

# Level 1 NVQ Certificate in Track Renewals (7597-19)

March 2014 Version 1.0



## Qualification at a glance

<b>Subject area</b>	<b>Rail Engineering</b>
<b>City &amp; Guilds number</b>	7597-19
<b>Age group approved</b>	16-18, 19+
<b>Entry requirements</b>	None
<b>Assessment</b>	Portfolio
<b>Fast track</b>	Automatic approval
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 1 NVQ Certificate in Track Renewals	7597-19	601/2933/5



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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

<b>Area</b>	<b>Description</b>
Who is the qualification for?	<p>Anyone who wants to prove competence of the level of skills required of basic track operatives. This introductory qualification will enable them to access the trackside and work safely and effectively in routine work under close supervision.</p> <p>Usually basic track operatives will work with contractors or hired through agencies for specific duties. Due to the safety critical nature of the rail industry, it is indispensable that they are able to prove their competence at this level, not only the knowledge but the practical skills required for the role as well.</p>
What does the qualification cover?	<p>The key activities addressed by this qualification are:</p> <ul style="list-style-type: none"><li>• preparing and equipping themselves for work and safely accessing the track environment;</li><li>• working safely in the trackside environment;</li><li>• accessing, checking and making use of track tools and equipment;</li><li>• dismantling and removing track components;</li><li>• installing track components;</li><li>• tidying the work site and leaving it safe and secure.</li></ul>
What opportunities for progression are there?	<p>Learners who are successful will be able to progress into further learning and employment by taking up an intermediate apprenticeship in rail engineering track maintenance to become skilled track workers</p>

## Structure

To achieve the **Level 1 NVQ Certificate in Track Renewals**, learners must achieve **22** credits from the mandatory units available.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Unit Level</b>
<b>Mandatory</b>				
A/502/6373	Unit 103	Dismantle and remove permanent way assets and components	3	1
Y/502/6395	Unit 104	Reinstate the work site after permanent way engineering activities	3	1
H/506/1327	Unit 105	Install permanent way assets and components	8	1
F/601/7815	Unit 201	Prepare to undertake duties in the rail industry	2	2
T/502/6372	Unit 207	Prepare small plant, measuring equipment and tools for permanent way renewal or maintenance	1	2
A/601/5013	Unit 244	Complying with statutory regulations and organisational safety requirements	5	2



## 2 Centre requirements

### Approval

If your Centre is approved to offer the qualification Level 1 NVQ Certificate in Basic Track Maintenance (7597-11) you have automatic approval for the new Level 1 NVQ Certificate in Track Renewals (7597-19)

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

### Resource requirements

#### Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

#### Assessors and Internal Quality Assurer

Assessors' and internal quality assurer requirements have been specified by GoSkills in their assessment strategy.

The primary responsibility of the assessor is to assess learners 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 learners.

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 learners,
- 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 quality assurer is to assure the quality and consistency of assessments carried out by the assessors for whom they are responsible. Internal quality assurers 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 quality assurers. Potential internal quality assurers 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 learners,
- 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 quality assurers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal quality assurer qualification within an agreed timescale.

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

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Learner entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

### **Age restrictions**

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.



## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification[s], their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for this qualification:

Description	How to access
Learner logbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Recording documents

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

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. 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. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



## 4 Assessment

Learners must:

- have a completed portfolio of evidence for each unit

### Assessment strategy

The evidence requirements have been specified by GoSkills in their assessment strategy. The evidence requirements have been identified for each of the units in the unit section 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 Quality Assurer. The External Quality Assurer 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 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.

### **Recognition of prior learning (RPL)**

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.



## 5 Units

### Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- 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.

## Unit 103

## Dismantle and remove permanent way assets and components

<b>UAN:</b>	<b>A/502/6373</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit P9 – Dismantle and Remove Permanent Way Assets and Components.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills, approved as a shared unit.
<b>Aim:</b>	The purpose of this unit is for learners to demonstrate occupational competency in dismantling and removing Permanent Way assets and components.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Be able to dismantle and remove permanent way assets and components</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1. set up a safe system of work in line with organisational procedures and work to the system</li><li>2. follow the appropriate diagrams and related specifications to dismantle and remove permanent way assets and components</li><li>3. establish, and where appropriate, mark component orientation for re-assembly</li><li>4. ensure that any stored energy or substances are released safely and correctly in line with organisational procedures</li><li>5. remove the required components using approved tools and techniques</li><li>6. take suitable precautions to prevent damage to components, tools and equipment during removal</li><li>7. check the condition of the removed components and record those that will require replacing</li><li>8. label and store the removed components in an appropriate location in line with organisational procedures</li><li>9. store or discard the removed components in line with organisational procedures</li></ol>

10. maintain documentation in accordance with own organisation's procedures.

### Learning outcome

The learner will:

2. Know how to dismantle and remove permanent way assets and components

### Assessment criteria

The learner can:

1. list the **organisation's procedures** that define the appropriate safe system of work for the activity
2. describe how to follow engineering diagrams and related specifications as approved by own organisation for the assets and components concerned
3. describe the safe working practices for the release of stored energy or substances
4. describe the methods and techniques for temporary and permanent component removal including:
  - manual methods
  - mechanical methods
5. describe the **methods** for identifying defects and discrepancies in components
6. describe own organisation's procedures for the labelling, storage and/or disposal of components
7. describe own organisation's procedures for tool and equipment care including calibration requirements
8. describe the relevant reporting lines and procedures as approved by own organisation
9. describe the likely impact of the activity on the operations of other departments and the impact of their work on the activity
10. explain the limits of own authority and responsibility and those of others involved in the activity.

### Range

#### 2.1 organisation's procedures

The organisation's safety management system, Relevant sections of the health and safety at work act, Control of substances hazardous to health (COSHH), Track access restrictions, Track work instructions, Task risk control sheets, Current rule book, Regulations for working under overhead line equipment (OHLE) and in vicinity of direct current (DC) lines, Manual handling regulations, Reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR), Safety sign regulations, Personal protective equipment (PPE), Health and safety at work act (HASWA)

#### 2.5 methods

Recorded information, Visual inspection, Dynamic inspections/observations.

# **Unit 103                    Dismantle and remove permanent way assets and components**

## Supporting information

### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

- observation of naturally occurring activity in the workplace
- supporting evidence can be gathered from sources including observation
- questioning
- professional discussion
- simulation
- witness testimony
- written and product evidence as outlined at unit level

### **Guidance**

The learner will be expected to work within their organisation's procedures and specifications and will be responsible for the quality of their work working within the limits of their own responsibility.

The type of equipment to be dismantled will be that associated with, including as appropriate:

- Plain line
- Switches and crossings
- Drains
- Longitudinal timbers
- Level crossings
- Lubricants

The manual and/or mechanical removal techniques or procedures to be followed will be those for both temporary and permanent situations, including as appropriate:

- Unfastening
- Untying
- Releasing

The complexity of the removal operations may be influenced by:

- Track configuration
- Using variable/diverse sources of information
- Track stability procedures
- Environmental procedures

## Unit 104

## Reinstate the work site after permanent way engineering activities

<b>UAN:</b>	<b>Y/502/6395</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit P28 - Reinstate the Work Area after Permanent Way Engineering Activities
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by GoSkills, approved as a shared unit
<b>Aim:</b>	The purpose of this unit is for learners to demonstrate occupational competency in reinstating the work area after Permanent Way engineering activities

<b>Learning outcome</b>
The learner will: 1. Be able to reinstate the work site after permanent way engineering activities
<b>Assessment criteria</b>
The learner can: 1.1 set up a safe system of work in line with organisational procedures and work to the system 1.2 reinstate the work site to a safe condition in accordance with agreed requirements and schedules 1.3 separate equipment, components, and materials for re-use from waste items and materials 1.4 store reusable materials and equipment in an appropriate location 1.5 identify, mark and secure any scrap material that cannot be removed immediately in such a way that the safe operation of the railway is maintained 1.6 check that all materials and equipment that cannot be removed are secured and stored where they do not interfere with the safe operation of the railway 1.7 dispose of waste materials in line with own organisation's procedures 1.8 deal with problems within own control promptly and report those that can not be resolved in line with organisational procedures

**Learning outcome**

The learner will:  
2. Know how to reinstate the work site after permanent way engineering activities

**Assessment criteria**

The learner can:

- 2.1 list the **organisation's procedures** that define the appropriate safe system of work for the activity
- 2.2 describe the requirements for reinstating the work site
- 2.3 describe how to identify items for re-use and/or waste items
- 2.4 list the types of materials and equipment that can be stored
- 2.5 describe own organisation's methods and procedures for storing materials and equipment
- 2.6 describe the different types and methods of waste disposal procedures in own organisation
- 2.7 describe reporting lines and procedures that are approved by own organisation including knowing whom to approach for authorisation to dispose of waste
- 2.8 explain the limits of own authority and responsibility and those of others involved in the activity

**Range**

**2.1 organisation's procedures**  
The organisation's safety management system, Relevant sections of the health and safety at work act, Control of substances hazardous to health (COSHH), Track access restrictions, Track work instructions, Task risk control sheets, Current rule book, Regulations for working under overhead line equipment (OHLE) and in vicinity of direct current (DC) lines, Manual handling regulations, Reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR), Safety sign regulations, Personal protective equipment (PPE), Health and safety at work act (HASWA)

# **Unit 104          Reinstatement the work site after permanent way engineering activities**

## Supporting information

### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

- observation of naturally occurring activity in the workplace
- supporting evidence can be gathered from sources including observation
- questioning
- professional discussion
- simulation
- witness testimony
- written and product evidence as outlined at unit level

## Unit 105

## Install permanent way assets and components

<b>UAN:</b>	H/506/1327
<b>Level:</b>	1
<b>Credit value:</b>	8
<b>GLH:</b>	76
<b>Relationship to NOS:</b>	GoSkills National Occupational Standard Unit P4 – Install Permanent Way Assets and Components.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by GoSkills, approved as a shared unit.
<b>Aim:</b>	The purpose of this unit is for learners to demonstrate occupational competency to install Permanent Way assets and components.

<b>Learning outcome</b>
The learner will: 1. Be able to install permanent way assets and components
<b>Assessment criteria</b>
The learner can: 1.1 participate in a safe system of work in line with organisational procedures and work to the system 1.2 obtain all the required components and ensure that they are in a suitable condition for replacement and fit for purpose 1.3 ensure that any replacement components used meet the required specification 1.4 take adequate precautions to prevent damage to components, tools and equipment during replacement 1.5 install the permanent way components in the correct sequence using appropriate tools and techniques 1.6 make any necessary settings or adjustments to the components to ensure they will function correctly 1.7 deal promptly and effectively with problems within your control and report those that cannot be solved 1.8 maintain documentation in accordance with organisational requirements

**Learning outcome**

The learner will:

2. Know how to install permanent way assets and components

**Assessment criteria**

The learner can:

- 2.1 list the **organisation's procedures** that define the appropriate safe system of work for the activity
- 2.2 describe how to follow the organisation's approved **renewals schedules and related specifications**
- 2.3 describe components, installation and assembly **methods and techniques** for both temporary and permanent situations
- 2.4 describe methods and **techniques for handling equipment**
- 2.5 describe the organisation's policies and procedures for the care and control of components and equipment
- 2.6 describe the implications of not following the policies and procedures for the care and control of components and equipment
- 2.7 describe how to check compliance with the specification
- 2.8 describe the relevant approved reporting lines and procedures as approved by own organisation
- 2.9 describe the likely impact of own work on the operations of other departments and the impact of their work on the activity
- 2.10 explain the limits of own authority and responsibility, those of others involved and the right to refuse work on the grounds of health and safety

**Range****2.1 organisation's procedures**

The organisation's safety management system, Relevant sections of the health and safety at work act, Control of substances hazardous to health (COSHH), Track access restrictions, Track work instructions, Task risk control sheets, Current rule book, Regulations for working under overhead line equipment (OHLE) and in vicinity of direct current (DC) lines, Manual handling regulations, Reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR), Safety sign regulations, Personal protective equipment (PPE), Health and safety at work act (HASWA)

**2.2 renewals schedules and related specifications**

Method statements, Extreme weather plans, Track work instructions, Task risk control sheets

**2.3 methods and technique**

Track configuration, Track components (e.g. pads, insulators, fishplates), Using variable/diverse source of information, Environmental procedures

**2.4 techniques for handling equipment**

Manual handling, Mechanical handling, Use of small tools, Equipment handling

# Unit 105      Install permanent way assets and components

## Supporting information

### Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

- observation of naturally occurring activity in the workplace
- supporting evidence can be gathered from sources including observation
- questioning
- professional discussion
- simulation
- witness testimony
- written and product evidence as outlined at unit level

The learner will be expected to work within their organisation's procedures and also within the limits of their own responsibility. The assets or equipment to be renewed will be aspects of the track and its associated infrastructure, including plain line, switches and crossing and drainage. The types of renewal activities involved will follow set procedures and must take account of track access limitations.

Components to be installed are those that make up:

- plain line
- switches and crossings
- conductor rail / check rail
- ballast
- rails
- sleepers/bearers
- drains

## Unit 201

## Prepare to undertake duties in the rail industry

<b>UAN:</b>	<b>F/601/7815</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit P1 – Maintain and develop personal knowledge, understanding and skills in the rail industry
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by GoSkills, approved as a shared unit.
<b>Aim:</b>	This unit is about identifying the rules, regulations, instructions and procedures that you must comply with to make sure you are fit for duty. It outlines the requirements that enable you to commence duties in a safe and knowledgeable manner and to ensure safe lines of communication within the working environment

<b>Learning outcome</b>
The learner will: 1. Be able to complete personal preparation
<b>Assessment criteria</b>
The learner can: 1.1 meet organisational standards for appearance and conduct 1.2 comply with organisational procedures relating to fitness for duty 1.3 possess the required documentation and equipment as specified by the organisation

<b>Learning outcome</b>
The learner will: 2. Know how to complete personal preparation
<b>Assessment criteria</b>
The learner can: 2.1 list the standards of appearance and conduct required by the organisation 2.2 describe the importance of appearance, conduct and fitness in

relation to the role
2.3 describe organisational procedures relating to fitness for duty
2.4 list the type of equipment required for duty
2.5 describe how to access and use required equipment
2.6 list the documents required when completing personal preparation
2.7 describe the standards of behaviour required by the organisation

<b>Learning outcome</b>
The learner will: 3. Be able to prepare for duty
<b>Assessment criteria</b>
The learner can: 3.1 communicate to the relevant person any necessary information relating to personal duties 3.2 access and confirm information relating to the work to be undertaken 3.3 comply with organisational procedures relating to personal safety 3.4 complete preparations for duty within the allocated time 3.5 complete required documents accurately and process them correctly

<b>Learning outcome</b>
The learner will: 4. Know how to prepare for duty
<b>Assessment criteria</b>
The learner can: 4.1 describe organisational procedures relating to booking on and booking off duty 4.2 list the duties that are to be undertaken and describe organisational procedures relating to them 4.3 describe organisational and legal requirements relevant to personal duties 4.4 list the people within the organisation who are relevant to the work role 4.5 describe the relevant documentation completion requirements within the organisation

## Unit 207

## Prepare small plant, measuring equipment and tools for permanent way renewal or maintenance

<b>UAN:</b>	<b>T/502/6372</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards For Rail Engineering Unit P8 - Prepare Small Plant, Measuring Equipment and Tools for Permanent Way Renewal or Maintenance
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by GoSkills
<b>Aim:</b>	The purpose of this unit is for learners to demonstrate occupational competency in preparing small plant, measuring equipment and tools for Permanent Way renewal or maintenance.

<b>Learning outcome</b>
The learner will: 1. Be able to prepare small plant, measuring equipment and tools for permanent way renewal or maintenance
<b>Assessment criteria</b>
The learner can: 1.1 set up a safe system of work in line with organisational procedures and work to the system 1.2 obtain all the required equipment and ensure that it is in safe and usable condition 1.3 carry out the necessary preparations to equipment in line with own organisation's procedures 1.4 make sure that required safety arrangements are in place to protect other workers from activities likely to disrupt normal working 1.5 report completion of preparations in line with own organisation's procedures 1.6 deal promptly and effectively with problems within own control

1.7 report problems that cannot be resolved in line with organisational procedures

**Learning outcome**

The learner will:

2. Know how to prepare small plant, measuring equipment and tools for permanent way renewal or maintenance

**Assessment criteria**

The learner can:

- 2.1 list the organisation's procedures that define the appropriate safe system of work for the activity
- 2.2 describe the methods and techniques for small plant, measuring equipment and tool preparation relevant to own role
- 2.3 list the types of manual, mechanical or hydraulic equipment available
- 2.4 describe own organisation's procedures for the use, care and control of tools and equipment including calibration
- 2.5 describe the implications of not following the policies and procedures for the use, care and control of tools and equipment
- 2.6 describe the relevant reporting lines and procedures as approved by own organisation
- 2.7 describe the likely impact of the activity on the operations of other departments and the impact of their work on the activity
- 2.8 explain the limits of own authority and responsibility and those of others involved in the activity

# **Unit 207            Prepare small plant, measuring equipment and tools for permanent way renewal or maintenance**

## Supporting information

### **Evidence requirements**

The learner will be required to carry out equipment safety and preparation checks which will be concerned with establishing:

- Certification/calibration validity
- Wear and defects
- Suitability for task
- Environmental acceptability
- Quarantine requirements
- Fuel and lubricant levels
- Defect Reporting

The equipment may be manual, mechanical, hydraulic or electrical.

The types of equipment to be prepared may include, as appropriate:

- Small powered plant (eg rail cutting, drilling and adjusting devices)
- Hand held permanent way tools
- Measuring equipment (gauges)
- Application devices (eg brushes, sprays)
- Lifting tackle
- Rail tensioning equipment
- Temporary lighting
- Rail mounted plant (eg rail grinder, trolley, iron man)

For the assessment of 2.3 the equipment includes as appropriate:

- Hand tools
- Small plant
- Measuring equipment
- Application devices
- Lifting tackle

### **Guidance**

When assessing the unit the following points should be covered as appropriate:

#### **Assessment criterion 2.1**

- The organisation's safety management system
- Relevant sections of the health and safety at work act

- Control of substances hazardous to health (COSHH)
- Track access restrictions
- Track work instructions 46 City & Guilds Level 2 and 3 NVQs in Rail Engineering Track Maintenance (Permanent way) (7597)
- Task risk control sheets
- Current rule book
- Regulations for working under overhead line equipment (OHLE) and in vicinity of direct current (DC) lines
- Manual handling regulations
- Reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR)
- Safety sign regulations
- Personal protective equipment (PPE)
- Health and safety at work act (HASWA).

## Unit 244

## Complying with statutory regulations and organisational safety requirements

<b>UAN:</b>	<b>A/601/5013</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit has been derived from SEMTA National Occupational Standard: Complying with statutory regulations and organisational safety requirements (Suite 2).
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by SEMTA, the Sector Skills Council for Science, Engineering and Manufacturing Technologies.
<b>Aim:</b>	This unit covers the skills and knowledge needed to prove the competences required to deal with statutory regulations and organisational safety requirements. It does not deal with specific safety regulations or detailed requirements, it does, however, cover the more general health and safety requirements that apply to working in an industrial environment.

<b>Learning outcome</b>
The learner will: 1. Be able to comply with statutory regulations and organisational safety requirements.
<b>Assessment criteria</b>
The learner can: 1.1 comply with their duties and obligations as defined in the Health and Safety at Work Act 1.2 demonstrate their understanding of their duties and obligations to health and safety by: <ul style="list-style-type: none"><li>• applying in principle their duties and responsibilities as an individual under the Health and Safety at Work Act</li><li>• identifying, within their organisation, appropriate sources of information and guidance on health and safety issues, such as:</li></ul>

- eye protection and personal protective equipment (PPE)
  - COSHH regulations
  - risk assessments
- identifying the warning signs and labels of the main groups of hazardous or dangerous substances
- complying with the appropriate statutory regulations at all times
- 1.3 present themselves in the workplace suitably prepared for the activities to be undertaken
- 1.4 follow organisational accident and emergency procedures
- 1.5 comply with emergency requirements, to include:
  - identifying the appropriate qualified first aiders and the location of first aid facilities
  - identifying the procedures to be followed in the event of injury to themselves or others
  - following organisational procedures in the event of fire and the evacuation of premises
  - identifying the procedures to be followed in the event of dangerous occurrences or hazardous malfunctions of equipment
- 1.6 recognise and control hazards in the workplace
- 1.7 identify the hazards and risks that are associated with the following:
  - their working environment
  - the equipment that they use
  - materials and substances (where appropriate) that they use
  - working practices that do not follow laid-down procedures
- 1.8 use correct manual lifting and carrying techniques
- 1.9 demonstrate one of the following methods of manual lifting and carrying:
  - lifting alone
  - with assistance of others
  - with mechanical assistance
- 1.10 apply safe working practices and procedures to include:
  - maintaining a tidy workplace, with exits and gangways free from obstruction
  - using equipment safely and only for the purpose intended
  - observing organisational safety rules, signs and hazard warnings
  - taking measures to protect others from any harm resulting from the work that they are carrying out.

<b>Learning outcome</b>
The learner will: 2. Know how to comply with statutory regulations and organisational safety requirements
<b>Assessment criteria</b>
The learner can: 2.1 describe the roles and responsibilities of themselves and others under the Health and Safety at Work Act, and other current legislation (such as The Management of Health and Safety at Work Regulations, Workplace Health and Safety and Welfare Regulations, Personal Protective Equipment at Work Regulations, Manual Handling Operations Regulations, Provision and Use of Work Equipment Regulations, Display Screen at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) 2.2 describe the specific regulations and safe working practices and procedures that apply to their work activities 2.3 describe the warning signs for the seven main groups of hazardous substances defined by Classification, Packaging and Labelling of Dangerous Substances Regulations 2.4 explain how to locate relevant health and safety information for their tasks, and the sources of expert assistance when help is needed 2.5 explain what constitutes a hazard in the workplace (such as moving parts of machinery, electricity, slippery and uneven surfaces, poorly placed equipment, dust and fumes, handling and transporting, contaminants and irritants, material ejection, fire, working at height, environment, pressure/stored energy systems, volatile, flammable or toxic materials, unshielded processes, working in confined spaces) 2.6 describe their responsibilities for identifying and dealing with hazards and reducing risks in the workplace 2.7 describe the risks associated with their working environment (such as the tools, materials and equipment that they use, spillages of oil, chemicals and other substances, not reporting accidental breakages of tools or equipment and not following (laid-down working practices and procedures) 2.8 describe the processes and procedures that are used to identify and rate the level of risk (such as safety inspections, the use of hazard checklists, carrying out risk assessments, COSHH assessments) 2.9 describe the first aid facilities that exist within their work area and within the organisation in general and; the procedures to be followed in the case of accidents involving injury 2.10 explain what constitutes dangerous occurrences and hazardous malfunctions, and why these must be reported even if no-one is injured 2.11 describe the procedures for sounding the emergency alarms, evacuation procedures and escape routes to be used, and the need to report their presence at the appropriate assembly point 2.12 describe the organisational policy with regard to fire fighting procedures; the common causes of fire and what they can do to help prevent them 2.13 describe the protective clothing and equipment that is available for

their areas of activity

- 2.14 explain how to safely lift and carry loads, and the manual and mechanical aids available
- 2.15 explain how to prepare and maintain safe working areas; the standards and procedures to ensure good housekeeping
- 2.16 describe the importance of safe storage of tools, equipment, materials and products
- 2.17 describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve

## **Unit 244                      Complying with statutory regulations and organisational safety requirements**

### Supporting information

#### **Guidance**

The learner will be expected to comply with all relevant regulations that apply to their area of work, as well as their general responsibilities as defined in the Health and Safety at Work Act. The learner will need to be able to identify the relevant qualified first aiders and know the location of the first aid facilities. The learner will have a knowledge and understanding of the procedures to be adopted in the case of accidents involving injury and in situations where there are dangerous occurrences or hazardous malfunctions of equipment, processes or machinery. The learner will also need to be fully conversant with their organisation's procedures for fire alerts and the evacuation of premises.

The learner will also be required to identify the hazards and risks that are associated with their job.

Typically, these will focus on their working environment, the tools and equipment that they use, the materials and substances that they use, any working practices that do not follow laid-down procedures, and manual lifting and carrying techniques.

The learner's responsibilities will require them to comply with all relevant statutory and organisational policy and procedures for health and safety in the workplace. The learner must act in a responsible and safe manner at all times, and present themselves in the workplace suitably prepared for the activities to be undertaken. The learner will be expected to report any problems with health and safety issues, to the relevant authority.

The learner's knowledge will provide a good understanding of the relevant statutory regulations and organisational requirements associated with their work, and will provide an informed approach to the procedures used. The learner will need to understand their organisation's health and safety requirements and their application, in adequate depth to provide a sound basis for carrying out their activities in a safe and competent manner.



## 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 Manual - Supporting Customer Excellence** 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

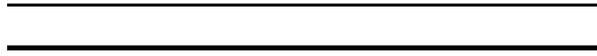
The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate learners on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> 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: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> 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: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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