering notices, train registers, train running computerised recording systems.

### **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

**Level:** 2

**Credit value:** 1

**NDAQ number:** T/601/7844

### **Unit aim**

The purpose of this unit is for learners to demonstrate occupational competence in providing protection in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a signalling role.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to provide protection to ensure a safe environment.
2. Know how to provide protection to ensure a safe environment.

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national standards (if appropriate)**

This unit is directly related to GoSkills National Occupational Standard Unit 16 – Provide protection in the rail industry.

### **Support of the unit by a sector or other appropriate body (if required)**

This unit is endorsed by GoSkills approved as a shared unit

### **Assessment**

This unit will be assessed by a portfolio of evidence.

### **Outcome 1 Be able to provide protection to ensure a safe environment.**

The learner can:

1. Confirm up to date requirements with relevant person(s).
2. Implement approved safety measures for **protection** according to organisational procedures.
3. Arrange service provision, within operational constraints, where it is necessary to implement a modified, safe service.
4. Resume normal working when the line is clear and safe for trains to run.
5. Return safety devices and procedures to normal operations when the line is clear and trains are safe to run.
6. Complete required **documents** accurately and process them correctly.

### **Outcome 2 Know how to provide protection to ensure a safe environment**

The learner can:

1. Outline the planned schedules for engineering and other work which requires protection.
2. Describe the different protection requirements for different types of engineering work.
3. Describe the different methods of protection.
4. Outline the operational constraints.
5. Describe organisational procedures relating to providing protection.
6. Describe organisational documentation completion requirements.
7. Describe the lines and methods of effective communication within the organisation.
8. List the relevant persons within the organisation related to providing protection.

### **Range**

#### **Protection**

Possible activities: examination of key switches, monitoring of messages, monitoring voice recordings, examination of signal collars.

#### **Documents**

Incident reports, SPAD forms, signal irregularity forms, log book entries, train registers, T2 forms and T3 forms.

### **Evidence requirements**

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

## Unit 017

# Respond to non-routine signalling situations in the rail industry

**Level:** 2

**Credit value:** 2

**NDAQ number:** A/601/7845

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in responding to non-routine signalling situations in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a signalling role.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to respond to non-routine and emergency situations.
2. Know how to respond to non-routine and emergency situations.
3. Be able to respond to faults and failures in signalling systems and equipment.
4. Know how to respond to faults and failures in signalling systems and equipment.

### Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 17 – Respond to non-routine signalling situations in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.



**Outcome 1 Be able to respond to non-routine and emergency situations**

The learner can:

1. Identify non-routine and emergency situations within personal area of control.
2. Communicate non-routine and emergency situations promptly to the **relevant person(s)**.
3. Take action in non-routine and emergency situations that is within the limits of own personal authority and gives priority to safety.
4. Optimise service provision within operational constraints where it is necessary to modify routine running.
5. Follow approved procedures if hazardous substances are involved in emergency situations.
6. Re-instate normal working at the earliest opportunity if alternative methods of signalling are used.
7. Record clearly and accurately all actions taken and communicate them promptly to the relevant person(s).
8. Adhere to relevant rules, regulations and instructions during non-routine and emergency situations in order to maintain safety.
9. Resume normal operations at the earliest opportunity within limits of own personal authority.

**Outcome 2 Know how to respond to non-routine and emergency situations**

The learner can:

1. Describe how to identify an emergency and a non-routine situation
2. Describe the limits of own personal responsibility
3. Describe organisational procedures relevant to emergency and non-routine situations
4. Describe the actions to take in the event of emergency and non-routine situations
5. Outline the authority the emergency services possess during emergency situations
6. Describe the procedures which emergency services undertake during emergency situations
7. Describe the alternative methods of signalling available within the organisation
8. Describe how to operate alternative methods of signalling
9. Describe the lines and methods of effective communication within the organisation
10. Outline the action needed to be taken in the event of hazardous substances being involved in non-routine or emergency situations.

**Outcome 3 Be able to respond to faults and failures in signalling systems and equipment**

The learner can:

1. Establish the efficiency of the signalling equipment according to organisational procedures.
2. Identify faults and failures in the signalling operational systems and equipment.
3. Take action to rectify faults and failures which is within the limits of own personal authority and follows organisational procedures.
4. Seek assistance promptly from relevant person(s) where faults and failures cannot be rectified.
5. Provide assistance to others in the testing of signalling equipment according to organisational procedures.
6. Record faults and failures in the signalling system and equipment clearly and accurately and report them promptly according to organisational procedures.

## **Outcome 4 Know how to respond to faults and failures in signalling systems and equipment**

The learner can:

1. Describe the methods and procedures for routinely testing signalling equipment
2. Describe how to operate signalling equipment
3. List the types of faults and failures that could arise in signalling **systems and equipment**
4. Describe the impact of faults and failures on signalling systems
5. Describe organisational procedures relating to faults and failures in signalling equipment including:
  - recording procedures
  - reporting procedures.
6. Describe the limits of own personal authority when responding to faults and failures in signalling systems and equipment.
7. List the relevant person(s) to contact in the event of faults and failures occurring.

### **Range**

#### **Relevant person(s)**

Control Room staff, contractors, local response staff, local station staff, drivers, emergency services, Fast Action Response Teams.

#### **Sources of information**

Incident reports, SPAD forms, signal irregularity forms, log book entries, Train Registers.

#### **Systems and equipment**

Automated logging systems, points, telephones, levers, switches, level crossings, computers.

#### **Evidence requirements**

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

## Unit 018

# Monitor and ensure the provision of train services to the rail industry

**Level:** 2

**Credit value:** 11

**NDAQ number:** J/601/7847

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in monitoring and ensuring the provision of train services to the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a control room role.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to monitor actual against planned service provision.
2. Know how to monitor actual against planned service provision.
3. Be able to ensure the effective use of resources.
4. Know how to ensure the effective use of resources.

### Guided learning hours

It is recommended that **48** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 18 – Monitor and ensure the provision of train services to the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to monitor actual against planned service provision

The learner can:

1. Assume responsibility for area of control according to organisational procedures.
2. Access all relevant **information sources** regularly and promptly.
3. Clarify information which is incomplete or unclear with the **relevant person(s)** by using relevant equipment.
4. Evaluate relevant information for accuracy and its effect on the planned service provision.
5. Establish, maintain and conduct communications effectively
6. Check that personal working practices conform to organisational procedures.
7. Complete documents required when monitoring actual against **planned service** provision accurately and process them correctly.
8. Handover responsibility for area of control according to organisational procedures.

### Outcome 2 Know how to monitor actual against planned service provision

The learner can:

1. Describe organisational procedures relevant to monitoring actual against planned service provision.
2. Describe the limits of own personal authority when monitoring actual against planned service provision.
3. Outline the implications of operating outside the limits of own personal authority.
4. List the relevant sources of information and describe how to access them.
5. Describe how to effectively monitor a long term and a short term planned service.
6. List the relevant person(s) with whom information can be clarified.
7. List the equipment to use when clarifying electronic and paper based information.
8. Describe the lines and methods of effective communication within the organisation.
9. Describe how to establish personal area of control.
10. Describe how to operate systems and equipment within personal area of control.
11. Describe organisational procedures relevant to documentation completion when monitoring actual against planned service provision.
12. Describe the procedures for analysing information on actual and planned service provision.
13. List the types of information sources there are within the organisation.

### Outcome 3 Be able to ensure the effective use of resources

The learner can:

1. Use the resources according to specifications.
2. Access relevant information sources correctly.
3. Establish, maintain and conduct communications correctly.
4. Interpret information on the correct use of resources and communicate it promptly to the relevant person(s)
5. Accurately and clearly complete documents required when ensuring the effective use of resources and process these correctly.

### Outcome 4 Know how to ensure the effective use of resources

The learner can:

1. Describe organisational procedures related to ensuring the effective use of resources.
2. Describe the limits of own personal authority when ensuring the effective use of resources.
3. Outline the planned service.

4. List the types of resource specifications.
5. Describe the relevant resources there are within the organisation.

## **Range**

### **Information sources**

Log books, train registers, SMI systems, safety report forms, timetables, roster sheet, sectional appendix, train diagrams, operating instructions, utilities, maintenance schedules, IT systems.

### **Relevant person(s)**

Signallers, other Control Room staff, train crews, incident response staff, senior and line management., train crews, outside agencies, contractors, local authorities, other train operators, bus operators.

### **Planned service**

A service which is scheduled and may be short or long term.

## **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 3.1, 3.2, 3.3, 3.4, 3.5

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit

## Unit 019

# Identify and respond to deviations from the planned service in the rail industry

**Level:** 2

**Credit value:** 12

**NDAQ number:** L/601/7848

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in identifying and responding to deviations from the planned service in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a control room role.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to identify deviations from the planned service.
2. Know how to identify deviations from the planned service.
3. Be able to respond to deviations from the planned service.
4. Know how to respond to deviations from the planned service.

### Guided learning hours

It is recommended that **86** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 19 – Identify and respond to deviations from the planned service in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to identify deviations from the planned service

The learner can:

1. Access relevant information sources promptly in order to identify deviations from the **planned service**.
2. Clarify information which is incomplete or unclear with the **relevant person(s)**.
3. Interpret relevant information for its effect on service provision.
4. Establish the nature, extent and location of deviations accurately and promptly.
5. Promptly communicate information to the relevant people.
6. Record and process information on deviations to the planned service correctly.

### Outcome 2 Know how to identify deviations from the planned service

The learner can:

1. List the **sources of information** relevant to identifying deviations from the planned service and describe how to access them.
2. Outline personal area of control.
3. Describe the limits of own personal authority and the implications of operating outside these limits.
4. Outline the current timetables within personal area of control.
5. Outline the interface between area(s) of responsibility.
6. List the relevant person(s) with whom to clarify information related to planned services.
7. Describe the relevant equipment used when clarifying electronic and paper based information.
8. Outline the planned service.
9. Describe the lines and methods of effective communication for organisation(s) affected by deviations from the planned service.
10. Describe how to operate systems within personal area of control.
11. Outline the documentation completion requirements for organisation(s) affected by deviations to the planned service.
12. Describe how to interpret information in line with organisational procedures.
13. Describe how to identify both an actual and a potential deviation from the planned service.

### Outcome 3 Be able to respond to deviations from the planned service

The learner can:

1. Access relevant information promptly and analyse it correctly for its effect on safety and service provision.
2. Promptly identify influencing factors and interpret them for their effect on service provision.
3. Establish, maintain and conduct communications effectively with the relevant person(s) and equipment.
4. Accurately establish the availability of required resources.
5. Accurately establish the implications of alternative courses of action, taking into account safety and other influencing factors.
6. Promptly select the most suitable course of action.
7. Complete required documents accurately and process them correctly.

### Outcome 4 Know how to respond to deviations from the planned service

The learner can:

1. Outline the current timetables in operation within personal area of control.

2. Outline the type of information which needs to be communicated and the appropriate methods of communication.
3. Describe the types of systems which operate within personal area of control.
4. Outline the geographical and line layout relevant to personal area of control.
5. Describe the ways in which factors can influence safety and service provision.
6. Give examples of actual deviations from the planned service.
7. Describe how to establish resource requirements and the availability of resources.

## **Range**

### **Planned service**

A service which is scheduled and may be short or long term.

### **Relevant person(s)**

Railtrack personnel, train operator personnel, local authorities, emergency services, line manager(s), Train Diagrammers, train crews.

### **Sources of information**

Emergency service plans, control logs, contingency plans.

## **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit



## Unit 020

# Implement plans to meet operational requirements in the rail industry

**Level:** 3

**Credit value:** 6

**NDAQ number:** J/601/7850

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in implementing plans to meet operational requirements in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a control room role.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to initiate plans to meet immediate operational requirements.
2. Know how to initiate plans to meet immediate operational requirements.
3. Be able to implement plans to meet operational requirements.
4. Know how to implement plans to meet operational requirements.

### Guided learning hours

It is recommended that **52** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 20 – Implement plans to meet operational requirements in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to initiate plans to meet immediate operational requirements

The learner can:

1. Access all available **information** promptly.
2. Check information for accuracy and sufficiency.
3. Clarify any information which is incomplete or unclear with the relevant person(s) promptly and by using the relevant equipment.
4. Instigate the plan taking into account safety and other influencing factors.
5. Establish communications promptly and conduct them effectively with the relevant organisation(s).
6. Complete documents accurately and process them correctly.

### Outcome 2 Know how to initiate plans to meet immediate operational requirements

The learner can:

1. Outline the values, policies and systems of the organisation in relation to production of plans.
2. Describe the planned service to be implemented.
3. List the relevant sources of information and describe how they are accessed.
4. List the relevant person(s) responsible for clarification of information.
5. Describe how to clarify electronic and paper-based information.
6. Describe the lines and methods of effective communication within the organisation.
7. Describe the ways in which influencing factors can affect safety and service provision.
8. Describe how to check information.
9. Describe how to instigate plans within limited time constraints.
10. Describe how to prioritise influencing factors within limited time constraints.
11. Describe how to establish requirements and the availability of resources.
12. Describe how to define immediate operational requirements
13. Describe the organisation's business requirements in relation to the production of plans.
14. List the relevant organisation(s) who would be affected by the plans.
15. Describe organisational procedures relating to documentation completion.

### Outcome 3 Be able to implement plans to meet operational requirements

The learner can:

1. Establish, conduct and maintain effective communication with the relevant person(s).
2. Communicate promptly the planned response to the relevant person(s).
3. Correctly inform the relevant person(s) of their roles and responsibilities.
4. Initiate the planned response effectively, according to relevant rules, regulations, instructions and procedures.
5. Evaluate how the planned response affects normal service provision.
6. Review the planned response to measure its effectiveness in meeting service requirements.
7. Complete documents accurately and clearly, and process them correctly.

### Outcome 4 Know how to implement plans to meet operational requirements

The learner can:

1. Describe the limits of own personal authority when implementing plans.
2. Describe the current timetables which are in operation within personal area of control.
3. Outline the constraints existing within personal area of control.
4. List the relevant organisation(s) who will be affected by the planned response.
5. Describe the lines and methods of communication within personal area of responsibility.
6. Describe the information that needs to be communicated and the appropriate methods of communication both within and external to the organisation.
7. Describe how to measure the effectiveness of the planned response.
8. Describe the factors that might influence the implementation of procedures.
9. Describe organisational procedures relating to documentation completion.
10. Describe the ways in which influencing factors can affect safety and service.

## **Range**

### **Information**

Contingency plans, timetables, recovery plan, control logs, local operating instructions.

### **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit

## Unit 021

# Operate control room equipment to meet operational requirements in the rail industry

**Level:** 2

**Credit value:** 2

**NDAQ number:** L/601/7865

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in operating control room equipment to meet operational requirements in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a control room role.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to select and operate control room equipment.
2. Know how to select and operate control room equipment.
3. Be able to manage the effect of equipment failure on control room operations.
4. Know how to manage the effect of equipment failure on control room operations.

### Guided learning hours

It is recommended that **6** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 21 – Operate control room equipment to meet operational requirements in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to select and operate control room equipment

The learner can:

1. Select control room equipment which is relevant to the task to be performed.
2. Assess the selected control room equipment for its operational suitability.
3. Operate control room equipment according to relevant instructions and procedures.
4. Identify faults and failures promptly and respond to them according to instructions.
5. Complete relevant **documents** accurately and process them correctly.

### Outcome 2 Know how to select and operate control room equipment

The learner can:

1. Describe how to operate control room equipment.
2. Outline the purpose of control room equipment and associated software.
3. Describe the suitability and limitations of control room equipment and systems.
4. Describe the lines and methods of effective communication within the organisation.
5. Describe how to ensure that essential information is accurately conveyed to the **relevant person(s)**.
6. Describe how to locate control room equipment and systems.
7. Describe how to identify faults and failures in control room equipment and systems.
8. Describe organisational procedures relating to operation of control room equipment.
9. Describe organisational procedures for responding to faults and failures in control room equipment and systems.
10. Describe how control room equipment and systems operate and interact.
11. Describe organisational procedures relating to documentation completion.

### Outcome 3 Be able to manage the effect of equipment failure on control room operations

The learner can:

1. Accurately establish the nature and cause of control room equipment failure.
2. Report the nature and cause of the control room equipment failure to the relevant person(s) promptly.
3. Evaluate the extent and duration of the effect of control room equipment failure on service provision.
4. Identify and evaluate alternative courses of action to minimise the effect of control room equipment failure.
5. Select and implement a correct course of action promptly.
6. Establish clear lines of communication with the relevant organisation (s).
7. Identify opportunities to restore control room equipment to its full use promptly.
8. Restore control room equipment use at the most suitable opportunity.
9. Evaluate the effectiveness of the selected course of action.
10. Inform the relevant person (s) when the control room equipment is working again.
11. Complete documents relating to the failure of control room equipment accurately and process them correctly.

### Outcome 4 Know how to manage the effect of equipment failure on control room operations

The learner can:

1. Describe how to locate control room equipment.

2. Describe the organisational policy for managing control room equipment loss and failure
3. Outline the types of information to be communicated and the appropriate methods of communication
4. Describe the types and characteristics of control room equipment
5. Describe how to prioritise alternative courses of action
6. Describe how to identify and interpret opportunities for restoring the use of control room equipment
7. Describe the causes of control room equipment failure.

## **Range**

### **Documents**

Control logs, fault reference numbers.

### **Relevant person(s)**

Technical support staff, other train operators, rail track personnel, other Control Room personnel, line managers.

### **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.5

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit

## Unit 022

# Develop and maintain effective relationships with customers and suppliers in the rail industry

**Level:** 2

**Credit value:** 1

**NDAQ number:** R/601/7866

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in developing and maintaining effective relationships with customers and suppliers in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a control room role.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to develop productive working relationships with customers and suppliers.
2. Know how to develop productive working relationships with customers and suppliers.
3. Be able to investigate and deal with customers' and suppliers' concerns.
4. Know how to investigate and deal with customers' and suppliers' concerns.

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 22 – Develop and maintain effective relationships with customers and suppliers in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

## Unit 022

# Develop and maintain effective relationships with customers and suppliers in the rail industry

### Outcome 1 Be able to develop productive working relationships with customers and suppliers

The learner can:

1. Deal with specific enquiries promptly and efficiently.
2. Communicate relevant information to customers and suppliers accurately and promptly.
3. Offer information and advice in a helpful manner.
4. Refer customers and suppliers to specialists.
5. Meet customers' and suppliers' requirements and take alternative action, where necessary to minimise negative effects.
6. Meet the organisation's obligations to customers and suppliers.
7. Conduct all communications in a manner which promotes confidence, goodwill and trust in line with organisational guidelines.

### Outcome 2 Know how to develop productive working relationships with customers and suppliers

The learner can:

1. Describe the differences between internal and external customers and suppliers.
2. Describe the types of information that can and cannot be made available to customers and suppliers.
3. Describe organisational requirements relating to professional image.
4. Describe how to accurately convey information to customers and suppliers.
5. Outline the sources of specialist information.
6. Describe how to develop and maintain effective working relationships with customers and suppliers.

### Outcome 3 Be able to investigate and deal with customers' and suppliers' concerns

The learner can:

1. Respond to all concerns promptly and in a manner which promotes goodwill and understanding in line with organisational guidelines.
2. Accurately establish the nature of the concern.
3. Take action in response to concerns that are within the limits of own personal authority.
4. Check that where possible solutions satisfy organisational procedures
5. Complete **documents** accurately and process them correctly.
6. Refer concerns which cannot be resolved to the relevant person(s) promptly.
7. Maintain confidentiality according to organisational requirements.

### Outcome 4 Know how to investigate and deal with customers' and suppliers' concerns

The learner can:

1. Describe organisational requirements and codes of practice when dealing with the concerns of customers and suppliers.
2. Describe what is classed as confidential information.
3. Describe how to use communication skills effectively.
4. Describe how to maintain effective working relationships with customers and suppliers.



5. Describe how to keep records.
6. List the sources of specialist information.
7. Describe the limits of own personal authority when investigating and dealing with customers and suppliers concerns.
8. Describe how to determine and respond to positive and negative enquiries.

## **Range**

### **Documents**

Control logs, written reports, records of customers' commendation, records of customers' complaints.

### **Evidence requirements**

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit

## Unit 023

# Plan protection requirements in the rail industry

**Level:** 2

**Credit value:** 3

**NDAQ number:** Y/601/7867

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in planning protection requirements in the rail industry. This unit is suitable for learners who work directly and indirectly with passengers and the running of trains, particularly learners who undertake a control room role.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to plan protection requirements.
2. Know and understand how to plan protection requirements.

### Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 23 – Plan protection requirements in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to plan protection requirements

The learner can:

1. Establish the need for protection accurately and promptly.
2. Establish accurately the location and extent of the area to be protected.
3. Establish accurately the nature and characteristics of the area to be protected.
4. Identify actual and potential hazards accurately.
5. Identify correctly relevant sources of information and access them promptly.
6. Seek clarification promptly where a conflict of information is identified.
7. Identify correctly alternative courses of protection and evaluate them for impact on safety and operations.
8. Establish accurately resource requirements and their availability.
9. Identify promptly protection arrangements.
10. Check that protection arrangements make effective use of available resources according to organisational procedures.
11. Establish and maintain effective communication with the relevant person(s).
12. Complete required **documents** accurately and process them correctly.

### Outcome 2 Know and understand how to plan protection requirements

The learner can:

1. List the types of resources available for protection requirements.
2. List the sources of information on protection requirements.
3. Describe organisational procedures which are relevant to the work role.
4. Outline the information on protection requirements needed to be communicated and the appropriate methods of communication.
5. Describe the location, nature, extent and characteristics of the area to be protected
6. Describe how to identify protection arrangements.
7. List the types of hazards that could arise and describe how to identify them and their implications.
8. Describe how to interpret and evaluate information on protection arrangements.
9. List the means of protection available.
10. Describe the potential impact of protection on safety and operations
11. Describe the characteristics and limitations of equipment and systems.
12. Describe the relevant documentation completion requirements within the organisation.
13. List the relevant persons within the organisation related to planning protection requirements.

### Range

#### Documents

Records of protection, records of protection requests, records of meetings, records of hazards identified.

### Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit

## Unit 024

# Implement protection arrangements in the rail industry

**Level:** 3

**Credit value:** 6

**NDAQ number:** D/601/7868

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in implementing protection arrangements in the rail industry.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to implement protection arrangements.
2. Know how to implement protection arrangements.

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 24 – Implement protection arrangements in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to implement protection arrangements

The learner can:

1. Check that implementation is based upon current, accurate and sufficient information about protection requirements.
2. Establish and maintain effective communication with the relevant person(s) prior to, during, and on completion of protection.
3. Access resources, verify them for sufficiency and accuracy and deploy them effectively.
4. Seek alternative methods of protection, where necessary, evaluate them for their impact on safety and operations and utilise them effectively.
5. Implement protection according to relevant rules, regulations, instructions and procedures.
6. Review protection arrangements to meet any changed circumstances.
7. Relinquish protection on completion of activities according to organisational procedures.
8. Complete required documents accurately and process them correctly.

### Outcome 2 Know how to implement protection arrangements

The learner can:

1. Describe organisational procedures which apply to the work role.
2. Describe the type of information needed to be communicated and the appropriate methods of communication.
3. List the relevant people with whom communication must be established and maintained.
4. List the sources of information on protection arrangements and describe how to access them.
5. Describe how to interpret and evaluate information on protection.
6. Describe the local procedures for implementing and relinquishing protection arrangements.
7. Describe how to identify the need for, and the availability of, alternative protection arrangements.
8. Describe how to access resources for protection and verify them for sufficiency and suitability.
9. List the means of available protection and describe their potential impact on safety and operations.
10. Describe the limitations of protection equipment and systems.
11. Describe the relevant documentation completion requirements within the organisation.

### Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.5, 1.7

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit

## Unit 025

# Identify symptoms of engineering faults and failures and take remedial action in the rail industry

**Level:** 2

**Credit value:** 2

**NDAQ number:** H/601/7869

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in identifying symptoms of engineering faults and failures and taking remedial action in the rail industry. This unit is particularly appropriate for learners working in a rail control room.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to identify symptoms of engineering faults and failures.
2. Know how to identify symptoms of engineering faults and failures.
3. Be able to undertake necessary actions to restore systems to operation.
4. Know how to undertake necessary actions to restore systems to operation.

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 25 – Identify symptoms of engineering faults and failures and take remedial action in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

## Unit 025

# Identify symptoms of engineering faults and failures and take remedial action in the rail industry

### Outcome 1 Be able to identify symptoms of engineering faults and failures

The learner can:

1. Establish the occurrence of faults and failures accurately and promptly.
2. Identify accurately the location of faults and failures.
3. Establish accurately the nature, characteristics and implications of faults and failures and confirm them promptly with the relevant people.
4. Evaluate promptly relevant information and implications of faults and failures for accuracy and sufficiency.
5. Seek clarification promptly, where conflict is identified between sources of information.
6. Establish and maintain effective communications with the relevant person(s).
7. Complete required documents accurately and process them correctly.

### Outcome 2 Know how to identify symptoms of engineering faults and failures

The learner can:

1. Describe organisational procedures relating to identifying symptoms of engineering faults and failures.
2. List the type of information to be communicated and describe the appropriate methods of communication.
3. List the relevant people with whom communication must be established.
4. List the sources of relevant information and describe how to access them.
5. Describe the operational constraints within personal area of control.
6. Describe organisational guidelines for prioritising incidents.
7. Outline the geographical and line layout relevant to personal area of control.
8. List the relevant persons with whom to confirm details of faults and failures.
9. Describe how to accurately convey essential information.
10. Describe the relevant documentation completion requirements within the organisation.
11. Describe how to operate systems and equipment relevant to identifying symptoms of engineering faults and failures.
12. Describe how to identify and establish the effects of faults and failures.
13. Outline the requirements for evidence preservation.
14. Describe the implications and consequences of faults and failures.
15. Outline the instructions for operating equipment and systems relevant to identifying symptoms of engineering faults and failures.
16. Describe the ways in which factors can influence safety and service provision.

### Outcome 3 Be able to undertake necessary actions to restore systems to operation

The learner can:

1. Establish effective communications with relevant person(s).
2. Undertake tests on faults and failures correctly in relation to content, scope and sufficiency.
3. Conduct tests according to relevant rules, regulations and instructions.
4. Establish accurately any non-compliance of systems and equipment with the specification and take relevant action within limits of own personal authority.
5. Complete required documents accurately and process them correctly.
6. Complete the work within optimum time and within operational constraints.



## **Outcome 4 Know how to undertake necessary actions to restore systems to operation**

The learner can:

1. Describe the following faults and failures:
  - intermittent
  - repetitive
  - right side
  - wrong side.
2. List the type of information to be communicated and describe the appropriate methods of communication.
3. List the relevant people with whom communication must be established and maintained.
4. Describe how to undertake relevant diagnostic and functional tests.
5. Outline the operational constraints within own personal area of control.
6. List those directly and indirectly affected by faults and failures.
7. Outline the geographical and line layout in personal area of control.
8. Describe how to operate systems and equipment relevant to the job role.
9. Outline what constitutes the planned service.
10. Describe the relevant documentation completion requirements within the organisation.
11. Describe the relevant rules, regulations, instructions and procedures which relate to system restoration.
12. Describe the factors which can influence safety and service provision.
13. Describe the characteristics of equipment and systems in the control room.
14. Describe how to establish non-compliance of systems with specifications.
15. Describe how to interpret test results.
16. Describe the requirements for evidence preservation.

### **Evidence requirements**

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit

## Unit 026

# Control utilisation of rolling stock to meet maintenance requirements in the rail industry

**Level:** 3

**Credit value:** 7

**NDAQ number:** Y/601/7870

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in controlling utilisation of rolling stock to meet maintenance requirements in the rail industry. This unit is particularly suitable for learners working in a rail control room.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to plan for the maintenance of rolling stock.
2. Know how to plan for the maintenance of rolling stock.
3. Be able to manage the rolling stock maintenance plan.
4. Know how to manage the rolling stock maintenance plan.

### Guided learning hours

It is recommended that **48** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 26 –Control utilisation of rolling stock to meet maintenance requirements in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to plan for the maintenance of rolling stock

The learner can:

1. Access relevant information relating to **rolling stock** maintenance requirements correctly and evaluate it for its effectiveness on service provision.
2. Identify maintenance locations and accurately establish their accessibility and availability.
3. Establish, conduct and maintain effective communications with the relevant person(s).
4. Accurately identify influencing factors and evaluate them for their effect on the maintenance plan.
5. Correctly allocate specific rolling stock in order to enable presentation at the maintenance location.
6. Accurately complete documents required when planning for the maintenance of rolling stock, and process them correctly.

### Outcome 2 Know how to plan for the maintenance of rolling stock

The learner can:

1. Describe how to obtain and interpret maintenance information.
2. Outline the rolling stock maintenance requirements.
3. Outline the influencing factors on planning for the maintenance of rolling stock.
4. Describe the location of maintenance facilities.
5. List the people who will be directly affected by the maintenance plan.
6. List the people who will be indirectly affected by the maintenance plan.
7. List the type of information to be communicated and describe the appropriate methods of communication.
8. Describe the relevant documentation completion requirements within the organisation when planning the maintenance of rolling stock.
9. Describe the maintenance requirements for different types of rolling stock.
10. Describe how to prioritise courses of action relevant to planning for the maintenance of rolling stock.
11. Describe how to interpret and evaluate information relevant to planning for the maintenance of rolling stock.
12. Describe the factors that can affect the maintenance plan.

### Outcome 3 Be able to manage the rolling stock maintenance plan

The learner can:

1. Access all relevant information sources correctly.
2. Establish the status of the rolling stock maintenance plan.
3. Promptly seek clarification where conflict is identified between sources of information.
4. Accurately establish required alterations to the rolling stock maintenance plan and evaluate these for their effect on safety and service provision.
5. Identify and prioritise alternative courses of action, taking into account safety and other influencing factors.
6. Undertake a selected course of action, within limits of own personal authority and communicate this promptly to the relevant person(s).
7. Complete documents required when managing the rolling stock maintenance plan accurately and process them correctly.

## **Outcome 4 Know how to manage the rolling stock maintenance plan**

The learner can:

1. List the types of information sources on the rolling stock maintenance plan.
2. Outline the influencing factors on the rolling stock maintenance plan.
3. Describe the locations of the maintenance facilities.
4. List the people who will be directly and indirectly affected by the maintenance plan and describe how to communicate with them.
5. Describe the rolling stock maintenance requirements.
6. Describe the relevant documentation completion requirements within the organisation when managing the rolling stock maintenance plan.
7. Describe the types and characteristics of rolling stock.
8. Describe how to prioritise courses of action relevant to the management of the rolling stock maintenance plan.
9. Describe how to interpret and evaluate information relevant to the management of the rolling stock maintenance plan.
10. Describe the factors that can affect the maintenance plan.

### **Range**

#### **Rolling stock**

Any rail vehicle

#### **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit

**Level:** 2

**Credit value:** 6

**NDAQ number:** H/601/7872

**Unit aim**

The purpose of this unit is for learners to demonstrate occupational competence in providing customer service in the rail industry. This unit is particularly suitable for learners who work in a passenger services role in the rail industry.

**Learning outcomes**

There are **six** learning outcomes to this unit. The learner will:

1. Be able to promote and maintain customer service.
2. Know how to promote and maintain customer service.
3. Be able to deal with customer complaints and enquiries.
4. Know how to deal with customer complaints and enquiries.
5. Be able to provide assistance to customers.
6. Know how to provide assistance to customers.

**Guided learning hours**

It is recommended that **44** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards (if appropriate)**

This unit is directly related to GoSkills National Occupational Standard Unit 27 –Provide customer service in the rail industry from the Rail Services suite.

**Support of the unit by a sector or other appropriate body (if required)**

This unit is endorsed by GoSkills approved as a shared unit

**Assessment**

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to promote and maintain customer service**

The learner can:

1. Treat all customers in a polite and helpful manner at all times in line with organisational guidelines.
2. Promptly communicate relevant information to customers which is up to date and accurate.
3. Communicate information in an appropriate manner which meets the individual needs of the customer.
4. Meet organisational standards for appearance and behaviour.
5. Actively seek to improve positive relationships with customers.
6. Explain reasons for failures in service to customers promptly, clearly and accurately.

**Outcome 2 Know how to promote and maintain customer service**

The learner can:

1. Describe the organisation's rail network structure.
2. Explain the current train running information.
3. Explain how to read and interpret timetables.
4. Describe the type of service and product information available.
5. Outline organisational requirements relating to:
  - Appearance
  - Behaviour
  - Corporate image.
6. Describe how to use interpersonal skills effectively when promoting and maintaining customer service.
7. Describe how to provide information in a reactive and proactive manner.
8. Describe how to deal with anti-social and disruptive individuals and groups.
9. Describe how to deal with different types of customers.
10. Outline alternative travel options on offer in the event of service disruption.

**Outcome 3 Be able to deal with customer complaints and enquiries**

The learner can:

1. Treat all customers in a polite and helpful manner at all times in line with organisational guidelines when dealing with complaints and enquiries.
2. Identify accurately the nature of the complaint and/or enquiry and deal with it in a positive manner.
3. Resolve concerns and enquiries promptly within limits of own personal authority.
4. Assure the customer that, where a complaint or enquiry can not be resolved, it will be dealt with by the relevant person(s) at the earliest opportunity.
5. Record and report customer enquiries and complaints according to organisational procedures.

**Outcome 4 Know how to deal with customer complaints and enquiries**

The learner can:

1. Describe the organisational complaints procedures.
2. Describe organisational procedures for dealing with enquires.
3. Describe the organisational reporting procedures for complaints and enquiries.
4. Describe the limits of own personal authority when dealing with customer complaints.
5. List the types and causes of customer complaints.
6. Describe who the relevant person(s) are within the organisation related to dealing with customer complaints.

7. Describe how to use interpersonal skills effectively when dealing with customer complaints and enquiries.
8. Describe organisational procedures to record customer enquiries and complaints.

### **Outcome 5 Be able to provide assistance to customers**

1. Actively seek opportunities to provide assistance to customers.
2. Establish the type of assistance required.
3. Provide assistance promptly and efficiently which is suited to the needs of the customer.
4. Arrange ongoing assistance within limits of own personal authority according to organisational guidelines.
5. Treat customers with special requirements in an appropriate manner in line with organisational guidelines.
6. Ensure the safety, welfare and subsequent handover of unattended minors to the relevant person(s).
7. Ensure the safety and welfare of vulnerable persons.
8. Promptly refer requests for assistance which are outside the limits of personal authority to the relevant person(s).

### **Outcome 6 Know how to provide assistance to customers**

1. Describe how to use interpersonal skills effectively when providing assistance to customers
2. Describe organisational procedures for dealing with accompanied animals and articles, including:
  - customer luggage
  - bicycles.
3. Describe organisational procedures for dealing with the following:
  - unattended minors
  - lost children
  - other vulnerable persons.
4. Describe the terminal/station layout
5. Describe the lines and methods of effective communication within the organisation.
6. Describe the options which are available for providing assistance to customers with special requirements.
7. Describe how to identify vulnerable customers and those with special requirements.
8. List who the relevant person(s) are within the organisation related to providing assistance to customers.
9. Describe the limits of own personal authority when providing assistance to customers.
10. Describe how to use specialist equipment.

### **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 5.1, 5.2, 5.3

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

## Unit 028

# Promote services and products in the rail industry

**Level:** 2

**Credit value:** 6

**NDAQ number:** K/601/7873

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in promoting services and products in the rail industry. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to provide information and advice on services and products.
2. Be able to contribute to the promotion of services and products.
3. Know how to provide information and advice on, and contribute to the promotion of services and products.

### Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 28 –Promote services and products in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.



**Outcome 1 Be able to provide information and advice on services and products**

The learner can:

1. Treat all customers in a polite and helpful manner at all times in line with organisational guidelines.
2. Accurately identify customer requirements by using effective questioning techniques.
3. Provide information that is current, relevant and accurate.
4. Present information and advice in a manner which is appropriate to the customer.
5. Close contact with customers politely and positively in line with organisational guidelines.
6. Check that personal work practices make the most productive use of the time available.

**Outcome 2 Be able to contribute to the promotion of services and products**

The learner can:

1. Correctly identify promotional opportunities.
2. Take positive action to encourage customers to purchase services and products.
3. Explain the **travel and product options** available to meet customers' requirements.
4. Explain the relevant product conditions together with any specific restrictions to customers.
5. Check and confirm customers' decisions.
6. Present a positive corporate image at all times in line with organisational guidelines.

**Outcome 3 Know how to provide information and advice on, and contribute to the promotion of services and products**

The learner can:

1. Describe how to get to different places on the rail network.
2. List the current train running information sources.
3. List the fare and ticket types available.
4. List the complementary travel services available.
5. Describe the alternative travel options offered in the event of disruption to the service.
6. Outline the information available relating to timetables.
7. Describe how to amend information relating to service product details.
8. List the services and products available to the customer.
9. List the facilities for customers with special requirements.
10. Describe how to use effective questioning techniques.
11. Describe how to use interpersonal skills effectively.
12. Describe organisational requirements relating to:
  - appearance
  - corporate image
  - behaviour
13. Describe how to provide information in a reactive and proactive manner.

## **Range**

### **Travel and product options**

Discounted fares, season tickets, special offers /promotions, travel cards, multi-modal tickets, concessionary cards, complementary travel services, facilities available on train or on station premises, customer information systems and brochures/publications.

### **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

## Unit 029

# Assist in the provision of a suitable environment for customers and other members of the public in the rail industry

**Level:** 2

**Credit value:** 1

**NDAQ number:** M/601/7874

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in assisting in the provision of a suitable environment for customers and other members of the public in the rail industry. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to provide a suitable environment for customers and other members of the public.
2. Know how to provide a suitable environment for customers and other members of the public.

### Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 29 – Assist in the provision of a suitable environment for customers and other members of the public in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

## Unit 029

# Assist in the provision of a suitable environment for customers and other members of the public in the rail industry

### Outcome 1 Be able to provide a suitable environment for customers and other members of the public

The learner can:

1. Check that all areas and facilities are clear and free from waste.
2. Identify any hazards and take action following organisational procedures.
3. Report **substandard conditions** to the relevant person(s).
4. Isolate areas as required by organisational procedures.
5. Minimise inconvenience to customers and staff during cleaning operations.
6. Restore areas as required by organisational procedures.

### Outcome 2 Know how to provide a suitable environment for customers and other members of the public

The learner can:

1. Describe organisational procedures for dealing with the customer environment and defects.
2. List the types of hazard that may occur in areas open to members of the public.
3. Describe the actions to take in the event of identifying defects and hazards.
4. Describe the limits of own personal authority when providing a suitable environment for customers and other members of the public.
5. Describe the correct waste disposal procedures.
6. Outline the current standards governing all facilities and areas.
7. List who the relevant persons are within the organisation related to providing a suitable environment for customers and other members of the public.
8. Describe the lines and methods of effective communication within the organisation.

### Range

#### Substandard conditions

Defects in cleaning equipment, spillage, accumulation of litter, biohazards.

### Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.5

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

## Unit 030

# Maintain a clean and tidy environment for rail customers and other members of the public

**Level:** 2

**Credit value:** 1

**NDAQ number:** A/601/7876

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in maintaining a clean and tidy environment for rail customers and other members of the public. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to clean the location.
2. Know how to clean the location.

### Guided learning hours

It is recommended that **6** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 30 – Maintain a clean and tidy environment for rail customers and other members of the public from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to clean the location

The learner can:

1. Check that all areas and facilities are clean and tidy.
2. Report substandard conditions to the relevant person(s).
3. Correctly select and use personal protective clothing and equipment.
4. Use, handle and store substances used for cleaning correctly and safely.
5. Remove litter and other substances in a way that preserves the standards of appearance of the area.
6. Minimise inconvenience to customers, other members of the public and staff during cleaning operations.
7. Collect **waste** safely according to relevant procedures.
8. Dispose of waste correctly.

### Outcome 2 Know how to clean the location

The learner can:

1. Outline organisational procedures relating to safety, the environment and waste disposal.
2. List the cleaning materials available and describe how and when to use them.
3. List the cleaning materials or substances which may cause injury or harm.
4. List the types of personal protective clothing available and describe how and when to use it.
5. Describe how to identify defects and hazards.
6. Describe the actions to take in the event of identifying defects and hazards.
7. Describe the limits of own personal authority when cleaning the location.
8. Describe the correct waste disposal procedures.
9. Describe the current standards of appearance governing all facilities and areas.
10. List who the relevant persons are within the organisation related cleaning the location.
11. Describe the lines and methods of effective communication within the organisation.

### Range

#### Waste

Hazardous: like chemical, biohazards, sharps, broken glass, unidentifiable waste materials.

Non-hazardous: like newspapers, food and drink containers, identified build up of dust and debris, broken signage, packaging.

### Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.6, 1.7, 1.8

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

## Unit 031

# Contribute to the removal of accumulated waste in the rail industry

**Level:** 2

**Credit value:** 3

**NDAQ number:** J/601/7878

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in contributing to the removal of accumulated waste in the rail industry. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to remove waste
2. Know how to remove waste.

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 31 – Contribute to the removal of accumulated waste in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to remove waste

The learner can:

1. Correctly identify waste materials which are to be collected and removed.
2. Take approved action promptly where the nature of the waste materials cannot be identified.
3. Handle and collect waste materials, including hazardous materials safely and correctly.
4. Segregate waste materials into designated containers safely and correctly.
5. Remove waste materials to designated areas safely and secure them correctly.
6. Communicate to the relevant person(s), as appropriate, the actions taken to remove waste.
7. Complete required documents accurately and process them correctly.

### Outcome 2 Know how to remove waste

The learner can:

1. Outline organisational procedures relating to the removal of accumulated waste.
2. Describe what constitutes waste materials.
3. Describe the difference between hazardous and non-hazardous waste.
4. Describe the correct disposal procedures for all waste materials.
5. Describe what constitutes a designated area for waste disposal.
6. Describe the limits of own personal authority when removing waste.
7. Describe the correct reporting procedures.
8. Describe the lines and methods of effective communication within the organisation.
9. List who the relevant persons are to communicate with when dealing with waste management.

### Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.3, 1.4, 1.5, 1.6

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.



## Unit 032

# Provide travel products to customers in the rail industry

**Level:** 2

**Credit value:** 9

**NDAQ number:** F/601/7880

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in providing travel products to customers in the rail industry. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to set up a point of sale.
2. Know how to set up a point of sale.
3. Be able to establish customer requirements for an entitlement to products.
4. Know how to establish customer requirements for an entitlement to products.
5. Be able to complete customer transactions to meet established requirements.
6. Know how to complete customer transactions to meet established requirements.
7. Be able to close point of sale.
8. Know how to close point of sale.

### Guided learning hours

It is recommended that **48** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 32 – Provide travel products to customers in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to set up a point of sale**

The learner can:

1. Possess the required equipment and resources needed to operate the point of sale.
2. Open the point of sale at the required time.
3. Take relevant action where resources and equipment are not immediately available.
4. Identify faults in point of sale equipment and rectify them within the limits of own personal authority.
5. Secure the point of sale from unauthorised access.

**Outcome 2 Know how to set up a point of sale**

The learner can:

1. Describe organisational procedures for handling and processing cash and cash equivalents.
2. Describe organisational procedures relating to cash collection, cash disposal and security.
3. Describe the lines and methods of effective communication within the organisation.
4. Describe how to operate point of sale equipment.
5. Describe organisational procedures for meeting confidentiality requirements.
6. List who the relevant people are within the organisation related to setting up a point of sale.

**Outcome 3 Be able to establish customer requirements for an entitlement to products**

The learner can:

1. Treat all customers in a polite and friendly manner at all times in line with organisational guidelines.
2. Accurately establish and confirm requirements with the customer.
3. Accurately establish any specific needs which the customer might have.
4. Explain details of available products which meet specified requirements of the customer.
5. Recognise and act upon opportunities for enhancing product sales.
6. Verify the customer's entitlement to products.
7. Direct the customer to the relevant person(s) where the product to be dealt with is outside personal area of authority.

**Outcome 4 Know how to establish customer requirements for an entitlement to products**

The learner can:

1. List the up-to-date service and product details and describe procedures and guidelines on entitlement to products.
2. Describe organisational requirements for appearance, conduct, corporate image, punctuality and attendance.
3. Describe how to communicate effectively with customers.
4. Describe the limits of own personal authority when establishing customer requirements.
5. List who the relevant persons are within the organisation related to establishing customer requirements.

## **Outcome 5 Be able to complete customer transactions to meet established requirements**

The learner can:

1. Treat all customers in a polite and friendly manner at all times in line with organisational guidelines.
2. Accurately inform the customer of the cost of the required product(s).
3. Ensure the correct payments are received for the products sold.
4. Check that payments are valid.
5. Issue both the correct change and receipts to the customers.
6. Provide additional information on product use.
7. Operate the equipment used in the transaction correctly.

## **Outcome 6 Know how to complete customer transactions to meet established requirements**

The learner can:

1. Outline the service and product availability.
2. Describe the limits of own personal authority when completing customer transactions.

## **Outcome 7 Be able to close point of sale**

The learner can:

1. Check that sales balance with payments received at close of sale.
2. Correctly identify any discrepancies in the sales balance and resolve them within the limits of own personal authority.
3. Refer discrepancies which are outside personal authority to the relevant person(s).
4. Secure the point of sale from unauthorised access.
5. Hand over payments received in accordance with procedures.
6. Complete required documents accurately and process them correctly.

## **Outcome 8 Know how to close point of sale**

The learner can:

1. Describe the limits of own personal authority when closing a point of sale.
2. Describe what constitute payment discrepancies.

## **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.5, 3.1, 3.2, 3.3, 3.4, 3.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 7.1, 7.2, 7.3, 7.4, 7.5.

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

## Unit 033

# Assist in the protection of revenue in the rail industry

**Level:** 2

**Credit value:** 2

**NDAQ number:** L/601/7882

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in assisting in the protection of revenue in the rail industry. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to verify and issue travel documents.
2. Know how to verify and issue travel documents.
3. Be able to deal with travel document irregularities.
4. Know how to deal with travel document irregularities.

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 33 – Assist in the protection of revenue in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to verify and issue travel documents**

The learner can:

1. Treat all customers in a polite and friendly manner at all times in line with organisational guidelines.
2. Verify customers' **travel documents** and endorse them as necessary.
3. Issue travel documents according to organisational procedures.
4. Secure travel documentation equipment to prevent fraudulent use.
5. Pay in collected revenue according to organisational procedures.

**Outcome 2 Know how to verify and issue travel documents**

The learner can:

1. Describe how to travel to places on the rail network.
2. Describe how to communicate effectively with customers.
3. Describe the different types of travel documents.
4. Describe how to verify travel documents.
5. Describe the payment collection and processing procedures within the organisation.
6. Outline the relevant rules, regulations, instructions and procedures relating to revenue protection.
7. Describe how to use ticket validation systems.

**Outcome 3 Be able to deal with travel document irregularities**

The learner can:

1. Inform the customer politely and discretely where travel irregularities are identified in line with organisational guidelines.
2. Explain options to resolve irregularities to the customer clearly and accurately within limits of own personal authority.
3. Take action in response to non-production of travel authorisation which is within limits of own personal authority and is according to organisational procedures.
4. Take action, according to organisational procedures, where it is suspected and deliberate intent to avoid payment has been established.
5. Pass on collected revenue in accordance with organisational procedures.
6. Complete required documents accurately and process them correctly.

**Outcome 4 Know how to deal with travel document irregularities**

The learner can:

1. Describe organisational procedures for dealing with travel irregularities.
2. Describe how to use effective communication techniques with customers.
3. List the types of irregularities and describe how to recognise them.
4. Describe the relevant **documentation** requirements within the organisation.
5. Describe the limits of own personal authority when dealing with travel document irregularities.

## **Range**

### **Travel Documents**

All types of tickets, rail cards, passes and other authorised documents.

### **Documentation**

Penalty fare notices, unpaid fares notices, excess fares paid, report forms, balance sheets, duty records.

## **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.5.

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

## Unit 034

# Operate the automatic ticket barriers on the gateline

**Level:** 2

**Credit value:** 1

**NDAQ number:** R/601/7883

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in operating the automatic ticket barriers on the gateline. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to operate and monitor the automatic ticket barriers.
2. Know how to operate and monitor the automatic ticket barriers.

### Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 34 – Operate the automatic ticket barriers on the gateline from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to operate and monitor the automatic ticket barriers**

The learner can:

1. Check the gatelines for damage and defects as appropriate.
2. Report fault/s on the gatelines using the approved process.
3. Monitor the gateline effectively from an appropriate location.
4. Direct customers with different needs or large luggage items to manual or wide aisle gate/s.
5. Monitor the gateline use and status to control fraud.
6. Liaise with revenue protection staff to assist with revenue exercises.
7. Deal appropriately with:
  - ticket jams
  - card/ticket rejections
  - error messages.
8. Monitor customer flows and manage the gateline to avoid congestion and overcrowding, restricting customers entering heavy areas of congestion.
9. Take appropriate action in an emergency.

**Outcome 2 Know how to operate and monitor the automatic ticket barriers**

The learner can:

1. Describe the tests for the gateline controls.
2. Describe the gate flow patterns (in and out) required to maximise passenger flow and how this varies at different times of day.
3. Describe the minimum gates required to be operational on each gate line.
4. Describe the position to take to effectively monitor the gateline/s.
5. Describe the potential situations which can lead to gateline congestion and action/s required to prevent this.
6. Describe how to monitor the gateline to control fraud.
7. List the gate codes and describe appropriate actions relating to them.
8. Describe how to reset the gateline safely following the gates being opened.
9. Describe the action required prior to reversing traffic flow of gate/s.
10. Describe how to open all the gates in an emergency and reasons for doing this.
11. Describe the methods of monitoring the gateline remotely.

**Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.3, 1.5, 1.8

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.



## Unit 035

# Display promotional materials in the rail industry

**Level:** 1

**Credit value:** 1

**NDAQ number:** D/601/7885

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in displaying promotional materials in the rail industry. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to maintain stocks of promotional materials.
2. Know how to maintain stocks of promotional materials.
3. Be able to maintain promotional equipment.
4. Know how to maintain promotional equipment.

### Guided learning hours

It is recommended that **2** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 35 – Display promotional materials in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to maintain stocks of promotional materials**

The learner can:

1. Check that all promotional materials are fit for purpose and displayed at the right time according to industry requirements and guidelines.
2. Check the availability of **materials** required for promotional displays.
3. Replenish stock within limits of own personal authority.
4. Optimise **stock holding levels** within the limits of own personal authority.
5. Keep stock up to date and in good condition.
6. Store supplies of materials safely so that they can be easily retrieved.

**Outcome 2 Know how to maintain stocks of promotional materials**

The learner can:

1. Describe organisational procedures for the movement and storage of stock materials.
2. Describe the types of promotional products and materials.
3. Outline the relevant health and safety legislation relating to the storage of promotional products and materials.
4. Describe the techniques for safe handling and storage of promotional products and materials.
5. Describe how to dispose of damaged/obsolete promotional products and materials.
6. Describe the procedures for re-ordering promotional products and materials.
7. Describe the minimum and maximum stock holding levels of promotional products and materials.

**Outcome 3 Be able to maintain promotional equipment**

The learner can:

1. Check that all promotional equipment is fit for purpose and displayed at the required time according to industry requirements and guidelines.
2. Operate and store equipment and materials according to organisational requirements.
3. Provide information regarding any promotional activities not covered by displayed materials.
4. Accurately identify defects in equipment and materials and promptly report them to the relevant person(s).
5. Rectify faults in the display **equipment** and materials within limits of own personal authority.
6. Promptly report defects that cannot be rectified to the relevant person(s).

**Outcome 4 Know how to maintain promotional equipment**

The learner can:

1. Describe organisational procedures relating to promotional activities.
2. Give examples of the duration of promotional activities/campaigns.
3. Describe how to use communication techniques effectively.
4. Describe the lines and methods of effective communications within the organisation.
5. Describe the limits of own personal authority when maintaining promotional equipment.
6. Describe how to operate display equipment.
7. Outline the industry guidelines for displaying materials.
8. Describe organisational procedures for displaying materials.

9. List who the relevant people are within the organisation related to maintaining promotional equipments.

## **Range**

### **Materials**

Brochures, posters, timetables, audio /visual tapes, consumables.

### **Stock holding levels**

Timetables, posters, leaflets, brochures, audio /visual tapes, consumables.

### **Equipment**

Display cabinets/stands, racks, audio/visual equipment, information monitors, carousels.

## **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 3.1, 3.2.

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

## Unit 036

# Provide a secure environment for customers' property in the rail industry

**Level:** 2

**Credit value:** 2

**NDAQ number:** H/601/7886

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in assisting in the provision of a secure environment for customers' property. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to assist in the safe carriage of customers' property.
2. Know how to assist in the safe carriage of customers' property.
3. Be able to deal with lost and found property.
4. Know how to deal with lost and found property.

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 36 – Provide a secure environment for customers' property in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to assist in the safe carriage of customers' property**

The learner can:

1. Treat all customers in a polite and helpful manner at all times in line with organisational guidelines.
2. Establish the nature of the customers' property and whether it is acceptable for transportation.
3. Inform the customer of the storage facilities that are available.
4. Explain politely to the customer reasons why desired facilities are not available.
5. Keep storage areas secure from unauthorised access.
6. Deal with unclaimed property promptly according to organisational procedures.
7. Minimise the risk of damage to customers' property during handling and storage.
8. Deal with unexpected situations effectively and promptly inform the relevant person(s).
9. Communicate effectively with the relevant person(s) including customers.

**Outcome 2 Know how to assist in the safe carriage of customers' property**

The learner can:

1. Describe organisational procedures relating to the storage, handling and transporting of property.
2. Describe organisational procedures relating to accompanied animals and articles.
3. Describe how to deal with unclaimed property.
4. Describe the storage facilities available for customers' luggage.
5. Describe the lines and methods of effective communication within the organisation.
6. Describe how to use effective communication techniques with customers.
7. List who the relevant people are within the organisation relevant to assisting in the safe carriage of customers' property.

**Outcome 3 Be able to deal with lost and found property**

The learner can:

1. Accurately establish the type and nature of customers' property.
2. Record accurately the condition and content of customers' property.
3. Take action to return the property to the correct owner which is within the limits of own personal authority.
4. Take appropriate action when dealing with unsafe and suspect items and inform the relevant person(s) promptly.
5. Complete required documents accurately and process them correctly.
6. Communicate effectively with the relevant people including:
  - customers
  - other staff.

**Outcome 4 Know how to deal with lost and found property**

The learner can:

1. Describe organisational procedures relating to the handling and storage of lost, found and unclaimed property.
2. Describe the limits of own personal authority when dealing with lost and found property.
3. Describe the relevant documentation completion requirements within the organisation.
4. Describe organisational reporting procedures relating to security procedures.
5. Describe how to deal with lost property.

6. Describe how to identify and deal with suspect property.
7. Describe how to use effective communication techniques with customers.
8. List who the relevant persons are within the organisation related to dealing with lost and found property.

### **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.5, 1.9

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

**Level:** 2

**Credit value:** 2

**NDAQ number:** M/601/7888

**Unit aim**

The purpose of this unit is for learners to demonstrate occupational competence in assisting in the safe operation of trains in service. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

**Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to assist in the safe operation of trains in service.
2. Know how to assist in the safe operation of trains in service.

**Guided learning hours**

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards (if appropriate)**

This unit is directly related to GoSkills National Occupational Standard Unit 37 – Assist in the safe operation of trains in service from the Rail Services suite.

**Support of the unit by a sector or other appropriate body (if required)**

This unit is endorsed by GoSkills approved as a shared unit

**Assessment**

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to assist in the safe operation of trains in service**

The learner can:

1. Establish the fitness of a train to enter service within the allocated time according to organisational procedures.
2. Adhere to relevant safety procedures prior to the movement of a train.
3. Establish that correct conditions are in place, prior to the movement of a train in accordance with organisational procedures.
4. Communicate information relating to the movement and positioning of a train to the relevant person(s) in accordance with organisational procedures.
5. Communicate a train's ready to start signal to the relevant persons in accordance with organisational procedures.
6. Maintain vigilance in accordance with organisational procedures.
7. Provide assistance in the movement and positioning of a train.
8. Complete required **documents** accurately and process them correctly.

**Outcome 2 Know how to assist in the safe operation of trains in service**

The learner can:

1. Describe the relevant signals and their meanings.
2. Describe how to communicate the ready to start signal in:
  - daylight
  - darkness
  - during different weather conditions.
3. Describe the dispatch procedures for differing train types.
4. Describe organisational procedures relating to types of train operations.
5. Describe the lines and methods of effective communication within the organisation.
6. Describe the relevant documentation completion requirements within the organisation.
7. Describe how to provide appropriate assistance in the movement and positioning of a train.
8. Outline the relevant route knowledge.
9. List who the relevant persons are within the organisation related to assisting in the safe operation of trains in service.

**Range****Documents**

Fault reports, train preparation certificates, train lists.

**Evidence requirements**

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.



## Unit 038

# Respond to out of course and emergency situations on trains in service

**Level:** 2

**Credit value:** 3

**NDAQ number:** K/601/7890

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in responding to out of course and emergency situations on trains in service. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to respond to out of course and emergency situations on trains in service.
2. Know how to respond to out of course and emergency situations on trains in service.

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 38 –Respond to out of course and emergency situations on trains in service from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to respond to out of course and emergency situations on trains in service

The learner can:

1. Identify situations that may affect the safe operation of a train and promptly report the situation to the relevant person(s).
2. Seek assistance from the relevant person(s) when the situation cannot be rectified.
3. Take action promptly to minimise risk to people, the train and the environment according to organisational procedures.
4. Arrange, within the limits of own personal authority, for the train to be halted at a suitable location.
5. Arrange protection for trains, people and the line in accordance with organisational procedures.
6. Provide assistance to the train crew in the operation of the train in accordance with organisational procedures.
7. Provide assistance to the crew of the assisting train.
8. Carry out evacuation of passengers according to safety procedures.
9. Take additional precautions when dangerous goods are involved in emergency situations.
10. Complete the required **documents** accurately and process them correctly.

### Outcome 2 Know how to respond to out of course and emergency situations on trains in service

The learner can:

1. Describe organisational procedures for dealing with emergency and out of course situations.
2. Describe organisational procedures relating to operating trains in service and assisting failed trains.
3. Describe what constitutes actual or potential incidents.
4. Describe what constitutes emergency or out of course situations.
5. Describe how to identify:
  - de-railments
  - collisions
  - fire
  - equipment failure
  - types of faults and failures that could occur in systems and equipment.
6. Describe the limits of own personal authority when responding to out of course and emergency situations on trains in service.
7. Describe the lines and methods of effective communication within the organisation
8. Describe how to identify and deal with dangerous goods.
9. Describe the action to take in the event of emergencies, including the procedures for evacuating trains.
10. Describe how to arrange a safe location for the loading and unloading of passengers.
11. Describe the documents required when dealing with emergency or out of course situations.
12. Describe the types of protection systems that could be used.
13. Describe the changes to operation that are required as a result of faults..

## **Range**

### **Documents**

Reports, defect books, accident / incident report forms, statements.

### **Evidence requirements**

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

## Unit 039

# Contribute to the safe dispatch of trains from platforms

**Level:** 2

**Credit value:** 2

**NDAQ number:** M/601/7891

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in contributing to the safe dispatch of trains from platforms. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to contribute to the safe dispatch of trains from platforms.
2. Know how to contribute to the safe dispatch of trains from platforms.

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 39 – Contribute to the safe dispatch of trains from platforms from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to contribute to the safe dispatch of trains from platforms

The learner can:

1. Establish that a train is safe and ready for dispatch according to organisational procedures.
2. Adhere to relevant safety procedures prior to the dispatch of a train.
3. Establish that correct conditions are in place, prior to the movement of a train according to organisational procedures.
4. Communicate to the relevant person(s) information relating to the readiness of a train for dispatch.
5. Adhere to all relevant station safety procedures prior to the dispatch of a train.
6. Communicate indication of completed station work to the **relevant person(s)** according to organisational procedures.
7. Maintain vigilance according to organisational procedures.
8. Take action in response to out of course and emergency situations that is within the limits of own personal authority and is in accordance with organisational procedures.

### Outcome 2 Know how to contribute to the safe dispatch of trains from platforms

The learner can:

1. Describe organisational procedures relating to the dispatch of trains.
2. Describe the local routes.
3. Describe the correct and safe conditions needed prior to the movement of a train from a platform.
4. Describe the local instructions and procedures for train dispatch.
5. Describe the limits of own personal authority when contributing to the safe dispatch of trains from platforms.
6. Describe the lines and methods of effective communication within the organisation.
7. List the type of equipment used in train dispatch.
8. Describe how to operate relevant equipment used in train dispatch.
9. Describe the relevant signals and their meanings.
10. List who the relevant persons are within the organisation related to safely dispatching trains from platforms.

### Range

#### Relevant person(s)

Signaller, other platform staff, on train staff, train dispatcher, customers.

#### Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.5, 1.6, 1.7

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

## Unit 040

# Respond to out of course and emergency situations on platforms

**Level:** 2

**Credit value:** 3

**NDAQ number:** T/601/7892

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in responding to out of course and emergency situations on platforms. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to respond to out of course and emergency situations on platforms.
2. Know how to respond to out of course and emergency situations on platforms.

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 40 – Respond to out of course and emergency situations on platforms from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to respond to out of course and emergency situations on platforms

The learner can:

1. Promptly identify and evaluate situations that may affect safe platform operations.
2. Take action promptly to minimise risk to people, platform operations and the environment in accordance with organisational procedures.
3. Carry out train dispatch according to procedures during **out of course** and emergency situations.
4. Carry out the evacuation of people according to organisational procedures.
5. Comply with any **changed circumstances** that might affect platform operations according to organisational procedures.
6. Complete documents accurately and process them correctly.

### Outcome 2 Know how to respond to out of course and emergency situations on platforms

The learner can:

1. List the types of faults and failures that could occur.
2. Describe organisational procedures relating to service faults and failures.
3. Outline local routes that could be used in emergencies.
4. Describe the unsafe places to stop.
5. Describe the local procedures for train dispatch, especially during out of course situations.
6. Describe what constitutes an emergency and out of course situations.
7. Describe the changes that might be required to the operation of stations as a result of faults.
8. Describe the procedures for evacuating trains in stations.
9. Describe the lines and methods of effective communication within the organisation.
10. Describe the limits of own personal authority when responding to out of course or emergency situations on platforms.
11. Describe the relevant signals and their meanings.
12. Describe the relevant **documentation** completion requirements within the organisation.

### Range

#### Out of course situations

Overcrowding, fatalities, obstructions, structural defects, adverse weather, fire, acts of terrorism, - involving trains, derailments.

#### Changed circumstances

Reversible working, limited infrastructure availability, closed platforms, inadequate staffing levels.

#### Documentation

Accident/incident report forms, station log books, report forms, statements.

### Evidence requirements

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence. Simulation is allowed for this unit.



## Unit 041

# Respond to emergency situations on railway premises

**Level:** 2

**Credit value:** 2

**NDAQ number:** A/601/7893

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in responding to emergency situations on railway premises. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to respond to emergency situations on railway premises.
2. Know how to respond to emergency situations on railway premises.

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 41 – Respond to emergency situations on railway premises from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to respond to emergency situations on railway premises

The learner can:

1. Promptly identify and evaluate situations that may affect the safety of staff, customers and other members of the public.
2. Promptly report the situation to the relevant person(s).
3. Seek assistance from the relevant person(s) where the situation cannot be rectified.
4. Take action promptly to minimise risk to people and the environment according to organisational procedures.
5. Carry out the evacuation of people according to organisational procedures.
6. Comply with any **changed circumstances** that might affect operations on railway premises in accordance with organisational procedures.
7. Complete **documents** accurately and process them correctly.

### Outcome 2 Know how to respond to emergency situations on railway premises

The learner can:

1. Describe what constitutes an emergency situation.
2. Describe organisational procedures relating to dealing with emergency situations.
3. Describe changes that might be required to the operation of stations as a result of faults.
4. Describe the procedures for evacuating railway premises.
5. Describe how and when to liaise with the emergency services.
6. Describe the procedures for evacuating customers from stations.
7. Describe the lines and methods of effective communication within the organisation.
8. Describe the limits of own personal authority when responding to emergency situations on railway premises.
9. List the relevant person(s) to report to when responding to emergency situations on railway premises.
10. Describe the relevant documentation completion requirements within the organisation.

### Range

#### Changed circumstances

Restricted access to passengers, loss of power supply, acts of terrorism, loss of means of communication, fire, overcrowding, defective gates, alternative means of transport.

#### Documentation

Accident/incident report forms, log books, statements.

#### Evidence requirements

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

**Level:** 2

**Credit value:** 1

**NDAQ number:** F/601/7894

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in managing conflict. This unit is particularly suitable for learners working in a passenger services role in the rail industry.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to assess situations and decide on action needed.
2. Know how to assess situations and decide on action needed.
3. Be able to take action to deal with conflict.
4. Know how to take action to deal with conflict.

### Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 45 – Manage conflict in the rail industry from the Rail Services suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to assess situations and decide on action needed**

The learner can:

1. Recognise situations promptly that involve **inappropriate behaviour** by **people**.
2. Assess the personal risks and risks to others in the situation.
3. Assess the seriousness of the situation and the behaviour of the people involved.
4. Prioritise the action to be taken, in line with approved organisational guidelines.
5. Make sure the action planned meets organisational approved guidelines or procedures.
6. Consider the needs of others when dealing with the situation as far as possible and in line with organisational approved guidelines or procedures.
7. Get help from the appropriate sources in situations outside own personal authority or ability to deal with.
8. Collect and report necessary information about the people involved and the situation.
9. Assist other staff as appropriate to deal with conflict situations.

**Outcome 2 Know how to assess situations and decide on action needed**

The learner can:

1. Describe the types of conflict situations that are likely to arise when working in the rail industry.
2. Describe how to carry out risk assessments in conflict situations and the factors that should be kept in mind.
3. Describe the actions that can be taken and are within own personal authorisation.
4. Describe when and how to get help when situations are outside own personal authority or ability to deal with.
5. Explain why information about the people involved and the situation should be collected and reported and the organisational procedures regarding this.
6. Describe how to maintain goodwill in conflict situations in line with organisational guidelines.

**Outcome 3 Be able to take action to deal with conflict**

The learner can:

1. Take action effectively to deal with conflict situations in line with organisational procedures and guidelines.
2. Take control of the situation in a way that reduces any potential conflict.
3. Get help from the appropriate sources in situations that are outside own personal authority or ability.
4. Consider the needs of others when taking action.
5. Maintain personal safety and security, and that of others in the workplace, while taking action.
6. Report the details of any conflict situation in line with organisational procedures.

**Outcome 4 Know how to take action to deal with conflict**

The learner can:

1. Describe the action that can be taken and which is within personal authorisation to take with regard to resolving conflict between people.
2. Describe the organisational and relevant legal responsibilities when sorting out conflict situations.
3. Describe how to carry out positive responsive action to deal with conflict situations.
4. Describe how and at what point help should be sought.

5. Describe how to maintain own personal safety and security, and that of others and organisational property.
6. Describe organisational procedures and guidelines for dealing with and reporting conflict situations.

## **Range**

### **Inappropriate behaviour**

Verbal or physical abuse, actions that could cause a danger to others, actions that could cause damage to property, not keeping to conditions of service, illegal or offensive acts.

### **People**

Colleagues, passengers and members of the general public.

### **Evidence requirements**

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

**Level:** 1

**Credit value:** 2

**NDAQ number:** K/601/5444

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in preparing to use a tram/light rail vehicle. This unit is particularly suitable for learners who drive trams/light rail vehicles.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare trams/light rail vehicles for service from the depot.
2. Know how to prepare trams/light rail vehicles for service from the depot.
3. Be able to take over trams/light rail vehicles in service.
4. Know how to take over trams/light rail vehicles in service.

### Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 4 – Prepare to use a tram/light rail vehicle from the Tram/Light Rail Driving suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to prepare trams/light rail vehicles for service from the depot**

The learner can:

1. Carry out all the pre-drive checks to the vehicle in line with organisational procedures.
2. Demonstrate that the vehicle's documents are in line with organisational procedures.
3. Make the cab a safe and comfortable work environment.
4. Make sure there is adequate visibility through windows and other driving aids.
5. Report any vehicle defects or problems when preparing trams/light rail vehicles for service from the depot in line with organisational procedures.

**Outcome 2 Know how to prepare trams/light rail vehicles for service from the depot**

The learner can:

1. Describe organisational procedures for carrying out pre-drive checks to the vehicle.
2. List the vehicle documents needed in line with organisational procedures.
3. Describe how to arrange the cab and its equipment for safe and efficient vehicle operation.
4. List types of vehicle faults that could occur and describe how to identify them.
5. Describe organisational procedures for reporting faults and problems when preparing tram/light rail vehicles for service from the depot.

**Outcome 3 Be able to take over trams/light rail vehicles in service**

The learner can:

1. Get information on the vehicle and route that affects the operation of the vehicle from the existing driver and process any relevant documents.
2. Make the cab a safe and comfortable working environment when taking over the vehicle in service.
3. Make sure there is adequate visibility through windows and other driving aids.
4. Make sure the vehicle is secure when changing crews.
5. Report vehicle defects or problems when taking over trams/light rail vehicles in service in line with organisational procedures.

**Outcome 4 Know how to take over trams/light rail vehicles in service**

The learner can:

1. List the information that should receive from the hand-over driver in line with organisational procedures.
2. Describe organisational procedures for reporting faults and problems.
3. Describe how to make the cab secure when changing crews.

**Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4.

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.



## Unit 047

# Couple/form tram/light rail units and uncouple/separate tram/light rail units

**Level:** 2

**Credit value:** 2

**NDAQ number:** F/601/5448

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in coupling/forming tram/light rail units and uncoupling/separating tram/light rail units. This unit is particularly suitable for learners who drive trams/light rail vehicles.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to couple vehicles.
2. Know how to couple vehicles.
3. Be able to uncouple vehicles.
4. Know how to uncouple vehicles.

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 5 – Couple/form tram/light rail units and uncouple/separate tram/light rail units from the Tram/Light Rail Driving suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to couple vehicles

The learner can:

1. Carry out organisational normal coupling procedure to form a multiple unit.
2. Make sure any **vehicle** body skirts are raised and the couplers are extended where appropriate.
3. Make sure vehicles are in correct alignment before trying to couple them.
4. Move vehicles safely and correctly when coupling.
5. Show that vehicles are joined correctly.
6. Carry out organisational procedure if vehicles fail to join correctly or break away.
7. Conduct a brake test in line with organisational procedures and take any corrective action that is needed.
8. Make sure the **multiple unit** is fit for service.
9. Bring the multiple unit into service.

### Outcome 2 Know how to couple vehicles

The learner can:

1. Describe organisational procedures for correctly coupling vehicles for service.
2. Describe organisational procedures for lifting body skirts and extending couplers.
3. Describe the correct positioning of vehicles on the track before coupling.
4. List the types of faults that may arise during coupling and describe the actions needed to solve them.
5. Describe organisational procedures for reporting faults and problems when coupling vehicles.
6. Describe how to arrange the cab for safe and efficient operation.
7. Describe how to leave the vehicle cabs safe and secure
8. Describe how to conduct a brake test in line with organisational procedures.

### Outcome 3 Be able to uncouple vehicles

The learner can:

1. Carry out organisational uncoupling procedure.
2. Move vehicles safely and correctly.
3. Make sure the multiple unit is positioned correctly before trying to uncouple its vehicles.
4. Carry out the correct procedure if the vehicles fail to uncouple correctly.
5. Lower any body skirts and stow couplers correctly.
6. Leave vehicles secure and in the correct location.
7. Prepare vehicles for service.

### Outcome 4 Know how to uncouple vehicles.

The learner can:

1. Describe organisational procedure for uncoupling vehicles correctly.
2. Describe how a multiple unit should be lined up correctly on the track before the units are uncoupled.
3. Describe organisational procedures for lowering body skirts and stowing couplers.
4. List the types of faults that may arise during uncoupling and describe the actions that need to be taken to attempt to solve them.
5. Describe organisational procedures for reporting faults and problems.

**Range****Vehicle**

One tram/light rail vehicle.

**Multiple unit**

A set of vehicles which are coupled together to make one tram/light rail vehicle.

**Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 3.1, 3.2, 3.3, 3.6, 3.7

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

**Level:** 2

**Credit value:** 17

**NDAQ number:** L/601/5453

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in driving trams/light rail vehicles. This unit is particularly suitable for learners who drive tram/light rail vehicles.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to drive the vehicle safely and efficiently.
2. Know how to drive the vehicle.
3. Be able to operate the vehicle at stops.
4. Know how to operate the vehicle at stops.
5. Be able to operate points.
6. Know how to operate points.

### Guided learning hours

It is recommended that **86** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 6 – Drive trams/light rail vehicles from the Tram/Light Rail Driving suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to drive the vehicle safely and efficiently**

The learner can:

1. Make visual checks around the vehicle, using equipment as appropriate, to ensure safety on the immediate environment.
2. Move off and stop smoothly and safely while considering passengers and others.
3. Drive the vehicle in a way that does not put others at risk and make use of audible warning systems as appropriate.
4. Regulate the speed and position of the vehicle in a way that is appropriate to the route conditions and complies with relevant speed restrictions.
5. Respond to real and potential hazards in line with organisational procedures.
6. Make sure the correct route is selected either manually or electronically.
7. Respond correctly to signs and signals and carry out signalling procedures.
8. Meet all relevant legal requirements and organisational procedures relating to driving vehicles safely and efficiently.
9. Drive in a depot in line with organisational procedures.

**Outcome 2 Know how to drive the vehicle**

The learner can:

1. Explain why it is important to drive the vehicle in a way that considers the needs of passengers and others
2. Describe how driving style affects:
  - the comfort and safety of passengers
  - how efficiently the vehicle runs.
3. Outline relevant laws and organisational procedures relating to driving.
4. List the relevant signs and signals and describe how they must be responded to in line with organisational procedures.
5. Describe the route to be driven, including:
  - speed restrictions
  - static, moving and environmental hazards.
6. Describe how to use the vehicle and lineside equipment in line with organisational procedures.
7. Describe how to drive on differing track conditions.
8. Describe how to drive in different weather conditions.
9. Describe how to maintain working schedules or timetables.
10. Outline the importance of the principles of line of sight when driving a tram/light rail vehicle.
11. Describe how to recognise and anticipate hazards and how to respond to them.

**Outcome 3 Be able to operate the vehicle at stops**

The learner can:

1. Stop the vehicle smoothly and safely at a stop.
2. Comply with regulations, signs, signals and directions relating to entering and exiting stops.
3. Take account of the safety of passengers, pedestrians and others when moving off or stopping.
4. Avoid potentially dangerous situations caused by other vehicles and obstacles.
5. Pick up and drop off passengers safely.
6. Comply with relevant legislation, and organisational procedures relating to carrying passengers.

## **Outcome 4 Know how to operate the vehicle at stops.**

The learner can:

1. Outline the relevant legislation and organisational procedures relating to:
  - moving off and stopping
  - carrying passengers.
2. Describe how to recognise, and adapt to potentially dangerous situations relating to moving off or stopping.
3. Describe how to adapt driving style to suit different passengers, particularly those with special needs, especially when moving off or stopping.
4. Describe speed regulations at stops.
5. Describe how to use equipment on the vehicle in line with organisational procedures.
6. Outline the regulations, signs, signals and directions relating to entering and exiting stops and describe how to respond to them in line with organisational procedures.
7. Describe the effects of track condition and the weather when moving off or stopping.
8. Describe the effects of static, moving and environmental hazards.

## **Outcome 5 Be able to operate points**

The learner can:

1. Set points correctly, manually and/or electronically ensuring personal safety and the safety of others.
2. Confirm points are set correctly by visual reading of indicators and/or the setting of the point blades.
3. Follow organisational procedures if points are not set correctly.

## **Outcome 6 Know how to operate points**

The learner can:

1. Describe the different types of points on the route.
2. Describe situations where points have to be set manually.
3. Describe organisational procedures for setting and checking points manually and/or electronically.
4. Describe organisational procedures if points are not set correctly.

## **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 5.1, 5.2.

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

**Level:** 2

**Credit value:** 8

**NDAQ number:** Y/601/5455

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in driving trams/light rail vehicles on the highway. This unit is particularly suitable for learners who drive tram/light rail vehicles on the highway.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to drive the vehicle on the highway.
2. Know how to drive the vehicle on the highway.

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 7 –Drive trams/light rail vehicles on the highway from the Tram/Light Rail Driving suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit.

### Assessment

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to drive the vehicle on the highway**

The learner can:

1. Make visual checks around the vehicle, using equipment as appropriate, to ensure the safety of the immediate environment.
2. Move off and stop smoothly and safely while considering passengers and other road users.
3. Respond to the anticipated actions of other road users in a safe and polite way.
4. Give clear signals in good time.
5. Drive the vehicle in a way that minimises the risk to other road users.
6. Regulate the speed and position of the vehicle in a way that is appropriate to the current road and traffic conditions and complies with relevant speed restrictions.
7. Respond correctly to signs and signals.
8. Meet all the relevant legal requirements and organisational procedures relating to driving vehicles safely and efficiently.

**Outcome 2 Know how to drive the vehicle on the highway**

The learner can:

1. Describe how driving style affects other road users.
2. Give examples of speed restrictions on sections of track through streets and describe the effects of cornering.
3. Describe how to use equipment on the vehicle in line with organisational procedures.
4. Give examples of hazards relating to driving in streets.
5. Outline the requirements of the Highway Code.
6. List road traffic regulations relating to the operation of the vehicle.
7. Describe the effects of track and weather conditions.
8. Describe line of sight driving.
9. Describe the effects of static, moving and environmental hazards.

**Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8.

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.



## Unit 050

# Provide customer service in the tram/light rail industry

**Level:** 2

**Credit value:** 3

**NDAQ number:** H/601/5457

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in providing customer service in the tram/light rail industry. This unit is particularly suitable for learners who drive tram/light rail vehicles in passenger service.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to develop professional relationships with customers.
2. Know how to develop professional relationships with customers.
3. Be able to follow codes of dress and behaviour.
4. Know how to follow codes of dress and behaviour.

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 8– Provide customer service in the tram/light rail industry from the Tram/Light Rail Driving suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to develop professional relationships with customers**

The learner can:

1. Acknowledge passengers promptly and politely in line with organisational guidelines.
2. Give passengers information that is authorised to be provided.
3. Refer passengers to an appropriate person when they can not be helped within the limits of own personal authority.
4. Follow organisational procedures for delivering customer service.
5. Give the organisation accurate and complete feedback from passengers that relates to the organisation.
6. Identify any difficulties that could affect passengers and communicate this with the appropriate person.
7. Deal with difficult passengers in line with organisational procedures.
8. Look after **passengers with special requirements**, in line with organisational procedures.
9. Deal with complaints effectively and inform passengers how they can find out about the organisational complaints procedure.

**Outcome 2 Know how to develop professional relationships with customers**

The learner can:

1. Describe the organisational policy and procedures for delivering customer service.
2. Describe the limits of own personal authority, knowledge and responsibility in matters relating to customer service.
3. Describe what customer service information will benefit, or is needed by, the organisation.
4. Give examples of the sorts of difficulties or problems that can arise when delivering customer service.
5. Describe the procedures for reporting customer service issues to other people in the organisation.
6. Describe how passengers can find out about and use the organisation's complaints procedure.
7. Describe how to deal with possible problems in situations where passengers cannot be accepted.
8. Describe how to deal with difficult passengers.
9. Describe how to deal with passengers with special requirements.

**Outcome 3 Be able to follow codes of dress and behaviour**

The learner can:

1. Be polite and helpful towards passengers and others in line with organisational guidelines.
2. Consistently follow the relevant code of dress and personal presentation.
3. Present a professional image to passengers and others by behaving appropriately at all times.

**Outcome 4 Know how to follow codes of dress and behaviour**

The learner can:

1. Outline the relevant codes of dress, appearance and behaviour
2. Explain why it is important to have and follow codes of appearance and behaviour
3. Describe how to recognise opportunities to improve the service given to passengers
4. Describe how to deal with difficulties in meeting codes of dress and behaviour.

## **Range**

### **Passengers with special requirements**

Includes passengers who have special needs as well as passengers with specific requirements, for example passengers with young children or heavy shopping

### **Evidence requirements**

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

3.1, 3.2, 3.3

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

## Unit 051

# Respond to abnormal working situations during tram/light rail operations

**Level:** 3

**Credit value:** 6

**NDAQ number:** M/601/5459

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in responding to abnormal working situations during tram/light rail operations. This unit is particularly suitable for learners who drive tram/light rail vehicles.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to respond to faults and failures.
2. Know how to respond to faults and failures.
3. Be able to respond to hazards.
4. Know how to respond to hazards.
5. Be able to deal with emergencies.
6. Know how to deal with emergencies.

### Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 9 – Respond to abnormal working situations during tram/light rail operations from the Tram/Light Rail Driving suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to respond to faults and failures

The learner can:

1. Accurately identify faults and failures in vehicle and infrastructure systems and equipment.
2. Stop the vehicle at a safe location when necessary.
3. Contain the problem and protect the vehicle to keep the risk of **accident** or **incident** as low as possible.
4. Report accurately and as soon as possible any faults and failures, and the correct location of the vehicle, and get help if appropriate.
5. Correctly follow instructions from relevant people to put right faults and failures.
6. Put right faults and failures within the limits of own personal authority.

### Outcome 2 Know how to respond to faults and failures

The learner can:

1. Describe organisational procedures for dealing with faults and failures in vehicles and infrastructure systems and equipment.
2. List the types of faults and failures that could occur in vehicles and infrastructure systems and equipment.
3. Describe what constitutes a safe place to stop.
4. Describe how to contain problems, protect the vehicle and avoid further incident or the possibility of an accident.
5. Describe the limits of own personal authority when putting right faults and failures
6. Describe organisational procedures for reporting faults and failures.

### Outcome 3 Be able to respond to hazards

The learner can:

1. Deal safely and effectively with signalling irregularities, in line with organisational procedures.
2. Deal safely and effectively with points and route direction indicator irregularities, according to organisational procedures.
3. Report hazards accurately and in good time.
4. Follow the organisational hazard drill correctly.
5. Use hazard warning devices when necessary.
6. Stop the vehicle in a safe location, if possible, and follow organisational procedures to contain the incident and minimise the risks to others.
7. Report the location of an incident accurately and in good time.

### Outcome 4 Know how to respond to hazards

The learner can:

1. Describe what a signalling irregularity is.
2. Describe what a point or route direction indicator irregularity is.
3. Describe how to identify **hazards**.
4. Explain what actions need to be taken when approaching a hazard.
5. List the warning systems and methods that are available and describe how they should be used
6. Describe what constitutes a safe place to stop.
7. Describe how to identify the location of an incident.
8. Describe the limits of own personal authority when dealing with an incident.

## Outcome 5 Be able to deal with emergencies

The learner can:

1. Stop the vehicle as soon as possible in a safe place when an emergency is identified.
2. Follow organisational procedures correctly in case of:
  - derailment
  - dewirement
  - **collision**
  - fire.
3. Deal effectively with suspect packages in line with organisational procedures to protect the safety of passengers, other people and the vehicle.
4. Contain the **risk** and minimise the effect the emergency has on others.
5. Report the location of an emergency, accurately and promptly in line with organisational procedures and when appropriate, liaise effectively with the police and emergency services.
6. Isolate the vehicle in an emergency and make it safe, electrically and mechanically.
7. Evacuate the vehicle safely, if necessary, in the event of an emergency.
8. Take appropriate safety precautions when incidents involve hazardous substances.
9. Give priority, in an emergency, to the health and safety of passengers and others, and make sure personal actions or omissions do not put them at risk.
10. Complete emergency reports, as required by the organisation.

## Outcome 6 Know how to deal with emergencies

The learner can:

1. Describe how to identify and report an emergency.
2. Describe organisational procedures for dealing with emergencies including:
  - derailments
  - dewirements
  - collisions
  - fire.
3. Describe organisational procedures for dealing with suspect packages.
4. Describe how to contain and minimise the risk of danger to others.
5. Describe how to identify the location of an emergency.
6. Describe how to isolate the vehicle in an emergency and make sure that it is safe electrically and mechanically.
7. Describe how to evacuate the vehicle.
8. Describe organisational procedures for alerting the police and emergency services and liaising with them.
9. Describe how to identify hazardous substances using Hazchem symbols and other identification methods.
10. Describe how to make sure that personal actions or omissions do not put others in danger.
11. Describe organisational procedures for completing reports of emergencies.

## Range

### Accident

An unplanned, uncontrolled event, which has led to injury to persons or damage to vehicles and equipment or some other type of loss.

### Incident

An unplanned, uncontrolled event, which could have led to injury to persons or damage to vehicles and equipment, or some other loss.

### Hazard

Something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work organisation).

**Collision**

The unplanned, uncontrolled coming together of two objects that may or may not incur injury to persons or damage to vehicles and equipment, or some other loss

**Risk**

The likelihood of potential harm from a hazard. The extent of risk will depend on; the likelihood of that harm occurring, the potential severity of that harm and the population which might be effected be the hazard

**Evidence requirements**

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

**Level:** 2

**Credit value:** 4

**NDAQ number:** K/601/5461

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in recovering trams/light rail vehicles. This unit is particularly suitable for learners who drive tram/light rail vehicles.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to maintain health and safety when recovering trams/light rail vehicles.
2. Be able to implement procedures for recovering trams/light rail vehicles.
3. Know how to maintain health and safety and implement procedures for recovering trams/light rail vehicles.
4. Be able to tow or propel trams/light rail vehicles.
5. Know how to tow or propel trams/light rail vehicles.

### Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 10 – Recover trams/light rail vehicles from the Tram/Light Rail Driving suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.



**Outcome 1 Be able to maintain health and safety when recovering trams/light rail vehicles**

The learner can:

1. Assess the condition of the vehicle and report the fault(s) accurately.
2. Protect the vehicle, in line with organisational procedures, to avoid the possibility of an accident or further incident.
3. Confirm personal authority to implement vehicle recovery.
4. Confirm that support staff has been called to help and, if appropriate, the police and emergency services have been contacted.
5. Make sure passengers are safe and follow instructions for their evacuation or recovery, as appropriate.
6. Wear appropriate health and safety clothing.
7. Follow organisational health and safety procedures.

**Outcome 2 Be able to implement procedures for recovering trams/light rail vehicles**

The learner can:

1. Communicate with other drivers and relevant staff and, if appropriate, the police and emergency services helping to recover the vehicle.
2. Act in line with organisational procedures for recovering vehicles.
3. Help to prepare the vehicle for its safe recovery.
4. Follow instructions correctly, from relevant staff, to help with the mechanical/electrical coupling of the recovery vehicle to the failed vehicle.
5. Make sure that all relevant safety checks are made once the units have been coupled together.

**Outcome 3 Know how to maintain health and safety and implement procedures for recovering trams/light rail vehicles**

The learner can:

1. Describe organisational procedures for recovering vehicles.
2. List the relevant people within the organisation who may be involved in recovering vehicles.
3. Describe how to make sure passengers are safe.
4. Describe how to evacuate passengers to a safe place.
5. List the health and safety clothing needed in line with organisational procedures.
6. Describe organisational procedures for getting passengers off the vehicle, making sure the failed vehicle and recovering vehicles are safe.
7. Describe organisational procedures for communicating with the police and emergency services.
8. Describe organisational methods and lines of communication and the importance of clear and effective communication when recovering vehicles.

**Outcome 4 Be able to tow or propel trams/light rail vehicles**

The learner can:

1. Check that communication equipment and methods between drivers in both failed and recovery vehicles are operational.
2. Obtain permission to drive the coupled vehicles before moving the vehicles.
3. Understand and follow instructions and organisational procedures for safe recovery.

4. Tow or propel the coupled vehicles in line with organisational procedures.
5. Respond correctly to all signs and signals.

## **Outcome 5 Know how to tow or propel trams/light rail vehicles**

The learner can:

1. Describe organisational methods of communication when towing or propelling trams/light rail vehicles.
2. Describe how to tow and propel a coupled set of trams/light rail vehicles and the risks involved.
3. Describe organisational procedures for safely recovering vehicles.

### **Evidence requirements**

The assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is allowed for this unit.

## Unit 053

# Operate current collection equipment on trams/light rail vehicles

**Level:** 1

**Credit value:** 1

**NDAQ number:** T/601/5463

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in operating current collection equipment on trams/light rail vehicles. This unit is particularly suitable for learners who drive tram/light rail vehicles of a heritage nature or similar, or use multiple current collection systems.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to operate current collection equipment.
2. Know how to operate current collection equipment.

### Guided learning hours

It is recommended that **4** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills National Occupational Standard Unit 11 – Operate current collection equipment on trams/light rail vehicles from the Tram/Light Rail Driving suite.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills approved as a shared unit

### Assessment

This unit will be assessed by a portfolio of evidence.

### Outcome 1 Be able to operate current collection equipment

The learner can:

1. Complete checks of the current collection equipment, in line with organisational procedures, when leaving the depot or taking over a vehicle.
2. Make sure current collection equipment is connected to the overhead power line correctly, in line with organisational procedures.
3. Move current collection equipment from one overhead power line to another, in line with organisational procedures.
4. Make sure current collection equipment is connected to the overhead power lines correctly according to the direction of travel.
5. Report any failures with current collection equipment in line with organisational procedures.

### Outcome 2 Know how to operate current collection equipment

The learner can:

1. Describe organisational procedures relating to current collection equipment.
2. Outline health and safety regulations that apply to current collection equipment.
3. Describe organisational procedures for changing direction of travel.

### Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 1.3, 1.4.

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

**Level:** 2

**Credit value:** 2

**NDAQ number:** L/601/5467

**Unit aim**

The purpose of this unit is for learners to demonstrate occupational competence in handing over and stabling trams/light rail vehicles. This unit is particularly suitable for learners who drive tram/light rail vehicles.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Be able to hand over trams/light rail vehicles in service.
2. Know how to handover trams/light rail vehicles in service.
3. Be able to stable trams/light rail vehicles.
4. Know how to stable trams/light rail vehicles.

**Guided learning hours**

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards (if appropriate)**

This unit is directly related to GoSkills National Occupational Standard Unit 12 Hand over and stable trams/light rail vehicles from the Tram/Light Rail Driving suite.

**Support of the unit by a sector or other appropriate body (if required)**

This unit is endorsed by GoSkills approved as a shared unit

**Assessment**

This unit will be assessed by a portfolio of evidence.

**Outcome 1 Be able to hand over trams/light rail vehicles in service**

The learner can:

1. Hand over the vehicle in line with organisational procedures.
2. Deal with lost property, including suspect packages, when handing over in service, in line with organisational procedures.
3. Report damage or defects to the vehicle, to the new driver, in line with organisational procedures.
4. Complete all documents relating to duty, in the timescales set by the organisation when handing over duty.

**Outcome 2 Know how to handover trams/light rail vehicles in service**

The learner can:

1. Describe the information that should be given to the driver taking over the vehicle in line with organisational procedures.
2. Describe organisational procedures relating to handover of vehicles in service.
3. Describe the lines and methods of effective communication within the organisation.
4. List the handover documents to be completed in line with organisational procedures.
5. Describe organisational procedures relating to lost property and suspect packages when handing over service.

**Outcome 3 Be able to stable trams/light rail vehicles**

The learner can:

1. **Stable** the vehicle in line with organisational procedures.
2. Leave the driver's cab in a safe and clean condition.
3. Deal with lost property, including suspect packages, when stabling the tram/light rail vehicle, in line with organisational procedures.
4. Report damage or defects to the vehicle, in line with organisational procedures.
5. Present the vehicle for cleaning or servicing, in line with organisational procedures.
6. Complete all documents relating to duty, in line with organisational procedures.
7. Position vehicle correctly in the appropriate berth.
8. Comply with organisational procedures for stabling the vehicle.
9. Report, when necessary, the location and position of the vehicle, in line with organisational procedures.

**Outcome 4 Know how to stable trams/light rail vehicles**

The learner can:

1. Describe organisational procedures relating to the positioning and stabling of vehicles.
2. Describe organisational procedures relating to lost property and suspect packages when stabling the tram/light rail vehicle.

**Range****Stabling**

Parking the vehicle safely and leaving it unattended Passengers with special requirements.

## Evidence requirements

Performance evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the following assessment criteria:

1.1, 1.2, 3.1, 3.2, 3.3.

Supplementary evidence and evidence for the remaining assessment criteria can be assessed by using a range of assessment methods such as: observation, questioning, professional discussion, witness testimony and product evidence.

Simulation is **not** allowed for this unit.

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Centre Guide – Delivering International Qualifications** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

**Providing City & Guilds qualifications – a guide to centre and qualification approval** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

**Ensuring quality** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**



Find out how to register and certificate candidates on line

- **Events**  
Contains dates and information on the latest Centre events
- **Online assessment**  
Contains information on how to register for GOLLA assessments.

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## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

#### General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

**E: [business\\_unit@cityandguilds.com](mailto:business_unit@cityandguilds.com)**

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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**Published by City & Guilds  
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