

# Level 3 NVQ Diploma in Rail Services (7598-01)

September 2019 Version 2.1

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Rail Engineering
<b>City &amp; Guilds number</b>	7598-01
<b>Age group approved</b>	18+, 19+
<b>Entry requirements</b>	None
<b>Assessment types</b>	Portfolio of evidence
<b>Fast track Automatic approval</b>	Available
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TOT	City & Guilds qualification number	Ofqual accreditation number
Level 3 NVQ Diploma in Rail Services	209	380	7598-01	600/2650/9

Version and date	Change detail	Section
March 2019 v2.0	Units 304-307 removed, along with references throughout the handbook	All
	Unit 304 replaced with unit 504, along with references throughout the handbook	All
	Rules of Combination amended	Introduction - Structure
	Layout refreshed and minor typographical errors corrected	All
September 2019 v2.1	GLH & TQT added	To qualification at a glance

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# 1 Introduction

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

Area	Description
Who is the qualification for?	Anyone working in railways engineering in a supervisory role in rail services.
What does the qualification cover?	<p>The qualification recognises the essential professional knowledge and skills that candidates have developed working in the rail industry at a supervisory level, such as:</p> <ul style="list-style-type: none"><li>• Risk assessment</li><li>• Managing information</li><li>• Health and safety</li><li>• Leading a team</li><li>• Crowd control</li><li>• Dealing with incidents</li></ul>
What opportunities for progression are there?	<p>Candidates who are successful will be able to progress in employment or to a range of further education and professional body qualifications, for example:</p> <ul style="list-style-type: none"><li>• Duty Manager/Management positions in the rail industry</li><li>• Institute of Leadership and Management qualifications.</li></ul>
Is it part of an apprenticeship framework or initiative?	This qualification is part of the Advanced Apprenticeship in Rail Services.

## Structure

To achieve the **Level 3 NVQ Diploma in Rail Services (7598-01)**, learners must achieve **17** credits from the mandatory units and a minimum of **21** credits from the optional units available.

Learners registered **before 1st July 2017** should use unit **304**.

Learners registered **after 1st July 2017** should use unit 504.

Please note that only **one** of units 312 or 332 will count towards the full award.

Learners can also achieve a further 3 credits from the elective unit (243), but these will **not** count towards the minimum credits required.

Unit accreditation number	City & Guilds unit no.	Unit title	Credit value	
<b>Mandatory</b>				
H/503/1244	301	Plan for duty and manage own performance in the Rail Industry	3	
K/503/1245	302	Communicate and manage information in the Rail Industry	3	
A/503/1444	303	Maintain and healthy and safe environment in the Rail Industry	8	
M/616/1814	504	Develop working relationships with colleagues	3	
<b>Optional</b>				
				<b>Excluded combination of units (if any)</b>
M/600/9600	308	Set objectives and provide support for team members	5	
R/600/9600	309	Manage health and safety in own area of responsibility	5	
T/601/7018	310	Conduct and assessment of risks in the workplace	4	

Unit accreditation number	City & Guilds unit no.	Unit title	Credit value	
A/601/5867	311	Ensure responsibility for actions to reduce risks to health and safety	4	
F/503/1445	312	Manage difficult situations in the Rail Industry	3	Cannot be taken with unit 332
M/503/1246	313	Maintain a suitable customer environment in the Rail Industry	3	
T/503/1247	314	Provide impartial product and service selling in the Rail Industry	4	
F/503/1249	315	Identify and manage income in the Rail Industry	3	
T/503/1250	316	Implement revenue protection in the Rail Industry	16	
A/503/1251	317	Maintain crowd control and security in a railway station	5	
F/503/1252	318	Interpret legal and organisational standards to ensure safe practices in the Rail Industry	5	
J/503/1253	319	Liaise and communicate to resolve out of course situations in the Rail Industry	9	
L/503/1254	320	Respond to incidents in the Rail Industry	9	
R/503/1255	321	Carry out investigations in the Rail Industry	3	



Unit accreditation number	City & Guilds unit no.	Unit title	Credit value	
Y/503/1256	322	Manage supplier and contractor obligations in relation to infrastructure services in the Rail Industry	4	
D/503/1257	323	Manage critical information systems in the Rail Industry	3	
H/503/1258	324	Control routine outages of plant equipment in the Rail Industry	2	
K/503/1259	325	Close and restore rail infrastructure for operations	6	
J/503/1446	326	Supervise fault management in rail equipment and systems	2	
L/503/1447	327	Supervise service provision for rail operations	4	
K/601/7825	328	Plan for further professional development in the Rail Industry	2	
Y/601/7867	329	Plan protection requirements in the Rail Industry	3	
D/601/7868	330	Implement protection arrangements in the Rail Industry	6	
H/601/7872	331	Provide customer service in the Rail Industry	6	
F/601/7894	332	Manage conflict in the Rail Industry	1	Cannot be taken with unit 312

Unit accreditation number	City & Guilds unit no.	Unit title	Credit value	
H/601/5314	333	Assess occupational competence in the work environment	6	
D/601/5313	334	Understanding the principles and practices of assessment	3	
H/601/1568	335	Lead a team to improve customer service	7	
<b>Elective</b>				
L/602/5934	243	Employment rights and responsibilities in the passenger transport sector (Level 2)	3	

## 2 Centre requirements

### Approval

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 approved for the current (7589-03) Level 3 NVQ in Rail Operations – Supervisory which have been active during the last two years have already been automatically approved for this qualification at the same level so they can start registering candidates under these new qualification immediately. For any other cases, our general qualification approval process applies.

### 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 areas 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 verifier, but cannot internally verify their own assessments.

### 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.

### **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 this qualification.

### **Age restrictions**

These qualifications are not approved for use by learners under the age of 18 and City & Guilds cannot accept any registrations for candidates in this age group.

## 3 Delivering the qualification

### Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

### Support materials

The following resources are available for this qualification:

Description	How to access
Candidate logbook	Available to download from the City & Guilds website

### Recording documents

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

To support the delivery of vocational qualifications we offer our own eportfolio, 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 external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Summary of assessment methods

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

### 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 regard 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.

## 5 Units

### Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to [www.cityandguilds.com](http://www.cityandguilds.com)

### Structure of units

These units each have the following:

- City & Guilds reference number
- Unit accreditation number (UAN)
- 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.



## Unit 243

## Employment Rights and Responsibilities in the Passenger Transport Sector

<b>UAN:</b>	L/602/5934
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills, the Sector Skills Council for passenger transport.
<b>Unit aim:</b>	The purpose of this unit is for learners to demonstrate understanding of employer and employee statutory rights and responsibilities within own organisation and industry under Employment Law.

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### Learning outcome

The learner will:

1. Know employment rights and responsibilities of the employee and employer

### Assessment criteria

The learner can:

- 1.1 identify the main points of legislation affecting employers and employees and their purpose relevant to own role, organisation and within own industry
- 1.2 identify where to find information and advice on employment rights and responsibilities both internally in own organisation and externally
- 1.3 identify sources of information and advice on own industry, occupation, training and own career pathway
- 1.4 identify sources of information on the different types of representative bodies related to own industry and their main roles and responsibilities
- 1.5 identify any issues of public concern that may affect own organisation and own industry

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## Learning outcome

The learner will:

2. Understand employment rights and responsibilities and how these affect organisations

## Assessment criteria

The learner can:

- 2.1 describe organisational procedures, policies and codes of practice used by own organisation on employment rights and responsibilities
- 2.2 explain the purpose of following health, safety and other procedures and the effect on own organisation if they are not followed
- 2.3 describe employer and employee responsibilities for equality and diversity within own organisation
- 2.4 explain the benefits of making sure equality and diversity procedures are followed
- 2.5 describe the career pathways available within own organisation and own industry

## Unit 243

# Employment Rights and Responsibilities in the Passenger Transport Sector

## Supporting information

### Assessment guidance

Employment rights and responsibilities must be explicitly identified and clearly signposted within the Apprenticeship Framework.

The learner must understand the role played by their occupation within the organisation and industry. Learners must demonstrate knowledge of current laws relating to health, safety, welfare and discrimination together with the responsibilities and duties of employers.

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning, professional discussion, written and product evidence are all sources of evidence which can be used

## Unit 301

## Plan for Duty and Manage Own Performance in the Rail Industry

<b>UAN:</b>	H/503/1244
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standards Unit 1 - Plan for Duty and Manage your Own Performance in the Rail Industry from the Rail Operations Supervisory suite.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to demonstrate occupational competence in planning for duty and managing own performance in the rail industry

### Learning outcome

The learner will:

1. Be able to prepare for duty

### Assessment criteria

The learner can:

- 1.1 meet organisational policy and procedure relating to being fit for duty
- 1.2 meet organisation policy and procedure relating to appearance and conduct
- 1.3 meet organisational policy and procedure relating to booking on and booking off duty
- 1.4 access and use the equipment needed to perform the relevant role
- 1.5 communicate necessary safety information to the relevant people before starting work ensuring that safety regulations are complied with

- 1.6 consult and agree with relevant colleagues on processes and information required to undertake the role
- 

### **Learning outcome**

The learner will:

2. Understand how to prepare for duty

### **Assessment criteria**

The learner can:

- 2.1 explain organisational policies and procedures relating to being fit for duty
  - 2.2 explain organisational policies and procedures relating to booking on and booking off duty
  - 2.3 describe the equipment needed to carry out the role effectively
  - 2.4 explain relevant safety information relating to the role
  - 2.5 explain organisational procedures relating to standards of dress
  - 2.6 explain organisational procedures relating to personal safety
- 

### **Learning outcome**

The learner will:

3. Be able to manage own performance

### **Assessment criteria**

The learner can:

- 3.1 set performance targets for the job role
  - 3.2 undertake activities agreed in development plan and evaluate contributions to performance
  - 3.3 identify and agree individual learning aims and objectives and show how progress will be measured
  - 3.4 identify self-development needs and plan how to meet these
  - 3.5 record accurately how time has been spent at work and assess where improvements could be made
- 

### **Learning outcome**

The learner will:

4. Know how to manage own performance

### **Assessment criteria**

The learner can:

- 4.1 explain how policies on staff performance and appraisal are communicated to staff
- 4.2 explain how feedback on performance is received and recorded in line with company policy

## Unit 301

## Plan for Duty and Manage own Performance in the Rail Industry

### Supporting information

#### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation must not be used to assess this unit.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 302

## Communicate and Manage Information in the Rail Industry

<b>UAN:</b>	K/503/1245
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standards Unit 2 – Communicate and Manage Information in the Rail Industry from the Rail Operations Supervisory.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to demonstrate getting, using, providing, recording and storing information

### Learning outcome

The learner will:

1. Be able to obtain and assess information

### Assessment criteria

The learner can:

- 1.1 describe to others the lines and methods used for affective communication
- 1.2 collect specified information and communicate it within the organisation
- 1.3 retrieve information in line with organisational policy
- 1.4 keep information confidential in line with organisational procedures
- 1.5 assess relevant information correctly and identify appropriate action to be taken

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## Learning outcome

The learner will:

2. Know and understand how to obtain and assess information

## Assessment criteria

The learner can:

- 2.1 explain organisational policy on retrieving information
  - 2.2 explain organisational policy on keeping information confidential
  - 2.3 explain the procedure for analysing and prioritising information
  - 2.4 explain the different types of electronic based information which are used in the organisation
  - 2.5 explain how the electronic based systems are used within the organisation in relation to the paper based systems
  - 2.6 explain the different types of monitoring equipment which exist within the organisation
- 

## Learning outcome

The learner will:

3. Be able to manage information

## Assessment criteria

The learner can:

- 3.1 record information accurately and clearly in line with the organisation's policy
  - 3.2 manage information on IT systems within the organisation
  - 3.3 within the limits of own authority communicate information accurately to the relevant target audience
- 

## Learning outcome

The learner will:

4. Know and understand how to manage information

## Assessment criteria

The learner can:

- 4.1 explain organisational policy on recording and storing information
- 4.2 explain how information is kept confidential
- 4.3 describe the types of information that needs to be communicated within the organisation and the appropriate methods for doing this
- 4.4 explain how essential safety related information is communicated to all relevant people
- 4.5 explain the procedure for recording electronic based information within the organisation
- 4.6 explain who the relevant people are within the organisation and their roles and responsibilities when managing information





## Unit 302

## Communicate and Manage Information in the Rail Industry

### Supporting information

#### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation must not be used to assess this unit.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 303

## Maintain a Healthy and Safe Environment in the Rail Industry

<b>UAN:</b>	A/503/1444
<b>Level:</b>	3
<b>Credit value:</b>	8
<b>GLH:</b>	56
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 3 – Maintain a Healthy and Safe Environment in the Rail Industry in the Rail Operations Supervisory suite.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to demonstrate how they will contribute to maintaining a healthy and safe workplace, and a secure working environment

### Learning outcome

The learner will:

1. Be able to maintain a healthy and safe workplace

### Assessment criteria

The learner can:

- 1.1 store equipment and materials in line with organisational procedures
- 1.2 assess and record that the workplace is secure and free from hazards
- 1.3 warn the relevant people of hazardous situations
- 1.4 outline an emergency situation and deal with it in line with organisational procedures and within limits of own authority
- 1.5 complete and process work documentation accurately and to time

---

## Learning outcome

The learner will:

2. Know how to maintain a healthy and safe workplace

## Assessment criteria

The learner can:

- 2.1 explain the organisational policies and procedures for health and safety
- 2.2 explain the organisational procedures for dealing with emergency situations
- 2.3 identify warning signs that are relevant to the organisation and explain their meaning
- 2.4 explain what is classed as the working environment in relation to health and safety explain who the relevant people within the organisation are and the level of authority they have
- 2.5 identify the documents required by the organisation relating to health and safety and explain their purpose
- 2.6 explain what is classed as a hazardous situation and explain the organisational procedure for dealing with this type of situation

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## Learning outcome

The learner will:

3. Be able to contribute to a secure working environment

## Assessment criteria

The learner can:

- 3.1 deal with lost property, including suspicious packages, in line with the organisation's procedures
- 3.2 within own limits of authority assess and respond promptly to a breach of security in line with the organisation's procedures
- 3.3 report and feedback suggestions for improving security to the relevant people within the organisation

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## Learning outcome

The learner will:

4. Know how to contribute to a secure working environment

## Assessment criteria

The learner can:

- 4.1 explain own responsibility for putting security systems and procedures in place
- 4.2 explain organisational procedure for dealing with an emergency
- 4.3 explain organisational procedure for receiving visitors on site
- 4.4 explain organisational procedure for dealing with lost property and suspicious packages
- 4.5 explain organisational procedure for dealing with a breach of security

## Unit 303

# Maintain a Healthy and Safe Environment in the Rail Industry

## Supporting information

### Assessment Guidance

When assessing this unit the following definition should be used:

- **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)

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation must not be used to assess this unit.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 308

## Set Objectives and Provide Support for Team Members

<b>UAN:</b>	M/600/9600
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to the unit B5 from the National Occupational Standards for Management and Leadership.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills
<b>Unit aim:</b>	This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

### Learning outcome

The learner will:

1. Be able to communicate a team's purpose and objectives to the team members

### Assessment criteria

The learner can:

- 1.1 describe the purpose of a team
- 1.2 set team objectives with its members which are smart (specific, measurable, achievable, realistic and time-bound)
- 1.3 communicate the team's purpose and objectives to its members

---

## Learning outcome

The learner will:

2. Be able to develop a plan with team members showing how team objectives will be met

## Assessment criteria

The learner can:

- 2.1 discuss with team members how team objectives will be met
  - 2.2 ensure team members participate in the planning process and think creatively
  - 2.3 develop plans to meet team objectives
  - 2.4 set smart personal work objectives with team members
- 

## Learning outcome

The learner will:

3. Be able to support team members identifying opportunities and providing support

## Assessment criteria

The learner can:

- 3.1 identify opportunities and difficulties faced by team members
  - 3.2 discuss identified opportunities and difficulties with team members
  - 3.3 provide advice and support to team members to overcome identified difficulties and challenges
  - 3.4 provide advice and support to team members to make the most of identified opportunities
- 

## Learning outcome

The learner will:

4. Be able to monitor and evaluate progress and recognise individual and team achievement

## Assessment criteria

The learner can:

- 4.1 monitor and evaluate individual and team activities and progress
- 4.2 provide recognition when individual and team objectives have been achieved

## Unit 309

## Manage Health and Safety in own Area of Responsibility

<b>UAN:</b>	R/600/9704
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the unit E6 from the National Occupational Standards for Management and Leadership.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills.
<b>Unit aim:</b>	This unit is concerned with managing the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision making processes and the 'culture' of your area of responsibility. The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

### Learning outcome

The learner will:

1. Understand the legal requirements and personal responsibilities for health and safety within an organisation

### Assessment criteria

The learner can:

- 1.1 state the legal requirements that apply to own role in relation to health and safety
- 1.2 consult with specialist advisor(s) on health and safety policy and procedures



- 1.3 explain an organisation's health and safety responsibilities
  - 1.4 describe health and safety responsibilities in own area of responsibility
- 

### **Learning outcome**

The learner will:

2. Be able to promote the importance of health and safety practices

### **Assessment criteria**

The learner can:

- 2.1 communicate an organisation's written health and safety policy to individuals within own area of responsibility.
  - 2.2 allocate sufficient resources to deal with health and safety issues in own area of responsibility.
- 

### **Learning outcome**

The learner will:

3. Be able to ensure that hazards and risks are identified and managed in own area of responsibility

### **Assessment criteria**

The learner can:

- 3.1 consult with colleagues on health and safety hazards and risks in own area of responsibility.
  - 3.2 assess health and safety hazards and risks in own area of responsibility.
  - 3.3 identify hazards and risks that require action to be taken to ensure compliance with legal and organisational requirements.
  - 3.4 develop and implement a plan to mitigate identified hazards and risks in own area of responsibility.
- 

### **Learning outcome**

The learner will:

4. Be able to monitor and review health and safety performance and policy in own area of responsibility

### **Assessment criteria**

The learner can:

- 4.1 establish procedures that monitor health and safety performance in own area of responsibility.
- 4.2 review the health and safety performance of own area of responsibility.
- 4.3 review the health and safety policy in own area of responsibility.
- 4.4 communicate the review findings to relevant individuals.

## Unit 310

## Conduct an Assessment of Risks in the Workplace

<b>UAN:</b>	T/601/7018
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the unit to National Occupational Standards: X3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills.
<b>Unit aim:</b>	Fundamental to this unit is an understanding of the process of carrying out a risk assessment. A person competent in this unit should be able to carry out risk assessments according to regulatory requirements. It requires identifying hazards in the production environment, assessing the level of risk, recommending action and carrying out a review of the assessment. This unit is applicable to everyone who works in the Photo Imaging industry with responsibility for Health and Safety.

### Learning outcome

The learner will:

1. Be able to identify hazards in the workplace

### Assessment criteria

The learner can:

- 1.1 identify why and where the risk assessment will be carried out

- 1.2 check that all available information on statutory health and safety regulations is current and from recognised and reliable information sources
  - 1.3 identify when and from where to obtain expert advice and guidance on risk assessment
  - 1.4 select a method of identifying hazards that is appropriate to the workplace being assessed
  - 1.5 identify those areas in the workplace where hazards with a potential for serious harm to health and safety are most likely to occur
  - 1.6 identify hazards which could result in serious harm to people
  - 1.7 record identified hazards in a way which meets legal, good practice and workplace requirements
  - 1.8 report the results of the process of identifying hazards to the responsible parties in an agreed format and timescale
- 

### **Learning outcome**

The learner will:

2. Be able to assess the level of risk in the workplace

### **Assessment criteria**

The learner can:

- 2.1 identify all legal requirements that are appropriate to the workplace and working practices being assessed
  - 2.2 check that effective control measures are in place to meet all legal requirements
  - 2.3 check that industry standards and all other reasonable precautions are in place
  - 2.4 identify hazards that should be eliminated
  - 2.5 prioritise hazards that are most likely to cause serious harm to people when carrying out a risk assessment
  - 2.6 determine the level of risk, identifying how the risks can be controlled to minimise harm
  - 2.7 rate unacceptable risks in priority order, including breaches of relevant health and safety legislation and workplace procedures
- 

### **Learning outcome**

The learner will:

3. Be able to recommend action following risk assessment

### **Assessment criteria**

The learner can:

- 3.1 identify recommendations for minimising risks
  - 3.2 present the results of the risk assessment to the responsible parties in the agreed format and timescale
- 

### **Learning outcome**

The learner will:

4. Be able to review own assessment of risk in the workplace

### Assessment criteria

The learner can:

- 4.1 review current workplace and working practices in relation to own risk assessment
- 4.2 identify accurately any significant differences between previous and new working practices
- 4.3 review the action taken as a result of own recommendations in the latest risk assessment
- 4.4 identify accurately new hazards arising from changes in the workplace or working practices
- 4.5 make the required changes to the risk assessment as a result of the review
- 4.6 inform promptly all parties affected by the changes

## Unit 311

## Ensure Responsibility for Actions to Reduce Risks to Health and Safety

<b>UAN:</b>	A/601/5867
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	38
<b>Relationship to NOS:</b>	This unit is linked to the ENTO (formerly Employment National Training Organisation) suite of Standalone National Occupational Standards for Health and safety, where it appears as unit A.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills.
<b>Unit aim:</b>	This unit is about providing you with the knowledge, understanding and skills to be responsible for health and safety in the workplace.

### Learning outcome

The learner will:

1. Be able to identify the hazards and evaluate the risks in the workplace

### Assessment criteria

The learner can:

- 1.1 identify workplace instructions that are relevant to them and their job role.
- 1.2 identify working practices and hazards in the workplace that could be harmful.
- 1.3 evaluate the hazards and prioritise in risk order.
- 1.4 report hazard(s) to the responsible person

---

## Learning outcome

The learner will:

2. Be able to reduce the risks to health and safety in the workplace

## Assessment criteria

The learner can:

- 2.1 perform work activities at own level of competence in accordance with identified health and safety:
  - a ☒workplace policies
  - b ☒instructions and procedures,
  - c ☒suppliers and manufacturers' information and
  - d ☒relevant legal requirements.
- 2.2 manage hazards in accordance with workplace instructions and legal requirements.
- 2.3 report any differences between workplace instructions and supplier/manufacture instructions.

---

## Learning outcome

The learner will:

3. Know how to reduce risks to health and safety in the workplace

## Assessment criteria

The learner can:

- 3.1 explain their responsibility in remaining alert to hazards and risks.
- 3.2 describe own responsibilities and scope for action in controlling risk.
- 3.3 explain the importance of adhering to health and safety policies and practices.
- 3.4 describe where and when to get additional health and safety assistance.
- 3.5 describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace.

<b>UAN:</b>	F/503/1445
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 12 – Manage difficult situations in the rail industry in the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to demonstrate how they will deal with situations where there is a conflict between people. The learner will need to be able to communicate with people effectively both verbally and non-verbally to deal with difficult situations. Learners should be able to maintain own personal safety, giving advice and warnings and calling for help when needed

### Learning outcome

The learner will:

1. Be able to follow organisational procedures to resolve conflict

### Assessment criteria

The learner can:

- 1.1 undertake a risk assessment in a difficult situation assessing how serious the situation is and the behaviour of the people involved
- 1.2 maintain own personal safety
- 1.3 undertake sensitive questioning to gain information about a situation

- 1.4 collect information and accurately report on an incident in line with the organisation's procedure
  - 1.5 support other staff dealing with difficult situations
- 

## Learning outcome

The learner will:

2. Understand how to follow procedures to resolve conflict

## Assessment criteria

The learner can:

- 2.1 outline the types of difficult situations that may arise within the organisation and explain how to respond to each of these situations
- 2.2 explain organisational policy on dealing with situations of conflict
- 2.3 explain the relevant legal issues covering self defence and the use of force
- 2.4 explain why effective communication is important when dealing with people in difficult situations and why poor communication can make the situation worse
- 2.5 describe the appropriate forms of body language and other nonverbal types of communication that can be used
- 2.6 describe what is meant by personal space and how to maintain personal space in a difficult situation
- 2.7 explain why it is important to be seen to be listening to what is being said and the techniques how to do this
- 2.8 explain why it is important to show empathy in a difficult situation
- 2.9 describe how to use sensitive questioning in order to get information about a situation
- 2.10 explain why it is important to summarise and give feedback to people about what has been said
- 2.11 explain how to carry out risk assessments in difficult situations
- 2.12 describe the types of situations in which it would not be appropriate to do the following:
  - a ☒do nothing
  - b ☒keep watching the situation
  - c ☒give advice or a warning
  - d ☒use a report or incident card
  - e ☒consider ejection
  - f ☒consider arrest
- 2.13 explain the organisational procedure relating to collecting and reporting information about people involved in the situation
- 2.14 explain why it is important to keep an accurate record of what has happened in the situation
- 2.15 describe what classes as evidence and what needs to be recorded
- 2.16 describe what other sources of evidence are available and could be used



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## Learning outcome

The learner will:

3. Be able to communicate with people in difficult situations

## Assessment criteria

The learner can:

- 3.1 select the type of communication skills that limit and reduce conflict in difficult situations
- 3.2 use sensitive questioning and listening skills
- 3.3 accurately summarise and confirm the details of the situation and give constructive feedback
- 3.4 accurately record and report back on a conflict situation

---

## Learning outcome

The learner will:

4. Understand how to communicate with people in difficult situations

## Assessment criteria

The learner can:

- 4.1 explain the appropriate forms of body language and other nonverbal types of communication
- 4.2 explain the mechanism for reporting back on a conflict situation within the organisation
- 4.3 explain what support can be given to other staff in the organisation where they are experiencing difficult situations

## Unit 312

## Manage Difficult Situations in the Rail Industry

### Supporting information

#### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of the awarding organisation.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 313

# Maintain a Suitable Customer Environment in the Rail Industry

<b>UAN:</b>	M/503/1246
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit13 - Maintain a suitable customer environment in the rail industry from the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to demonstrate that they can maintain a suitable customer environment. The learner will need to understand the organisation's policy and standards for maintaining the customer environment and be able to identify where facilities do not meet the standards set by the organisation

### Learning outcome

The learner will:

1. Be able to identify requirements for a suitable customer environment at the station

### Assessment criteria

The learner can:

- 1.1 carry out an inspection of the station facilities and produce an accurate report in line with the organisational policy
- 1.2 dispose of waste in line with organisational requirements

- 1.3 assess and take the correct action when staff and customers report failure in the information system
  - 1.4 assess and take action when necessary to improve the station presentation to required standards
- 

### **Learning outcome**

The learner will:

2. Know how to identify requirements for a suitable customer environment at the station

### **Assessment criteria**

The learner can:

- 2.1 explain organisational policy on how staff and facilities should be presented
  - 2.2 explain organisational procedures on how materials are displayed in the station
  - 2.3 explain organisational procedures on standards for keeping the station clean
  - 2.4 explain organisational procedures to ensure that facilities are audited to ensure the organisation's standards are maintained
  - 2.5 explain what role other organisations have and what they are contracted to do
  - 2.6 explain how to obtain services from other organisations in order to maintain standards
- 

### **Learning outcome**

The learner will:

3. Be able to monitor staff maintaining the customer environment

### **Assessment criteria**

The learner can:

- 3.1 communicate clearly and effectively to staff the organisational policies and standards regarding maintaining the customer environment
  - 3.2 monitor and give staff feedback on their performance maintaining the customer environment
  - 3.3 support staff in maintaining the customer environment in line with organisational procedures
  - 3.4 communicate effectively with staff within a customer environment
- 

### **Learning outcome**

The learner will:

4. Know how to monitor staff maintaining the customer environment

### **Assessment criteria**

The learner can:

- 4.1 explain organisational policies and standards on maintaining the customer environment
- 4.2 explain organisational procedures for dealing with customers

4.3 explain organisational procedures for giving staff feedback on their performance

## Unit 313

# Maintain a Suitable Customer Environment in the Rail Industry

## Supporting information

### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of the awarding organisation.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 314

## Provide Impartial Product and Service Selling in the Rail Industry

<b>UAN:</b>	T/503/1247
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 14 – Provide Impartial Product and Service Selling in the Rail Industry from the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to demonstrate how they give customers fair, unbiased and accurate information on the products and services that are available. Learners will need to understand and apply the organisational policies on how staff are monitored selling products and services in an unbiased way

### Learning outcome

The learner will:

1. Be able to provide information on products and services

### Assessment criteria

The learner can:

- 1.1 assess what is needed in personal area of responsibility and report on the products and services available
- 1.2 advise the customer the options available on products and services
- 1.3 assess the situation regarding a customer with special needs and make the necessary arrangements

- 1.4 obtain information about products and services
- 

### **Learning outcome**

The learner will:

2. Know how to provide information on products and services

### **Assessment criteria**

The learner can:

- 2.1 explain organisational policy on selling products and services in an unbiased way
  - 2.2 explain the national conditions for rail travel including fare and ticket options available to customers
  - 2.3 explain the methods used to access and update train running information
  - 2.4 explain organisational procedures for arrangements for customers who have special needs
- 

### **Learning outcome**

The learner will:

3. Be able to monitor staff selling products and services

### **Assessment criteria**

The learner can:

- 3.1 develop staff to ensure they are aware of the organisation's policies on selling products and services in an unbiased way
  - 3.2 monitor staff to ensure that they are giving customers unbiased advice on products and services and provide relevant feedback to staff
  - 3.3 provide support to staff when dealing with non-routine questions from customers
- 

### **Learning outcome**

The learner will:

4. Know how to monitor staff selling products and services

### **Assessment criteria**

The learner can:

- 4.1 explain the communication route to staff who are dealing with selling products and services
- 4.2 explain the organisational procedures for dealing with customer complaints concerning staff who are selling products and services



## Unit 314

## Provide Impartial Product and Service Selling in the Rail Industry

### Supporting information

#### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of the awarding organisation.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 315

## Identify and Manage Income in the Rail Industry

<b>UAN:</b>	F/503/1249
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 15 – Identify and Manage Income in the Rail Industry from the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to be able to identify and carry out the financial tasks which fall within their area of responsibility following the organisational procedures. In addition, the learner will manage staff who carry out financial transactions, and will be responsible for briefing them on the organisational procedures for dealing with financial questions and transactions

### Learning outcome

The learner will:

1. Be able to identify and process financial transactions in own area of responsibility

### Assessment criteria

The learner can:

- 1.1 identify what financial tasks fall within own area of responsibility
- 1.2 process income received and accurately complete the relevant paperwork in line with organisational procedures
- 1.3 maintain security arrangements in line with organisational procedures

---

## Learning outcome

The learner will:

2. Know how to process financial transactions in own area of responsibility

## Assessment criteria

The learner can:

- 2.1 explain organisational procedures for dealing with income within area of own responsibility
  - 2.2 explain organisational security arrangements for handling cash and other forms of money
  - 2.3 explain organisational procedures for dealing with cash discrepancies and breaches of security
  - 2.4 explain organisational procedures for completing paperwork and keeping records
  - 2.5 explain organisational procedures relating to any breaches of security
- 

## Learning outcome

The learner will:

3. Be able to manage staff who carry out financial transactions

## Assessment criteria

The learner can:

- 3.1 support staff dealing with financial questions from customers
  - 3.2 monitor staff to ensure the organisational procedures on security are maintained and give relevant constructive feedback
  - 3.3 support staff in order for them to understand how to deal with financial transactions
- 

## Learning outcome

The learner will:

4. Know how to manage staff who carry out financial transactions

## Assessment criteria

The learner can:

- 4.1 explain organisational procedures relating to financial transactions
- 4.2 describe how to brief staff who will be handling cash and other methods of payment
- 4.3 explain organisational procedures for dealing with customer complaints

## Unit 315

## Identify and Manage Income in the Rail Industry

### Supporting information

#### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of the awarding organisation.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 316

## Implement Revenue Protection in the Rail Industry

<b>UAN:</b>	T/503/1250
<b>Level:</b>	3
<b>Credit value:</b>	16
<b>GLH:</b>	144
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 16 – Implement Revenue Protection in the Rail Industry from the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to demonstrate their occupational competence in ensuring that the company receives income from fares. Learners will identify and understand the organisation's policies and procedures on revenue protection. Communication with passengers, superiors and members of the revenue protection team is a vital part of this unit

### Learning outcome

The learner will:

1. Be able to implement the organisation's fare policies

### Assessment criteria

The learner can:

- 1.1 implement the conditions of carriage of fares that apply to the organisation
- 1.2 implement appropriate ticket checks complying with the specific safety requirements
- 1.3 assess and deal with difficult situations that arise from the appropriate ticket checks and complete the relevant paperwork accurately in line with organisational procedures

- 1.4 consult appropriate authorities to report irregularities
- 

### **Learning outcome**

The learner will:

2. Know how to implement the organisation's fare policies

### **Assessment criteria**

The learner can:

- 2.1 explain the conditions of carriage that apply to the organisation
  - 2.2 describe organisational fares policy
  - 2.3 explain organisational procedures for arranging ticket checks with any location specific safety requirements
  - 2.4 explain organisational procedures for dealing with ticket irregularities or difficult customers
  - 2.5 explain organisational procedures for completing paperwork and keeping records relating to revenue protection
  - 2.6 identify the appropriate authorities whom irregularities should be reported to
- 

### **Learning outcome**

The learner will:

3. Be able to work with the revenue protection team

### **Assessment criteria**

The learner can:

- 3.1 support staff when dealing with difficult situations with customers
  - 3.2 prepare a briefing for staff who will be working on revenue protection
  - 3.3 brief staff who will be working on revenue protection
- 

### **Learning outcome**

The learner will:

4. Know how to work with the revenue protection team

### **Assessment criteria**

The learner can:

- 4.1 explain how to brief staff who will be working on revenue protection
- 4.2 explain why briefing staff who will be working on revenue protection is important
- 4.3 explain organisational procedures for dealing with difficult customers

## Unit 316

## Implement Revenue Protection in the Rail Industry

### Supporting information

#### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of the awarding organisation.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 317

## Maintain Crowd Control and Security in a Railway Station

<b>UAN:</b>	A/503/1251
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 17 – Maintain Crowd Control and Security in a Railway Station from the Rail Operations Suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to demonstrate how they are able to deal with crowds in stations due to major events or during very busy periods. The learner should be able to deal with large numbers of people passing through a station and deal with any emergency situations that arise. Learner should also know and understand the organisation's procedures for dealing with large crowds

### Learning outcome

The learner will:

1. Be able to control the movement of large numbers of customers through a station within the limits of own responsibility

### Assessment criteria

The learner can:

- 1.1 brief staff on specific roles and procedures in managing the movement of crowds for the specific period



- 1.2 deal with medical emergencies which could impact on the movement of large numbers of people
  - 1.3 use resources at agreed times to manage the movement of crowds using any physical controls available which could include barriers
  - 1.4 communicate effectively with the relevant people within the organisation on crowd control
  - 1.5 deal with a person who is in unauthorised possession of alcohol
  - 1.6 monitor and accurately report back on the movement of passengers ensuring they board trains safely and on time
  - 1.7 evaluate how procedures for crowd control were implemented and report to the relevant people
- 

### **Learning outcome**

The learner will:

2. Know how to control the movements of large numbers of customers through a station within limits of own responsibility

### **Assessment criteria**

The learner can:

- 2.1 interpret organisational plans relevant to the movement of large numbers of people
  - 2.2 explain who the key people are within the organisation who can provide information about crowd control issues
  - 2.3 explain organisational policy on how to deal with customers who have special requirements
  - 2.4 explain the correct procedure within the organisation to consult with police and emergency services
- 

### **Learning outcome**

The learner will:

3. Be able to assess and respond to problems and emergencies

### **Assessment criteria**

The learner can:

- 3.1 undertake an assessment to determine how serious the problem and/or emergency using the information available
- 3.2 instruct staff on the action that needs to be taken in line with organisational procedures on crowd control
- 3.3 give clear and calm instructions to staff
- 3.4 communicate clear instructions to passengers in a calm but firm way in line with organisational guidelines
- 3.5 instruct other members of staff on what support must be given to customers who have special requirements
- 3.6 take action to work with the emergency services as appropriate

---

## Learning outcome

The learner will:

4. Know how to assess and respond to problems and emergencies

## Assessment criteria

The learner can:

- 4.1 explain organisational procedure for dealing with emergency situations
- 4.2 explain who the relevant people are within the organisation who will be able to provide accurate information about the situation
- 4.3 explain how to minimise potential conflict
- 4.4 explain who may need to be consulted in other organisations
- 4.5 explain how to give specific information to customers regarding an emergency
- 4.6 explain who must be kept informed in an emergency

## Unit 317

# Maintain Crowd Control and Security in a Railway Station

## Supporting information

### Assessment guidance

When assessing this unit the following definition should be used:

- Special requirements: Customers who have special requirements could include VIP visitors, customers with large packages, customers who have disabilities, customers with small children etc.

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation must not be used to assess this unit.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 318

# Interpret Legal and Organisational Standards to Ensure Safe Practices in the Rail Industry

<b>UAN:</b>	F/503/1252
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 18 – Interpret Legal and Organisational Standards to Ensure Safe Practices in the Rail Industry from the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to be able to show occupational competence in effectively monitoring staff and recording monitoring. Learners will need to know and understand the organisation’s procedures on monitoring staff and be able to interpret both legal and organisational standards to maintain safe practice

### Learning outcome

The learner will:

1. Be able to monitor staff against legal and organisational standards

## Assessment criteria

The learner can:

- 1.1 use current information to monitor staff against legal and organisational standards at all locations
  - 1.2 monitor staff at the location in line with organisational procedures
  - 1.3 brief staff on their responsibility regarding legal and organisational standards
  - 1.4 brief staff on the hazards and controls that they are exposed to
  - 1.5 deal with breaches in procedures
  - 1.6 take action to ensure legal and organisational procedures are followed at all times
- 

## Learning outcome

The learner will:

2. Know how to monitor staff against legal and organisational standards

## Assessment criteria

The learner can:

- 2.1 interpret the organisational policy and procedures on monitoring staff against legal and organisational standards
  - 2.2 clarify how often staff must be monitored and for what purpose
  - 2.3 explain the hazards faced by staff at all locations and how they are controlled
  - 2.4 explain how any breaches in procedure are dealt with in line with organisational procedures
- 

## Learning outcome

The learner will:

3. Be able to record and monitor staff

## Assessment criteria

The learner can:

- 3.1 compile an accurate and appropriate safety record in line with organisational procedures
  - 3.2 produce an accurate report on safety issues in line with organisational procedures
  - 3.3 take action to follow up on failures to keep to organisational procedures
- 

## Learning outcome

The learner will:

4. Know how to record and monitor staff

## Assessment criteria

The learner can:

- 4.1 explain organisational procedures on the monitoring of staff
- 4.2 explain which staff and locations are in own area of responsibility
- 4.3 explain the specific workplace control that need to be monitored within the limits of own responsibility
- 4.4 explain who to report to in the organisation when a member of staff has failed to keep to procedures

## Unit 318

# Interpret Legal and Organisational Standards to Ensure Safe Practices in the Rail Industry

## Supporting information

### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 319

## Liaise and Communicate to Resolve out of Course Situations in the Rail Industry

<b>UAN:</b>	J/503/1253
<b>Level:</b>	4
<b>Credit value:</b>	9
<b>GLH:</b>	56
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupation Standards Unit 19 – Liaise and Communicate to Resolve Out of Course Situations in the Rail Industry from the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to be able to demonstrate how they would liaise and communicate with relevant people to deal with out of course situations. Learners will need to be able to find the cause of the out of course situation correctly while keeping to the legal conditions for the preservation of evidence. Communicating effectively is an important part of this unit as is the ability to monitor and review progress against development aims

### Learning outcome

The learner will:

1. Be able to make an initial response to out of course situations

### Assessment criteria

The learner can:

- 1.1 select enough information to make a first response
- 1.2 implement the relevant procedures to ensure the site is safe



- 1.3 communicate effectively and in line with organisational procedures with the relevant people
  - 1.4 implement the organisational procedures relating to 'for cause' drug and alcohol screening and ensure that it is complied with
  - 1.5 take necessary action in order to reduce any risk
  - 1.6 take action to comply with legal requirements for preserving evidence in line with organisational procedures
  - 1.7 communicate information relating to the accident or incident to the relevant people
  - 1.8 complete necessary documentation accurately, clearly and to time in line with organisational procedure
- 

### **Learning outcome**

The learner will:

2. Understand how to make an initial response to out of course situations

### **Assessment criteria**

The learner can:

- 2.1 explain organisational procedures relating to managing accidents and incidents
  - 2.2 explain the relevant procedures to ensure that the site is safe
  - 2.3 explain organisational procedures relating to staff welfare
  - 2.4 explain organisational procedures relating to 'for cause' drug and alcohol screening
  - 2.5 explain the relevant techniques for preserving evidence
- 

### **Learning outcome**

The learner will:

3. Be able to gather and present evidence of an accident or incident

### **Assessment criteria**

The learner can:

- 3.1 investigate the nature and level of the accident or incident accessing relevant sources of information
- 3.2 interview relevant people involved in line with organisational procedures
- 3.3 obtain reports from relevant people involved
- 3.4 contact and maintain effective communications with the relevant people
- 3.5 seek clarification of the situation where evidence is inconsistent
- 3.6 promptly take the appropriate action where an immediate risk has been identified
- 3.7 communicate clearly and effectively with the relevant people where a technical examination is required
- 3.8 present evidence clearly and accurately to the relevant people ensuring it is within timescales in line with organisational procedures

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### Learning outcome

The learner will:

4. Understand how to gather and present evidence of an accident or incident

### Assessment criteria

The learner can:

- 4.1 explain organisational procedures for accident and incident reporting
  - 4.2 explain organisational procedures for investigating accidents and incidents
  - 4.3 explain what resources are available to provide technical examinations
- 

### Learning outcome

The learner will:

5. Be able to establish the cause of out of course situations

### Assessment criteria

The learner can:

- 5.1 investigate and analyse all available evidence
  - 5.2 accurately record and progress the outcomes of the investigation in line with organisational procedures
  - 5.3 summarise the information collected from the investigation undertaken of the out of course situation and communicate the report to the relevant person
  - 5.4 accurately and clearly complete all the necessary documents in line with the organisation's procedures relating to the out of course situation
- 

### Learning outcome

The learner will:

6. Know how to establish the cause of out of course situations

### Assessment criteria

The learner can:

- 6.1 analyse the essential data and draw conclusions on the cause of the out of course situation

### Supporting information

#### Assessment guidance

When assessing this unit the following definitions should be used:

- Out of Course situations – Unusual/unplanned events involving hazards additional to the working environment. Also known as degraded or abnormal situations.
- Accident – An unplanned, uncontrolled event, which has led to injury to persons or damage to vehicles and equipment, or some other loss.
- Incident – An unplanned, uncontrolled event, which could have led to 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 affected by the hazard.
- Relevant people – For example: train operating staff, infrastructure controller staff and emergency service staff

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of the awarding organisation.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

<b>UAN:</b>	L/503/1254
<b>Level:</b>	4
<b>Credit value:</b>	9
<b>GLH:</b>	58
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standards Unit 21 – Respond to Incidents in the Rail Industry from the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to show occupational competency on responding to an incident in the Rail Industry. Learners must be able to make an initial assessment of the incident, gather and present evidence on the incident and find out how it was caused. In addition, they will know and understand their organisation's procedures on responding to incidents and the evidence that is required

### Learning outcome

The learner will:

1. Make an initial assessment following an incident

### Assessment criteria

The learner can:

- 1.1 implement the organisational procedure for investigating an incident
- 1.2 ask relevant questions of people on site at an incident
- 1.3 implement the appropriate controls for staff, property and other people on site
- 1.4 give clear and accurate information to the relevant people

- 1.5 gain medical help where necessary and ensure the wellbeing of people at the scene
  - 1.6 in line with organisational procedures collect perishable evidence that needs preserving
  - 1.7 implement the procedure for 'for cause' screening and accurately report back on this
  - 1.8 clearly and accurately record all answers and evidence
- 

### **Learning outcome**

The learner will:

2. Understand how to make an initial assessment following an incident

### **Assessment criteria**

The learner can:

- 2.1 explain organisational procedures for dealing with and investigating incidents
  - 2.2 explain what questions need to be asked when an incident has been reported in order to gain the necessary information to make an initial assessment
  - 2.3 explain what procedures need to be followed when going to a site that is not under the organisation's control
  - 2.4 explain organisational procedures for protecting the wellbeing of staff, passengers and other people following an incident
  - 2.5 explain who the appropriate key people are to be communicated with during and after an incident
  - 2.6 explain what perishable evidence is
- 

### **Learning outcome**

The learner will:

3. Be able to gather and present evidence

### **Assessment criteria**

The learner can:

- 3.1 interview appropriate people including witnesses
  - 3.2 accurately record and report back information concerning the incident
  - 3.3 preserve evidence in line with organisational procedures including evidence which is inconsistent
  - 3.4 present evidence gained clearly and accurately and within the agreed timescales
- 

### **Learning outcome**

The learner will:

4. Understand how to gather and present evidence

### **Assessment criteria**

The learner can:

- 4.1 critically compare the industry standard with the organisation's standard on the process of gathering and presenting evidence
  - 4.2 explain the responsibility of the organisation in gathering evidence
  - 4.3 clarify the roles and responsibilities of people who are gathering and presenting evidence
  - 4.4 identify the technical support that is available for gathering and presenting evidence
  - 4.5 explain the organisation policy on interviewing following an incident
- 

### **Learning outcome**

The learner will:

5. Be able to establish the cause of the incident

### **Assessment criteria**

The learner can:

- 5.1 gather evidence from various sources to enable an immediate root cause analysis to be carried out
  - 5.2 carry out a root cause analysis
  - 5.3 assess evidence gathered on the root cause analysis
  - 5.4 accurately record findings linking any cause identified with the evidence available
  - 5.5 clearly communicate any recommendations to the appropriate people
- 

### **Learning outcome**

The learner will:

6. Understand how to establish the cause of the incident

### **Assessment criteria**

The learner can:

- 6.1 explain how to carry out an immediate and root cause analysis
- 6.2 explain organisational procedures for investigating incidents
- 6.3 explain how to gather information from various sources
- 6.4 explain organisational conditions for recording the findings
- 6.5 explain organisational procedures for communicating findings

## Unit 320

## Respond to Incidents in the Rail Industry

### Supporting information

#### Assessment guidance

When assessing this unit the following definitions should be used:

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

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 321

## Carry out Investigative Interviews in the Rail Industry

<b>UAN:</b>	R/503/1255
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 22 – Carry out Investigative Interviews in the Rail Industry from the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to be able to show occupational competency to carry out interviews and to collect the information needed

### Learning outcome

The learner will:

1. Be able to carry out an investigatory interview with staff

### Assessment criteria

The learner can:

- 1.1 act on an instruction from a manager and find out why an interview is needed
- 1.2 in line with organisational procedures organise an interview
- 1.3 conduct the interview and extract the information required in a way that supports the person being interviewed
- 1.4 make a record of the interview in line with organisational procedures
- 1.5 store documents in line with organisational confidentiality procedures



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## Learning outcome

The learner will:

2. Understand how to carry out an investigatory interview with staff

## Assessment criteria

The learner can:

- 2.1 explain the basic techniques of interviewing
- 2.2 explain organisational procedures for arranging and carrying out interviews within the limits of own authority
- 2.3 explain organisational procedures on recording and storing reports on interviews
- 2.4 explain organisational procedures on confidentiality

## Unit 321

## Carry out Investigative Interviews in the Rail Industry

### Supporting information

#### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 322

# Manage Supplier and Contractor Obligations in Relation to Infrastructure Services in the Rail Industry

<b>UAN:</b>	Y/503/1256
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 23 – Manage Supplier and Contractor Obligations in Relation to Infrastructure Services in the Rail Industry from the Rail Operations supervisory suite.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to show occupational competency in managing the day-to-day contracts from receiving services from contractors and supplying services to customers and partners. Learning must understand the conditions of the contracts their organisation has with other organisations

### Learning outcome

The learner will:

1. Be able to manage supplier and contractor obligations in relation to infrastructure services in the rail industry

### Assessment criteria

The learner can:

- 1.1 monitor important service quality parameters on how well suppliers perform

- 1.2 accurately report on abnormal or degraded situations of supply
  - 1.3 take appropriate action to reduce the effect of abnormal or degraded supply to the organisation
  - 1.4 monitor and prioritise supply issues to customers and partners to reduce contractual implications to the organisation
  - 1.5 accurately maintain records and report to the appropriate part of the organisation
- 

### **Learning outcome**

The learner will:

2. Know how to manage supplier and contractor obligations in relation to infrastructure services in the rail industry

### **Assessment criteria**

The learner can:

- 2.1 explain organisational procedures relating to managing suppliers and contractors responsibilities to provide services
- 2.2 explain how organisational contracts with contractors can affect own job role
- 2.3 explain how organisational procedure for recording and reporting on work relates to contracts
- 2.4 within own limits of authority explain how to limit the effect of supply problems to customers and partners
- 2.5 identify those within the organisation that reports should be sent to

## Unit 322

# Manage Supplier and Contractor Obligations in Relation to Infrastructure Services in the Rail Industry

Supporting information

### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 323

## Manage Critical Information Systems in the Rail Industry

<b>UAN:</b>	D/503/1257
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 24 – Manage Critical Information Systems in the Rail Industry from the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to show occupational competency in managing computer generated information that is vital to the organisation. Learners will need to understand the information provided by the system and the action that is required when the systems fail

### Learning outcome

The learner will:

1. Be able to manage critical information systems in the rail industry

### Assessment criteria

The learner can:

- 1.1 run the critical systems for own area of responsibility in line with organisational procedures
- 1.2 make a diagnosis when the system is not performing correctly
- 1.3 take the appropriate action when the system is not performing in line with organisational procedures

- 1.4 monitor the system and bring the system back in to service to meet operational needs in line with organisational procedures
- 

### **Learning outcome**

The learner will:

2. Understand how to manage critical information systems in the rail industry

### **Assessment criteria**

The learner can:

- 2.1 explain specific operational systems procedures for managing critical information systems within own area of authority
- 2.2 explain the performance conditions of the system
- 2.3 explain organisational procedures for maintaining continuity of information when the system fails
- 2.4 explain organisational procedures for bringing the system back into service to maintain continuity

## Unit 323

## Manage Critical Information Systems in the Rail Industry

### Supporting information

#### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of the awarding organisation.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>



## Unit 324

## Control Routine Outages of Plant/Equipment in the Rail Industry

<b>UAN:</b>	H/503/1258
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 25 – Control Routine Outages of Plant/Equipment in the Rail Industry from the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to show occupational competency in being able to control the routine processes for taking equipment out of service and restoring it without affecting operations

### Learning outcome

The learner will:

1. Be able to control routine outages of plant/equipment

### Assessment criteria

The learner can:

- 1.1 plan the work required to take plant/equipment out of service
- 1.2 take action to adjust the work to meet operational needs
- 1.3 take action to remove equipment from service without affecting operations
- 1.4 arrange for the issue of the appropriate permits in line with organisational procedures
- 1.5 take appropriate action to ensure only authorised people access the equipment

- 1.6 in line with organisational procedures manage the hand back of the equipment
  - 1.7 take action to reinstate the equipment without affecting operations
  - 1.8 accurately complete and maintain the appropriate records in line with organisational procedures
- 

### **Learning outcome**

The learner will:

2. Know how to control routine outages of plant/equipment

### **Assessment criteria**

The learner can:

- 2.1 explain organisational procedures for taking plant/equipment out of service without affecting operations
- 2.2 explain organisational procedures for maintaining equipment
- 2.3 explain organisational procedures for setting up safe systems of work while taking equipment out of service and restoring it to service
- 2.4 explain organisational procedures for allowing only competent trained people to undertake work on equipment
- 2.5 interpret the organisational procedures to justify when the work must not be carried out due to the state of the equipment
- 2.6 explain organisational procedures for taking equipment out of service and restoring it to service
- 2.7 explain organisational procedures for keeping appropriate records on maintenance

## Unit 324

# Control Routine Outages of Plant/Equipment in the Rail Industry

## Supporting information

### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of the awarding organisation.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 325

## Close and Restore Rail Infrastructure for Operations

<b>UAN:</b>	K/503/1259
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	44
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 26 – Close and Restore Rail Infrastructure for Operations from the Rail Operations supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to show occupational competence in closing and restoring the rail network (or parts of it) in a controlled way

### Learning outcome

The learner will:

1. Be able to close and restore rail infrastructure for operations

### Assessment criteria

The learner can:

- 1.1 take action to control the shut-down of the infrastructure in line with organisational procedures
- 1.2 draw conclusions on the most appropriate way forward following organisational procedures when disagreement arises
- 1.3 arrange for the handover of the infrastructure to the appropriate person
- 1.4 maintain the non-operational infrastructure

- 1.5 assess and prioritise the re-opening of the infrastructure to meet organisational needs
  - 1.6 accurately record and maintain appropriate records on the closing and restoring of the rail infrastructure
- 

### **Learning outcome**

The learner will:

2. Know how to close and restore rail infrastructure for operations

### **Assessment criteria**

The learner can:

- 2.1 explain organisational procedures for closing and restoring rail infrastructure for operations
- 2.2 explain what contracts the organisation has to have with other organisations in order to close and restore rail infrastructure for operations
- 2.3 explain who the appropriate person is to receive the handover of the infrastructure
- 2.4 explain organisational procedures for keeping appropriate records on the closing and restoring of rail infrastructure

## Unit 325

## Close and Restore Rail Infrastructure for Operations

### Supporting information

#### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 326

## Supervise Fault Management in Rail Equipment and Systems

<b>UAN:</b>	J/503/1446
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 27 – Supervise Fault Management in Rail Equipment and Systems from the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to be able to show occupational competency to ensure equipment is continually available and the various systems that are required to maintain the rail operation remain stable.

### Learning outcome

The learner will:

1. Be able to identify and supervise the processes for managing faults in systems and equipment

### Assessment criteria

The learner can:

- 1.1 monitor the equipment and identify any changes
- 1.2 respond and take appropriate action to correct faults identified in the equipment
- 1.3 evaluate and monitor how equipment is returned to normal operation
- 1.4 accurately record faults in the systems and the action taken to rectify them

---

## Learning outcome

The learner will:

2. Know how to identify and supervise the processes for managing faults in systems and equipment

## Assessment criteria

The learner can:

- 2.1 describe the range and normal status of equipment and systems
- 2.2 explain why changes occur with equipment and systems and the procedures associated with each change
- 2.3 explain organisational procedures for taking action to correct faults



## Unit 326

# Supervise Fault Management in Rail Equipment and Systems

## Supporting information

### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of the awarding organisation.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

<b>UAN:</b>	L/503/1447
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 28 - Supervise Service Provision for Rail Operations from the Rail Operations Supervisory suite
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	The purpose of this unit is for learners to be able to show occupational competency in supervising the day to day service provided to meet company obligations and passenger needs

### Learning outcome

The learner will:

1. Be able to supervise the service offered to meet company obligations and passenger needs

### Assessment criteria

The learner can:

- 1.1 evaluate the service being provided against organisational service obligations
- 1.2 assess and respond to changes in the service provision and passenger demand
- 1.3 assess the resources available to maintain the service to meet company obligations and review as necessary
- 1.4 accurately record information about service performance detailing what action was taken and changes made

---

## Learning outcome

The learner will:

2. Know how to supervise the service offered to meet company obligations and passenger needs

## Assessment criteria

The learner can:

- 2.1 explain the level of service that the organisation is obliged to provide
- 2.2 explain organisational procedures to follow when service is disrupted
- 2.3 explain organisational procedures on manipulating signaling systems to manage the service
- 2.4 analyse passenger demand and what the policy is if there is a change in passenger demand
- 2.5 explain organisational procedures on reforming the service as a result of it being disrupted
- 2.6 describe what information is required about service provision and how it is recorded

## Unit 327

## Supervise Service Provision for Rail Operations

### Supporting information

#### Assessment guidance

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

If this unit is used in an NVQ qualification linked to GoSkills National Occupational Standards the overarching assessment strategy must be followed. This can be accessed via the GoSkills website at the link below:

<http://www.goskills.org>

## Unit 328

## Plan for Further Professional Development in the Rail Industry

<b>UAN:</b>	K/601/7825
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	4
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 6 – Plan for further professional development in the rail industry from the Rail Services suite.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	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 outcome

The learner will:

1. Be able to plan for further development

### Assessment criteria

The learner can:

- 1.1 agree a personal development plan, for developing knowledge, understanding and skills to meet personal objectives
- 1.2 set objectives for further development of knowledge, understanding and skills
- 1.3 demonstrate current awareness of industry issues

- 1.4 recognise how changes in the industry affect them and the changes that need to be made to carry out their role
  - 1.5 identify learning opportunities relevant to personal professional development
  - 1.6 establish a system for recording training and development activities and show how the impact of any training will be evaluated
  - 1.7 discuss and agree, where relevant, with the appropriate person(s) in the organisation how the development activities will be received and how to get feedback
- 

### **Learning outcome**

The learner will:

2. Know how to plan for further development

### **Assessment criteria**

The learner can:

- 2.1 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
- 2.2 describe how to set realistic objectives and priorities for the further development of knowledge, understanding and skills
- 2.3 list the relevant and current sources of information on the industry
- 2.4 describe the benefits of training and other forms of development and how to evaluate their impact
- 2.5 describe how to monitor progress against the development plan
- 2.6 outline organisational and legal requirements relevant to personal professional development

## Unit 328

## Plan for Further Professional Development in the Rail Industry

### Supporting information

#### Assessment guidance

This unit should be assessed predominantly in the workplace through sources of evidence including witness testimony, questioning, professional discussion, written and product evidence.

Simulation must not be used to assess this unit.

## Unit 329

## Plan Protection Requirements in the Rail Industry

<b>UAN:</b>	Y/601/7867
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 23 – Plan Protection Requirements in the Rail Industry from the Rail Services suite.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills
<b>Unit aim:</b>	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 outcome

The learner will:

1. Be able to plan protection requirements

### Assessment criteria

The learner can:

- 1.1 establish the need for protection accurately and promptly
- 1.2 establish accurately the location and extent of the area to be protected
- 1.3 establish accurately the nature and characteristics of the area to be protected
- 1.4 identify actual and potential hazards accurately



- 1.5 identify correctly relevant sources of information and access them promptly
  - 1.6 seek clarification promptly where a conflict of information is identified
  - 1.7 identify correctly alternative courses of protection and evaluate them for impact on safety and operations
  - 1.8 establish accurately resource requirements and their availability
  - 1.9 identify promptly protection arrangements
  - 1.10 check that protection arrangements make effective use of available resources according to organisational procedures
  - 1.11 establish and maintain effective communication with the relevant person(s)
  - 1.12 complete required documents accurately and process them correctly
- 

## Learning outcome

The learner will:

2. Know and understand how to plan protection requirements

## Assessment criteria

The learner can:

- 2.1 list the types of resources available for protection requirements
- 2.2 list the sources of information on protection requirements
- 2.3 describe organisational procedures which are relevant to the work role
- 2.4 outline the information on protection requirements needed to be communicated and the appropriate methods of communication
- 2.5 describe the location, nature, extent and characteristics of the area to be protected
- 2.6 describe how to identify protection arrangements
- 2.7 list the types of hazards that could arise and describe how to identify them and their implications
- 2.8 describe how to interpret and evaluate information on protection arrangements
- 2.9 list the means of protection available
- 2.10 describe the potential impact of protection on safety and operations
- 2.11 describe the characteristics and limitations of equipment and systems
- 2.12 describe the relevant documentation completion requirements within the organisation
- 2.13 list the relevant persons within the organisation related to planning protection requirements

## Unit 329

# Plan Protection Requirements in the Rail Industry

## Supporting information

### Assessment guidance

When assessing this unit the following definition should be used:

- 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)

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning, professional discussion, written and product evidence.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of the Awarding Organisation. All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use.

The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

## Unit 330

## Implement Protection Arrangements in the Rail Industry

<b>UAN:</b>	D/601/7868
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	32
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 24 – Implement Protection Arrangements in the Rail Industry from the Rail Services suite.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills
<b>Unit aim:</b>	The purpose of this unit is for learners to demonstrate occupational competence in implementing protection arrangements in the rail industry.

### Learning outcome

The learner will:

1. Be able to implement protection arrangements

### Assessment criteria

The learner can:

- 1.1 check that implementation is based upon current, accurate and sufficient information about protection requirements
- 1.2 establish and maintain effective communication with the relevant person(s) prior to, during, and on completion of protection
- 1.3 access resources, verify them for sufficiency and accuracy and deploy them effectively

- 1.4 seek alternative methods of protection, where necessary, evaluate them for their impact on safety and operations and utilise them effectively
  - 1.5 implement protection according to relevant rules, regulations, instructions and procedures
  - 1.6 review protection arrangements to meet any changed circumstances
  - 1.7 relinquish protection on completion of activities according to organisational procedures
  - 1.8 complete required documents accurately and process them correctly
- 

## Learning outcome

The learner will:

2. Know how to implement protection arrangements

## Assessment criteria

The learner can:

- 2.1 describe organisational procedures which apply to the work role
- 2.2 describe the type of information needed to be communicated and the appropriate methods of communication
- 2.3 list the relevant people with whom communication must be established and maintained
- 2.4 list the sources of information on protection arrangements and describe how to access them
- 2.5 describe how to interpret and evaluate information on protection
- 2.6 describe the local procedures for implementing and relinquishing protection arrangements
- 2.7 describe how to identify the need for, and the availability of, alternative protection arrangements
- 2.8 describe how to access resources for protection and verify them for sufficiency and suitability
- 2.9 list the means of available protection and describe their potential impact on safety and operations
- 2.10 describe the limitations of protection equipment and systems
- 2.11 describe the relevant documentation completion requirements within the organisation

## Unit 330

# Implement Protection Arrangements in the Rail Industry

## Supporting information

### Assessment guidance

The following definition should be used when assessing this unit:

- 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)

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning, professional discussion and written evidence.

Simulation must not be used to assess this unit.

<b>UAN:</b>	H/601/7872
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	44
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 27 – Provide Customer Service in the Rail Industry from the Rail Services suite.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills.
<b>Unit aim:</b>	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 outcome

The learner will:

1. Be able to promote and maintain customer service

### Assessment criteria

The learner can:

- 1.1 treat all customers in a polite and helpful manner at all times in line with organisational guidelines
- 1.2 promptly communicate relevant information to customers which is up to date and accurate
- 1.3 communicate information in an appropriate manner which meets the individual needs of the customer
- 1.4 meet organisational standards for appearance and behaviour
- 1.5 actively seek to improve positive relationships with customers

- 1.6 explain reasons for failures in service to customers promptly, clearly and accurately
- 

### Learning outcome

The learner will:

2. Know how to promote and maintain customer service

### Assessment criteria

The learner can:

- 2.1 describe the organisation's rail network structure
  - 2.2 explain the current train running information
  - 2.3 explain how to read and interpret timetables
  - 2.4 describe the type of service and product information available
  - 2.5 outline organisational requirements relating to:
    - a appearance
    - b behaviour
    - c corporate image
  - 2.6 describe how to use interpersonal skills effectively when promoting and maintaining customer service
  - 2.7 describe how to provide information in a reactive and proactive manner
  - 2.8 describe how to deal with anti-social and disruptive individuals and groups
  - 2.9 describe how to deal with different types of customers
  - 2.10 outline alternative travel options on offer in the event of service disruption
- 

### Learning outcome

The learner will:

3. Be able to deal with customer complaints and enquiries

### Assessment criteria

The learner can:

- 3.1 treat all customers in a polite and helpful manner at all times in line with organisational guidelines when dealing with complaints and enquiries
- 3.2 identify accurately the nature of the complaint and/or enquiry and deal with it in a positive manner
- 3.3 resolve concerns and enquiries promptly within limits of own personal authority
- 3.4 assure the customer that, where a complaint or enquiry cannot be resolved, it will be dealt with by the relevant person(s) at the earliest opportunity
- 3.5 record and report customer enquiries and complaints according to organisational procedures

---

## Learning outcome

The learner will:

4. Know how to deal with customer complaints and enquiries

## Assessment criteria

The learner can:

- 4.1 describe the organisational complaints procedures
  - 4.2 describe organisational procedures for dealing with enquires
  - 4.3 describe the organisational reporting procedures for complaints and enquiries
  - 4.4 describe the limits of own personal authority when dealing with customer complaints
  - 4.5 list the types and causes of customer complaints
  - 4.6 describe who the relevant person(s) are within the organisation related to dealing with customer complaints
  - 4.7 describe how to use interpersonal skills effectively when dealing with customer complaints and enquiries
  - 4.8 describe organisational procedures to record customer enquiries and complaints
- 

## Learning outcome

The learner will:

5. Be able to provide assistance to customers

## Assessment criteria

The learner can:

- 5.1 actively seek opportunities to provide assistance to customers
- 5.2 establish the type of assistance required
- 5.3 provide assistance promptly and efficiently which is suited to the needs of the customer
- 5.4 arrange ongoing assistance within limits of own personal authority according to organisational guidelines
- 5.5 treat customers with special requirements in an appropriate manner in line with organisational guidelines
- 5.6 ensure the safety, welfare and subsequent handover of unattended minors to the relevant person(s)
- 5.7 ensure the safety and welfare of vulnerable persons
- 5.8 promptly refer requests for assistance which are outside the limits of personal authority to the relevant person(s)



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## Learning outcome

The learner will:

6. Know how to provide assistance to customers

## Assessment criteria

The learner can:

- 6.1 describe how to use interpersonal skills effectively when providing assistance to customers
- 6.2 describe organisational procedures for dealing with accompanied animals and articles, including:
  - a ☒customer luggage
  - b ☒bicycles
- 6.3 describe organisational procedures for dealing with the following:
  - a ☒unattended minors
  - b ☒lost children
  - c ☒other vulnerable persons
- 6.4 describe the terminal/station layout
- 6.5 describe the lines and methods of effective communication within the organisation
- 6.6 describe the options which are available for providing assistance to customers with special requirements
- 6.7 describe how to identify vulnerable customers and those with special requirements
- 6.8 list who the relevant person(s) are within the organisation related to providing assistance to customers
- 6.9 describe the limits of own personal authority when providing assistance to customers
- 6.10 describe how to use specialist equipment

## Unit 331

## Provide Customer Service in the Rail Industry

### Supporting information

#### Assessment guidance

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning, professional discussion and written evidence.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of the Awarding Organisation. All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use.

The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

<b>UAN:</b>	F/601/7894
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is directly related to GoSkills National Occupational Standard Unit 45 – Manage Conflict in the Rail Industry from the Rail Services suite.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills approved as a shared unit
<b>Unit aim:</b>	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 outcome

The learner will:

1. Be able to assess situations and decide on action needed

### Assessment criteria

The learner can:

- 1.1 recognise situations promptly that involve inappropriate behaviour by people
- 1.2 assess the personal risks and risks to others in the situation
- 1.3 assess the seriousness of the situation and the behaviour of the people involved
- 1.4 prioritise the action to be taken, in line with approved organisational guidelines
- 1.5 make sure the action planned meets organisational approved guidelines or procedures
- 1.6 consider the needs of others when dealing with the situation as far as possible and in line with organisational approved guidelines or procedures

- 1.7 get help from the appropriate sources in situations outside own personal authority or ability to deal with
  - 1.8 collect and report necessary information about the people involved and the situation
  - 1.9 assist other staff as appropriate to deal with conflict situations
- 

### **Learning outcome**

The learner will:

2. Know how to assess situations and decide on action needed

### **Assessment criteria**

The learner can:

- 2.1 describe the types of conflict situations that are likely to arise when working in the rail industry
  - 2.2 describe how to carry out risk assessments in conflict situations and the factors that should be kept in mind
  - 2.3 describe the actions that can be taken and are within own personal authorisation
  - 2.4 describe when and how to get help when situations are outside own personal authority or ability to deal with
  - 2.5 explain why information about the people involved and the situation should be collected and reported and the organisational procedures regarding this
  - 2.6 describe how to maintain goodwill in conflict situations in line with organisational guidelines
- 

### **Learning outcome**

The learner will:

3. Be able to take action to deal with conflict

### **Assessment criteria**

The learner can:

- 3.1 take action effectively to deal with conflict situations in line with organisational procedures and guidelines
- 3.2 take control of the situation in a way that reduces any potential conflict
- 3.3 get help from the appropriate sources in situations that are outside own personal authority or ability
- 3.4 consider the needs of others when taking action
- 3.5 maintain personal safety and security, and that of others in the workplace, while taking action
- 3.6 report the details of any conflict situation in line with organisational procedures

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## Learning outcome

The learner will:

4. Know how to take action to deal with conflict

## Assessment criteria

The learner can:

- 4.1 describe the action that can be taken - and which is within personal authorisation to take - with regard to resolving conflict between people
- 4.2 describe the organisational and relevant legal responsibilities when sorting out conflict situations
- 4.3 describe how to carry out positive responsive action to deal with conflict situations
- 4.4 describe how and at what point help should be sought
- 4.5 describe how to maintain own personal safety and security, and that of others and organisational property
- 4.6 describe organisational procedures and guidelines for dealing with and reporting conflict situations

#### Assessment guidance

When assessing this unit the following definitions should be used:

- ☒ People – colleagues, passengers and members of the general public
- ☒ Inappropriate behaviour could include:
  - 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

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning, professional discussion and written evidence.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of the Awarding Organisation. All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use.

The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

## Unit 333

## Assess Occupational Competence in the Work Environment

<b>UAN:</b>	H/601/5314
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Learning and Development NOS Standard 9: Assess learner achievement
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills.
<b>Unit aim:</b>	The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment.

### Learning outcome

The learner will:

1. Be able to plan the assessment of occupational competence

### Assessment criteria

The learner can:

- 1.1 plan assessment of occupational competence based on the following methods:
  - a ☑ observation of performance in the work environment
  - b ☑ examining products of work
  - c ☑ questioning the learner

- d ☒discussing with the learner
  - e ☒use of others (witness testimony)
  - f ☒looking at learner statements
  - g ☒recognising prior learning
- 1.2 communicate the purpose, requirements and processes of assessing occupational competence to the learner
  - 1.3 plan the assessment of occupational competence to address learner needs and current achievements
  - 1.4 identify opportunities for holistic assessment
- 

### Learning outcome

The learner will:

2. Be able to make assessment decisions about occupational competence

### Assessment criteria

The learner can:

- 2.1 use valid, fair and reliable assessment methods including:
    - a ☒observation of performance
    - b ☒examining products of work
    - c ☒questioning the learner
    - d ☒discussing with the learner
    - e ☒use of others (witness testimony)
    - f ☒looking at learner statements
    - g ☒recognising prior learning
  - 2.2 make assessment decisions of occupational competence against specified criteria
  - 2.3 follow standardisation procedures
  - 2.4 provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
- 

### Learning outcome

The learner will:

3. Be able to provide required information following the assessment of occupational competence

### Assessment criteria

The learner can:

- 3.1 maintain records of the assessment of occupational competence, its outcomes and learner progress
- 3.2 make assessment information available to authorised colleagues
- 3.3 follow procedures to maintain the confidentiality of assessment information



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## Learning outcome

The learner will:

4. Be able to maintain legal and good practice requirements when assessing occupational competence

## Assessment criteria

The learner can:

- 4.1 follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
- 4.2 apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
- 4.3 evaluate own work in carrying out assessments of occupational competence
- 4.4 maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

## Unit 333

## Assess Occupational Competence in the Work Environment

### Supporting information

#### Assessment guidance

This unit requires evidence of using the following assessment methods:

- ☒ observation of performance in the work environment
- ☒ examining products of work
- ☒ questioning the learner
- ☒ discussing with the learner
- ☒ use of others (witness testimony)
- ☒ looking at learner statements
- ☒ recognising prior learning

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

<b>UAN:</b>	D/601/5313
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to the Learning and Development NOS Standard 9: Assess learner achievement.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills.
<b>Unit aim:</b>	The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment. 'Practitioner' means anyone with a learning and development responsibility as a whole or a part of their role.

### Learning outcome

The learner will:

1. Understand the principles and requirements of assessment

### Assessment criteria

The learner can:

- 1.1 explain the function of assessment in learning and development
- 1.2 define the key concepts and principles of assessment
- 1.3 explain the responsibilities of the assessor
- 1.4 identify the regulations and requirements relevant to the assessment in own area of practice

---

## Learning outcome

The learner will:

2. Understand different types of assessment method

## Assessment criteria

The learner can:

- 2.1 compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners

---

## Learning outcome

The learner will:

3. Understand how to plan assessment

## Assessment criteria

The learner can:

- 3.1 summarise key factors to consider when planning assessment
- 3.2 evaluate the benefits of using a holistic approach to assessment
- 3.3 explain how to plan a holistic approach to assessment
- 3.4 summarise the types of risks that may be involved in assessment in own area of responsibility
- 3.5 explain how to minimise risks through the planning process

---

## Learning outcome

The learner will:

4. Understand how to involve learners and others in assessment

## Assessment criteria

The learner can:

- 4.1 explain the importance of involving the learner and others in the assessment process
- 4.2 summarise types of information that should be made available to learners and others involved in the assessment process
- 4.3 explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
- 4.4 explain how assessment arrangements can be adapted to meet the needs of individual learners

---

## Learning outcome

The learner will:

5. Understand how to make assessment decisions

## Assessment criteria

The learner can:

- 5.1 explain how to judge whether evidence is:
    - a ☐sufficient
    - b ☐authentic
    - c ☐current
  - 5.2 explain how to ensure that assessment decisions are:
    - a ☐made against specified criteria
    - b ☐valid
    - c ☐reliable
    - d ☐fair
- 

## Learning outcome

The learner will:

6. Understand quality assurance of the assessment process

## Assessment criteria

The learner can:

- 6.1 evaluate the importance of quality assurance in the assessment process
  - 6.2 summarise quality assurance and standardisation procedures in own area of practice
  - 6.3 summarise the procedures to follow when there are disputes concerning assessment in own area of practice
- 

## Learning outcome

The learner will:

7. Understand how to manage information relating to assessment

## Assessment criteria

The learner can:

- 7.1 explain the importance of following procedures for the management of information relating to assessment
- 7.2 explain how feedback and questioning contribute to the assessment process

---

## Learning outcome

The learner will:

8. Understand the legal and good practice requirements in relation to assessment

## Assessment criteria

The learner can:

- 8.1 explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
- 8.2 explain the contribution that technology can make to the assessment process
- 8.3 evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
- 8.4 explain the value of reflective practice and continuing professional development in the assessment process

<b>UAN:</b>	H/601/1568
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	47
<b>Relationship to NOS:</b>	This unit is linked to Relationship to NOS: ICS D11
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by GoSkills.
<b>Unit aim:</b>	This unit is about looking at both the learner's organisation and their staffing resources and bringing these together in a constructive way to improve overall customer service. The learner will need to give support and guidance to their team to encourage them to improve their customer service delivery. It is about having a passion for customer service and sharing this enthusiasm with their colleagues and staff team. It is about leading by example.

### Learning outcome

The learner will:

1. Plan and organise the work of a team

### Assessment criteria

The learner can:

- 1.1 treat team members with respect at all times
- 1.2 agree with team members their role in delivering effective customer service
- 1.3 involve team members in planning and organising their customer service work
- 1.4 allocate work which takes full account of team members' customer service skills and the objectives of the organisation
- 1.5 motivate team members to work together to raise their customer service performance

---

## Learning outcome

The learner will:

2. Provide support for team members

## Assessment criteria

The learner can:

- 2.1 check that team members understand what they have to do to improve their work with customers and why that is important
  - 2.2 check with team members what support they feel they may need throughout this process
  - 2.3 provide team members with support and direction when they need help
  - 2.4 encourage team members to work together to improve customer service
- 

## Learning outcome

The learner will:

3. Review performance of team members

## Assessment criteria

The learner can:

- 3.1 provide sensitive feedback to team members about their customer service performance
  - 3.2 encourage team members to discuss their customer service performance
  - 3.3 discuss sensitively with team members action they need to take to continue to improve their customer service performance
- 

## Learning outcome

The learner will:

4. Understand how to lead a team to improve customer service

## Assessment criteria

The learner can:

- 4.1 describe the roles and responsibilities of their team members and where the team members fit in the overall structure of the organisation
- 4.2 explain how team and individual performance can affect the achievement of organisational objectives
- 4.3 explain the implications of failure to improve customer service for their team members and their organisation
- 4.4 describe how to plan work activities
- 4.5 explain how to present plans to others to gain understanding and commitment
- 4.6 explain how to facilitate meetings to encourage frank and open discussion
- 4.7 explain how to involve and motivate staff to encourage teamwork



4.8 describe how to recognise and deal sensitively with issues of underperformance

## Unit 504

## Develop working relationships with colleagues

<b>UAN:</b>	M/616/1814
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to unit D1 from the National Occupational Standards for Management and Leadership
<b>Endorsement by a sector or regulatory body:</b>	N/A
<b>Unit aim:</b>	To develop working relationships with both internal and external colleagues that are productive in terms of helping to support you in delivering your work and that of the overall organisation. 'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions.

### Learning outcome

The learner will:

1. Understand the benefits of working with colleagues

### Assessment criteria

The learner can:

- 1.1 explain the benefits of productive working relationships

---

### Learning outcome

The learner will:

2. Be able to establish working relationships with colleagues

### Assessment criteria

The learner can:

- 2.1 identify colleagues within own and other organisations
  - 2.2 know the roles and responsibilities for colleagues
- 

### Learning outcome

The learner will:

3. Be able to act in a professional and respectful manner when working with colleagues

### Assessment criteria

The learner can:

- 3.1 display professional behaviour in the workplace
- 

### Learning outcome

The learner will:

4. Be able to communicate with colleagues

### Assessment criteria

The learner can:

- 4.1 relay information to others clearly and concisely
  - 4.2 receive and, where necessary, clarify own understanding of information
- 

### Learning outcome

The learner will:

5. Be able to identify potential work-related difficulties and explore solutions

### Assessment criteria

The learner can:

- 5.1 identify potential work-related difficulties and conflicts of interest
- 5.2 explore solutions to resolve identified potential difficulties

## Evidence Requirements

Unit Name	Unit Number	Simulation allowed
Plan for Duty and Manage Own Performance in the Rail Industry	301	N
Communicate and Manage Information in the Rail Industry	302	N
Maintain a Healthy and Safe Environment in the Rail Industry	303	N
Develop Working Relationships With Colleagues	504	N
Set Objectives and Provide Support for Team Members	308	N
Manage Health and Safety in Own Area of Responsibility	309	N
Conduct and Assessment of Risks in the Workplace	310	N
Ensure Responsibility for Actions to Reduce Risks to Health and Safety	311	N
Manage Difficult Situations in the Rail Industry	312	Y
Maintain and Suitable Customer Environment in the Rail Industry	313	N
Provide Impartial Product and Service Selling in the Rail Industry	314	N
Identify and Manage Income in the Rail Industry	315	N
Implement Revenue Protection in the Rail Industry	316	N
Maintain Crowd Control and Security in and Railway Station	317	N




Unit Name	Unit Number	Simulation allowed
Interpret Legal and Organisational Standards to Ensure Safe Practices in the Rail Industry	318	N
Liaise and Communicate to Resolve Out of Course Situations in the Rail Industry	319	Y
Respond to Incidents in the Rail Industry	320	N
Carry Out Investigations in the Rail Industry	321	N
Manage Supplier and Contractor Obligations in Relation to Infrastructure Services in the Rail Industry	322	N
Manage Critical Information Systems in the Rail Industry	323	Y
Control Routine Outages of Plant Equipment in the Rail Industry	324	N
Close and Restore Rail Infrastructure for Operations	325	N
Supervise Fault Management in Rail Equipment and Systems	326	N
Supervise Service Provision for Rail Operations	327	N
Plan for Further Professional Development in the Rail Industry	328	N
Plan Protection Requirements in the Rail Industry	329	Y
Implement Protection Arrangements in the Rail Industry	330	N
Provide Customer Service in the Rail Industry	331	Y
Manage Conflict in the Rail Industry	332	Y
Assess Occupational Competence in the Work Environment	333	N

Unit Name	Unit Number	Simulation allowed
Understanding the Principles and Practices of Assessment	334	N
Lead and Team to Improve Customer Service	335	N

## Appendix 1 Relationships to other qualifications

### *Literacy, language, numeracy and ICT skills development*

This qualification can develop skills that can be used in the following qualifications:

-  Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
-  Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
-  Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)

## Appendix 2 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 candidates
- 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:

- 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 candidates 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 candidates online
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

*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.

## Appendix 3 Useful contacts

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

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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### City & Guilds

**1 Giltspur Street**

**London EC1A 9DD**

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**T +44 (0)844 543 0000**

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**F +44 (0)20 7294 2413**

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**[www.cityandguilds.com](http://www.cityandguilds.com)**

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