



Assessment Strategy
for
NVQ Qualifications
in Rail Services
based on
GoSkills
National Occupational Standards

1. Introduction

GoSkills, as the Sector Skills Council for the Passenger Transport Sector, is responsible for developing an assessment strategy for the qualifications based on its national occupational standards. This assessment strategy includes the Additional Requirement for Qualifications that use the title NVQ which appears as annex 2.

This responsibility means that *GoSkills* must:

- a) Recommend how external quality control of assessment will be achieved;
- b) Define which aspects of the national occupational standards must always be assessed through performance in the workplace;
- c) Define the extent to which simulated working conditions may be used to assess competence and any characteristics that simulations should have, including definitions (where appropriate) of what would constitute a 'realistic working environment' (RWE) for the qualifications concerned;
- d) Define the occupational expertise requirements for assessors and verifiers in consultation with industry and in agreement with awarding organisations.

This Assessment Strategy for the following NVQ qualifications in Rail Services listed below:

Level 2 NVQ Certificate in Rail Services (Passenger Services)
Level 2 NVQ Certificate in Rail Services (Shunting)
Level 2 NVQ Certificate in Rail Services (Tram/Light Rail Driving)
Level 2 NVQ Diploma in Rail Services (Control Room Operations)
Level 2 NVQ Diploma in Rail Services (Driving)
Level 2 NVQ Diploma in Rail Services (Signal Operations)
addresses the four areas indicated above.

2. Review and Evaluation of this Strategy

GoSkills and awarding organisations will continually monitor the effectiveness of this strategy. It will be reviewed annually and revised where necessary every two years. *GoSkills* will therefore establish arrangements for awarding organisations to provide feedback which will assist in the evaluation and review of this strategy. This feedback will also be used to evaluate assessment and verification practices, identify and promulgate good practice and inform any improvements to be made to this strategy.

Awarding organisations and their approved centres will be encouraged to submit comments and suggestions for improvements. This will be through formal dialogue between *GoSkills* and the awarding organisations.

3. External Quality Control of Assessment

The quality of the assessment process is the responsibility of the awarding organisations. *GoSkills* encourages flexibility and innovation of approach alongside robust systems to support quality control. However, awarding organisations must detail their approach to each of the following.

3.1 External Verification

External Verifiers (EVs) should verify assessments at approved centres. The normal frequency of external verification visits is two per year (a total of two days per year). However, the exact frequency should be determined by the risk assessment.

The verification should include inspection of the records of evidence and assessment. Awarding organisations should consider rotating their external verifiers in order to encourage standardisation, independence of assessment and the sharing of good practice.

3.2 Risk Assessment

In order to promote appropriate levels of monitoring of centres, *GoSkills* requires awarding organisations to adopt a risk management system. This approach is consistent with the approach taken by the regulatory authorities. Where there is a risk to the quality and consistency of assessment (eg as a result of commercial interests or as a result of relationships between candidates and assessors), awarding organisations should ensure that appropriate mechanisms are in place to ensure the reliability of the assessment.

Awarding organisations should show that a risk assessment has been carried out for each approved centre and that a strategy to minimise any identified risk has been implemented.

3.3 Awarding Body Forum

GoSkills will arrange regular awarding body meetings. The aim of the meetings will be to promote consistency in the assessment process. All awarding organisations offering NVQ Qualifications in Rail Services will be required to attend the awarding organisation forum at least once per year.

4. Evidence

4.1 Evidence from Workplace Performance

Wherever possible, evidence of occupational competence should be generated and collected through performance under workplace conditions. These conditions would be those typical of the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible.

It is accepted that not all employees have identical work place conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works. Assessment of an individual against the qualification standard must not put that individual under more, or less, pressure than found normally in the workplace. It could be the case that the individual could feel more pressure simply because he or she is being assessed. However, it is the skill of the assessor to reduce this pressure to a minimum.

4.2 Use of Simulation in Assessments

As stated above, it is intended that learners should be assessed under normal workplace conditions. However, there are situations where the actual workplace may not be appropriate, or where waiting for naturally occurring evidence is impractical. Therefore, the setting up or devising of assessment situations will be allowed, when it can be demonstrated that the following circumstances require it in areas related to:

- safety
- legislation
- regulation
- contingency
- cost
- significant interruption to candidate's or employer's business

It is recognised that there may be other assessment situations where simulation would be appropriate. In such instances, awarding organisations should give consideration to the reliability and validity of the likely evidence. In all cases, the centre should agree its plans for simulation with the EV to ensure that it is satisfactory.

5. Competence of Assessment Personnel

GoSkills acknowledges the very important role and responsibility that assessors and verifiers have in maintaining the quality and integrity of NVQ/Qualifications. Awarding organisations and other stakeholders therefore have to have confidence in the actions and decisions of assessors and verifiers.

5.1 Competence of External Verifiers

A primary responsibility of the external verifier is to assure quality of internal verification and assessments across the centres for which they are responsible. External verifiers therefore need to have a thorough understanding of quality assurance and assessment practices as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

It will be the responsibility of the awarding body to select and appoint external verifiers. Potential external verifiers should:

- hold (or be working towards) an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to externally verify NVQ assessments.
- have an up to date and working understanding of the occupational area they are externally verifying together with a sound knowledge of the occupational standards.
- demonstrate their commitment to maintaining their industry knowledge by ongoing professional development eg through undertaking training courses and/or membership of industry organisations.

5.2 Competence of Internal Verifiers

A primary responsibility of the internal verifier is to assure the quality and consistency of assessments 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 that 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

5.3 Competence of Assessors

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 have 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

5.4 Continued Personal and Professional Development

It is important that verifiers and assessors continue their own development to help them in their respective NVQ roles. It is expected that each approved centre will provide development programmes for its assessors and internal verifiers to maintain their technical or occupational expertise. Awarding organisations should provide development programmes, workshops, seminars, etc, to promote good practice, quality and consistent assessments.

Annex 1

Evidence requirements for the units of assessment in Rail Services are detailed at unit level. The list below indicates which units can be assessed through simulation:

Unit Name	Unit Number	Simulation allowed
Prepare to undertake duties in the rail industry	1	N
Maintain a safe and secure working environment in the Rail Industry	2	N
Obtain and communicate information in the rail industry	3	N
Maintain effective working relationships with colleagues in the Rail Industry	4	N
Maintain and develop your knowledge understanding and skills in the rail industry	5	N
Plan for further professional development in the rail industry	6	N
Bring trains into service	7	Y
Operate and control trains in service	8	N
Respond to abnormal working conditions in the rail industry	9	Y
Handover and dispose of trains	10	N
Assist in the preparation of rail vehicles and trains to meet operational requirements	11	N
Couple and uncouple rail vehicles	12	N
Assist in the local movement of rail vehicles and trains to meet operational requirements	13	N
Assume and handover responsibility for area of control in the rail industry	14	N
Signal and monitor trains	15	N
Provide protection in the rail industry	16	Y
Respond to non-routine signalling situations in the rail industry	17	Y
Monitor and ensure the provision of train services to the rail industry	18	N
Identify and respond to deviations from the planned service in the rail industry	19	Y
Implement plans to meet operational requirements in the rail industry	20	Y
Operate control room equipment to meet operational requirements in the rail industry	21	Y
Develop and maintain effective relationships with customers' and suppliers' in the rail industry	22	N
Plan protection requirements in the rail industry	23	Y
Implement protection arrangements in the Rail Industry	24	N
Identify symptoms of engineering faults and failures and take remedial action in the rail industry	25	Y
Control utilisation of rolling stock to meet maintenance requirements in the rail industry	26	Y
Provide customer service in the rail industry	27	Y
Promote services and products in the rail industry	28	Y
Assist in the provision of a suitable environment for customers and other members of the public in the rail industry	29	Y
Maintain a clean and tidy environment for rail customers and other	30	Y

members of the public		
Contribute to the removal of accumulated waste in the rail industry	31	Y
Provide products to customers in the rail industry	32	Y
Assist in the protection of revenue in the rail industry	33	Y
Operate the automatic ticket barriers on the gateline	34	N
Display promotional materials in the rail industry	35	N
Assist in the provision of a secure environment for customers property in the rail industry	36	Y
Assist in the safe operation of trains in service	37	N
Respond to out of course and emergency situations in trains in service	38	Y
Contribute to the safe dispatch of trains from platforms	39	N
Respond to out of course and emergency situations on platforms	40	Y
Respond to emergency situations on railway premises	41	Y
Plan the movement of rail vehicles on a network	42	Y
Plan the deployment of rail vehicles	43	Y
Plan the deployment of staff in the rail industry	44	Y
Manage conflict in the rail industry	45	Y
Plan for Duty and Manage your Own Performance in the Rail Industry	ROS1	N
Communicate and Manage Information in the Rail Industry	ROS2	N
Maintain a Healthy and Safe Environment in the Rail Industry	ROS3	N
Manage Difficult Situations in the Rail Industry	ROS12	Y
Maintain a Suitable Customer Environment in Rail Industry	ROS13	N
Provide Impartial Product and Service Selling in the Rail Industry	ROS14	N
Identify and Manage Income in the Rail Industry	ROS15	N
Implement Revenue Protection in the Rail Industry	ROS16	N
Maintain Crowd Control and Security in a Railway Station	ROS17	N
Interpret Legal and Organisational Standards to Ensure Safe Practices in the Rail Industry	ROS18	N
Liaise and Communicate to Resolve Out of Course Situations in the Rail Industry	ROS19	Y
Identify and Implement Protection Arrangements in the Rail Industry	ROS20	N
Respond to Incidents in the Rail Industry	ROS21	N
Carry out Investigative Interviews in the Rail Industry	ROS22	N
Manage Supplier and Contractor Obligations in Relation to Infrastructure Services in the Rail Industry	ROS23	N
Manage Critical Information Systems in the Rail Industry	ROS24	Y
Control Routine Outages of Plant/Equipment in the Rail Industry	ROS25	N
Close and Restore Rail Infrastructure for Operations	ROS26	N
Supervise Fault Management in Rail Equipment and Systems	ROS27	Y
Supervise Service Provision for Rail Operations	ROS28	N
Prepare to use a tram/light rail vehicle	LR4	N
Couple and form tram/light rail units and uncouple/separate tram/light rail units	LR5	N
Drive trams/light rail vehicles	LR6	N
Drive trams/light rail vehicles on the highway	LR7	N
Provide customer service in the tram/light rail industry	LR8	Y
Respond to abnormal working conditions during tram/light rail operations	LR9	Y
Recover trams/light rail vehicles	LR10	Y
Operate current collection equipment on trams/light rail vehicles	LR11	N
Hand over and stable trams/light rail vehicles	LR12	N

Annex 2



Additional Requirements
for Qualifications that use the title
.....NVQ

September 2009

This document has been produced by the Joint Awarding Body/SSC Working Practices Group which has been formed by the respective representative bodies to support and encourage effective working relationships between SSCs, submitting organisations and awarding organisations. The Group will update the document as necessary to make sure it is kept and to date and relevant and will consider developing additional guidance.

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Purpose of document

1. The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ.
2. When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification , the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
3. The aims of these additional requirements are to
 - ensure that all competence based qualifications that use the title NVQ are
 - assessed consistently
 - quality assured consistently
 - maintain the integrity of qualifications that use the title NVQ
 - establish the NVQ brand
 - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ to a minimum.

Background

4. ¹ “At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence”.
5. NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
6. Qualifications that use the title NVQ must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ, if it uses the same rules of combination as a qualification that does use the title NVQ.
7. This offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ, are not a preferred method for assessing occupational competence and all qualifications accredited and have equal status.
8. When developing a qualification, including qualifications that use the title NVQ, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
9. The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

¹ NCVQ's NVQ Criteria and Guidance 1995.

Additional requirements for qualifications that use the title NVQ

Introduction

10. Qualifications that use the title NVQ must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

11. When a qualification uses the title NVQ, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
12. Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ. The assessment criteria for each unit will be part of the units that make up the qualification.
13. Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.
14. When a learner cannot complete a real work activity, simulation is allowed.
15. Simulation is allowed when
 - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
 - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
 - the safety of a learner, other individuals and/or resources will be put at risk.
16. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
17. Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.
18. Learners must be assessed by assessors
 - who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
 - ² who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
 - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
19. All assessors must carry out assessment to the standards specified in the A units.
20. All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.

² Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.

21. Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

Quality assurance requirements

22. When a qualification uses the title NVQ, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
23. Qualifications that use the title NVQ, must be verified
 - internally by an internal verifier, who is accountable to the assessment centre
 - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.
24. With reference to internal verification, internal verifiers must
 - ³hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
 - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
 - be fully conversant with the standards and assessment criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems and requirements for this qualification.
25. Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
26. With reference to external verification, external verifiers must
 - ⁴hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
 - have no connections with the assessment centre, in order to maintain objectivity
 - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
 - be fully conversant with the standards and performance criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems for this qualification.
27. Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.
28. Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on
 - the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
 - an evaluation of the centre's performance and past record.
29. Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

³ Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

⁴ Currently an external verifier needs to hold unit V2. Or from the past unit D35.

Annex 3

Rails Services – Observation List

Evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the assessment criteria outlined below, supporting evidence and evidence for the remaining assessment criteria can be gathered from sources including observation, questioning, professional discussion, simulation, witness testimony, written and product evidence as outlined at unit level.

Unit	Assessment Criteria
Prepare to undertake duties in the rail industry	1.1, 1.3, 3.1, 3.2, 3.4
Maintain a safe and secure working environment in the rail industry	1.1, 1.2, 1.6, 3.1
Obtain and communicate information in the rail industry	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5
Maintain effective working relationships with colleagues in the rail industry	1.2
Maintain and develop personal knowledge, understanding and skills in the rail industry	Range of assessment methods to be used
Plan for further professional development in the rail industry	Range of assessment methods to be used
Bring trains into service	1.1, 1.4, 1.5, 3.1, 3.2, 3.4
Operate and control trains in service	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
Respond to abnormal working conditions when driving trains	Range of assessment methods to be used
Handover and dispose of trains	1.1, 1.2, 1.4, 3.1, 3.2, 3.3, 3.4, 3.7
Assist in the preparation of rail vehicles and trains to meet operational requirements	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
Couple and uncouple rail vehicles	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
Assist in the local movement of rail vehicles to meet operational requirements	1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 1.11, 1.12,
Assume and handover responsibility for area of control in the rail industry	1.1, 1.2, 1.3, 1.6, 3.1, 3.2, 3.3, 3.4
Signal and monitor trains	1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4
Provide protection in the rail industry	Range of assessment methods to be used
Respond to non-routine signalling situations in the rail industry	Range of assessment methods to be used. Simulators may be used to assess this unit.
Monitor and ensure the provision of train services to the rail industry	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 3.1, 3.2, 3.3, 3.4, 3.5
Identify and respond to deviations from the planned service in the rail industry	1.1, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
Implement plans to meet operational requirements in the rail	1.1, 1.2, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7

industry	
Operate control room equipment to meet operational requirements in the rail industry	1.1, 1.2, 1.3, 1.5
Develop and maintain effective relationships with customers and suppliers in the rail industry	Range of assessment methods to be used
Plan protection requirements in the rail industry	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12
Implement protection requirements in the rail industry	1.1, 1.2, 1.3, 1.4, 1.5, 1.7
Identify symptoms of engineering faults and failures and take remedial action in the rail industry	Range of assessment methods to be used
Control utilisation of rolling stock to meet maintenance requirements in the rail industry	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
Provide customer service in the rail industry	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 5.1, 5.2, 5.3
Promote services and products in the rail industry	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
Assist in the provision of a suitable environment for customers and other members of the public in the rail industry	1.1, 1.5
Maintain a clean and tidy environment for rail customers and other members of the public	1.1, 1.6, 1.7, 1.8
Contribute to the removal of accumulated waste in the rail industry	1.1, 1.3, 1.4, 1.5, 1.6
Provide travel products to customers in the rail industry	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
Assist in the protection of revenue in the rail industry	1.1, 1.2, 1.3, 1.4, 1.5
Operate the automatic ticket barriers on the gateline	1.1, 1.3, 1.5, 1.8
Display promotional materials in the rail industry	1.1, 1.2, 3.1, 3.2
Provide a secure environment for customers property in the rail industry	1.1, 1.2, 1.3, 1.5, 1.9
Assist in the safe operation of trains in service	Range of assessment methods to be used
Respond to out of course and emergency situations on trains in service	Range of assessment methods to be used
Contribute to the safe dispatch of trains from platforms	1.1, 1.2, 1.3, 1.5, 1.6, 1.7
Respond to out of course and emergency situations on platforms	Range of assessment methods to be used
Respond to emergency situations on railway premises	Range of assessment methods to be used
Manage conflict in the rail industry	Range of assessment methods to be used

Annex 4

Light Rail – Observation List

Evidence must be collected by observation of naturally occurring activity in the workplace, in respect of the assessment criteria outlined below, supporting evidence and evidence for the remaining assessment criteria can be gathered from sources including observation, questioning, professional discussion, simulation, witness testimony, written and product evidence as outlined at unit level.

Unit	Assessment Criteria
Prepare to undertake duties in the rail industry	1.1, 1.3, 3.1, 3.2, 3.4
Maintain a safe and secure working environment in the rail industry	1.1, 1.2, 1.6, 3.1
Obtain and communicate information in the rail industry	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5
Maintain effective working relationships with colleagues in the rail industry	1.2
Maintain and develop personal knowledge, understanding and skills in the rail industry	Range of assessment methods to be used
Plan for further professional development in the rail industry	Range of assessment methods to be used
Prepare to use a tram/light rail vehicle	1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4
Couple/form tram/light rail vehicle units and uncouple/separate tram/light rail units	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
Drive trams/light rail vehicles	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
Drive trams/light rail vehicles on the highway	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8
Provide customer service in the tram/light rail industry	3.1, 3.2, 3.3
Respond to abnormal working situations during tram/light rail operations	Range of assessment methods to be used
Recover tram/light rail vehicles	Range of assessment methods to be used
Operate current collection equipment on trams/light rail vehicles	1.1, 1.2, 1.3, 1.4
Hand over and stable trams/light rail vehicles	1.1, 1.2, 3.1, 3.2, 3.3