



Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD

RAILWAY PASSENGER SERVICE (COACHING)

NTQF Level II and III



*Ministry of Education
March 2013*

Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopian Occupational Standards (EOS) are - a core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopia standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopian Occupational Standard comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Reference to Industry Sector, Occupational title, NTQF level
- Unit code
- Unit title
- Unit descriptor
- Unit of Competence
- Elements and performance criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the respective occupation with all the key components of a Unit of Competence:

- chart with an overview of all Units of Competence for the respective level including the Unit Codes and Unit of Titles
- contents of each Unit of Competence (competence standard)
- occupational map providing the Technical and Vocational Education and Training (TVET) providers with information and important requirements to consider when designing training programs for this standards, and for the individual, a career path

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UNIT OF COMPETENCE CHART

Occupational Standard: Rail way Passenger Service (Coach)			
Occupational Code: EIS RSC			
NTQF Level II			
EIS RSC2 01 O213 Operate on-train Buffet Car	EIS RSC2 02 O213 Use Info Technology Devices in the Workplace	EIS RSC2 03 O213 Apply Accident-Emergency Procedures	
EIS RSC2 04 O213 Comply with Safety and Security Procedures	EIS RSC2 05 O213 Use Communication Systems	EIS RSC2 06 O213 Work in a Socially Diverse Environment	
EIS RSC2 07 O213 Provide Basic Emergency Life Support	EIS RSC2 08 O213 Operate Fire Fighting Equipments	EIS RSC2 09 O213 Conduct in Train Retailing	
EIS RSC2 10 O213 Carry out Beverage Service on Coach	EIS RSC2 11 O213 Manage and Carry out Pre- and Post-run Coach Checks	EIS RSC2 12 O213 Provide Advice on a Cuisine on Coach	
EIS RSC2 13 O213 Deliver a Service to Customers	EIS RSC2 14 O213 Apply First Aid	EIS RSC2 15 O213 Manage Human Factors in Coach	
EIS RSC2 16 O213 Advise on Major Service Attractions at Train Destinations	EIS RSC2 17 O213 Provide Transport Services to Passenger with Special Needs	EIS RSC2 18 O213 Provide Assistance to Transit and Arriving Passengers	
EIS RSC2 19 O213 Capture Records into a Records Keeping System	EIS RSC2 20 O213 Maintain Control of Records	EIS RSC2 21 O213 Participate in Workplace Communication	
EIS RSC2 22 O213 Work in Team Environment	EIS RSC2 23 O213 Develop Business Practice	EIS RSC2 24 O213 Standardize and Sustain 3S	
NTQF level III			
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EIS RSC3 01 O213 Use Electronic Communication Systems	EIS RSC3 02 O213 Provide Assistance to Customers with and without Special Needs	EIS RSC3 03 O213 Provide Travel Information to Customers
EIS RSC3 04 O213 Deliver and Monitor a Service to Customers	EIS RSC3 05 O213 Process Customer Complaints	EIS RSC3 06 O213 Undertake Emergency Response Action to a Security Threat
EIS RSC3 07 O213 Manage Disruptive and/ or Unlawful Behavior	EIS RSC3 08 O213 Administer the Implementation of Fatigue Management Strategies	EIS RSC3 09 O213 Complete Workplace Documents
EIS RSC3 10 O213 Conduct Induction Process	EIS RSC3 11 O213 Identify and Classify Records to Be Captured	EIS RSC3 12 O213 Organize Personal Work Priorities and Development
EIS RSC3 13 O213 Maintain the Safety of People in a train	EIS RSC3 14 O213 Respond to Abnormal & Emergency Situations within the Train	EIS RSC3 15 O213 Supervise Coach Safety and Security
EIS RSC3 16 O213 Supervise Coach Operations	EIS RSC3 17 O213 Implement Regulations and Policies during coach Safety and Service Operations	EIS RSC3 18 O213 Carry out Food Preparation & Service on Coach
EIS RSC3 19 O213 Monitor Implementation of Work Plan/Activities	EIS RSC3 20 O213 Apply Quality Control	EIS RSC3 21 O213 Lead Workplace Communication
EIS RSC3 22 O213 Lead Small Teams	EIS RSC3 23 O213 Improve Business Practice	EIS RSC3 24 O213 Prevent and Eliminate MUDA

NTQF Level II

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Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Operate on-train Buffet Car
Unit Code	EIS RSC2 01 0213
Unit Descriptor	This unit involves the skills and knowledge required to operate the on-train buffet car in accordance with regulatory and workplace requirements including preparing and providing take-away food and beverages; maintaining and controlling stock; serving customers; and carrying out required financial control procedures.

Elements	Performance Criteria
1 Prepare and provide take-away food and beverages	<p>1.1 Food and beverage items are prepared and presented to passengers in a form consistent with work place procedures and equipment manufacturers instructions</p> <p>1.2 Stock is checked for spoilage and expiry dates on a regular basis following workplace procedures</p> <p>1.3 Out-of-date stock is disposed of in accordance with workplace procedures</p>
2 Maintain and control stock	<p>2.1 All stock is stored in accordance with workplace procedures and relevant health regulations</p> <p>2.2 Stock is rotated on a regular basis in line with workplace procedures and food regulations and guidelines</p> <p>2.3 Food which does not meet health requirements is disposed of workplace procedures and regulatory requirements</p>
3 Serve customers	<p>3.1 Customer requirements are ascertained using appropriate inquiries or communications in a courteous manner</p> <p>3.2 Correct product and pricing information is clearly displayed</p> <p>3.3 Specials are promoted and sales opportunities are identified and optimized</p>
4 Carry out financial control procedures	<p>4.1 Financial transactions are accurately carried out in accordance with regulatory requirements and workplace procedures</p> <p>4.2 Financial reconciliation is carried out as required</p> <p>4.3 Cash is securely handled and stored in accordance with workplace procedures</p>

Variable	Range
Food	may include: <ul style="list-style-type: none"> • sandwiches • pies • sausage rolls • snack food • soft drinks • confectionery
Work	may involve: <ul style="list-style-type: none"> • exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles
Equipment	may include: <ul style="list-style-type: none"> • cash register • refrigeration equipment • cooking equipment • microwave • kitchen utensils • bain-marie • coffee machines
Workplace procedures	may include: <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures
Communication	may include: <ul style="list-style-type: none"> • phone • fax • email/internet • electronic data interchange (EDI) • radio • oral, aural or signed communications
Information	may include: <ul style="list-style-type: none"> • applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines • work instructions, job description and induction materials • manufacturers specifications for equipment • relevant OHS and environmental protection requirements and policies • relevant codes of practice and regulations including health and hygiene requirements • stock control and audit requirements

	<ul style="list-style-type: none"> • award, enterprise bargaining agreement and other industrial arrangements • customer service and quality assurance procedures • emergency procedures
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Evidence Guide	
Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • Communicate and negotiate effectively with others when operating an on-train buffet car • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Serve customers • Select and use relevant equipment and food stock when operating an on-train buffet car • Operate and adapt to differences in equipment in accordance with standard operating procedures • Monitor performance of buffet equipment and take appropriate action if required
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> • Applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for operating an on-train buffet car • Workplace knowledge requirements relevant to operating an on-train buffet car, including: relevant product knowledge, pricing structures, consumer laws and trade practice requirements, and health and hygiene regulations • Equipment, and materials used when operating an on-train buffet car, and precautions and procedures that should be followed in their use • Problems that may occur when operating an on-train buffet car and appropriate action that can be taken to resolve the problems • Documentation and record requirements • Communication and negotiation requirements when operating an on-train buffet car

Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate and negotiate effectively with others when operating an on-train buffet car • Read and interpret instructions, procedures, information and labels relevant to the operation of an on-train buffet car • Interpret and follow operational instructions and prioritise work • Complete documentation related to the operation of an on-train buffet car • Operate electronic communication equipment to required protocol • Carry out relevant calculations and cash transactions • Work collaboratively with others when operating an on-train buffet car • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when operating an on-train buffet car in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unanticipated situations when operating an on-train buffet car • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the operation of an on-train buffet car • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Serve customers • Select and use relevant equipment and food stock when operating an on-train buffet car • Operate and adapt to differences in equipment in accordance with standard operating procedures • Monitor performance of buffet equipment and take appropriate action if required • Maintain and control stock • Select and use required personal protective equipment conforming to industry and OHS standards
Resources Implication	<p>Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.</p>

Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Use info Technology Devices in the Workplace
Unit Code	EIS RSC2 02 0213
Unit Descriptor	This unit involves the skills and knowledge required to use info technology devices in the workplace including identifying info technology equipment and systems; setting up and shutting down equipment for use; and inputting, retrieving and presenting files/data in accordance with work requirements.

Elements	Performance Criteria
1 Identify info technology systems	<p>1.1 Types of info technology equipment used in the work area are identified</p> <p>1.2 Functions of equipment, component parts and accessories are identified</p> <p>1.3 Applications for workplace activities of the different info technology equipment and systems are interpreted</p> <p>1.4 Routine faults in operating systems, software computer applications and operator errors are identified</p> <p>1.5 Sources of information or communication on rectifying/reporting faults with operating equipment, systems and application are identified</p>
2 Access and operate computer-based equipment and systems	<p>2.1 Work environments and equipment are adjusted to meet ergonomic requirements and workplace policy and procedures</p> <p>2.2 Systems are accessed and checked where required for viruses</p> <p>2.3 Equipment is set up for work requirements in accordance with workplace procedures and manufacturers guidelines</p> <p>2.4 Operation manuals and/or help screens for info technology equipment and software are used to inform work practices</p> <p>2.5 Software packages and accessories for required computer application are selected and accessed</p> <p>2.6 Required file and/or data to be accessed is identified</p> <p>2.7 Files/data are filed according to workplace</p>

	2.8	Shut-down procedures for files, applications and equipment are followed
3	Input, store and present files/data	<p>3.1 Data is entered using appropriate equipment, keyboard/mouse, bar code reader, touch screen or other system</p> <p>3.2 Accurate input is confirmed</p> <p>3.3 Files are accessed in accordance with workplace procedures</p> <p>3.4 Data is manipulated to suit work requirements and checked for accuracy</p> <p>3.5 Saved files are accessed through relevant directories</p> <p>3.6 Information and disk(s) are stored where appropriate</p> <p>3.7 Information is presented using computerized projection facilities to relevant Personnel where required</p>
4	Implement workplace procedures for management and security of data	<p>4.1 Security procedures are followed in accordance with workplace procedures , regulations and legislation</p> <p>4.2 Precautions against the loss or corruption of data are followed in accordance with workplace procedures ,regulations and legislation</p>

Variable	Range
Info technology equipment	<p>may include:</p> <ul style="list-style-type: none"> • keyboards • monitors • bar code readers • printers • central processors • CD-ROM drives • floppy disk drives • zip drives • USB drives • touch screens • Personal Digital Assistant (PDA) • visual display units • desktop computers • laptop computers • radio frequency devices • computer driven projectors

Work	<p>may be conducted:</p> <ul style="list-style-type: none"> • in a range of work contexts
Workplace	<p>may comprise:</p> <ul style="list-style-type: none"> • large, medium or small worksites
Computer applications	<p>may include:</p> <ul style="list-style-type: none"> • word processing software • inventory control and stock management systems • electronic data interchange (EDI) systems • information databases and storage systems • invoicing and payment systems • manifests control systems • work organization systems • networks including intranet/internet browsers • computerized presentation software • computerized control/monitoring systems
Communication	<p>may include:</p> <ul style="list-style-type: none"> • phone/mobile phones • electronic data interchange (EDI) • fax • email • internet • radio • oral, aural or signed communications
Operating	<p>may be conducted:</p> <ul style="list-style-type: none"> • in a range of work environments • by day or night • in a range of typical weather conditions
Information	<p>may include:</p> <ul style="list-style-type: none"> • goods identification numbers and codes • manifests, bar codes, goods and container identification/serial number • manufacturer's instructions concerning the use computing equipment • workplace procedures and policies for the use of computer equipment • supplier and/or client instructions • material safety data sheets • relevant codes of practice • safe working or other notices • relevant legislation, regulations and related documentation • award, enterprise bargaining agreement, other industrial arrangements

	<ul style="list-style-type: none"> standards and certification requirements quality assurance procedures emergency procedures
Personnel	<p>may include:</p> <ul style="list-style-type: none"> workplace personnel site visitors contractors official representatives
Workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> company procedures enterprise procedures organizational procedures established procedures
Regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> relevant state/territory OHS legislation relevant state/territory environmental protection legislation workplace relations regulations workers compensation regulations Dangerous Goods Code and regulations

Evidence Guide	
Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement Assessment must include exercises which demonstrate competent performance of the following in a range of situations: <ul style="list-style-type: none"> correctly operating all info technology devices used within the workplace in accordance with operational requirements correctly identifying fault finding procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Relevant OHS procedures and guidelines concerning the use of computer equipment in the workplace OHS risks and hazards when using computer equipment for work tasks, and ways of controlling the risks/hazards Workplace procedures for the use of computer equipment and application software appropriate for work role Typical problems that can occur when using info technology devices, and computer applications in the workplace and related appropriate action that can be taken to prevent or

	<p>solve them</p> <ul style="list-style-type: none"> • Housekeeping standards and procedures required in the workplace • Workplace or site layout
Underpinning Skills	<p>Demonstrate Skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when using info technology devices in the workplace • Read and interpret instructions, procedures, information and manuals relevant to the use of info technology devices in the workplace • Interpret and follow operational instructions and priorities work • Access and/or complete electronic documentation through the use of info technology devices in the workplace • Identify and use computer equipment, software, processes and procedures required within the context of the job • Work collaboratively with others when using info technology devices in the workplace • Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when using info technology devices in the workplace in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unanticipated situations that may arise when using info technology devices in the workplace including the use of security and backup software and procedures • Apply precautions and required action to minimize, control or eliminate hazards that may exist when using info technology devices in the workplace • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in software and equipment in accordance with standard operating procedures • Maintain eye-hand coordination
Resources Implication	<p>Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration

Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting
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Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Apply Accident-Emergency Procedures
Unit Code	EIS RST2 03 0213
Unit Descriptor	This unit involves the skills and knowledge required to apply accident emergency procedures, including responding to an incident, controlling and assisting at an accident or emergency site, finalizing accident-emergency processes, and completing records, reports and other required documentation in accordance with regulatory requirements and workplace procedures

Elements	Performance Criteria
1 Respond to the incident	<p>1.1 Response to the incident or accident is in accordance with workplace emergency procedures and relevant required regulations.</p> <p>1.2 Details of the cause(s) and effects of the incident are identified and reported</p> <p>1.3 Assistance requirements for accidents , emergencies and Workplace hazards are clarified , reported and consulted immediately to the appropriate parties</p> <p>1.4 Requests for assistance are made to relevant personnel and emergency services</p>
2 Control and assist at accident or emergency site	<p>2.1 Site is controlled and protected until the arrival of authorized personnel</p> <p>2.2 Assistance is provided to injured customers or persons, within the limitations of duty of care and workplace procedures</p> <p>2.3 Relevant authorities at the site are cooperated with and assisted within workplace policies</p>
3 Finalize accident - emergency process and complete records	<p>3.1 Relevant information is exchanged in accordance with state/territory law and workplace procedures</p> <p>3.2 Documentation and reports are completed and processed in accordance with work area and relevant regulatory requirements</p>

Variable	Range
Workplaces	may comprise: <ul style="list-style-type: none"> • large, medium or small worksites
Regulations	may include: <ul style="list-style-type: none"> • relevant regulations, standards and codes of practice • hazardous substances and dangerous goods codes • relevant Australian and state/territory OHS legislation including regulations and codes of practice relating to hazards present in the workplace or industry, including: <ul style="list-style-type: none"> • general duty of care under OHS legislation and common law • requirements for the maintenance and confidentiality of records of occupational injury and disease • requirements for provision of OHS information and training • provisions relating to health and safety representatives and/or OHS committees • provisions relating to OHS issue resolution
Workplace hazards	may include but are not restricted to: <ul style="list-style-type: none"> • moving heavy loads in an unsafe work environment • unsecured machinery, components or repaired equipment • slippery floors • welding equipment • sharp tools and implements • power tools • moving and rotating machinery • flammable liquids, vapors and fuel • faulty machinery equipment handling equipment and lifting gear • using equipment beyond safe working limits • poor housekeeping procedures • non-compliance with safe working procedures • electrical wiring and systems, including exposed electrical circuits • working at heights and in confined spaces • toxic gases and substances • chemicals and other harmful substances • damaged goods, pallets and containers • dangerous/hazardous goods
Consulted	may involve: <ul style="list-style-type: none"> • OHS specialists • trainers • other employees and supervisors • management

	<ul style="list-style-type: none"> • union representatives • manufacturers representatives • supplier representatives • customers/clients • other maintenance, professional or technical staff
Customers	<p>may be:</p> <ul style="list-style-type: none"> • internal or external
Information	<p>may include:</p> <ul style="list-style-type: none"> • workplace accident-emergency procedures and policies • workplace OHS management system including hazard/safety risk control strategies • OHS training notes and materials • journals and work related literature concerning OHS • competency standards • customer/client instructions • customer service standards and procedures • workplace products and services information • quality assurance standards and procedures • relevant agreements, codes of practice including the national standards for services and operations • manufacturers/suppliers' specifications, advice, recommended procedures, policies and instructions • workplace guidelines on appropriate workplace language and communication strategies and interpretation of relevant information • regulations and policies relating to minimizing risks to the environment and ensuring compliance with OHS requirements • emergency procedures
Workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company plans/procedures • enterprise plans/procedures • organizational plans/procedures • established plans/procedures
Work	<p>may be conducted in:</p> <ul style="list-style-type: none"> • limited or restricted spaces • exposed conditions • controlled or open environments • even or uneven surfaces • wet or dry surfaces • in a range of work environments • by day or night

Evidence Guide			
Critical aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement 		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • Relevant regulatory and code requirements applicable in accident/emergency situations • Relevant OHS and environmental protection policies and procedures • Workplace procedures for accident-emergency response • Workplace emergency, fire and accident procedures • Site layout • Focus of operation of work systems, equipment or management, site and organizational operating and emergency procedures • Typical problems that can occur during a safety incident, accident or emergency and related action that can be taken 		
Underpinning Skills	Demonstrates skills in: <ul style="list-style-type: none"> • Communicate effectively with others when responding to an accident or an emergency • Read and interpret instructions, procedures and information relevant to a response to an accident or an emergency • Interpret and follow operational instructions and prioritize work • Negotiate and resolve issues when responding to an accident or an emergency • Complete documentation related to a response to an accident or an emergency • Operate electronic communication equipment to required protocol • Work collaboratively with others when responding to an accident or an emergency • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unplanned events that may occur when responding to an accident or an emergency • Analyze the working environment in order to identify hazards, assess safety risks and design and implement appropriate OHS control procedures 		
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	<ul style="list-style-type: none"> • Apply precautions and required action to minimize, control or eliminate hazards that may exist when responding to an accident or an emergency • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Select and appropriately apply technology, information systems and policies during a safety incident, accident or emergency • Operate and adapt to differences in equipment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Comply with Safety and Security Procedures
Unit Code	EIS RSC2 04 0213
Unit Descriptor	This unit involves the skills and knowledge required to follow and apply occupational health and safety (OHS) procedures when carrying out taxi work activities. It includes identifying and following workplace procedures for safety/security and accident/emergency situations; and identifying, minimizing and managing fatigue

Elements	Performance Criteria
1 Follow procedures for safety and security	<p>1.1 Procedures for OHS and security are identified and followed</p> <p>1.2 Safe work practices are identified and followed</p> <p>1.3 Breaches of safety and security are identified and appropriate action is taken to minimize or eliminate risk to self, others, vehicle and vehicle equipment</p> <p>1.4 The features and functions of the taxi security system are identified</p>
2 Follow procedures for accident/emergency situations	<p>2.1 Emergency and potential emergency situations are recognized promptly and required actions are determined and/or taken within the scope of individual responsibility</p> <p>2.2 Procedures for dealing with accidents, fire and emergencies are identified and followed</p> <p>2.3 Assistance from taxi network and/or other authorities is sought where appropriate</p> <p>2.4 Details of emergency situations are reported in accordance with workplace, industry and regulatory policies and procedures</p> <p>2.5 Support services are identified following an incident or accident</p>
3 Deal with threats of physical violence	<p>3.1 Security equipment is operated within legal and workplace parameters (if required by state/territory regulators)</p> <p>3.2 Potential circumstances for difficult customer or threats of physical violence or other road user behaviour are accurately assessed and conflict resolution strategies used</p>

	<p>3.3 Methods to minimize escalation of conflict, manage the situation and ensure personal safety are followed</p> <p>3.4 Assistance is sought from others including external support staff where necessary</p> <p>3.5 Incidents are reported using the appropriate document format or communication in accordance with workplace policies and procedures</p> <p>3.6 Any follow-up action is implemented according to the appropriate workplace rules, guidelines, regulations and legislation</p>
4 Identify and implement strategies to minimize and manage fatigue	<p>4.1 Potential causes of fatigue and its effects on driver and family are identified</p> <p>4.2 Personal warning signs of fatigue are recognized and steps are identified to manage fatigue</p>

Variable	Range
Procedures	<p>may cover:</p> <ul style="list-style-type: none"> • operation of security cameras and other on-board security devices • safe posture for sitting, standing and bending • manual handling including lifting, transferring • safe handling of vehicle fuels • emergencies, fires and accidents • security of cash, documents and equipment • duress alarm and mobile phone • OHS regulations • GPS operations • emergency procedures • industry standard publications • incident reporting forms • documentation relating to rest time and other contributing factors to fatigue
Emergency situations	<p>may include:</p> <ul style="list-style-type: none"> • road accidents • passenger illness • arguments and verbal abuse • drunken behavior • vehicle fuels e.g. petrol and Liquefied petroleum gas(LPG) • road rage • manual handling

	<ul style="list-style-type: none"> extremes of weather conditions
Security equipment	<p>may include:</p> <ul style="list-style-type: none"> computer dispatch vehicle mounted radio duress alarm (if required by state/territory regulators) security camera (if required by state/territory regulators)
Threats of physical violence	<p>may include:</p> <ul style="list-style-type: none"> verbal threats menacing physical behavior threats with a weapon intimidation by a group of people road rage from the drivers of other vehicles threats from pedestrians fare evasion leading to confrontation needles and syringes/body fluids
Methods used to minimise escalation of conflict	<p>may include:</p> <ul style="list-style-type: none"> using colloquial or culturally appropriate language and actions negotiation explaining the operation of the safety equipment on board the taxicab seeking assistance from external support services
External support staff	<p>may include:</p> <ul style="list-style-type: none"> other taxicab drivers police fire brigade personnel ambulance personnel
Communication	<p>may include:</p> <ul style="list-style-type: none"> phone radio on-board communication system
Regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> relevant national/ state/territory legislation, standards, codes of practice including manual handling, noise, smoking, fatigue management relevant national/state/territory OHS legislation, workplace instructions, industry and regulatory procedures on safety, security, accidents and emergencies and fatigue management industry information from the regulator/industry associations
Fatigue	<p>can be affected by:</p> <ul style="list-style-type: none"> night driving frequency and duration of breaks

	<ul style="list-style-type: none"> • work duration • type of work • lifestyle factors • alcohol and drug abuse • quantity and timing of food and drinks • sleep patterns • opportunities for relaxation with family and friends • personal biological factors • state of mental and/or physical health • circadian rhythms • diet
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Evidence Guide	
Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • applying the underpinning knowledge and skills • applying relevant legislation and workplace procedures • locating and interpreting workplace information • following established procedures for occupational health and safety, security, hazard identification and risk controls • applying information about accident-emergency policies and procedures and duty of care responsibilities • demonstrating safe work practices • monitoring passenger and road user behavior • recognizing and adapting to cultural differences including modes of behavior and communication • identifying difficult customer or road user situations and applying conflict resolution or avoidance behavior • using effective communication skills • diffusing threats of physical violence • selecting and using self protective behavior • seeking assistance, as required, from external emergency support services • following correct fatigue management precautions and procedures • completing OHS and accident-emergency records/reports as required • demonstrating the correct use of a duress alarm (if required by state/territory regulators) • demonstrating how to conduct a security camera check to ensure it is operational (if required by state/territory regulators)

	<ul style="list-style-type: none"> • completing security camera download request (if required by state/territory regulators)
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> • Relevant codes of practice and legislative requirements • Relevant OHS procedures and guidelines • Procedures and protocols for safety and security procedures • Sources of information and documentation needed when complying with safety and security procedures • Typical problems that can occur when complying with safety and security procedures and related appropriate action that can be taken to prevent or solve them • Safe work practices relevant to individual work roles • Location and use of safety alarms, emergency shutoff systems, and emergency communication systems • Potentially difficult situations, such as poorly lit pick-up areas, fare evasion, intoxication, over crowding • Cultural sensitivities that lead to angry responses • Culturally appropriate responses to potential problem situations • Emergency response procedures • Appropriate reporting procedures including emergency, fire and accident procedures • Codes and systems for breaches of security • Manual lifting and manual assisted lifting • The risks and hazards created by fatigue • How fatigue affects workplace performance • How fatigue contributes to workplace accidents • Ways of recognizing fatigue • Ways of managing fatigue • Causes and effects of fatigue on drivers • Lifestyles which promote the effective long-term management of fatigue
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when following safety and security procedures • Read and comprehend simple statements in English • Work collaboratively with others when driving a taxicab • Interpret and follow operational instructions and priorities work • Complete documentation related to safety and security in the workplace • Operate electronic communication equipment to required protocol • Adapt appropriately to cultural differences in the workplace,

	<p>including modes of behavior and interactions with others</p> <ul style="list-style-type: none"> • Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when following safety and security procedures in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unanticipated situations that may occur when following safety and security procedures • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Modify activities depending on differing operational contingencies, risk situations and environments • Apply fatigue management knowledge and techniques • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Operate and adapt to differences in equipment in accordance with standard operating procedures • Select and appropriately apply technology, information systems and procedures to complete workplace tasks • Select and use required personal protective equipment conforming to industry and OHS standards
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Use Communication Systems
Unit Code	EIS RSC2 05 0213
Unit Descriptor	This unit involves the skills and knowledge required to use communication systems including identifying system features, operating a communication system effectively, using appropriate communication technologies and protocols when using a system, maintaining equipment and completing documentation. Regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Identify system Features	1.1 System features and control functions are identified 1.2 Where relevant, battery and signal levels are monitored 1.3 Mobile equipment is set up to optimize communication 1.4 Where relevant, channels are selected appropriate to the Communication
2. Communicate using communication technology	2. 1 System checks are carried out to confirm communication system is operational in accordance with manufacturer's instructions and workplace procedures 2. 2 Communication system is operated safely in accordance with manufacturer's instructions, workplace procedures and (any) regulatory requirements 2. 3 Communication security is maintained in accordance with workplace procedures 2. 4 Where relevant, channel selection is appropriate for the location and type of communication 2. 5 Messages are transmitted clearly and precisely with due observation of ethics and protocols required of users 2. 6 Where applicable, public address (PA) system is used to communicate with passengers and crew as per standard operating procedures 2. 7 Where applicable, incoming messages are received and answered promptly and courteously within operating procedures and (any) regulatory requirements 2. 8 Appropriate protocols and procedures are followed when using communications systems during emergencies 2. 9 Received messages are interpreted and recorded, where

	<p>required, in accordance with work site communication procedures</p> <p>2. 10 Vocal communication is clear, unambiguous and uses appropriate procedures, language and codes</p>
3. Maintain communication equipment operational status	<p>3.1 Equipment is checked and maintained in working order in accordance with workplace procedures</p> <p>3.2 Minor communication problem in the communication system are promptly identified, diagnosed, and repaired or reported in accordance with workplace procedures</p>
4. Complete documentation	<p>4.1 Appropriate documentation and records of communications are maintained in accordance with workplace procedures</p>

Variable	Range
Communication systems	<p>May include:</p> <ul style="list-style-type: none"> • fixed phone systems • mobile phone, both on person or hands-free, e-mail or internet • including personal, hand-held • public address (PA) systems on train
Regulatory	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulations, standards, codes of practice and industry safety codes • relevant OHS regulation • equal employment opportunity and related policies • environmental protection regulations
Communication	<p>May involve:</p> <ul style="list-style-type: none"> • English-speaking persons • multilingual staff • other drivers and workplace personnel • Customers • managers • supervisors/team leaders • suppliers and clients • private and/or public sector security personnel • police and other emergency services personnel • security consultants • other professional or technical staff • local government authorities
Procedures	<p>May include:</p> <ul style="list-style-type: none"> • company procedures • Regulatory bodies requirement

Worksite communication	<p>May include:</p> <ul style="list-style-type: none"> • active listening • two-way conversation • questioning to obtain information and/or clarify information and understanding • routine oral reporting
Communication problems	<p>May include:</p> <ul style="list-style-type: none"> • misunderstanding • limited ability of others to communicate in English • noisy environments or communications channels • illegible writing or print • use of non-standard vocabulary • incorrect assumption that message has been received and/or correctly understood • not following correct communication protocols and Procedures
Documentation	<p>May include:</p> <ul style="list-style-type: none"> • workplace communication procedures, protocols, checklists and instructions • manufacturers specifications for communications equipment • goods identification numbers and codes • manifests • communication records • relevant codes of practice and industry safety code • Regulations and related documentation • standards and certification requirements • quality assurance procedures • emergency procedures

Evidence Guide			
Critical aspects of Competence	<p>Demonstrate knowledge and skill to</p> <ul style="list-style-type: none"> • Identify system Features • Communicate using communications technology • Maintain communication equipment operational status • Complete documentation 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant procedures and duty of care requirements • Relevant OHS responsibilities • Protocols and procedures for communicating with others using relevant communication technology including the use of PA systems on passenger coach • Procedures and protocols for the use of communication systems during an emergency • Features of various communications systems 		
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	<ul style="list-style-type: none"> • Basic communication techniques including barriers to effective communication and how to overcome them • Basic principles of effective communication • Techniques for communicating effectively with a multilingual persons • Pre-operational checks for communications systems and equipment • Minor routine maintenance procedures for communications equipment • Typical problems that may occur when using communications systems and appropriate action and action and solutions
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others using available communications equipment • Read and interpret instructions and procedures relevant to the use of communications equipment • Interpret and follow operational instructions and prioritize work • Complete documentation related to work activities when using communications equipment • Identify and use required communication technology • Work collaboratively with others when using communications equipment • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when using communications equipment in accordance with workplace procedures • Implement contingency plans for unanticipated situations that may arise when using communications equipment • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the use of communications equipment • Plan own work including predicting consequences and identifying improvements • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Operate and adapt to differences in communication equipment in accordance with standard operating procedures • Monitor performance of communication equipment and take

	appropriate action if required
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Work in a Socially Diverse Environment
Unit Code	EIS RSC2 06 0213
Unit Descriptor	This unit involves the skills and knowledge required to work in a socially diverse environment, including the development and application of the cultural awareness that is required by all people working in the transport and distribution industries. It includes the cultural awareness required for serving customers and working with colleagues from diverse backgrounds and dealing with cross cultural misunderstandings.

Element	Performance Criteria
1. With customers and colleagues from diverse backgrounds Communicate	<p>1.1 Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity</p> <p>1.2 Verbal and non-verbal communication takes account of cultural differences</p> <p>1.3 Where language barriers exist, efforts are made to communicate through use of gestures or simple words in the other person's language</p> <p>1.4 Assistance from colleagues, reference books or outside organizations is obtained when required</p>
2. Deal with cross-cultural misunderstandings	<p>2. 1 Issues which may cause conflict or misunderstanding in the workplace are identified</p> <p>2. 2 Difficulties are addressed with the appropriate people and assistance is sought from team leaders</p> <p>2. 3 When difficulties or misunderstandings occur, possible cultural differences are considered</p> <p>2. 4 Efforts are made to resolve the misunderstanding, taking account of cultural considerations and applicable legislation</p> <p>2. 5 Issues and problems are referred to the appropriate team leader/supervisor for follow-up</p>

Variable	Range
Cultural differences	<p>may include but are not limited:</p> <ul style="list-style-type: none"> • language • special needs • disabilities

	<ul style="list-style-type: none"> • family-structure • age • sexual preference
Language barriers	<p>may be overcome by:</p> <ul style="list-style-type: none"> • meet and greet/farewell customers • give simple directions/ instructions • answer simple enquiries • prepare for, serve and assist customers • describe goods and services
Outside organizations	<p>may include but are not limited to:</p> <ul style="list-style-type: none"> • interpretative services • diplomatic services • local cultural organizations • appropriate government/non-government agencies • educational institutions
Difficulties or misunderstandings	<p>may arise from but are not limited to:</p> <ul style="list-style-type: none"> • language spoken • forms of address • levels of formality/informality • non-verbal behavior • work ethics • personal grooming • family obligations • recognized holidays • special needs • product preferences
Applicable legislation	<p>may include:</p> <ul style="list-style-type: none"> • anti-discrimination regulation • equal opportunity legislation

Evidence Guide

Critical aspects of Competence	<p>demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Communicate with customers and colleagues from diverse Backgrounds • with cross-cultural misunderstandings
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Principles of equal employment opportunity (EEO) and non-discrimination legislation as they apply to individual employees • Recognition and basic knowledge of the different cultural groups • Recognition of various international customer groups (as appropriate to the sector and individual workplace) • Principles that underpin cultural awareness

	<ul style="list-style-type: none"> • Knowledge of what it means to be 'culturally aware' • Typical cross-cultural misunderstandings and problems that can occur in the workplace and appropriate ways of dealing with them
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • Communicate effectively with others when working in a socially diverse environment • Read and interpret instructions, procedures, information and signs relevant to working in a socially diverse environment • Interpret and follow operational instructions and prioritize work • Complete documentation related to working in a socially diverse environment • Work collaboratively with others in a socially diverse environment • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when working in a socially diverse environment in accordance with regulatory requirements and workplace procedures • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Provide Basic Emergency Life Support
Unit Code	EIS RSC2 07 0213
Unit Descriptor	This unit of competency describes the skills and knowledge required to recognise and respond to life threatening emergencies using basic life support measures only

Elements	Performance Criteria
1 Respond in an emergency situation	<p>1.1 Emergency situation is recognised and hazards are identified to health and safety of self and others</p> <p>1.2 Immediate risk to health and safety of self, casualty and others is minimised by isolating any hazard(s)</p> <p>1.3 Casualty is assessed and injuries, illnesses and conditions are identified</p> <p>1.4 The need is assessed for assistance</p>
2. Apply identified first aid procedures	<p>2.1 Reassure casualty in a caring and calm manner and make comfortable using available resources and equipments</p> <p>2.2 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort</p> <p>2.3 Seek consent from casualty or significant other prior to applying first aid management</p> <p>2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner</p> <p>2.5 Identified first aid procedures are used as required in accordance with established first aid principles, policies and procedures, state/territory regulations, legislation and policies and industry requirements</p> <p>2.6 Safe manual handling techniques are used as required</p>
3. Communicate details of the incident	<p>3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances and using available means of communication</p> <p>3.2 Accurately convey assessment of casualty's condition and first aid procedures undertaken to emergency services/relieving personnel</p> <p>3.3 Calmly provide information to reassure casualty, adopting a</p>

	<p>communication style to match the casualty's level of consciousness</p> <p>3.4 Provide reports, where applicable, in a timely manner, presenting all relevant facts according to established procedures</p> <p>3.5 Confidentiality of records and information is maintained in line with privacy principles and statutory and/or organisation policies</p>
4 Evaluate own performance	<p>4.1 Feedback is sought from appropriate clinical expert</p> <p>4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents</p> <p>4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs</p>

Variable	Range
Hazards	<ul style="list-style-type: none"> • A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Resources and equipment	<p>may include:</p> <ul style="list-style-type: none"> • First aid kit • Resuscitation mask or barrier • Casualty's medication • Manikin • automated external defibrillator (AED) (if available) • Auto-injector • Puffer/inhaler
Condition /casualty's injury	<p>must include, but is not limited to:</p> <ul style="list-style-type: none"> • Severe bleeding • Absence of signs of life: <ul style="list-style-type: none"> ➢ unconscious ➢ unresponsive ➢ not moving ➢ not breathing normally ➢ Choking/railway obstruction ➢ Severe allergic reaction
Identified first aid procedures	<p>must include:</p> <ul style="list-style-type: none"> • Cardiopulmonary Resuscitation (CPR) • Control severe bleeding • railway management • Provide assistance with self-administered medications, such as auto-injector, puffer/inhaler in line with state/territory

	<p>regulations, legislation and policies and any available medical/pharmaceutical instructions</p> <ul style="list-style-type: none"> • Care of the unconscious person
Appropriate clinical expert:	<p>may include:</p> <ul style="list-style-type: none"> • Supervisor/manager • Ambulance officer/paramedic • Other medical/health worker

Evidence Guide	
Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • first aid casualty management principles: • assess and minimise danger • check for response • Maintain casualty's airway, breathing and circulation. • Assess vital signs and responses of casualty • Demonstrate: • Safe manual handling of casualty. • consideration of the welfare of the casualty • correct procedures for <ul style="list-style-type: none"> • unresponsive • not moving • not breathing normally • choking/airway obstruction • shock
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Basic anatomy and physiology relating to: <ul style="list-style-type: none"> ➢ severe bleeding • absence of signs of life: <ul style="list-style-type: none"> ➢ unconscious ➢ unresponsive ➢ not moving ➢ not breathing normally ➢ choking/airway obstruction ➢ shock • First aid procedures for: <ul style="list-style-type: none"> ➢ bleeding control ➢ care of unconscious ➢ infection control as it relates to standard precautions ➢ airway management ➢ chest pain ➢ casualty with no signs of life ➢ shock

	<ul style="list-style-type: none"> ➤ respiratory distress, including asthma ➤ severe allergic reaction ➤ Chain of survival ➤ How to access emergency response support services/personnel ➤ Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to ➤ State/territory regulations, legislation and policies, accepted industry practice relating to currency of skill and knowledge ➤ Privacy and confidentiality requirements ➤ Duty of care requirements ➤ Need to be culturally aware, sensitive and respectful ➤ Relevant workplace hazards ➤ Own skills and limitations ➤ Awareness of stress management techniques and available support
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • first aid casualty management principles: <ul style="list-style-type: none"> ➤ assess and minimise danger ➤ check for response ➤ Maintain casualty's airway, breathing and circulation. ➤ Assess vital signs and responses of casualty • Demonstrate: <ul style="list-style-type: none"> ➤ Safe manual handling of casualty. ➤ consideration of the welfare of the casualty ➤ correct procedures for Cardiopulmonary resuscitation (CPR) on a resuscitation manikin ➤ implementation of standard precautions ➤ Plan an appropriate first aid response in line with established first aid principles, policies and procedures, state/territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own level of skills and knowledge ➤ Call an ambulance and/or medical assistance, according to circumstances and report casualty's condition ➤ Identify and minimise hazards to health and safety of self and others in the immediate workplace or community environment ➤ Report details of emergency incident and first aid provided
Resources Implication	<p>Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.</p>

Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Operate Fire Fighting Equipments
Unit Code	EIS RSC2 08 0213
Unit Descriptor	This unit involves the skills and knowledge required to operate and check firefighting equipment in accordance with manufacturer's instructions and workplace emergency procedures, including identifying and selecting the appropriate equipment, using the firefighting equipment to fight a fire, and checking that the firefighting equipment is operational. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Check firefighting equipment	<p>1.1 Firefighting equipment is checked for serviceability as per manufacturers specifications and regulatory requirements</p> <p>1.2 Non-functioning equipment or equipment which is past its service date is identified and communicated to designated personnel for replacement or service</p>
2. Use firefighting equipment	<p>2. 1 Personal protective equipment and personal safety equipment used for fighting fires are correctly selected consulted for types of fire in accordance with manufacturer's instructions, information and documents</p> <p>2. 2 Fire is controlled using firefighting equipment according to manufacturer's instructions and workplace emergency procedures</p> <p>2. 3 Equipment is stored safely according to manufacturer's instructions and workplace procedures after fire fighting work is done</p> <p>2. 4 Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities</p>

Variable	Range
Firefighting equipment,	<p>May include:</p> <ul style="list-style-type: none"> • portable fire extinguishers including foam, water, CO2, dry chemical and wet foam • sprinkler systems • fire hoses and hydrants • fire blankets
Regulatory	<p>may include:</p> <ul style="list-style-type: none"> • relevant codes, regulations and safe working systems for the

	<p>use and checking of firefighting equipment</p> <ul style="list-style-type: none"> • the Code of Practice for the Defined Interstate Rail network in situations where fire emergencies occur on that network • international regulations and codes of practice for the transport of dangerous goods and hazardous substances • relevant state/territory OHS and environmental protection legislation • workplace relations regulations
Communicated	<p>may include:</p> <ul style="list-style-type: none"> • phone • electronic data interchange (EDI) • fax • email • internet • RF systems • oral, aural or signed communications
Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> • gloves • safety headwear and footwear • safety glasses • two-way radios • protective clothing • high visibility clothing
Consulted	<p>May involve:</p> <ul style="list-style-type: none"> • other employees and supervisors • current and potential customers • suppliers, customers and clients • relevant authorities and institutions • management and union representatives • industrial relations and OHS specialists
Types of fires	<p>may occur include:</p> <ul style="list-style-type: none"> • Classes A, B, C and F in the standard classification of Fires
Information and documents	<p>May include:</p> <ul style="list-style-type: none"> • workplace fire emergency procedures and policies • relevant OHS and environmental protection regulations • codes of practice and regulations relevant to fire emergencies, including safe working regulations and local authority regulations and procedures • Regulations and codes of practice for the transport of dangerous goods and hazardous substances • operations manuals, job specifications and induction documentation • manufacturers specifications for firefighting equipment

	<ul style="list-style-type: none"> • technical instructions • electrified territory regulations • dangerous goods declarations and material safety data sheets (where applicable) • goods manifest • award, enterprise bargaining agreement, and other industrial arrangements • relevant standards and certification requirements • quality assurance procedures • emergency procedures
Workplaces	<p>may include:</p> <ul style="list-style-type: none"> • large, medium or small worksites
Work	<p>may be conducted in:</p> <ul style="list-style-type: none"> • limited or restricted spaces • exposed conditions • controlled or open environments • in a range of work environments • by day or night
Workplace procedures may include:	<ul style="list-style-type: none"> • standard operating procedures • company procedures • enterprise procedures • organizational procedures • established procedures
Hazards	<p>May include exposure to:</p> <ul style="list-style-type: none"> • chemicals • dangerous or hazardous substances • live electrical circuits • movements of equipment, goods, materials, trains and vehicular traffic

Evidence Guide

Critical aspects of Competence	<p>Demonstrate knowledge and skills in:</p> <ul style="list-style-type: none"> • Check firefighting equipment • Use firefighting equipment
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • codes of practice, regulations and safe working systems relevant to the use and checking of firefighting equipment • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the use and checking of firefighting equipment • The chemistry of fire, the effects of different types of material in a fire and the principles underlying the spread of fire and its

	<p>extinguishment</p> <ul style="list-style-type: none"> • The different classes of fire, their characteristics and strategies and equipment needed for their extinguishment • Types of firefighting appliances, equipment and systems, their identifying features, principles of operation and the procedures for their use and basic checking of serviceability • Fixed fire prevention and extinguishing installations and their principles of operation • Firefighting techniques, agents and precautions applicable to different classes of fire • Typical problems that can occur with firefighting equipment and operations and appropriate action and solutions • Manufacturer’s instructions for the checking of firefighting equipment 		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when fighting fires using firefighting equipment • Read and comprehend simple statements in English • Read and interpret instructions, procedures, regulations, signs and labels relevant to the use of firefighting equipment and apply them to work activities • Interpret and follow operational instructions and priorities work • Work safely and collaboratively with others when fighting fires using firefighting equipment • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when using firefighting equipment in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unanticipated situations that may occur when using firefighting equipment • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Monitor work activities in terms of planned schedule • Modify firefighting activities and take appropriate initiatives depending on limits of responsibility, differing workplace contexts, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Identify and correctly select, use and carry out basic checks on firefighting equipment relevant to own work functions • Operate and adapt to differences in firefighting equipment and emergency procedures in the workplace 		
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	<ul style="list-style-type: none"> • Monitor performance of firefighting equipment and take appropriate action is required • Select and use required personal protective equipment conforming to industry and OHS standards
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Conduct in Train Retailing
Unit Code	EIS RSC2 09 0213
Unit Descriptor	This unit involves the skills and knowledge required to conduct in-train retailing on a commercial train in accordance with relevant regulatory requirements, including assessing customer needs, promoting products and customer services, handling payments, handling complaints, completing administrative requirements, carrying out stocktaking procedures, reconciling money/stock, ordering and storing stock, and maintaining security of goods and revenue.

Element	Performance Criteria
1. Assess customer needs	<p>1.1 Appropriate questioning techniques are used to determine customers' needs and product preferences in accordance with workplace procedures</p> <p>1.2 Individual needs of customers are accurately assessed and suitable products are identified</p> <p>1.3 Advice to customers is courteously provided on products available for sale in accordance with workplace procedures and trade practices regulations</p>
2. Promote products and customer services	<p>2. 1 Products and services available to customers are effectively promoted in accordance with workplace procedures</p> <p>2. 2 Selling techniques appropriate to the product and customer are employed, in order to make sale in accordance with workplace procedures</p>
3. Handle payments	<p>3.1 Advices to customers from persons consulted are courteously given of amount due in accordance with workplace procedures</p> <p>3.2 Payments for products are processed in accordance with workplace procedures, including credit card transactions where applicable</p> <p>3.3 Currency conversion rates are correctly applied during transactions where applicable</p> <p>3.4 Correct change is returned to customer, where appropriate</p> <p>3.5 Appropriate precautions are taken to minimize/identify</p>

	incidences of credit card fraud in accordance with workplace procedures		
4. Handle complaints	<p>4.1 Complaints are promptly and sensitively identified and received in accordance with workplace procedures</p> <p>4.2 Complaints are handled and/or reported to senior personnel in accordance with workplace procedures</p> <p>4.3 Appropriate follow-up action is taken to ensure a positive outcome in accordance with workplace procedures</p>		
5. Complete administrative requirements	<p>5.1 Reconciliation of money and stock is completed in accordance with workplace procedures</p> <p>5.2 Appropriate documentation of financial transactions and reconciliations is completed, in accordance with workplace procedures and customs requirements</p> <p>5.3 Pay-in procedures are accurately performed in accordance with workplace operational and security procedures</p>		
6. Carry out stocktaking procedures	<p>6.1 Stocktaking procedures are carried out accurately, in a timely manner and in accordance with workplace procedures and regulatory requirements</p> <p>6.2 Any shortfalls are checked and reported as required</p> <p>6.3 Required stocktaking documentation is completed in accordance with workplace procedures and customs requirements</p>		
7. Order and store stock	<p>7.1 Internal requisitions are correctly placed in accordance with workplace procedures and customs requirements</p> <p>7.2 Uplifted stock is received and checked for quality and quantity</p> <p>7.3 Faulty or incorrect goods delivered are promptly identified and appropriate action taken in accordance with workplace procedures</p> <p>7.4 Uplifted stock is correctly stored and in accordance with workplace procedures</p> <p>7.5 Stock is handled and stored using safe manual handling methods in accordance with OHS regulations</p>		
8. Maintain security	<p>8.1 Compliance is maintained with security procedures for the protection of saleable amenities and revenue at all times in accordance with workplace procedures</p> <p>8.2 Breaches in security are promptly identified and</p>		
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	reported and appropriate action is taken in accordance with workplace procedures
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Variable	Range
Questioning techniques	<p>May include:</p> <ul style="list-style-type: none"> • open questions (useful for gaining new information) • closed questions (useful for gaining commitment or confirming needs/understanding) • limiting questions (useful for offering alternatives, such as to verify/clarify information before recommending, to enable focus on particular passenger's needs, to provide control and direction) • leading/rhetorical questions (useful for focusing on a particular need; answer is implied in question) • active listening • checking understanding
Advice to customers	<p>may include:</p> <ul style="list-style-type: none"> • open questions (useful for gaining new information) • closed questions (useful for gaining commitment or confirming needs/understanding) • limiting questions (useful for offering alternatives, such as to verify/clarify information before recommending, to enable focus on particular passenger's needs, to provide control and direction) • leading/rhetorical questions (useful for focusing on a particular need; answer is implied in question) • active listening • checking understanding
Workplace procedures	<p>may be referred to as:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures • standard operating procedures
Regulations	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulations pertaining to in-flight retailing • relevant OHS legislation • taxation legislation • relevant trade practices regulations • equal opportunity and anti-discrimination legislation • relevant customs and quarantine regulations • relevant company Standards • industrial relations and workplace compensation

	legislation
Service	<p>may be provided:</p> <ul style="list-style-type: none"> • on any passenger-carrying train type in commercial service • during short and/or long haul services • in any category of service including economy • in any allowable operating and weather conditions • in accordance with regulatory and operational requirements
Persons consulted	<p>may include:</p> <ul style="list-style-type: none"> • passengers • other crew members • relevant ground staff • train resourcing staff
Payments for products	<p>may be made:</p> <ul style="list-style-type: none"> • different foreign currencies • by credit card • by travelers cheque
Documentation	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulations pertaining to in-train retailing including regulations pertaining to trade practices and the operation of carts in aisles • retailing and security procedures and instructions including procedures and precautions for credit card transactions • job specification • OHS procedures • operational manuals for equipment used during in-flight retailing • information on saleable products, amenities and services • information on currency conversion/exchange rates • sale catalogues • stock take checklists and procedures • customs requirements • induction and training materials • conditions of service, legislation and industrial agreements including workplace agreements and awards
Security procedures	<p>may include:</p> <ul style="list-style-type: none"> • stock procedures • stowage • bond store locks, keys and seal

Evidence Guide

Critical aspects of	Demonstrate knowledge and skill to:
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Competence	<ul style="list-style-type: none"> • Promote products and customer services • Handle payments • Handle complaints • Complete administrative requirements • Carry out stocktaking procedures • Order and store stock • Maintain security
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • Relevant regulatory requirements pertaining to in-train retailing • Relevant OHS, hygiene and environmental procedures and regulations • Relevant customs, quarantine, equal opportunity and anti-discrimination regulations • Principles of customer service and effective selling • railway procedures and standards for in-train retailing, including selling, stocktaking, stock/money reconciliation, customs, security and administrative processes • Saleable products, amenities and services including their features, characteristics and pricing • Risks that exist when conducting in-train retailing and related risk control procedures and precautions • Problems that may occur when conducting in-train retailing and appropriate action that should be taken in each case
Underpinning Skill	<p>Demonstrate the skill to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when conducting in-train retailing • Read and interpret instructions, regulations, procedures and other information relevant to in-train retailing • Interpret and follow operational instructions and prioritize work • Complete documentation related to in-train retailing • Operate electronic communication equipment to required protocol • Work collaboratively with others when conducting in-train retailing • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when conducting in-train retailing in accordance with regulatory requirements and workplace procedures

	<ul style="list-style-type: none"> • Implement contingency plans for unexpected events that may arise when conducting in-train Retailing • Apply precautions and required action to minimize, control or eliminate hazards that may exist when conducting in-flight retailing • Monitor and anticipate operational problems and hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required when conducting in-train retailing
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Carry out Beverage Service on Coach
Unit Code	EIS RSC2 10 0213
Unit Descriptor	This unit involves the skills and knowledge required to provide beverage service to passengers on a commercial train, including handling stock and materials, advising passengers on beverages, taking drink orders, preparing and serving drinks, using trays, clearing and cleaning carts/tables and equipment, and preparing and using tea and coffee making equipment. It also covers the skills and knowledge needed to ensure compliance with legal requirements, including monitoring the level of intoxication of passengers and taking appropriate action. Regulatory or certification requirements are applicable to this unit. .

Element	Performance Criteria
1. Handle stock and materials	<p>1.1 Where applicable, bar is checked and restocked at scheduled times using correct documentation and in consultation with the appropriate persons in accordance with workplace procedures and customs regulations</p> <p>1.2 Items are stored in the correct place at the correct temperature</p> <p>1.3 A suitable range of paper ware and garnishes are prepared and stocked in accordance with workplace procedures</p> <p>1.4 Products are checked to ensure quality is to required standard in accordance with workplace procedures</p> <p>1.5 Bar area is kept clean, attractive and complete in accordance with workplace procedures and standards</p> <p>1.6 Glassware is kept hygienically clean, free from chips and cracks and stored correctly where applicable in accordance with workplace procedures</p> <p>1.7 Familiarity with products to be performed and offered is undertaken prior to service provision</p> <p>1.8 Customs documentation is completed where applicable in accordance with required regulations and workplace procedures</p>
2. Advise passengers	2.1 Advice is offered to passengers to assist them in an appropriate selection of beverage service/ products

	<p>2.2 Passengers' complaints are resolved to their satisfaction within the limits of authority in accordance with workplace procedures and regulatory requirements</p> <p>2.3 Passengers' complaints which require further action are referred to the supervisor in accordance with workplace procedures and regulatory requirements</p>		
3. Take drink orders	<p>3.1 Orders are taken accurately and are either written or memorized</p> <p>3.2 Clear and helpful advice is given to passengers on selection of Drinks</p>		
4. Prepare and serve drinks	<p>4.1 Drinks are prepared to legal and railway standards, using the correct ingredients and measures, and are made to passenger requests</p> <p>4.2 Drinks are served promptly, courteously, per company standard and procedure</p>		
5. Use trays	<p>5.1 Drink trays are loaded skillfully and safely, ensuring correct balance</p> <p>5.2 Drink trays are carried and unloaded in accordance with regulatory requirements</p> <p>5.3 Drinks are poured and served in accordance with workplace procedures and regulatory requirements</p>		
6. Clear and clean carts/tables and equipment	<p>6.1 Tables are cleared at an appropriate time in a polite manner</p> <p>6.2 Tables and carts are cleaned hygienically and prepared for further service in accordance with workplace procedures and standards</p> <p>6.3 Utensils and glassware are stowed ready for cleaning where Applicable</p> <p>6.4 Collected trashes must place inside trash compartment and cabin must be regularly checked for debris.</p>		
7. Prepare and use tea and coffee making equipment	<p>7.1 proper operation of Tea and coffee making equipment is checked on ground in accordance with workplace procedures</p> <p>7.2 Tea and coffee making equipment is prepared ready for use in accordance with workplace procedures and regulatory requirements</p> <p>7.3 Passengers are offered a range of different teas and coffees and these are made to passengers' requests giving</p>		
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	consideration to strength, texture and presentation
8. Comply with legal requirements	8.1 Compliance is maintained at all times with the primary provisions and legal requirements relating to liquor service
9. Monitor level of intoxication of passengers and take suitable action	9.1 Monitoring the level of intoxication of passengers is using appropriate methods in accordance with workplace procedures and regulatory requirements

Variable	Range
Documentation	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulatory requirements pertaining to the serving of alcoholic and non-alcoholic beverages on train, including OHS regulations • railway procedures and instructions and job specification • railway beverage service procedures • beverage service checklist • relevant customs regulations • induction and training materials • conditions of service, legislation and industrial agreements including workplace agreements and awards
Consultation	<p>may include:</p> <ul style="list-style-type: none"> • passengers • other coach crew and driving crew members • ground staff • catering staff • train resourcing staff
Performed	<p>may be demonstrated:</p> <ul style="list-style-type: none"> • in an approved coach service simulator • in a suitably simulated work environment • on a passenger-carrying train
Regulations	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulatory requirements pertaining to the serving of alcoholic and non-alcoholic beverages on train • relevant OHS legislation • environmental protection legislation • relevant food handling and hygiene legislation • equal opportunity and non-discrimination legislation • relevant customs and quarantine regulations • relevant Ethiopian Standards • industrial relations and workplace compensation Legislation

Advice offered to passengers	<p>may include:</p> <ul style="list-style-type: none"> • types of alcoholic beverages • service of alcoholic beverages • restrictions on use of alcoholic beverages at the appropriate time in a polite manner • assistance to passengers to drink within appropriate limits by providing them with a range of options including the following: <ul style="list-style-type: none"> ➤ low alcohol and non-alcoholic drinks ➤ mineral water ➤ pure water ➤ coffee ➤ nibbles/snacks
Beverage service	<p>may be provided:</p> <ul style="list-style-type: none"> • on any passenger-carrying train type in commercial service • during short and/or long haul services • in any category of service, including economy and others • in any allowable operating and weather conditions • in accordance with regulatory and operational requirements, including OHS regulations
Procedures	<p>may be referred to as:</p> <ul style="list-style-type: none"> • company procedures • established procedures • standard operating procedures legal requirement
Legal requirements relating to liquor service	<p>may include but are not restricted to</p> <ul style="list-style-type: none"> • the prohibited sale of alcohol to minors • identification of, and refusal to serve, persons who present indications of being intoxicated • advice to passengers on strengths of alcoholic beverages
Monitoring the level of intoxication of passengers	<p>may include:</p> <ul style="list-style-type: none"> • observations in changes of behavior • monitoring noise levels • monitoring drink orders

Evidence Guide

Critical aspects of Competence	<p>Demonstrate knowledge and skills in:</p> <ul style="list-style-type: none"> • The evidence required to demonstrate competency in • Handle stock and materials • Advise passengers • Take drink orders • Prepare and serve drinks • Use trays • Clear and clean carts/tables and equipment
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	<ul style="list-style-type: none"> • Prepare and use tea and coffee making equipment • Comply with legal requirements • Monitor level of intoxication of passengers and take suitable action
<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant legislation and regulations including those concerning the serving of alcoholic beverages on train • Relevant OHS, hygiene and environmental procedures, standards and regulations • Relevant customs, quarantine, equal opportunity and anti-discrimination regulations • Principles of passenger service • railway procedures and standards for serving alcoholic and non-alcoholic beverages on train • Typical service flows within a train beverage service environment • Features and characteristics of various types of alcoholic and non-alcoholic beverages served on commercial train • Hygiene and safety issues of specific relevance to beverage service • Risks that exist when serving alcoholic and non-alcoholic beverages, and related risk control procedures and precautions • Problems that may occur when serving alcoholic and non-alcoholic beverages, and appropriate action that should be taken in each case
<p>Underpinning Skills</p>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when carrying out beverage service on a train • Read and interpret instructions, regulations, procedures and other information relevant to beverage service on a train • Interpret and follow operational instructions and prioritize work • Complete documentation related to beverage service on a train • Operate electronic communication equipment to required protocol • Work collaboratively with others when carrying out beverage service on a train • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when carrying out beverage service on a train in accordance with regulatory requirements and workplace

	<p>procedures</p> <ul style="list-style-type: none"> • Implement contingency plans for unexpected events that may arise when carrying out beverage service on a train • Apply precautions and required action to minimize, control or eliminate hazards that may exist when carrying out beverage service on a train • Monitor and anticipate operational problems and hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required when carrying out beverage service on a train
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Manage and Carry Out Pre and Post-run coach Checks
Unit Code	<u>EISRSC2 11 0213</u>
Unit Descriptor	This unit involves the skills and knowledge required to manage and carry out pre- and post-run coach safety, security and service checks on a commercial train, including conducting required pre-run checks, preparing the train cabin for service, carrying out required post-run checks, and carrying out all required administrative procedures related to the necessary coach checks. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Carry out pre-run safety and security checks	<p>1.1 Pre-run <i>coach safety and security checks</i> are carried out in accordance with regulatory requirements and <i>workplace procedures</i></p> <p>1.2 Where a problem related to train safety or security is identified, appropriate action is taken to promptly address the problem and/or report it to relevant personnel in accordance with regulatory requirements and workplace procedures</p> <p>1.3 Crew Resource Management (CRM) principles are applied in order to establish and maintain awareness of the impact of time and/or commercial pressure on safety-sensitive tasks</p> <p>1.4 Tasks are prioritized during pre-run checks in order to ensure that critical safety tasks are addressed prior to service checks</p> <p>1.5 Appropriate action is taken in accordance with workplace procedures to report or rectify situations where coach safety resources are faulty or inadequate in accordance with regulatory requirements and workplace procedure</p>
2. Prepare train coach for service	<p>2. 1 Preparation of the coach for passenger arrival is conducted in accordance with workplace procedures</p> <p>2. 2 Pre-run cabin service checks are carried out in accordance with regulatory requirements and workplace procedures</p> <p>2. 3 Cabin resources are accessed to replenish depleted stocks when necessary</p> <p>2. 4 Difficulties in the preparation of the cabin are reported/rectified in accordance with workplace procedures</p>

3. Carry out post-run checks	<p>3.1 coach is inspected and post-run coach safety, security and service checks are carried out in accordance with regulatory requirements and workplace procedures</p> <p>3.2 Any safety or security issues, damage to the train coach/features and resources, defective cabin systems and depleted stocks are identified and reported in accordance with workplace procedures</p>
4. Carry out administrative procedures	<p>4.1 Workplace administrative procedures concerning coach safety, security and service checks and related action are identified and interpreted</p> <p>4.2 Administrative procedures are implemented in accordance with regulatory requirements and workplace procedures</p> <p>4.3 All required pre-run and post-run coach safety, pre-run and post-run service and security checking, documentation is completed in accordance with regulatory requirements and workplace requirements</p>

Variable	Range
Coach safety and security checks	<p>may include:</p> <ul style="list-style-type: none"> • on any passenger-carrying train type in commercial service • during short and/or long haul/international services • in any category of service for which the crew member has been trained • in any allowable operating and weather conditions • in accordance with relevant regulatory and operational requirements
Workplace procedures	<p>may be referred to as:</p> <ul style="list-style-type: none"> • company procedures • established procedures • standard operating procedures • regulatory requirement
Train coach/feature	<p>may include:</p> <ul style="list-style-type: none"> • toilets • wheelchairs and equipment for aiding disabled passengers • seat controls and adjustments • equipment for use with babies • audio-visual equipment • overhead lockers • telephone • movie screens

	<ul style="list-style-type: none"> • in-seat video and entertainment resources
Regulatory	<p>may include:</p> <ul style="list-style-type: none"> • relevant standards and recommended practices (SARPS) to the pre- and post run safety, security and service checks of a train coach • relevant Railway Safety Regulations and Railway Orders pertaining to the pre- and post run safety, security and service checks of a train coach • relevant OHS legislation • environmental protection legislation • equal opportunity and anti-discrimination legislation • relevant customs and quarantine regulations • relevant Standards • industrial relations and workplace compensation legislation
Pre-run and post-run service and security checking:	<p>may include:</p> <ul style="list-style-type: none"> • safety resources and equipment in accordance with relevant procedures and regulations, including first aid equipment • security of train coach in accordance with relevant procedures and regulations • cabin facilities for supplies and cleanliness • cabin to ensure that pillows, blankets and headrest covers and other passenger resources meet passenger service standards • stock of newspapers and magazines to ensure they are adequate and tidy • stocks of special resources required for children and infants • resources needed for passengers with special needs
Documentation	<p>may include:</p> <ul style="list-style-type: none"> • sections of Railway Safety Regulations and Railway Orders relevant to pre- and post-run checks of train • railway procedures and instructions and job specifications • pre- and post-run checking procedures and checklists • operational manuals • manufacturer's instructions for train coach equipment and facilities • induction and training materials • conditions of service, legislation and industrial agreements including workplace agreements and awards
Persons consulted	<p>may include:</p> <ul style="list-style-type: none"> • other members of the train crew team • ground staff • security personnel • technical staff

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate knowledge and skills in:</p> <ul style="list-style-type: none"> • Carry out pre-run safety and security checks • Prepare train coach for service • Carry out post-run checks • Carry out administrative procedures
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant sections of Railway Safety Regulations and Railway Orders • Relevant OHS, security hygiene and environmental procedures/regulations • Relevant customs, quarantine, equal opportunity and anti-discrimination regulations • Regulatory requirements concerning passenger and train safety and security • Crew Resource Management (CRM) and Human Factors (HF) principles • Regulatory requirements and railway procedures and standards for managing and conducting pre- and post-run coach safety and security checks on train • railway procedures and standards for managing and conducting pre- and post-run coach service checks on train • Action to be taken during pre- and post-run coach checks in response to senior train crew instructions • railway administrative procedures • Coach service features and amenities for various types of train • Coach safety resources for various types of train • Risks that exist when conducting pre- and post-run coach checks and related risk control procedures and precautions • Problems that may occur when managing and conducting pre- and post-run coach checks and action that should be taken in each case
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when managing and carrying out pre- and post-run coach checks • Read and interpret instructions, regulations, procedures and other information relevant to managing and carrying out pre- and post-run coach checks • Interpret and follow operational instructions and prioritize work • Complete documentation related to managing and carrying out pre- and post-run coach checks • Report difficulties in the preparation of the coach • Operate electronic communication equipment to required

	<p>protocol</p> <ul style="list-style-type: none"> • Work collaboratively with others when managing and carrying out pre- and post-run coach checks • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when managing and carrying out pre- and post-run coach checks in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when managing and carrying out pre- and post-run coach checks • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the conduct of pre- and post-run coach checks • Monitor and anticipate operational problems and hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required to manage and carry out pre- and post-run coach checks
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Provide Advice on a Cuisine On coach
Unit Code	EISRSC2 12 0213
Unit Descriptor	This unit involves the skills and knowledge required to provide advice on cuisine to passengers on a commercial train, including discussing menu items and selections, advising passengers on food and special menu items, and obtaining feedback from passengers and others and contributing to menu development.

Element	Performance Criteria
1. Discuss menu items and selections	<p>1.1 Culinary styles and cooking methods of menu items are discussed with passengers using appropriate language, terminology and correct pronunciation according to the passenger's needs</p> <p>1.2 Passengers are advised on the selection of menu items available, providing options and possible variations where appropriate to passenger and operational needs</p>
2. Advise passengers on food	<p>2.1 Information source is accessed from appropriate sources in order to consult passengers on a types of food items in accordance with workplace procedures</p> <p>2.2 Passengers are advised on a range of meal service, in terms of varieties, quality factors, ingredients and cooking methods, where applicable, using standard railway descriptions and in accordance with workplace procedures</p> <p>2.3 Foods are described using standard industry descriptions in terms of preparation methods and styles of service</p>
3. Advise passengers on special menu items	<p>3.1 Passengers are advised on special menu items using standard railway descriptions and the appropriate terminology in accordance with workplace procedures</p> <p>3.2 Appropriate responses are made to passenger requests for information on dietary features of special menu items in accordance with workplace procedure</p>
4. Contribute to menu development	<p>4.1 Trends in passenger needs are identified and interpreted based on direct contact and workplace experience</p> <p>4.2 Advice on hygiene approaches is provided upon request</p> <p>4.3 Suggestions and feedback on possible changes to menu development is provided to relevant personnel by demonstrating performance in accordance with workplace procedures</p>

Variable	Range
Information Sources	<p>may include:</p> <ul style="list-style-type: none"> • menu galley guide • catering checklist • special meal information
Consult passengers	<p>may include:</p> <ul style="list-style-type: none"> • passengers • other crew members • catering staff • ground support staff
Types of food	<p>may include:</p> <ul style="list-style-type: none"> • appetizers and hors d'oeuvres • soups • meat and fish • vegetables • sweets and desserts • cheeses • fruit salads • sauces • pasta • noodles
Workplace procedures	<p>may be referred to as:</p> <ul style="list-style-type: none"> • company procedures • established procedures • standard operating procedures
Meal service	<p>may include:</p> <ul style="list-style-type: none"> • on any passenger-carrying train type in commercial service • during short and/or long haul services • in any category of service, including economy, business and first class • in any allowable operating and weather conditions • in accordance with regulatory and operational requirements, including OHS requirements
Advice on special menu	<p>may include:</p> <ul style="list-style-type: none"> • origins • ingredients • methods of preparation • presentation styles
Information	<p>May include:</p> <ul style="list-style-type: none"> • sections of Railway Safety Regulations and Railway Orders relevant to food service on train

	<ul style="list-style-type: none"> • railway procedures and instructions and job specification • standard railway menus • railway meal service procedures checklists and procedures • menu galley guide • catering checklist • special meal information • relevant information on meal ingredients, special dietary requirements and food allergies • induction and training materials • conditions of service, industrial agreements including workplace agreements and awards
By demonstrating performance	<p>may include:</p> <ul style="list-style-type: none"> • in an approved coach service simulator • in a suitably simulated work environment • on a passenger-carrying train

Evidence Guide			
Critical aspects of Competence	<p>Demonstrate knowledge and skills in:</p> <ul style="list-style-type: none"> • Discuss menu items and selections • Advise passengers on food • Advise passengers on special menu items • Contribute to menu development 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant regulatory requirements • Relevant equal opportunity and anti-discrimination regulations • Principles of customer service • Railway procedures and standards for providing advice on cuisine to passengers • Standard railway menus and menu items • Features and characteristics of various types of food served on commercial train including special menu items • Relevant information on meal ingredients, special dietary requirements and food allergies • Food presentation for different types of railway service • Hygiene and safety issues of specific relevance to food and beverage service • Risks that exist when providing advice on cuisine to passengers and related risk control procedures and precautions • Problems that may occur when providing advice on cuisine to passengers, and to passengers with special needs, and appropriate action that should be taken in each case 		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when providing advice on 		
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	<p>cuisine on a train</p> <ul style="list-style-type: none"> • Read and interpret instructions, regulations, procedures and other information relevant to providing advice on cuisine on a train • Interpret and follow operational instructions and prioritize work • Complete documentation related to providing advice on cuisine on a train • Operate electronic communication equipment to required protocol • Work collaboratively with others when providing advice on cuisine on a train • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when providing advice on cuisine on a train in accordance with regulatory requirements and workplace Procedures • Implement contingency plans for unexpected events that may arise when providing advice on cuisine on a train • Apply precautions and required action to minimize, control or eliminate hazards that may exist when providing advice on cuisine on a train • Monitor and anticipate operational problems and hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required when providing advice on cuisine on a train
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Deliver a Service to Customers
Unit Code	EIS RSC2 13 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.

Elements	Performance Criteria
1. Establish contact with customers	<p>1.1 Customer is acknowledged and greeted in a professional, courteous and concise manner according to organisational requirements</p> <p>1.2 Personal dress and presentation are maintained in line with organisational requirements</p> <p>1.3 Communication is done using appropriate interpersonal skills to facilitate accurate and relevant exchange of information</p> <p>1.4 Sensitivity is maintained to customer specific needs and any cultural, family and individual differences</p> <p>1.5 Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements</p>
2. Identify customer needs	<p>2.1 Appropriate questioning and active listening are used to determine customer needs</p> <p>2.2 Customer needs are assessed for urgency to identify priorities for service delivery</p> <p>2.3 Customers are provided with information about available options for meeting customer needs and assisted to identify preferred option/s</p> <p>2.4 Personal limitations are identified in addressing customer needs and assistance sought from designated persons where required</p>
3. Deliver service to customers	<p>3.1 Prompt customer service is provided to meet identified needs according to the organisational requirements</p> <p>3.2 Provide information regarding problems and delays, and follow-up within appropriate timeframes as necessary</p>

	<p>3.3 Communicate with customers in a clear, concise and courteous manner</p> <p>3.4 Opportunities are identified to enhance the quality of service and products, and action taken to improve the service whenever possible</p>
4. Process customer feedback	<p>4.1 Customer feedback is promptly recognised and handled sensitively according to organisational requirements</p> <p>4.2 Any feedback and communication between customers and the organisation are accurately recorded according to organisational standards, policies and procedures</p> <p>4.3 Any unmet customer needs are identified and discussed suitability of other products/services</p> <p>4.4 Customers are supported to make contact with other services according to organisational policies and procedures</p>

Variable	Range
Customers	<p>may include:</p> <ul style="list-style-type: none"> • contacts from other organizations • external customers • internal customers • members of the public • patients • Service users.
Organisational requirements	<p>may include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • anti- discriminations' and related policy • following OHS procedures for dealing with customers • legal and organizational policies, guidelines and requirements • quality and continuous improvement processes and standards • Quality assurance and/or procedures manual.
Interpersonal skills	<p>may include:</p> <ul style="list-style-type: none"> • listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarizing and paraphrasing to check understanding of customer's message • Using appropriate body language.

Designated persons	<p>may include:</p> <ul style="list-style-type: none"> • manager, supervisor or team leader • more experienced personnel with specific knowledge or information • Staff from other work areas with particular product or service knowledge.
Opportunities	<p>may include:</p> <ul style="list-style-type: none"> • advice about warranties, guarantees or support services • packaging options • pricing options • procedures for delivery of goods or service • provision of product knowledge • Systems for recording complaints.
Customer feedback	<p>may be about:</p> <ul style="list-style-type: none"> • damaged goods or delivery problems • delays • invoicing errors • quality of customer service • Quality of service provision.

Evidence Guide

Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • demonstrating all stages of customer service interactions • responding to customer feedback • demonstrating a range of interpersonal skills • Knowledge of relevant legislation.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti- discrimination legislation ➢ ethical principles ➢ codes of practice ➢ privacy laws ➢ occupational health and safety (OHS) • Organizational policies and procedures relating to customer service and the customer service process.
Underpinning Skills	<p>Demonstrates Skills in:</p> <ul style="list-style-type: none"> • communication skills to convey meaning clearly, concisely and coherently • literacy skills to communicate with customers and to develop required product knowledge

	<ul style="list-style-type: none"> • numeracy skills to interpret customer requirements and to meet customer needs • problem solving skills to deal with customer enquiries or complaints • self management skills to: <ul style="list-style-type: none"> ➤ comply with policies and procedures ➤ seek learning and development opportunities
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Apply First Aid
Unit Code	EIS RSC2 14 0213
Unit Descriptor	This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Element	Performance Criteria
1. Assess the situation	<p>1.1 Hazards are identified, assessed and minimized in the situation that may pose a risk of injury or illness to self and others</p> <p>1.2 Immediate risk to self and casualty's health and safety is minimized by controlling any hazard in accordance with occupational health and safety requirements</p> <p>1.3 Casualty is assessed and injuries, illnesses and conditions are identified</p>
2. Apply first aid procedures	<p>2. 1 Information is calmly provided to reassure casualty, adopting a communication style to match the casualty's level of consciousness</p> <p>2. 2 Available resources and equipment are used to make the casualty as comfortable as possible</p> <p>2. 3 Respond to the casualty in a culturally aware, sensitive and respectful manner</p> <p>2. 4 The nature of casualty's injury/condition and relevant first aid procedures is determined and explained to provide comfort</p> <p>2. 5 Consent is sought from casualty prior to applying first aid management</p> <p>2. 6 First aid management is provided in accordance with established first aid principles, guidelines and/or regulations, legislation and policies and industry requirements</p> <p>2. 7 First aid assistance is sought from others in a timely manner and as appropriate</p> <p>2. 8 First aid equipment is correctly operated as required for first aid management according to manufacturer/supplier's instructions and local policies</p>

	<p>and/or procedures</p> <p>2. 9 Safe manual handling techniques are used as required</p> <p>2. 10 Monitor casualty's condition /, Vital signs and respond in accordance with effective first aid principles and procedures</p> <p>2. 11 Casualty management is finalized according to casualty's needs and first aid principles</p>
3. Communicate details of the incident	<p>3.1 Ambulance support and/or appropriate medical assistance are requested according to relevant circumstances using relevant communication media and equipment</p> <p>3.2 Assessment of casualty's condition and management activities is accurately conveyed to ambulance services /other emergency services/relieving personnel</p> <p>3.3 Reports are prepared as appropriate in a timely manner, presenting all relevant facts according to established procedures</p> <p>3.4 Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures</p> <p>3.5 Confidentiality of records and documentation is maintained in line with privacy principles and statutory and/or organization policies</p>
4. Evaluate own performance	<p>4.1 Feedback is sought from appropriate clinical expert</p> <p>4.2 Recognize the possible psychological impacts on rescuers of involvement in critical incidents</p> <p>4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs</p>

Variable	Range
Hazards	<p>may include:</p> <ul style="list-style-type: none"> • Physical hazards • Biological hazards • Chemical hazards • Hazards associated with manual handling
Risks	<p>may include:</p> <ul style="list-style-type: none"> • Risks from equipment, machinery and substances • Risks from first aid equipment • Environmental risks

	<ul style="list-style-type: none"> • Exposure to blood and other body substances • Risk of further injury to the casualty • Risks associated with the proximity of other workers and bystanders • Risks from vehicles
Resources and equipment	<p>are used appropriate to the risk to be met and may include:</p> <ul style="list-style-type: none"> • AED • First aid kit • Auto-injector • Puffer/inhaler • Resuscitation mask or barrier • Spacer device
First aid management	<p>must take into account applicable aspects of:</p> <ul style="list-style-type: none"> • The setting in which first aid is provided, including: <ul style="list-style-type: none"> ➢ workplace policies and procedures ➢ Industry/site specific regulations, codes etc. ➢ OHS requirements ➢ state and territory workplace health and safety legislative requirements ➢ location and nature of the incident ➢ situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents ➢ Location of emergency services personnel. • The use and availability of first aid equipment and resources • Infection control • Legal and social responsibilities of first aider
Established first aid principles	<p>It includes:</p> <ul style="list-style-type: none"> • Preserve life • Prevent illness, injury and condition(s) becoming worse • Promote recovery • Protect the unconscious casualty
Casualty's condition	<p>is managed for:</p> <ul style="list-style-type: none"> • Abdominal injuries • airway obstruction • Allergic reactions • Altered and loss of consciousness • Bleeding • Burns – thermal, chemical, friction, electrical • Chest pain/cardiac arrest • Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains,

	<ul style="list-style-type: none"> dislocations • Near drowning • Envenomation – snake, spider, insect • Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke • Fractures • Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions • No signs of life • Poisoning and toxic substances (including chemical contamination) • Respiratory distress/arrest • Seizures • Shock • Stroke • Substance misuse – common drugs and alcohol, including illicit drugs.
Vital signs	<p>include:</p> <ul style="list-style-type: none"> • Consciousness • Breathing • Circulation
Communication media and equipment	<p>may include but are not limited to:</p> <ul style="list-style-type: none"> • Telephones, including landline, mobile and satellite phones • Flags • Flares • Two way radio • Email • Electronic equipment • Hand signals
Documentation	<p>may include:</p> <ul style="list-style-type: none"> • Injury report forms • Workplace documents as per organization requirements • Time • Location • Description of injury • First aid management • Fluid intake/output, including fluid loss via: <ul style="list-style-type: none"> ➤ blood ➤ vomit ➤ faces ➤ urine • Administration of medication including: <ul style="list-style-type: none"> ➤ time

	<ul style="list-style-type: none"> ➤ date ➤ person administering ➤ dose • Vital signs
Appropriate clinical expert	<p>May include:</p> <ul style="list-style-type: none"> • Supervisor/manager • Ambulance officer/paramedic • Other medical/health worker

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Assess the situation • Apply first aid procedures • Communicate details of the incident • Evaluate own performance
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • basic principles and concepts underlying the practice of first aid • procedures for dealing with major and minor injury and illness • priorities of management in first aid when dealing with life threatening conditions • basic occupational health and safety requirements in the provision of first aid • infection control principles and procedures, including use of standard precautions • chain of survival • first Aiders' skills and limitations • Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to • First aid management of: <ul style="list-style-type: none"> ➤ abdominal injuries ➤ allergic reactions ➤ altered and loss of consciousness ➤ bleeding ➤ burns – thermal, chemical, friction, electrical ➤ cardiac arrest ➤ casualty with no signs of life ➤ chest pain ➤ choking/airway obstruction ➤ injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

	<ul style="list-style-type: none"> ➤ envenomation snake, spider, insect and marine bites ➤ environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke ➤ fractures ➤ medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions ➤ near drowning ➤ poisoning and toxic substances (including chemical contamination) ➤ respiratory distress ➤ seizures ➤ shock ➤ stroke ➤ substance misuse – common drugs and alcohol, including illicit drugs ➤ Awareness of stress management techniques and available support • Social/legal issues: <ul style="list-style-type: none"> ➤ duty of care ➤ need to be culturally aware, sensitive and respectful ➤ importance of debriefing ➤ confidentiality ➤ own skills and limitations
Underpinning Skill	<p>Demonstrate the skill to:</p> <ul style="list-style-type: none"> • Conduct an initial casualty assessment • Plan an appropriate first aid response in line with established first aid principles, policies and procedures, Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills • Demonstrate correct procedures for performing CPR using a manikin, including standard precautions • Apply first aid principles • Infection control, including use of standard precautions • Follow OHS guidelines • Demonstrate: <ul style="list-style-type: none"> ➤ safe manual handling ➤ consideration of the welfare of the casualty ➤ ability to call an ambulance ➤ site management to prevent further injury • Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available

	<p>medical/pharmaceutical instructions</p> <ul style="list-style-type: none"> • Administer medication in line with state/territory regulations, legislation and policies • Prepare a written incident report or provide information to enable preparation of an incident report • Communicate effectively and assertively in an incident • Make prompt and appropriate decisions relating to managing an incident in the workplace • Call medical assistance according to relevant circumstances and • report casualty's condition • Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols • Evaluate own response and identify appropriate improvements where required
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Manage Human Factors in Coach
Unit Code	EISRSC2 15 0213
Unit Descriptor	This unit involves the skills, knowledge and attitudes required to manage human factors in train including monitoring own performance, recognizing errors and managing corrective action, And managing own physiological and psychological condition. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Manage personal performance	<p>1.1 Pre- and post-run personal condition such as stress is managed to ensure safe outcome of travel</p> <p>1.2 Own performance in travel is monitored against workplace standards, procedures , requirements and regulations</p> <p>1.3 Deterioration of personal condition and/or limitations are recognized and appropriate strategies are implemented to ensure the safe outcome of a travel</p>
2. Recognize threats and errors, and manage preventative and corrective action	<p>2. 1 Relevant environmental or operational threats that are likely to affect the safety of the travel are identified</p> <p>2. 2 Countermeasures to manage threats are developed and implemented</p> <p>2. 3 travel progress is monitored and assessed to ensure a safe outcome, or tasks modified when a safe outcome is not assured</p> <p>2. 4 Checklists and standard operating procedures are applied to prevent train handling, procedural or communication errors; and committed errors are identified before safety is affected or train enters an undesired state</p> <p>2. 5 train systems, travel environment and crew members are monitored, and information is collected and analyzed to identify potential or actual errors</p> <p>2. 6 Countermeasures are implemented to prevent errors, or action is taken in the time available to correct errors before the train enters an undesired state</p>

Variable	Range
Stress	may include: <ul style="list-style-type: none"> • emergency situations • poor planning and prioritization of tasks • interpersonal conflict fear and anxiety • lack of sufficient knowledge to adequately manage driving tasks and contingencies • inability to carry out simultaneous multiple tasks • time pressures • Heather conditions • unifamilial environnements/situations • illness
Performance	Includes: <ul style="list-style-type: none"> • relevant license and train rating requirements of the Ethiopian Railway Authority such as: • Manual of Standards • approved curricula and training documentation
Regulations	may include: <ul style="list-style-type: none"> • relevant Railway Safety Regulations and Railway Orders pertaining to human factors and their effect on driver performance • relevant OHS legislation • relevant regulations limiting the use of drugs and alcohol by Crew • relevant company Standards
Deterioration	may result from such causes as: <ul style="list-style-type: none"> • physical illness • injury • disease • fatigue • lack of oxygen due to coach depressurization or problems with air supply • deep vein thrombosis (DVT) and other potential physiological hazards • mental illness • grief • trauma • interpersonal conflict • overwork • anxiety • uncontrolled stress • secondary effects of illness, disease or injury

Tasks	<p>may include:</p> <ul style="list-style-type: none"> • variable weather conditions • day or night
Crew	<p>may include:</p> <ul style="list-style-type: none"> • single crew • multi crew
Information	<p>May include:</p> <ul style="list-style-type: none"> • relevant sections of Railway Safety Regulations and Railway Orders pertaining to human factors and their effect on driver performance • Railway Safety Regulations concerning limitations on drug and alcohol use by drivers • in Defense context, relevant Defense Orders and Instructions • relevant sections of the Railway Advisory Publications operations manuals • approved checklists • workplace procedures and instructions and job specification • induction and training materials • conditions of service, legislation and industrial agreements including workplace agreements and awards
Errors	<p>may include:</p> <ul style="list-style-type: none"> • incorrect speed • incorrect power relative to maintain speed • incorrect approach speed • misinterpretation of communications • non compliance with instructions

Evidence Guide

Critical aspects of Competence	<p>Demonstrate knowledge and skills in:</p> <ul style="list-style-type: none"> • Manage personal performance • Recognize threats and errors, and manage preventative and corrective action 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant sections of Railway Safety Regulations and Railway Orders • Relevant OHS procedures and regulations • Human factors that may influence driver performance during driving • Potential errors that may occur during driving and procedures for taking appropriate preventative and corrective action • Strategies for management of fatigue • Aspects of lifestyle that may adversely influence a crew physiological/psychological condition and/or fatigue during 		
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	<p>driving</p> <ul style="list-style-type: none"> • The adverse effects of alcohol and prescription and non prescription drugs and regulation concerning alcohol and drug use by drivers • Effects of stress on crew performance and ways of managing and controlling the various stressors that may impact on a crew • Explain how the use of checklists and standard procedures prevents errors • Explain how prioritizing and managing workload can reduce the commission of errors • Requirements for reporting and documenting any safety incidents and safety critical errors that may have occurred during driving • An understanding of principles of threat and error management • Recognition of undesired train states
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Recognize threats and errors and take appropriate corrective action to avoid an undesired train state • Manage own physiological and psychological condition • Manage and control stress before and during driving • Maintain compliance with relevant regulatory requirements including the avoidance of alcohol and drugs before and during driving • Monitor own performance before and during driving • Set priorities and manage workload to ensure safe task completion in the time available • Manage aspects of lifestyle that may impact upon crew performance • Recognize signs of fatigue and apply appropriate fatigue management techniques • Identify symptoms of deterioration in physiological/psychological condition and recognize signs of error that might endanger the safety of driving and take appropriate corrective action • Communicate effectively with others when managing human factors in driving • Read and interpret instructions, regulations, procedures and other information relevant to managing human factors in driving • Interpret and follow operational instructions and priorities work • Complete documentation related to human factors in driving • Operate electronic communication equipment to required protocol • Work collaboratively with others when managing human factors in driving

	<ul style="list-style-type: none"> • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when managing human factors in driving in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when managing human factors in driving • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the management of human factors in driving • Monitor and anticipate operational problems and hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required to manage human factors in driving
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Advise on Major Service Attractions at Train Destinations
Unit Code	EISRSC2 16 0213
Unit Descriptor	This unit involves the skills and knowledge required to advise on major services and attractions at railway destinations, including researching information about railway destinations and responding appropriately to passenger request for information on relevant Aspects of train travel destinations, including referring the passenger to appropriate sources of information. Licensing or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Research information about railway destinations	<p>1.1 Appropriate sources of information about travel destinations for relevant routes are identified in accordance with workplace procedures</p> <p>1.2 Appropriate reference material is accessed from identified sources and organized in a form suitable for use when responding to passenger requests on aspects of travel destinations in accordance with workplace procedures, applicable regulation and expectations</p> <p>1.3 Appropriate persons are consulted for advice and assistance in researching information about travel destinations</p>
2. Respond to requests for information on railway destinations	<p>2.1 Requests for source of information about train destinations are workplace procedures</p> <p>2.2 Where appropriate, accurate, current and relevant information about train destinations is provided at a level/depth appropriate to the passenger's needs</p> <p>2.3 Where a response cannot be immediately provided to a passenger's request, either assistance and advice is sought from other appropriate train personnel or the passenger is courteously referred to appropriate sources where they may be able to obtain the required information</p> <p>2.4 Information is presented in a manner which shows sensitivity to both host and visiting cultures</p>

Variable	Range
Information	that may be requested by passengers about train destinations may

	<p>include:</p> <ul style="list-style-type: none"> • transport • public holidays • currency and exchange rates • accommodation options • customs and immigration requirements • education • major tourist areas • sports • food • general lifestyle and customs • shopping • tipping • geographic features • government and politics • economy • natural history • culture
Workplace procedures	<p>may be referred to as:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures • standard operating procedures
Responding to passenger requests	<p>may be provided:</p> <ul style="list-style-type: none"> • on any train type in commercial service • during short and/or long haul services • in any category of service, including economy • in any allowable operating and weather conditions • in accordance with regulatory, enterprise and operational requirements, including OHS regulations
Applicable regulations	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulatory requirements pertaining to the provision of customer service on train • equal opportunity and anti-discrimination legislation • relevant OHS regulations • industrial relations and workplace compensation legislation
Persons are consulted	<p>may include:</p> <ul style="list-style-type: none"> • passengers • other coach crew and train crew members • tourism and travel agencies • ground staff

	<ul style="list-style-type: none"> • relevant government agencies and diplomatic embassies/consulates • librarians
Sources of information	<p>May include:</p> <ul style="list-style-type: none"> • train product information • tourism brochures • information provided by diplomatic embassies and consulates • authoritative travel books and journals dealing with specific countries and locations • travel agents • tourist information bureaus and agents at destination points • government tourism offices at destination points • authoritative encyclopedias and other relevant reference books • appropriate websites on the internet

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate knowledge and skills in:</p> <ul style="list-style-type: none"> • Research information about train destinations • Respond to requests for information on train destinations
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant sections of Railway Safety Regulations and Railway Orders • Relevant OHS, hygiene and environmental procedures and regulations • Principles of customer service • Railway procedures and standards for responding to requests from passengers for information on aspects of train destinations • Relevant information on pertinent aspects of train destinations on specific routes • Sources of information on pertinent aspects of train destinations on specific routes and ways and means of accessing information from those sources • Problems that may occur when responding to passengers' requests for information on aspects of train destinations and appropriate action that should be taken in each case
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when advising on major services and attractions at train destinations • Read and interpret instructions, regulations, procedures and other information relevant to major services and attractions at train destinations • Interpret and follow operational instructions and priorities work • Complete documentation related to major services and

	<p>attractions at train destinations</p> <ul style="list-style-type: none"> • Operate electronic communication equipment to required protocol • Work collaboratively with others when advising on major services and attractions at railway destinations • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when advising on major services and attractions at railway destinations in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when advising on major services and attractions at railway destinations • Apply precautions and required action to minimize, control or eliminate hazards that may exist when advising on major services and attractions at railway destinations • Monitor and anticipate operational problems and hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards Implement OHS procedures and relevant regulations • Identify and correctly use equipment required to advise on major services and attractions at railway destinations
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Provide Transport Services to Passengers with Special Needs
Unit Code	EIS RSC2 17 0213
Unit Descriptor	This unit involves the skills and knowledge required to provide appropriate, effective and courteous transport services to passengers with special needs in accordance with relevant government regulations, including identifying passengers with special needs; communicating effectively with the passengers; and providing appropriate assistance to them in both normal and emergency situations that may arise during their journey. Regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Identify passengers with special needs	<p>1.1 Passengers transportation with special needs are identified and appropriate action taken to ensure that relevant information/documents, procedures, regulations, workplace procedures and regulatory requirements are followed</p> <p>1.2 If necessary, information on workplace policies and procedures and related regulatory requirements relevant to the special need concerned are accessed and interpreted</p> <p>1.3 Applicable OHS principles, policies and procedures relevant to assisting passengers with special needs are identified, accessed and interpreted, in particular those related to manual handling principles and precautions.</p> <p>1.4 Appropriate handling and due care per the standard and work place procedure is to be provided to passengers with special needs.</p>
2. Communicate effectively with the passenger(s) and/or relevant personnel	<p>2.1 Appropriate communication methods are selected and used to meet the requirements of the passengers with special needs</p> <p>2.2 Appropriate and effective verbal and non-verbal communication skills are used including appropriate body language and language style</p> <p>2.3 Effective listening skills are demonstrated</p> <p>2.4 Questions are used to gain appropriate information</p> <p>2.5 All communications with passengers and other relevant personnel such as careers, guardians, parents, escorts, medical staff, etc. are conducted in a manner which is</p>

	<p>consistent with the workplace procedures and policy</p> <p>2. 6 Where relevant, passengers/escorts are briefed in accordance with relevant regulations</p>
<p>3. Provide assistance to passengers with special needs</p>	<p>3.1 Workplace procedures and relevant regulatory requirements are followed when providing transport services to passengers with special needs in both normal and emergency situations</p> <p>3.2 Individual customer needs and expectations are identified so that appropriate products and services may be provided in a consistent and timely manner</p> <p>3.3 Any limitations to service provision is identified, communicated to passengers and checked for understanding</p> <p>3.4 In a places for assistance appropriate equipment/resources are selected and used to assist passengers with special needs</p> <p>3.5 Anticipated problems are correctly identified and monitored, and action is taken to minimize their effect on customer safety and satisfaction</p> <p>3.6 Risks involved in providing transport services to passengers with special needs are identified and appropriate risk control precautions are adopted in accordance with workplace procedures and relevant regulatory requirements, including manual handling principles and procedures</p>

Variable	Range
Passenger transportation	<p>may be conducted:</p> <ul style="list-style-type: none"> • by day or night • in any allowable weather conditions • tram, bus or coach services • domestic and international commercial aviation services
Information/documents	<p>May include:</p> <ul style="list-style-type: none"> • Relevant regulatory requirements pertaining to the various transport contexts and categories of special needs concerned, including requirements of equal opportunity and anti-discrimination Regulation. • workplace instructions and procedures for the transport of passengers with specific types of special needs • safety and emergency procedures and regulatory requirements • customer requests • Instructions from parents, guardians, careers, escorts, etc.
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	<p>where applicable</p> <ul style="list-style-type: none"> • Instructions from relevant authorities (dependent on context) such as medical staff, sheriff's office, and security staff, railway internal auditors, etc. • Guidance materials on key regulatory requirements, such as manual handling procedures, equal opportunity, communicating with people of non-English speaking background, etc. • manufacturer's instructions, specifications and recommended operating procedures for equipment needed to assist persons with various types of special needs • information on transport and terminal facilities available to passengers with various types of special need • induction and training materials • Conditions of service, regulations and industrial agreements including workplace agreements.
Precautions	<ul style="list-style-type: none"> • manual handling principles and procedures as per regulatory requirements • equal opportunity principles and procedures as per regulatory requirements • security principles and procedures as per regulatory requirements • policies and procedures for assisting persons of non- English speaking background • safety-related regulatory requirements
Passenger with special needs	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • children traveling alone or under supervision • pregnant women • nursing mothers • the elderly • wheelchair/stretchers passengers • persons with a physical and/or intellectual disability • prisoners being transported under escort • non-English speaking passengers • international visitors with special requirements • medical transports remaining on board train/vehicle//vessel during transits • Deportees, where applicable (who may require special handling i.e. no alcohol, passport retained by on-board Manager, etc.)
Workplace procedures	<p>may be referred to as:</p> <ul style="list-style-type: none"> • company procedures • Regulatory bodies requirements • organizational procedures
Places for	May include but not limited to

Assistance	<ul style="list-style-type: none"> • when the passengers with special needs are officially in the care of the transport operator's staff • while on the transport vehicle, or train • while at a train station, depots and terminals • while on the transport operator's property and premises • during emergency situations
Equipment/resources	<p>Required to assist passengers with various types of special need may include but not limited to:</p> <ul style="list-style-type: none"> • wheelchairs • transport carts • personal elevators • ramps • special restraints • bassinets and other relevant baby equipment • appropriate medical equipment • translators or text information in appropriate languages • identification tags (where relevant) • restraining equipment where applicable for persons under police escort • other resources required to assist special needs passengers at time of embarkation, disembarkation or during the journey
Regulatory	<ul style="list-style-type: none"> • depending on the transport context concerned, relevant international, regulatory requirements pertaining to the provision of transport services to persons with special needs • relevant OHS regulations, including regulations pertaining to manual handling procedures • Relevant anti-discrimination regulations. • privacy regulations

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Identify passengers with special needs • Communicate effectively with the passenger(s) and/or relevant personnel • Provide assistance to passengers with special needs
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant international, regulatory requirements pertaining to the provision of transport services to persons with special needs • Relevant OHS and environmental procedures and regulations • Implications for customer service of various types of special needs • Customer service procedures as they relate to passengers with

	<p>special needs</p> <ul style="list-style-type: none"> • Duty of care responsibilities when providing transport services to passengers with various types of special needs • Products, services and operations of the transport service concerned • Types of equipment/resources required to assist passengers with various types of special need • Risks that exist when providing services to passengers with special needs and related risk control procedures and precautions • Problems that may occur when providing transport services to passengers with special needs and appropriate action that should be taken in each case
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when providing transport services to passengers with special needs • Interact appropriately with passengers with a range of special needs • Read and interpret instructions, regulations, procedures and other information relevant to the provision of transport services to passengers with special needs • Interpret and follow operational instructions and prioritize work • Complete documentation related to the provision of transport services to passengers with special needs • Operate electronic communication equipment to required protocol • Work collaboratively with others when providing transport services to passengers with special needs • Adapt appropriately to differences in the workplace, including cultural differences, modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when providing transport services to passengers with special needs • Implement contingency plans for unexpected events that may arise when providing transport services to passengers with special needs • Apply precautions and required actions to minimize, control or eliminate hazards that may exist when providing transport services to passengers with special needs • Solve problems that might arise when providing transport services to passengers with special needs • carry out and anticipate operational problems, risks and hazards and take appropriate action

	<ul style="list-style-type: none"> • perform work activities in terms of planned schedule • carry out activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operation procedures • Implement OHS procedures and relevant regulations • Identify, select and correctly use equipment required to provide transport services to passengers with special needs
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Provide Assistance to Transit and Arriving Passengers
Unit Code	EIS RSC2 18 0213
Unit Descriptor	This unit involves the skills and knowledge required to provide assistance to transit and arriving passengers, including greeting passengers, checking in passengers using either manual or computerized processes and checking in both coach and hold baggage. It also includes the skills and knowledge required to respond to problems during check-in, process check-in records, issue boarding passes and direct passengers to the security gate. Regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Greet transit passenger	<p>1.1 Transit passenger is greeted in accordance with workplace customer service procedures</p> <p>1.2 Assistance to Transit passengers and/or arriving passengers is asked for their boarding pass and/or their name and details of their travel and destination and directed to the relevant terminal/check-in area to avoid problems of arrival and transit passengers.</p> <p>1.3 Transit passenger's queries concerning their travel and transit arrangements are answered accurately, courteously and in accordance with workplace customer service standards and Procedures/regulations.</p>
2. Greet arriving passenger	<p>2.1 Arriving passenger is greeted in accordance with workplace customer service procedures</p> <p>2.2 Arriving passenger is directed to the baggage carousel area and/or terminal exit and transport services</p> <p>2.3 Arriving passenger with international connections is directed to the relevant platform/check-in area</p> <p>2.4 Arriving passenger's queries and concerns are answered courteously in accordance with workplace customer service standards and procedures</p>
3. Check in passenger for next leg using manual process	<p>3.1 When manual procedures are being followed, passenger's name is identified and confirmed on the passenger list for the nominated travel</p> <p>3.2 Should the passenger's name not be found in bookings for the travel, appropriate action is taken in discussion with the passenger to resolve the problem in accordance with</p>

	<p>workplace procedures</p> <p>3.3 Passenger is advised of any changes in travel arrangements including delays, cancellations and gate changes</p> <p>3.4 Where possible, passenger's seating preference on the train is sought</p> <p>3.5 Passenger is advised of prohibited items that are not allowed to be carried onto a train or carried in baggage in accordance with workplace procedures and regulatory requirements</p> <p>3.6 Passenger's check-in is confirmed on the system and a suitable and available train seat is allocated using appropriate workplace procedures and regulatory requirements</p>
4. Check in transit passenger for next leg using computerized process	<p>4.1 When computerized procedures are being followed, passenger's name and indicated travel are entered into the system using relevant workplace procedures</p> <p>4.2 Passenger's booking for the next leg of the travel is confirmed on the system and the passenger is advised of any changes in travel arrangements</p> <p>4.3 Should the passenger's name not be found in bookings for the travel, appropriate action is taken in discussion with the passenger and/or with the supervisor to resolve the problem in accordance with workplace procedures</p> <p>4.4 Where relevant, passenger's seating preference on the train is sought or if in a loyalty program confirmed from their preference profile</p> <p>4.5 Passenger is advised of prohibited items that are not allowed to be carried onto a train or carried in baggage in accordance with workplace procedures and regulatory requirements</p> <p>4.6 Passenger's check-in is confirmed on the system and a suitable and available train seat is allocated using appropriate workplace procedures</p>
5. Respond to a passenger's problems	<p>5.1 A problem arising for an arriving or transit passenger is promptly identified and clarified in accordance with workplace procedures</p> <p>5.2 Options for the resolution of the identified problem are explored in consultation with the passenger and appropriate other staff/ <i>personnel</i> in accordance with workplace</p>

	<p>procedures, information/documents and any relevant regulatory requirements</p> <p>5.3 Where a problem cannot be immediately resolved, the problem is referred to appropriate supervisor or other relevant staff for appropriate action in accordance with workplace procedures</p>
6. Issue boarding pass for next leg of travel	<p>6.1 On finalization of check-in procedures, a manual or computer produced boarding pass is issued and presented to the transit passenger in accordance with workplace procedures</p> <p>6.2 Passenger's attention is drawn to relevant details on the boarding pass including the travel code, the boarding gate and the required boarding time</p>
7. Direct transit passenger to transit lounge/boarding gate	<p>7.1 Passenger is directed to the transit lounge and facilities in accordance with workplace procedures</p> <p>7.2 Where applicable, passengers subscribing to a loyalty scheme and/or railway club are advised of the location of the club lounge and the facilities available in accordance with workplace procedures</p>

Variable	Range
Assistance to transit and arriving passengers	<p>may be provided:</p> <ul style="list-style-type: none"> • by day or night • at international, domestic and regional stations • at an arrival gate, transit lounge or service desk • for both short and/or long haul services • In any category of service, including economy, business class, first class, revenue and non revenue. • in accordance with regulatory and operational requirements
Problems of arrival and transit passengers	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • lack of understanding of platform layout • possession or prohibited items on person or in coach or checked-in baggage • late arrival of incoming travel • no record of the passenger's booking for next leg of travel • delayed or cancelled travel
Procedures/regulations	<ul style="list-style-type: none"> • company procedures • Regulatory bodies requirements
Personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • passengers • Load planners

	<ul style="list-style-type: none"> • other coach crew and travel crew members • ground staff, including those in supervisory positions • ground support staff • technical staff
Information/docu ments	<p>May include:</p> <ul style="list-style-type: none"> • sections of Railway Safety Regulations and Railway Orders relevant to passenger check-in processes • railway transit service checklists, procedures and instructions and job specifications including both manual and computerized processes where applicable • workplace customer service standards, policies and procedures • lists of items prohibited for carriage on train • check-in equipment operational manuals • emergency procedures • passenger schedules • information on station facilities, club lounges and departure gates • Conditions of service, regulation and industrial agreements including workplace agreements.
Check-in procedures	<p>may include:</p> <ul style="list-style-type: none"> • manual check-in processes • computerized check-in processes

Evidence Guide			
Critical aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Greet transit passenger • Greet arriving passenger • Check in passenger for next leg using manual process • Check in transit passenger for next leg using computerized Process • Respond to a passenger's problems • Issue boarding pass for next leg of travel • Direct transit passenger to transit lounge/boarding gate 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant sections of Railway Safety Regulations and Railway Orders pertaining to check-in procedures • Relevant OHS regulations • Relevant customs, quarantine, equal opportunity and anti discrimination regulations • Principles of customer service • Railway standards and procedures for providing appropriate services for transit and arriving passengers • Check-in records/documentation 		
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	<ul style="list-style-type: none"> • Baggage check-in limits and requirements • Features, transit club lounges and departure gate locations at designated train station • Risks that exist when assisting transit and arriving passengers and related risk control procedures and precautions□ • Problems that may occur when assisting transit and arriving passengers and appropriate action that should be taken in each case
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when providing assistance to transit and arriving passengers • Read and interpret instructions, regulations, procedures and other information relevant to transit and arriving passengers • Interpret and follow operational instructions and prioritize work • Complete documentation related to transit and arriving passengers • Operate electronic communication equipment to required protocol • Work collaboratively with others when providing assistance to transit and arriving passengers • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when providing assistance to transit and arriving passengers in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when providing assistance to transit and arriving passengers • Apply precautions and required actions to minimize, control or eliminate potential hazards that may exist with the transit and arrival of passengers • carry out and anticipate operational problems and hazards and take appropriate action • perform work activities in terms of planned schedule • carry out activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards

	<ul style="list-style-type: none"> • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required when providing assistance to transit and arriving passengers.
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Capture Records into a Records Keeping System
Unit Code	EIS RSC2 19 0213
Unit Descriptor	This unit involves the skills and knowledge required to capture records into a records keeping system in accordance with workplace requirements including identifying records to be Captured and registering the identified records.

Element	Performance Criteria
1. Identify records to be captured	<p>1.1 Material identified and classified for registration is sorted in accordance with records keeping system procedures and regulations</p> <p>1.2 Activity documented by the record is identified from the elements of the record in accordance with organizational procedures</p> <p>1.3 Area or action officer to which the record needs to go is identified from elements of the record and staff list in accordance with organizational procedures</p> <p>1.4 Any material which can be readily identified as hazard is communicated to the appropriate authority in accordance with organizational procedures</p> <p>1.5 whenever encountering hazardous materials protective equipment must be used and OHS requirement must fulfilled</p>
2. Register the record	<p>2.1 Records can be identified/registered in accordance with Operating environment</p> <p>2.2 Unique identifier is selected for record in accordance with Organizational procedures, records keeping system rules and work place requirements.</p> <p>2.3 Record is captured and registered in the records keeping system with title, description, details of record creator, immediate location and any other control information to fulfill the system requirements in accordance with organizational procedures</p> <p>2.4 Disposal status of the record is in accordance with records keeping system rules and organizational procedures</p> <p>2.5 Record is forwarded to its appropriate location, which is recorded, in accordance with the system rules and organizational procedures.</p>

Variable	Range
Regulations	may include: <ul style="list-style-type: none"> • relevant codes and regulations pertaining to records management • relevant OHS regulation • relevant environmental protection regulation • privacy and confidentiality regulations • freedom of Information regulations workplace relations regulations including equal opportunity, equal employment opportunity and affirmative action regulation • workers compensation regulations
Hazard communicated	May include but not limited to: <ul style="list-style-type: none"> • dust, chemicals and vapors' • stationary and moving equipment, parts and materials • noise, light, energy sources • electrical equipment • humidity, air temperature, radiant heat • pests • debris on floor • faulty racking • poorly stacked records or boxes • faulty equipment
Protective equipment	may include: <ul style="list-style-type: none"> • gloves • PBE (personal breathing equipment) • protective clothing
OHS requirements	include: <ul style="list-style-type: none"> • manual handling • protective clothing • elimination/control of hazards
Operating environment	may include: <ul style="list-style-type: none"> • operating under supervision • working as a team • working solo • a sentencing process encompassing review with team procedures ensuring consistency
Workplaces	may comprise: <ul style="list-style-type: none"> • large, medium or small trains and worksites
Records	may include: <ul style="list-style-type: none"> • a simple records series (single disposal class in disposal authority)

	<ul style="list-style-type: none"> • a number of simple series; form-based records (e.g. financial or personnel transactions with limited range of activities in the records) • action that is either complete or includes sentencing that may be part of the capture process • media that is paper-based, electronic or other format
Information	<p>may include:</p> <ul style="list-style-type: none"> • job specifications and workplace operating procedures • storage specifications and requirements • manufacturers specifications for equipment/tools • supplier and/or client instructions • codes of practice including the company procedure for Manual Handling and the Industry Safety Code • relevant regulations including the requirements for confidentiality and security of information • relevant standards and certification requirements • emergency procedures • quality assurance standards for records management
Procedure	<ul style="list-style-type: none"> • company procedures • regulatory bodies requirements

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate knowledge and skill in:</p> <ul style="list-style-type: none"> • Identifying records to be Captured • Registering record
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Regulations relevant to the capturing of records as part of a records management process • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the capturing of records into a records management system including policies on confidentiality and security of information and records • Focus on operation of work systems, equipment, management and site operating systems for the capturing of records into a records management system • Problems that may occur when capturing records and appropriate action that can be taken to resolve the problems • Operational workflow within a records management system • Types of equipment used in the capturing of records into a records management system and the precautions and procedures that should be followed in their use • Housekeeping standards and procedures required in the

	<p>workplace</p> <ul style="list-style-type: none"> • work place layout and obstacles
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • Communicate effectively with others when capturing records • Read and interpret instructions, procedures and information relevant to the capturing of records • Interpret and follow operational instructions and prioritize work • Complete documentation related to the capturing of records • Operate electronic communication equipment to required protocol • Work collaboratively with others when capturing records • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when capturing records in accordance with regulatory requirements and workplace procedures • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Use a range of information technology devices including computers, radio frequency devices, electronic data exchange systems, etc. • Maintain security and confidentiality of material • Identify, select and efficiently and effectively use equipment for the capturing of records into a records management system • Adapt to differences in equipment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS Standards
Resources Implication	<p>Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Maintain Control of Records
Unit Code	EIS RSC2 20 0213
Unit Descriptor	This unit involves the skills and knowledge required to maintain control of records in accordance with workplace requirements including tracking records, conducting file audits, preparing reports from a records system, preparing staff lists, and Implementing disaster recovery procedures.

Element	Performance Criteria
1. Track record	<p>1.1 Unique identifier of record to be located is determined from request or instructions</p> <p>1.2 Location of record is obtained from records system in accordance with records system regulations and organizational procedures</p> <p>1.3 History of record location is obtained from records system and record control process in accordance with records system rules and organizational procedures</p> <p>1.4 record information is obtained from records system in accordance with records system rules and organizational procedures</p> <p>1.5 Information about the record is updated and amended in accordance with organizational procedures</p> <p>1.6 All transactions on the records system are completed within the designated timeframe</p>
2. Conduct a file audit	<p>2. 1 Files are physically located with action officer and in storage areas in accordance with supervisor's instructions</p> <p>2. 2 Discrepancies between nominal and actual record locations are identified</p> <p>2. 3 Supervisor is clearly/specifically informed/notified of any discrepancies and/or issue</p> <p>2. 4 Unacceptable record keeping practices are observed and noted during the audit activities in accordance with organizational procedures</p> <p>2. 5 Information about any anomalous record is updated and amended in accordance with organizational procedures</p>

	2. 6 Reconciliation statement is prepared and forwarded to supervisor in accordance with organizational procedures and records system procedures
3. Prepare reports from records system	<p>3.1 Reports are prepared from system in accordance with supervisor's instructions or requests</p> <p>3.2 Reports are prepared in accordance with workplace procedures and records system procedures</p> <p>3.3 All reports from the records system are prepared within the designated timeframe</p>
4. Prepare staff/user lists	<p>4.1 Staff and user lists are checked and updated to accord with the current locations and designations of organizational staff members in accordance with supervisor's instructions</p> <p>4.2 Staff and user lists are duplicated and circulated to all those requiring copies in accordance with supervisor's instructions</p>
5. Implement disaster recovery procedures	<p>5.1 Policies and procedures are identified for disaster recovery</p> <p>5.2 Recovery actions are consulted undertaken in accordance with workplace procedures and scope of authority</p> <p>5.3 Appropriate personnel are informed of actions taken in accordance with workplace procedures</p>

Variable	Range
Regulations	<p>May include:</p> <ul style="list-style-type: none"> • relevant codes and regulations pertaining to records management • relevant OHS regulation • relevant environmental protection regulation • privacy and confidentiality regulations • freedom of information regulations • workers compensation regulations
Record control process	<ul style="list-style-type: none"> • conducted as part of records management activities with the operator using discretion and judgment within established company procedures
Record information	<p>may come from:</p> <ul style="list-style-type: none"> • supervisor • user • file transfer slips • action officers • results of file audit • requests

Information	<p>May include:</p> <ul style="list-style-type: none"> • job specifications and workplace operating procedures • storage specifications and requirements • Industry Safety Code • relevant regulations including the privacy and confidentiality requirements • emergency procedures • quality assurance standards for records management
Storage	<p>May include records in various modes such as:</p> <ul style="list-style-type: none"> • paper-based • computer disks • CD-ROM • film • audio
Procedures	<p>May include:</p> <ul style="list-style-type: none"> • company procedures • Government policies
Reports	<p>prepared from the record keeping system may include:</p> <ul style="list-style-type: none"> • statistics • resubmits for following day • overdue action reports • daily correspondence
Staff/user lists	<p>may include:</p> <ul style="list-style-type: none"> • managers of record keeping areas • those undertaking classification and capture
Consulted	<p>May involve:</p> <ul style="list-style-type: none"> • workplace personnel including supervisors and managers • industrial relations and OHS specialists • other professional or technical staff

Evidence Guide

Critical aspects of Competence	<p>The evidence required to demonstrate:</p> <ul style="list-style-type: none"> • Track record • Conduct a file audit • Prepare reports from records system • Prepare staff/user lists • Implement disaster recovery procedures
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<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Regulations relevant to the maintenance of control of records as part of a records management process • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the maintenance of control of records including policies on confidentiality and security of information and records • Focus of operation of work systems, equipment, management and site operating systems for the maintenance of control of records as part of a records management process • Problems that may occur with the maintenance of control of records and appropriate action that can be taken to resolve the problems • Operational workflow within a records management system • Types of equipment used in the maintenance of control of records and the precautions and procedures that should be followed in their use • Housekeeping standards and procedures required in the workplace • Site layout and obstacles 		
<p>Underpinning Skills</p>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when maintaining control of records • Read and interpret instructions, procedures and information relevant to the maintenance of control of records • Interpret and follow operational instructions and prioritize work • Complete documentation related to the maintenance of control of records • Operate electronic communication equipment to required protocol • Work collaboratively with others when maintaining control of records • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when maintaining control of records in accordance with regulatory requirements and workplace procedures • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Plan own work including predicting consequences and identifying improvements • Monitor work activities in terms of planned schedule 		
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	<ul style="list-style-type: none"> • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail • Use a range of information technology devices including computers, radio frequency devices, electronic data exchange systems, etc. • Maintain security and confidentiality of material • Identify, select and efficiently and effectively use equipment for the maintenance of control of records • Adapt to differences in equipment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Participate in Workplace Communication
Unit Code	EIS RSC2 21 0213
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Elements	Performance Criteria
1. Obtain and convey workplace information	<p>1.1 Specific and relevant information is accessed from appropriate sources</p> <p>1.2 Effective questioning , active listening and speaking skills are used to gather and convey information</p> <p>1.3 Appropriate medium is used to transfer information and ideas</p> <p>1.4 Appropriate non- verbal communication is used</p> <p>1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed</p> <p>1.6 Defined workplace procedures for the location and storage of information are used</p> <p>1.7 Personal interaction is carried out clearly and concisely</p>
2. Participate in workplace meetings and discussions	<p>2.1 Team meetings are attended on time</p> <p>2.2 Own opinions are clearly expressed and those of others are listened to without interruption</p> <p>2.3 Meeting inputs are consistent with the meeting purpose and established protocols</p> <p>2.4 Workplace interactions are conducted in a courteous manner</p> <p>2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to</p> <p>2.6 Meetings outcomes are interpreted and implemented</p>

<p>3. Complete relevant work related documents</p>	<p>3.1 Range of forms relating to conditions of employment are completed accurately and legibly</p> <p>3.2 Workplace data is recorded on standard workplace forms and documents</p> <p>3.3 Basic mathematical processes are used for routine calculations</p> <p>3.4 Errors in recording information on forms/ documents are identified and properly acted upon</p> <p>3.5 Reporting requirements to supervisor are completed according to organizational guidelines</p>
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Variable	Range
Appropriate sources	<ul style="list-style-type: none"> • Team members • Suppliers • Trade personnel • Local government • Industry bodies
Medium	<ul style="list-style-type: none"> • Memorandum • Circular • Notice • Information discussion • Follow-up or verbal instructions • Face to face communication
Storage	<ul style="list-style-type: none"> • Manual filing system • Computer-based filing system
Protocols	<ul style="list-style-type: none"> • Observing meeting • Compliance with meeting decisions • Obeying meeting instructions
Workplace interactions	<ul style="list-style-type: none"> • Face to face • Telephone • Electronic and two way radio • Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
Forms	<ul style="list-style-type: none"> • Personnel forms, telephone message forms, safety reports

Evidence Guide	
Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Prepared written communication following standard format of the organization • Accessed information using communication equipment • Made use of relevant terms as an aid to transfer information effectively • Conveyed information effectively adopting the formal or informal communication
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures • Basic mathematical processes of addition, subtraction, division and multiplication • Ability to relate to people of social range in the workplace • Gather and provide information in response to workplace Requirements
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Work in Team Environment
Unit Code	EIS RSC2 22 0213
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Elements	Performance Criteria
1. Describe team role and scope	<p>1.1 The role and objective of the team are identified from available sources of information</p> <p>1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources</p>
2. Identify own role and responsibility within team	<p>2.1 Individual role and responsibilities within the team environment are identified</p> <p>2.2 Roles and responsibility of other team members are identified and recognized</p> <p>2.3 Reporting relationships within team and external to team are identified</p>
3. Work as a team member	<p>3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives</p> <p>3.2 Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and workplace context</p> <p>3.3 Protocols are observed in reporting using standard operating procedures</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p>

Variable	Range
Role and objective of team	<ul style="list-style-type: none"> • Work activities in a team environment with enterprise or specific sector • Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment

Sources of information	<ul style="list-style-type: none"> • Standard operating and/or other workplace procedures • Job procedures • Machine/equipment manufacturer's specifications and instructions • Organizational or external personnel • Client/supplier instructions • Quality standards • OHS and environmental standards
Workplace context	<ul style="list-style-type: none"> • Work procedures and practices • Conditions of work environments • Legislation and industrial agreements • Standard work practice including the storage, safe handling and disposal of chemicals • Safety, environmental, housekeeping and quality guidelines

Evidence Guide	
Critical aspects of competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Operated in a team to complete workplace activity • Worked effectively with others • Conveyed information in written or oral form • Selected and used appropriate workplace language • Followed designated work plan for the job • Reported outcomes
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Communication process • Team structure • Team roles • Group planning and decision making
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate appropriately, consistent with the culture of the workplace
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test

	<ul style="list-style-type: none">• Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Develop Business Practice
Unit Code	EIS RSC2 23 0213
Unit Descriptor	This unit specifies the outcomes required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced.

Elements	Performance Criteria
1. Identify business opportunity	<p>1.1 Business opportunities are investigated and identified</p> <p>1.2 Feasibility study is undertaken to determine likely business viability</p> <p>1.3 Market research on product or service is undertaken</p> <p>1.4 Assistance with feasibility study of specialist and relevant parties is sought as required</p> <p>1.5 Impact of emerging or changing technology including e-commerce, on business operations are evaluated</p> <p>1.6 Practicability of business opportunity is assessed in line with perceived risks, returns sought and resources available</p> <p>1.7 Business plan is completed for operation</p>
2. Identify personal business skills	<p>2.1 Financial and business skills available are identified and taken into account when business opportunities are researched</p> <p>2.2 Personal skills/attributes are assessed and matched against those perceived as necessary for a particular business opportunity</p> <p>2.3 Business risks are identified and assessed according to resources available and personal preferences</p>
3. Plan for establishment of business operation	<p>3.1 Business structure and operations are determined and documented</p> <p>3.2 Procedures are developed and documented to guide operations</p> <p>3.3 Financial backing is secured for business operation</p> <p>3.4 Business legal and regulatory requirements are identified and complied</p>

	3.5 Human and physical resources required to commence business operation are determined
	3.6 Recruitment strategies are developed and implemented
4. Implement establishment plan	<p>4.1 Marketing of business operation is undertaken</p> <p>4.2 Physical and human resources are obtained to implement business operation</p> <p>4.3 Operational unit is established to support and coordinate business operation</p> <p>4.4 Monitoring process is developed and implemented for managing operation</p> <p>4.5 Legal documents are carefully maintained and relevant records are kept and updated to ensure validity and accessibility</p> <p>4.6 Contractual procurement rights for goods and services including contracts with relevant people, negotiated and secured as required in accordance with the business plan</p> <p>4.7 Options for leasing/ownership of business premises identified and contractual arrangements are completed in accordance with the business plan</p>
5. Review implementation process	<p>5.1 Review process for implementation of business operation is developed and implemented</p> <p>5.2 Improvements in business operation and associated management process are identified</p> <p>5.3 Identified improvements are implemented and monitored for effectiveness</p>

Variable	Range
Business opportunities	<p>maybe influenced by:</p> <ul style="list-style-type: none"> • expected financial viability • skills of operator • amount and types of finance available • returns expected or required by owners • likely return on investment • finance required • lifestyle issues
Business viability	<p>may include:</p> <ul style="list-style-type: none"> • opportunities available • market competition

	<ul style="list-style-type: none"> • timing/ cyclical considerations • skills available • resources available • location and/ or premises available • risk related to a particular business opportunity, especially • in regard to Occupational Health and Safety and • environmental considerations
Specialist and relevant parties	<ul style="list-style-type: none"> • Chamber of commerce • Financial planners and financial institution representatives, business planning specialists and marketing specialists • accountants • lawyers and providers of legal advice • government agencies • industry/trade associations • online gateways • business brokers/business consultants
Personal skills/attributes	<p>may include:</p> <ul style="list-style-type: none"> • technical and/ or specialist skills • business knowledge and skills • entrepreneurship • willingness to take risks
Business risks	<p>May include but are not restricted to:</p> <ul style="list-style-type: none"> • occupational health and safety and environmental considerations • relevant legislative requirements • security of investment • market competition • security of premises/ location • supply and demand • resources available
Human and physical resources	<p>may include:</p> <ul style="list-style-type: none"> • software and hardware • office premises • communications equipment • specialist services through outsourcing, contracting and consultancy • staff • vehicles
Operational unit refers to:	<ul style="list-style-type: none"> • office location staffed with required personnel and equipped to service and support business • home-based site or other location such as leased or owned property

Legal documents	<p>may include:</p> <ul style="list-style-type: none"> partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records recordkeeping including personnel, financial, taxation, OHS and environmental
Contracts with relevant people	<p>may include:</p> <ul style="list-style-type: none"> owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

Evidence Guide	
Critical Aspects of Competence	<p>A person must be able to provide evidence:</p> <ul style="list-style-type: none"> that a business operation has been planned and implemented from initial research into feasibility of the business and completion of the plan, through to implementing the plan and commencing operations the ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> Federal and regional government legislative requirements affecting business operations, especially in regard to occupational health and safety (OHS), equal employment opportunity (EEO), industrial relations and anti-discrimination Technical or specialist skills relevant to the business operation Financing options Business systems and operations Relevant marketing, management, sales and financial concepts Methods for researching business opportunities Principles of risk management relevant to the business Methods of identifying relevant specialist services to complement the business Forms and administrative systems Services available and charges Planning and control systems (sales, Advertising and promotion, distribution and logistics Financial recording systems Legal rights and responsibilities

	<ul style="list-style-type: none"> • Record keeping duties • Operational factors relating to the business (provision of professional services, products)
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Literacy skills to interpret legal requirements, company policies and procedures and immediate, day-to-day demands • Marketing skills • Business planning skills • Entrepreneurial skills • Problem-solving skills • OHS skills • Time management skills • Belief in services and products offered by the business • Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • Technical and analytical skills to interpret business documents, reports and financial statements and projections • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Problem solving skills to develop contingency plans • Using computers and software packages to record and manage data and to produce reports • Literacy skills to enable interpretation of business information, numeracy skills for data analysis to aid research • Research skills to identify a business opportunity and to conduct a feasibility study • Analytical skills to assess personal attributes and to identify business risks • Observation skills for identifying appropriate people, resources and to monitor work
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Railway Passenger Service (Coach) Level II	
Unit Title	Standardize and Sustain 3S
Unit Code	EIS RSC2 24 0213
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by worker to standardize and sustain 3S to his/her workplace. It covers responsibility for the day- to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.

Elements	Performance Criteria
1. Prepare for work.	<p>1.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted following working manual.</p> <p>1.3 OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 Safety equipment and tools are identified and checked for safe and effective operation.</p> <p>1.5 Tools and equipment are prepared and used to implement 3S.</p>
2. Standardize 3S.	<p>2.1 Plan is prepared and used to standardize 3S activities.</p> <p>2.2 Tools and techniques to standardize 3S are prepared and implemented based on relevant procedures.</p> <p>2.3 Checklists are followed for standardize activities and reported to relevant personnel.</p> <p>2.4 The workplace is kept to the specified standard.</p> <p>2.5 Problems are avoided by standardizing activities.</p>
3. Sustain 3S.	<p>3.1 Plan is prepared and followed to standardize 3S activities.</p> <p>3.2 Tools and techniques to sustain 3S are discussed, prepared and implemented based on relevant procedures.</p> <p>3.3 Workplace is inspected regularly for compliance to specified standard and sustainability of 3S techniques.</p>

	<p>3.4 Workplace is cleaned up after completion of job and before commencing next job or end of shift.</p> <p>3.5 Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.</p> <p>3.6 Improvements are recommended to lift the level of compliance in the workplace.</p> <p>3.7 Checklists are followed to sustain activities and reported to relevant personnel.</p> <p>3.8 Problems are avoided by sustaining activities.</p>
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Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • dust masks / goggles • glove • working cloth • first aid • safety shoes

Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • paint • hook • sticker • signboard • nails • shelves • chip wood • sponge • broom • pencil • shadow board/ tools board
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 5S Job Cycle Charts • Visual 5S • The Five Minute 5S • Standardization level checklist • 5S checklist • The five Whys and one How approach(5W1H) • Suspension • Incorporation • Use Elimination
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Assign 3S responsibilities • Integrate 3S duties into regular work duties • Check on 3S maintenance level • OHS measures such as signage, symbols / coding and labeling of workplace and equipment • Creating conditions to sustain your plans • Roles in implementation
Reporting	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • verbal responses • data entry into enterprise database • brief written reports using enterprise report formats
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • supervisors, managers and quality managers • administrative, laboratory and production personnel

	<ul style="list-style-type: none"> • internal/external contractors, customers and suppliers
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 5S slogans • 5S posters • 5S photo exhibits and storyboards • 5S newsletter • 5S maps • 5S pocket manuals • 5S department/benchmarking tours • 5S months • 5S audit • Awarding system • Big cleaning day • Patrolling system may include: <ul style="list-style-type: none"> ➢ Top management Patrol ➢ 5S Committee members and Promotion office Patrol ➢ Mutual patrol ➢ Self-patrol ➢ Checklist patrol ➢ Camera patrol

Evidence Guide			
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Discuss the relationship between Kaizen elements. • Standardize and sustain 3S activities by applying appropriate tools and techniques. 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Elements of Kaizen • Ways to improve Kaizen elements • Benefits of improving kaizen elements • Relationship between Kaizen elements • The fourth pillar of 5S • Benefits of standardizing and sustaining 3S • Procedures for standardizing and sustaining 3S activities • Tools and techniques to sustain 3S • Relevant Occupational Health and Safety (OHS) and environment requirements • Plan and report 		
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	<ul style="list-style-type: none"> • Method of communication
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • improving Kaizen elements by applying 5S • standardizing and sustaining procedures and techniques to avoid problems • technical drawing • procedures to standardizing 3S activities • analyzing and preparing shop layout of the workplace • standardizing and sustaining checklists • preparing and implementing tools and techniques to sustain 3S • working with others • reading and interpreting documents • observing situations • solving problems by applying 5S • communication skills • preparing labels, slogans, etc. • gathering evidence by using different means • using Kaizen board properly in accordance the procedure • reporting activities and results using report formats
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

NTQF level III

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Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Use Electronic Communication Systems
Unit Code	EIS RSC3 01 0213
Unit Descriptor	This unit involves the skills and knowledge required to use electronic communication systems. It includes identifying system features, operating a communication system effectively, using appropriate communication protocols when using a system, ensuring equipment is operational, identifying any system access requirements (log in) and completing documentation

Elements	Performance Criteria
1. Apply OHS principles	<p>1.1 Information on OHS requirements when using electronic communication equipment is accessed and interpreted</p> <p>1.2 Posture and ergonomic settings of chair and workstation are adjusted following OHS guidelines</p> <p>1.3 OHS and organizational guidelines on the use of periods of rest and exercise are followed when using electronic communications equipment</p>
2. Identify electronic communication equipment and systems	<p>2.1 Types of electronic communication equipment, component parts and accessories used in the work area are identified</p> <p>2.2 Applications for workplace activities of the different electronic communication systems related software are interpreted, where applicable.</p> <p>2.3 Routine faults in operating systems, software applications and operator errors are identified and reported, where necessary</p>
3. Identify communication equipment features	<p>3.1 Electronic communication system features and control functions are identified</p> <p>3.2 Electronic communication equipment is set up to optimise communication</p> <p>3.3 Where relevant, appropriate communication system is selected</p>
4. Enter data	<p>4.1 Where required, text and numeric data are entered into a communication system using appropriate technology</p>

	4.2 Entered information is checked and corrected
5. Use communications equipment	<p>5.1 System checks are carried out to confirm communication system is operational in accordance with organizational requirements</p> <p>5.2 Communication system is operated safely in accordance with organizational procedures and regulatory requirements</p> <p>5.3 Interpersonal Communication system's security is maintained in accordance with organizational procedures</p> <p>5.4 Where relevant, communication system appropriate for the location and type of communication is selected</p> <p>5.5 Messages are transmitted clearly, unambiguously and precisely with due observation of ethics and protocols required of users in accordance with organizational procedures</p> <p>5.6 Messages are received, interpreted and recorded according to operating procedures and regulatory requirements</p>
6. Complete documentation	6.1 Appropriate documentation of communication records are maintained in accordance with organizational procedures

Variable	Range
Information	<p>may include:</p> <ul style="list-style-type: none"> • workplace communication procedures, protocols, checklists and instructions • manufacturer specifications for communications equipment • communication records, including voice logs • client instructions • quality assurance procedures • emergency procedures
Communication systems:	<p>may include:</p> <ul style="list-style-type: none"> • fixed telephone systems • mobile telephone, both on person or hands-free • fax machines • radios • ACOMS • computer applications

Communication	<p>may be with:</p> <ul style="list-style-type: none"> • train drivers and crews • other workplace personnel and rail safety workers • passengers • customers • security personnel • police and other emergency services personnel • other professional or technical staff • local government authorities
Organizational procedures	<p>may be known as:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • workplace procedures • established procedures • standard operating procedures
Interpersonal communication	<p>may include:</p> <ul style="list-style-type: none"> • active listening • two-way conversation • questioning to obtain information and clarify information and understanding • routine oral reporting
regulatory	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulations, standards and codes of practice • Rail Safety Act • dangerous goods and freight regulations and codes • relevant federal, state and territory OHS legislation • environmental protection regulations

Evidence Guide

Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • Apply precautions and required action to minimize, control or eliminate potential OHS hazards during the use of communications equipment • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • OHS risks and hazards when using communication systems • Procedures for the use of communication systems in the workplace

	<ul style="list-style-type: none"> • Problems that can occur when using communication systems and associated corrective actions • Protocols and procedures for communicating with others using relevant communication technology • Procedures and protocols for the use of communication systems during an emergency • Features of various communications systems • Basic communication techniques, including barriers to effective communication and how to overcome them (e.g. with linguistically diverse people)
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others using available communications equipment • Complete documentation related to work activities when using communications equipment • Identify and use required communication technology • Use appropriate numeric functions when entering data into a computer system • Identify and report problems, faults and malfunctions that may occur when using communications equipment in accordance with workplace procedures • Apply precautions and required action to minimize, control or eliminate potential OHS hazards during the use of communications equipment • Priorities communication activities depending on differing operational contingencies, risk situations and environments
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Provide Assistance to Customers with and without Special Needs
Unit Code	EIS RSC3 02 0213
Unit Descriptor	This unit involves the skills and knowledge required to assist passengers with and without special needs, in accordance with legislative and regulatory requirements. It includes establishing contact with passengers, identifying passengers' needs, and providing appropriate support to passengers with or without special needs during their journey

Elements	Performance Criteria
1 Establish contact with passengers	<p>1.1 Passenger is acknowledged and greeted in a professional, courteous and concise manner according to organizational requirements</p> <p>1.2 Personal dress and presentation are maintained in line with organizational requirements</p> <p>1.3 Communication involving appropriate interpersonal skills to facilitate accurate and relevant exchange of information is used</p> <p>1.4 Sensitivity to passenger specific needs and any cultural and individual differences is maintained</p> <p>1.5 Genuine interest in passenger needs is displayed</p>
2 Identify passenger needs	<p>2.1 Appropriate questioning and active listening are used to determine passenger needs</p> <p>2.2 Urgency of passenger needs is assessed to identify priorities for service delivery</p> <p>2.3 passengers with special needs and the appropriate passenger service is identified</p>
3 Deliver service to passengers	<p>3.1 Prompt passenger service is provided to meet identified needs according to organizational requirements</p> <p>3.2 Passenger communications are conducted in a clear, concise and courteous manner</p> <p>3.3 Passenger inquiries are dealt with courteously and efficiently</p> <p>3.4 Questions are used to clarify the passenger's needs or</p>

	<p>concerns</p> <p>3.5 Knowledge of services and/or operations is used to answer passenger queries or to respond to passengers' needs</p> <p>3.6 Passenger is directed to or assistance from other staff is sought when a passenger ' s inquiry cannot be fully answered</p> <p>3.7 Opportunities to enhance the quality of service are identified and action is taken to improve the service whenever possible</p> <p>3.8 Information regarding problems and delays is provided and follow up is made within appropriate timeframes as necessary</p> <p>3.9 Documentation/records are properly maintained and updated</p> <p>3.10 Where required, passenger inquiries and associated action/s are recorded and/or reported and in accordance with workplace procedures</p> <p>3.11 Relevant legislation and applicable regulations are properly followed in serving the passengers</p>
<p>4 Prepare for passengers with special needs</p>	<p>4.1 Vigilance is maintained for passengers with special needs/disabilities on arrival into the station platform</p> <p>4.2 Preparation and actions are identified to assist passengers with special needs in accordance with workplace procedures and/or requirements</p>
<p>5 Provide assistance to passengers with special needs</p>	<p>5.1 Ancillary equipment is applied where appropriate for passengers in wheelchairs/prams, if required</p> <p>5.2 Passengers with seeing/hearing eye dogs are observed and assisted if required</p> <p>5.3 Passengers with any other special needs are observed and assisted if required</p> <p>5.4 Passengers are assisted in a courteous manner, sensitive to the special needs</p> <p>5.5 Ongoing support and/or vigilance is provided to the passenger with special needs to maximize their travelling safety and comfort</p> <p>5.6 Ancillary equipment is utilized safely in accordance with workplace procedures and safety regulations</p>

6 Communicate regarding passengers with special needs	6.1 Where dealing with passengers with special needs may cause delays to services other personnel are informed 6.2 Where required, other personnel are informed about the presence of passengers with special needs
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Variable	Range
Passengers with special needs	may include: <ul style="list-style-type: none"> • people with disabilities, which may include physical, intellectual, psychiatric, neurological, sensory, learning disabilities • the elderly • people with prams/small children • people with heavy luggage
Services and/or operations	may include: <ul style="list-style-type: none"> • timetables • network layout • ticketing information • alternative transport • other passenger service options • local area information
Preparation	may include visual check: <ul style="list-style-type: none"> • for passengers on platforms • of ancillary equipment
workplace procedures	may include: <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures
Ancillary equipment	may include: <ul style="list-style-type: none"> • wheelchair ramps • hearing loops • audible alarms • visual alerts • platform markers for passengers who are visually impaired • emergency evacuation equipment
Regulations	may include: <ul style="list-style-type: none"> • relevant state/territory OHS legislation • relevant anti-discrimination legislation • relevant state/territory environmental protection legislation

Other personnel	may include: <ul style="list-style-type: none"> • train controller • signaler • train driver • passenger service assistant • platform staff
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Evidence Guide			
Critical Aspects of Competence	Assessors should ensure that candidates can: <ul style="list-style-type: none"> • Implement contingency plans for unplanned events • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Adapt to differences in equipment in accordance with standard operating procedures 		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • Relevant legislation, regulations and organizational policies and procedures • Service timetables and network information • Ancillary equipment and procedures for operating/using ancillary equipment • Availability and types of alternative service for passengers with special needs 		
Underpinning Skills	Demonstrate skills in: <ul style="list-style-type: none"> • Communicate effectively with others when transporting passengers with and without special needs • Read and interpret instructions, procedures, information and signs relevant to the transporting of passengers with and without special needs • Interpret and follow operational instructions and priorities work • Interact with passengers with and without special needs • Complete documentation related to the transporting of passengers with and without special needs • Operate electronic communication equipment to required protocol • Use ancillary equipment • Work collaboratively with others when transporting passengers with and without special needs 		
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	<ul style="list-style-type: none"> • Promptly report and/or rectify any identified problems that may occur when transporting passengers with and without special needs in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unplanned events • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Adapt to differences in equipment in accordance with standard operating procedures
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test/ oral questions • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Provide Travel Information to Customers
Unit Code	EIS RSS3 03 0213
Unit Descriptor	This unit covers the skills and knowledge required to identify and locate major destinations, public services, attractions and facilities as part of the provision of public transport advice. It covers responding appropriately to customer enquiries with respect to destinations, related services and facilities and ticketing.

Elements	Performance Criteria
1 Plan a journey using public transport	<p>1.1 Sources of current, accurate and relevant public transport information are identified and accessed to respond to customer needs</p> <p>1.2 Modes of travel, connections, interchanges and tickets to complete a journey are identified for the planned customer destination</p> <p>1.3 Major destinations, attractions and public facilities and their proximity are identified and located to public transport in relation to customer needs or requests</p> <p>1.4 Information and/or advice provided to customers are reviewed regularly to ensure currency and accessibility</p>
2 Provide information and advice to customers	<p>2.1 The specific information and advice needs of customers are accurately identified and clarified in accordance with the circumstance</p> <p>2.2 Information provided to customers is made appropriate, complete and effectively covers their needs</p> <p>2.3 Information and/or advice are presented in a respectful format, manner and style</p> <p>2.4 The information and/or advice are regularly reviewed to ensure customers acknowledge that the information given satisfies their enquiry</p>

Variable	Range			
Public transport information	<p>may include:</p> <ul style="list-style-type: none"> • timetables • brochures and travel guides 			
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	<ul style="list-style-type: none"> • transport maps • internet • tickets • ticket manual • concessions • hours of operation • lost property • emergency procedures • interchanges and connections
Mode of travel	<p>may include:</p> <ul style="list-style-type: none"> • rail • bus • tram • taxi
Destination	<p>may include:</p> <ul style="list-style-type: none"> • public facilities • attractions • venues • metropolitan

Evidence Guide

Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement • Work collaboratively with others in a team • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly solve and/or report any identified problems when responding to customer enquiries and/or travel concerns • Monitor work activities in terms of planned schedule • Work in accordance with instructions • Review customer needs and confirm they are being addressed • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Ticket and ticket structures including points and methods of purchase • Concessional privileges • Travel zones

	<ul style="list-style-type: none"> • Major public transport connections, interchanges, stations, tram and bus terminals • Major destinations, attractions and public facilities • Standard operating hours • 'Out of hours' services • Vehicle types and capacity • Modes of public transport • Location of on-line information services • Factors that can influence verbal communication • Procedures for reviewing information and advice • Strategies for clarifying and confirming customer needs • Operational procedures
Underpinning Skills	<p>Demonstrate skill in:</p> <ul style="list-style-type: none"> • Communicate effectively when providing travel information to customers • Interact with customers • Work collaboratively with others in a team • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly solve and/or report any identified problems when responding to customer enquiries and/or travel concerns • Monitor work activities in terms of planned schedule • Work in accordance with instructions • Review customer needs and confirm they are being addressed • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail • Maintain currency on all operational procedures • Select and utilize ticket validating equipment and communication technology
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Deliver and Monitor a Service to Customers
Unit Code	EIS RSC3 04 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to customers. Operators may exercise discretion and judgment using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over either a short or long term interaction

Elements	Performance Criteria
1. Identify customer needs	<p>1.1 Appropriate interpersonal skills are used to accurately identify and clarify customer needs and expectations</p> <p>1.2 Customer needs are assessed for urgency to determine priorities for service delivery according to organizational requirements</p> <p>1.3 Effective communication is used to inform customers about available choices for meeting their needs and assist in the selection of preferred options</p> <p>1.4 Limitations are identified in addressing customer needs and appropriate assistance sought from designated individuals</p>
2. Deliver a service to customers	<p>2.1 Prompt service is provided to customers to meet identified needs in accordance with organizational requirements</p> <p>2.2 Appropriate rapport is established and maintained with customers to ensure completion of quality service delivery</p> <p>2.3 Customer complaints are sensitively and courteously handled in accordance with organizational requirements</p> <p>2.4 Assistance is provided or responded customers with specific needs according to organizational requirements</p> <p>2.5 Available opportunities are identified and used to promote and enhance services and products to customers</p>

3. Monitor and report on service delivery	<p>3.1 Regularly review customer satisfaction with service delivery using verifiable evidence according to organizational requirements</p> <p>3.2 Opportunities are identified to enhance the quality of service and products, and pursued within organizational requirements</p> <p>3.3 Procedural aspects of service delivery are monitored for effectiveness and suitability to customers requirements</p> <p>3.4 Customers' feedback is regularly sought and used to improve the provision of products and services</p> <p>3.5 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery</p>
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Variable	Range
Appropriate interpersonal skills	<p>may include:</p> <ul style="list-style-type: none"> • listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarizing and paraphrasing to check understanding of customer message • Using appropriate body language.
Customer needs and expectations	<p>may include:</p> <ul style="list-style-type: none"> • accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organization's products and services • returning organization's products and services • Specific information.
Organizational requirements	<p>may include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • anti- discrimination and related policy • defined resource parameters

	<ul style="list-style-type: none"> • goals, objectives, plans, systems and processes • legal and organizational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • Who is responsible for products or services
Effective communication	<p>may include:</p> <ul style="list-style-type: none"> • giving customers full attention • maintaining eye contact, except where eye contact may be culturally inappropriate • speaking clearly and concisely • using active listening techniques • using appropriate language and tone of voice • using clear written information/communication • using non- verbal communication e.g. body language, personal presentation (for face-to-face interactions) • Using open and/or closed questions.
Designated individuals	<p>may include:</p> <ul style="list-style-type: none"> • colleagues • customers • line management • Supervisor.
Customer complaints	<p>may include:</p> <ul style="list-style-type: none"> • administrative errors such as incorrect invoices or prices • customer satisfaction with service quality • damaged goods or goods not delivered • delivery errors • product not delivered on time • service errors • Warehouse or store room errors such as incorrect product delivered.
Specific needs	<p>may relate to:</p> <ul style="list-style-type: none"> • age • beliefs/values • culture • disability • gender • language

	<ul style="list-style-type: none"> • Religious/spiritual observances.
Opportunities	<p>may include:</p> <ul style="list-style-type: none"> • extending time lines • packaging procedures • procedures for delivery of goods • returns policy • system for recording complaints • Updating customer service charter.
Verifiable evidence	<p>may include:</p> <ul style="list-style-type: none"> • customer satisfaction questionnaires • audit documentation and reports • quality assurance data • returned goods • lapsed customers • service calls • Complaints
Customers	<p>may include:</p> <ul style="list-style-type: none"> • corporate customers • individual members of the organization • individual members of the public • internal or external • Other agencies.

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Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • identifying needs and priorities of customers • distinguishing between different levels of customer satisfaction • treating customers with courtesy and respect • responding to and reporting on, customer feedback • Knowledge of organizational policy and procedures for customer service.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • analytical skills to identify trends and positions of products and services • communication skills to monitor and advise on customer service strategies • literacy skills to: <ul style="list-style-type: none"> ➤ edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation ➤ prepare general information and papers according to target audience

	<ul style="list-style-type: none"> ➤ read and understand a variety of texts • problem solving skills to deal with customer enquiries or complaints • technology skills to select and use technology appropriate to a task • self management skills to: <ul style="list-style-type: none"> ➤ comply with policies and procedures ➤ consistently evaluate and monitor own performance ➤ Seek learning opportunities.
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti- discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ financial legislation ➤ occupational health and safety (OHS) • organizational policy and procedures for customer service including handling customer complaints • service standards and best practice models • public relations and product promotion • Techniques for dealing with customers, including customers with specific needs.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Process Customer Complaints
Unit Code	EIS RSC3 05 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to handle formal and informal negative feedback and complaints from customers. Operators may exercise discretion and judgement using appropriate knowledge of products, customer service systems and organizational policies to provide technical advice and support to a team.

Elements	Performance Criteria
1. Respond to complaints	<p>1.1 Customer or complaints is/are processed using effective communication according to organizational procedures established under organizational policies, legislation or codes of practice</p> <p>1.2 Obtain, document and review reports relating to customer complaints</p> <p>1.3 Decisions about customer complaints are made by taking into account applicable legislation, organizational policies and codes</p> <p>1.4 Negotiate resolution of the complaint and obtain agreement where possible</p> <p>1.5 A register of complaints/disputes is maintained</p> <p>1.6 Inform customer of the outcome of the investigation</p>
2. Refer complaints	<p>2.1 Identify complaints that require referral to other personnel or external bodies</p> <p>2.2 Make referrals to appropriate personnel for follow-up in accordance with individual level of responsibility</p> <p>2.3 All documents and investigation reports are forwarded</p> <p>2.4 Appropriate personnel are followed-up to gain prompt decisions</p>
3. Exercise judgement to resolve customer service issues	<p>3.1 Implications of issues are identified for customer and organization</p> <p>3.2 Appropriate options for resolution are analysed, explained and negotiated with customer</p>

	<p>3.3 Viable options are proposed in accordance with appropriate legislative requirements and enterprise policies</p> <p>3.4 Ensure matters for which a solution cannot be negotiated are referred to appropriate personnel</p>
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Variable	Range
Customers	<p>may include:</p> <ul style="list-style-type: none"> • customers with routine or specific requests • internal or external customers • people from a range of social, cultural or ethnic backgrounds • people who may be unwell, drug affected or emotionally distressed • people with varying physical and mental abilities • Regular and new customers.
Complaints	<p>may include:</p> <ul style="list-style-type: none"> • different types of severity, formality and sources • scenarios where external bodies such as police are required • straightforward customer dissatisfaction • Level of documentation required.
Effective communication	<p>may include:</p> <ul style="list-style-type: none"> • giving customers full attention • maintaining eye contact (for face-to-face interactions), except where eye contact may be culturally inappropriate • speaking clearly and concisely • using appropriate language and tone of voice • using clear written information/communication • Using appropriate non- verbal communication (body language) personal presentation (for face-to-face interactions).
Document and review reports relating to customer complaints	<p>may include:</p> <ul style="list-style-type: none"> • completing forms and written reports • using audio- visual tapes • Using computer based systems.
Referrals	<p>may include:</p> <ul style="list-style-type: none"> • external bodies: • Ombudsman • Independent Commission Against Corruption (ICAC) • police • Relevant superiors in the organizational hierarchy.

Evidence Guide			
Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • analytical skills to identify trends and positions of products and services • prepare general information and papers according to target audience • exercise judgment in this application • anti- discrimination legislation • ethical principles • codes of practice • privacy laws • people with diverse abilities 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: • anti- discrimination legislation • ethical principles • codes of practice • privacy laws • occupational health and safety (OHS) • importance of good communication skills and the individual's role in processing customer complaints • Organizational procedures and standards for processing complaints and recommending appropriate action. 		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • analytical skills to identify trends and positions of products and services • interpret customer complaints • monitor and advise on customer service strategies and resolutions • communication skills to: <ul style="list-style-type: none"> ➤ people with diverse abilities ➤ relate to people from culturally diverse backgrounds ➤ edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation ➤ prepare general information and papers according to target audience ➤ read and understand a variety of texts • problem solving skills to: <ul style="list-style-type: none"> ➤ apply organizational procedures to a range of situations ➤ deal with customer enquiries or complaints ➤ exercise judgment in this application 		
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	<ul style="list-style-type: none"> • self management skills to: <ul style="list-style-type: none"> ➤ comply with policies and procedures ➤ consistently evaluate and monitor own performance ➤ Seek learning opportunities.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Undertake Emergency Response Action to a Security Threat
Unit Code	EIS RSC3 06 0213
Unit Descriptor	This unit involves the skills and knowledge required to undertake emergency action to a potential security threat, including selecting emergency actions to be applied, maintaining communications, and reporting the incident in accordance with established procedures. Regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Select emergency actions to be applied	<p>1.1 Threats or potential threats are recognized</p> <p>1.2 Where able, agency/branch/base and/or police are alerted to potential security threat with all relevant details and requests for supportive action being detailed</p> <p>1.3 Range of emergency actions are identified and analyzed</p> <p>1.4 Security threat and appropriate emergency operation plans are matched</p> <p>1.5 Emergency actions are invoked in accordance with emergency procedures and in consideration of own safety, members of the public and the consignment</p> <p>1.6 Emergency actions are modified consistent with changes within the emergency environment, Applicable regulations and legislation and workplace procedure</p>
2. Maintain communications	<p>2.1 Communication is maintained with agency/branch/base and relevant agencies/personnel in accordance with company and emergency procedures</p> <p>2.2 Information is conveyed in a clear, concise and accurate manner</p>
3. Report incident	<p>3.1 Reporting arrangements are completed according to company procedures</p> <p>3.2 Police or other emergency services are provided and consulted with reports as required</p>

Variable	Range
Threat	may include: <ul style="list-style-type: none"> firearm handling

	<ul style="list-style-type: none"> • persons with felonious intent • hazardous or dangerous materials • explosive • actual or potential breaches of security arrangements
Operations	<p>may be conducted:</p> <ul style="list-style-type: none"> • in a range of work environments and weather conditions • by day or night
Emergency actions:	<p>are undertaken within:</p> <ul style="list-style-type: none"> • workplace policy and procedures
Applicable regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • licensing and permits for firearms and security occupations • relevant Standards and certification requirements • relevant privacy legislation • relevant firearms legislation • OHS regulations and legislation • licensing requirements for carrying particular classes of goods
workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • established procedures
Communication	<p>may include:</p> <ul style="list-style-type: none"> • radio • oral, aural or signed communications • Intercom
consulted	<p>May involve:</p> <ul style="list-style-type: none"> • clients • private security personnel • public sector security personnel • police • security consultants • other employees and supervisors • other professional or technical staff

Evidence Guide

Critical aspects of Competence	<p>Demonstrate knowledge and skill on:</p> <ul style="list-style-type: none"> • Select emergency actions to be applied (copy it from the element) • Maintain communications • Report incident
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • Relevant permit and license regulations and requirements • Relevant OHS procedures and guidelines • Risks and hazards when transferring cash-in-transit and

	<p>related precautions to control security threats</p> <ul style="list-style-type: none"> • Operational procedures for identification of security threats and undertaking emergency response • Contingency planning relating to managing and controlling security threats • Requirements for approved work procedures and relevant equipment • Housekeeping standards procedures required in the workplace • Typical problems that can occur when undertaking emergency response action to a security threat and appropriate action that can be taken to prevent or solve them 		
Underpinning Skills	<p>Demonstrate the skill to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when undertaking emergency response action to a security threat • Read and interpret instructions, procedures, information and signs relevant to emergency response action to a security threat • Interpret and follow operational instructions and priorities' work • Complete documentation related to emergency response action to a security threat • Operate electronic communication equipment to required protocol • Work collaboratively with others when undertaking emergency response action to a security threat • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may arise when undertaking emergency response action to a security threat in accordance with regulatory requirement and workplace procedures • Implement contingency plans for unanticipated situations that may occur when undertaking emergency response action to a security threat • Apply precautions and required action to minimize, control or eliminate hazards that may exist during emergency response action to a security threat • Apply relevant agreements, codes of practice or other legislative requirements • Plan own work including predicting consequences and identifying improvements • Monitor work activities in terms of planned schedule <input type="checkbox"/> • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without 		
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	<p>injury to self or others, or damage to goods or equipment</p> <ul style="list-style-type: none"> • Identify and correctly use equipment, processes and procedures • Adapt to differences in equipment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Manage Disruptive and/or Unlawful Behavior
Unit Code	EIS RSC3 07 0213
Unit Descriptor	This unit involves the skills and knowledge required to manage disruptive and/or unlawful behavior on transport systems, including monitoring passenger behavior, identifying and attending to disruptive/unlawful activity, taking appropriate action to control disruptive/unlawful behavior, and reporting and documenting incident(s). Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Monitor passenger behavior	<p>1.1 Facilities and transportation units under surveillance are regularly monitored to identify and record inappropriate behavior</p> <p>1.2 Potential problem situations are quickly identified and steps taken to defuse the situation in accordance with agreed procedures</p> <p>1.3 Incidents which breach legislation are identified and appropriate action is taken</p> <p>1.4 Surveillance equipment is operated within legal and workplace Parameters</p>
2. Identify and resolve disruptive/unlawful activity	<p>2.1 The nature of disruptive or unlawful behavior is accurately assessed and, if possible, conflict is resolved using relevant conflict resolution strategies</p> <p>2.2 Procedures are followed to isolate the offender(s) and minimize disruption to other passengers where appropriate</p> <p>2.3 Assistance and consultation is sought from other staff and external support services where necessary</p> <p>2.4 The situation is resolved and follow-up action is implemented according to the appropriate workplace rules, regulations and guidelines</p>
3. Take action to control unlawful behavior	<p>3.1 Assistance is sought from other staff and external support services where necessary</p> <p>3.2 The nature of the offence and the consequences of the behavior are clearly communicated to the offender</p>

	3.3 Staff involvement in the apprehension of offenders is undertaken within legal and workplace parameters
4. Report and document incident(s)	<p>4.1 Incidents are reported using the appropriate document format in accordance with workplace policies and procedures</p> <p>4.2 All documentation is drafted in accordance with workplace procedure, rules, regulations and guidelines</p>

Variable	Range
Facilities and transportation	<p>may include:</p> <ul style="list-style-type: none"> • stations/interchanges/stops • carriages • buses/coaches • amenities • depots/other transport facilities • cafeterias • toilets • ticket offices
surveillance	<p>May include:</p> <ul style="list-style-type: none"> • foot patrol • automatic camera monitoring • local and remote monitoring • vehicle patrol
Problems	<p>may include:</p> <ul style="list-style-type: none"> • arguments • hostilities • fare evasion • verbal abuse • physical abuse • graffiti • lack of compliance with no smoking signs • lack of compliance with transport regulations • drunken behavior
Equipment	<p>may include:</p> <ul style="list-style-type: none"> • video/audio equipment • security services (internal or external) • warning lighting • security mirrors • alarms
consultation	<p>May involve:</p> <ul style="list-style-type: none"> • customers

	<ul style="list-style-type: none"> • private and public sector security personnel • police • security consultants • other employees and supervisors • management
communicated	<p>may include:</p> <ul style="list-style-type: none"> • mobile and fixed phones • radio • oral, aural or signed communications
workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • workplace procedures • established procedures
regulations	<p>may include:</p> <ul style="list-style-type: none"> • state/territory OHS regulations and legislation concerning transport security • relevant Australian Standards and certification requirements • relevant state/territory privacy legislation • relevant state/territory firearms legislation • licensing and permits for firearms and security occupations • relevant state/territory road rules and traffic acts

Evidence Guide			
Critical aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Monitor passenger behavior • Identify and resolve disruptive/unlawful activity • Take action to control unlawful behavior • Report and document incident(s) 		
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • Relevant state and territory regulations and requirements pertaining to the management of disruptive and unlawful behavior on transport systems • Relevant OHS and environmental protection procedures and guidelines • Risks and hazards when managing disruptive behavior on a transport system and related precautions to control the risk • Transport services provided • Procedures for the management of disruptive and unlawful behavior • Legal and workplace parameters with regard to unlawful behavior • By-laws and service rules as they apply to disruptive behavior 		
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	<p>on transport systems</p> <ul style="list-style-type: none"> • Common law as it applies to disruptive and unlawful behavior on transport systems • Customer service requirements • Typical problems that can occur when managing disruptive and unlawful behavior on transport systems and appropriate action that can be taken to prevent or solve the 		
<p>Underpinning Skills</p>	<p>Demonstrate the skills to:</p> <ul style="list-style-type: none"> • Communicate and negotiate effectively with others when managing disruptive and unlawful behavior on transport systems • Resolve conflict situations • Read and interpret instructions, procedures, guidelines and information relevant to the management of disruptive and unlawful behavior on transport systems • Interpret and follow operational instructions and prioritize work • Complete documentation related to work activities • Operate electronic communication equipment to required protocol • Work collaboratively with others when managing disruptive and unlawful behavior on transport systems • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when managing disruptive and unlawful behavior on transport systems in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unanticipated situations that may arise when managing disruptive and unlawful behavior on transport systems • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the management of disruptive and unlawful behavior on transport systems • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Identify and correctly use equipment, processes and procedures • Adapt to differences in equipment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS Standards 		
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Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Administer the Implementation of Fatigue Management Strategies
Unit Code	EISRSC3 08 0213
Unit Descriptor	This unit involves the skills and knowledge required to administer the implementation of fatigue management strategies, including monitoring the implementation of fatigue management strategies; and recognizing breaches of fatigue management policies, procedures and regulations. It also includes developing and assessing staff competence in fatigue management; providing feedback to staff on any shortcomings in their fatigue management skills and knowledge; and reporting to management on the implementation of fatigue management policy.

Element	Performance Criteria
1. Monitor the Implementation of fatigue management strategies	<p>1.1 Work activities of employees are monitored in accordance with the organization's fatigue risk management implementation plan</p> <p>1.2 Reviews are undertaken of scheduled versus actual hours of work and where a compliance breach is identified, appropriate action is taken to analyze the reasons concerned and to rectify the situation</p>
2. Recognize breaches of fatigue management policies, procedures and regulations	<p>2. 1 Signs and symptoms of fatigue in employees are identified in accordance with operational procedures</p> <p>2. 2 Breaches of fatigue management policies, procedures and regulations in the work activities of employees are recognized and reported as per standard procedures</p> <p>2. 3 Errors and incidents traceable to non-compliance with fatigue management procedures and regulations are investigated and reported in accordance with operational procedures</p> <p>2. 4 Appropriate action is taken in conjunction with employees, to ensure ongoing and future compliance with the organization's fatigue management policy and procedures</p>
3. Develop and assess staff competence in fatigue management	<p>3.1 Appropriate training programs and learning resources are developed and provided to ensure that employees understand the organization's fatigue management policies and procedures and the risks, causes and consequences of fatigue</p>

	<p>3.2 Employees are assessed to confirm that they are competent in their understanding of the organization's fatigue management strategies and can apply them to their day-to-day work activities and responsibilities</p> <p>3.3 Any deficiencies in the competence of individual employees to apply the organization's fatigue management strategies to their work activities are identified, and appropriate learning opportunities are provided to the employee to enable her or him to achieve the competence required</p>
4. Provide feedback to employees on any shortcomings in fatigue management skills and knowledge	<p>4.1 Evidence of any shortcomings in an employee's implementation of fatigue management strategies is obtained and interpreted from observation of signs and symptoms of fatigue in their work activities, periodic evaluations of work performance, and assessments of competence carried out as part of training and learning activities</p> <p>4.2 Employees are provided with feedback on any identified shortcomings in their implementation of fatigue management strategies and appropriate support and counseling is provided on how they might address these shortcomings</p> <p>4.3 Where appropriate, further learning opportunities and information are provided to the employees to assist them in implementation of organization's fatigue management strategies in their area of work activity</p>
5. Report on the implementation of fatigue management policy	<p>5.1 Periodic audits of the implementation of fatigue management strategies in the work areas of Responsibilities of organization for fatigue risk management are carried out as per standard procedures</p> <p>5.2 Accidents and safety incidents are investigated and analyzed to identify the extent to which fatigue might have been a contributing factor</p> <p>5.3 Reports on the implementation of the organization's fatigue risk management system are prepared and submitted to designated personnel as per standard procedures</p>

Variable	Range
fatigue risk management	<p>It include:</p> <ul style="list-style-type: none"> • risk management policy documents • risk management procedures • risk management competence assessment processes • risk management training and learning opportunities

	<ul style="list-style-type: none"> • hazard control system
procedures	<p>May include:</p> <ul style="list-style-type: none"> • company procedures • established procedures
fatigue management	<p>it including:</p> <ul style="list-style-type: none"> • operations conducted at all times but particularly at night • typical weather conditions • while working and/or driving at a workplace, depot, base or warehouse • while working and/or driving at a customer's workplace or work site • driving a motor vehicle on the open road • driving a motor vehicle on a private road • operating a train • operating load shifting equipment • operating safety critical industrial plant and equipment
Information	<p>may include:</p> <ul style="list-style-type: none"> • Commonwealth and state/territory regulations and guidelines concerning fatigue management in various transport and workplace situations • fatigue risk management system documents • workplace instructions and procedures on fatigue management • reports of audits of fatigue risk management system • error and safety incident reports • relevant OHS regulations and procedures • relevant standards and certification requirements • quality assurance procedures
Responsibilities of organization for fatigue risk management	<p>May include:</p> <ul style="list-style-type: none"> • providing support such as: complying with fatigue management regulations, developing and implementing appropriate policy and procedures, providing assessment, training and learning opportunities, and establishing and implementing error and incident reporting systems • ensuring work schedules provide adequate opportunity for rest and recovery between shifts • assessing work tasks for fatigue related risk and redesigning if necessary • managing fatigued employees
contributing factor	<ul style="list-style-type: none"> • work demands such as: workload, work duration, shift pattern, time of day, frequency and duration of breaks and the type of work (e.g. .working in isolation, repetitive tasks and boring, monotonous or under-challenging tasks) • organizational factors such as: work environment (including

	temperature, ventilation, continual rhythmic vibration from equipment), payment system, trip and work scheduling, and the predictability of work
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Critical aspects of Competence	<p>Demonstrate skills and knowledge in</p> <ul style="list-style-type: none"> • Monitor the implementation of fatigue management strategies • Recognize breaches of fatigue management policies, procedures and regulations • Develop and assess staff competence in fatigue management • Provide feedback to employees on any shortcomings in fatigue management skills and knowledge • Report on the implementation of fatigue management policy
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • Relevant codes, regulations, permit and license requirements related to fatigue management • Relevant OHS regulations as they relate to fatigue • Organization's fatigue risk management system as it relates to the operational areas being administered • Organization's fatigue risk management system and the workplace policies and procedures related to fatigue management and the control of factors that can contribute to fatigue and fatigue-related accidents • Responsibilities of both the organization and individual employees for the implementation of fatigue management regulations and policies in an organization including suppliers and subcontractors in the supply chain of the organization's services and products • Procedures for the auditing and review of an organization's fatigue risk management system and related policy and procedures, and for reporting the outcomes of audits • The risks and hazards created by fatigue in the workplace • Causes and consequences of fatigue on both employees and an organization • How fatigue affects workplace performance • How fatigue contributes to workplace accidents • Ways of recognizing fatigue • Strategies and ways of managing fatigue • Factors which increase fatigue-related accidents • Lifestyles which promote the effective long-term management of fatigue • Ways of assisting individuals to assess their own sleep patterns and to evaluate their own fitness for work. This may include

	<p>information on identifying sleep disorders and obtaining appropriate treatment</p> <ul style="list-style-type: none"> • Options and resources for providing training and learning opportunities for employees on fatigue management and the implementation of an organization's fatigue risk management system, including initial induction training, in-depth training on fatigue and fatigue management techniques, remedial training where existing competence is assessed as being insufficient, and refresher training on fatigue management • Processes and resources for assessing employees' competence in fatigue management • Ways of providing feedback to employees on any identified deficiencies in their competence to implement fatigue management strategies
Underpinning Skills	<p>Demonstrate the skill to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when implementing the organization's fatigue risk management system • Read and interpret documentation on an organization's fatigue risk management system and related policy, instructions, procedures and regulations related to fatigue management and apply them to supervisory activities • Recognize breaches of fatigue management strategies and regulations and take appropriate action in accordance with organization's fatigue risk management system • Work collaboratively with employees and other management staff others to implement the organization's fatigue risk management system • Plan and organize training and learning opportunities for employees on fatigue management and the implementation of an organization's fatigue risk management system • Plan and carry out audits and reviews of an organization's fatigue risk management system • Modify activities and take appropriate initiatives to administer the implementation of an organization's fatigue risk management system depending on differing contexts, risk situations and environments • Adapt to any changes in regulations policies and procedures as they may relate to fatigue management • Assist employees to identify their own learning needs on matters related to fatigue Management
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of	<p>Competence may be assessed through:</p>

Assessment	<ul style="list-style-type: none">• Interview / Written Test• Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Complete Workplace Documents
Unit Code	EIS RSC3 09 0213
Unit Descriptor	This unit involves the skills and knowledge required to collect, prepare, analyze and process workplace documents in accordance with workplace requirements. It includes collecting, preparing, analyzing and interpreting information, and completing documents.

Elements	Performance Criteria
1. Collect and prepare information	1.1 Purpose and audience for the document are identified 1.2 Appropriate document format is identified to meet organizational requirements 1.3 Relevant information is collected for inclusion in the document 1.4 Active listening skills are demonstrated when collecting information 1.5 Questioning techniques are used to gain additional information and clarify understanding
2. Interpret and analyse information	2.1 Relevant information and documentation is interpreted, analysed and collated as required for inclusion in the document 2.2 Where required, a draft is prepared in accordance with organizational procedures
3. Finalise workplace documents	3.1 Document is completed in accordance with organizational policies and procedures 3.2 Document is edited and a final version appropriate to the required communication is presented

Variable	Range
Information and documentation	may include: <ul style="list-style-type: none"> • workplace procedures, checklists and instructions • workplace policies • legislation, regulations and related documentation • working timetables

Documents	<p>may include:</p> <ul style="list-style-type: none"> • routine written reports on workplace activities, including: • incident or accident reports • safe working forms • train control diagrams • train graphs • log books • train register books • train notices
Communication	<p>may include:</p> <ul style="list-style-type: none"> • active listening • questioning to obtain information and clarify information and understanding, including: <ul style="list-style-type: none"> ➤ open and closed questions ➤ direct and indirect questions ➤ probing questions

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Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • the underpinning knowledge and skills • relevant legislation and workplace procedures • Read and interpret instructions, procedures and information relating to the completion of workplace documents
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge to:</p> <ul style="list-style-type: none"> • Communication techniques, including active listening and effective questioning • Organizational procedures and policies for the completion of documents and forms • Issues that may occur when preparing and completing workplace documents, and action that can be taken to resolve them • Format and layout of documents and forms used in workplace activities • Methods used to analyze and interpret information to be included in workplace documents and forms
Underpinning Skills	<p>Demonstrate skill in:</p> <ul style="list-style-type: none"> • Literacy and numeracy levels appropriate to the documents to be completed • Report and rectify within limits of own role identified problems when preparing and completing workplace

	<p>documents</p> <ul style="list-style-type: none"> • Work systematically with required attention to detail • Apply methods of analysis and interpretation for workplace documents • Use appropriate numeric functions when interpreting and analyzing information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Conduct Induction Process
Unit Code	EISRSC3 10 0213
Unit Descriptor	This unit involves the skills and knowledge required to conduct an induction process to introduce a new employee to a workplace, including outlining the relationship between the employee and the company, establishing and explaining the requirements of position, and completing relevant workplace documentation.

Element	Performance Criteria
1. Outline the relationship between employee and the company	1.1 Employee is greeted and introduced to key personnel and areas in the workplace 1.2 Workplace objectives, operating systems and workplace structures are explained 1.3 The relationship between the employee's position and the workplace structure and objectives is identified 1.4 Required OHS, workplace procedures and employment conditions are described 1.5 Sources of information and assistance for the employee are identified 1.6 Emergency procedures are explained
2. Establish requirements of position	2. 1 Induction is conducted and Job role, responsibilities and reporting relationships are explained 2. 2 Immediate work colleagues are introduced and consulted 2. 3 Workplace facilities and layout are shown to the employee and flow of work/materials/goods and functions carried out in the areas are explained 2. 4 Initial training in relevant OHS, equipment and work systems is provided in accordance with workplace procedures 2. 5 Employee rights and responsibilities in terms of equal employment opportunity, sexual harassment and non discrimination are explained 2. 6 Training opportunities are organized for the development of the individuals job role 2. 7 Workplace expectations of work functions and outputs are clarified

	2. 8 Opportunities for the employee to clarify concerns and ask questions are provided
3. Complete relevant workplace documentation	<p>3.1 Workplace personnel records are completed in accordance with workplace requirements</p> <p>3.2 Tax declaration and other relevant documentation are checked for compliance with applicable regulatory requirements</p> <p>3.3 Employee is requested to provide any additional information needed and notes are taken of any additional actions required</p> <p>3.4 Workplace-specific documentation (if applicable) is submitted to appropriate personnel in accordance with workplace requirements</p> <p>3.5 Requirements of legislation on equal employment opportunity, sexual harassment and non discrimination are fulfilled</p>

Variable	Range
procedures	May include: <ul style="list-style-type: none"> • company procedures • established procedures
Induction	may be conducted: <ul style="list-style-type: none"> • by day or night • in enclosed spaces • in exposed conditions • in controlled or open environments
Consultative	may involve: <ul style="list-style-type: none"> • clients • managers • supervisors/team leaders • workplace personnel • industrial relations and OHS specialists • other professional or technical staff
Work	will involve: <ul style="list-style-type: none"> • basic routine induction training in a variety of relevant work contexts
explained	may include: <ul style="list-style-type: none"> • demonstration • guided site/workplace inspection • provision of program notes and materials

	<ul style="list-style-type: none"> • presentation using an overhead slide projector, computer driven projector or video player/monitor
applicable regulatory	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulations, standards and codes of practice, and industry safety codes • relevant OHS regulation • equal employment legislation and related policies • environmental protection regulations • workplace relations legislation • workers compensation legislation
documentation	<p>May include:</p> <ul style="list-style-type: none"> • workplace induction procedures and related instruction materials • operations manuals • induction/orientation documentation • competency standards and training materials • job specification, site/workplace map and details of organization structure • conditions of service, relevant legislation, regulations and related documentation • relevant codes of practice and the industry safety code • material safety data sheets • quality assurance procedures • emergency procedures

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Critical aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Outline the relationship between employee and the company • Establish requirements of position • Complete relevant workplace documentation 		
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • Workplace induction procedures and documentation requirements • Instructional methods and resources required to conduct an induction program • Conditions of service of employees • Workplace structures and the roles and responsibilities of employees • Site or workplace layout • Emergency procedures and related equipment • Workplace documentation and record keeping procedures and requirements • Customer service standards and procedures 		
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	<ul style="list-style-type: none"> • Workplace hazards and related hazard minimization procedures • Personal protective equipment and instructions for its use
Underpinning Skills	<p>Demonstrate the skill to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when conducting an induction process for relevant personnel • Read and interpret instructions, procedures, information and signs relevant to the conduct of an induction process for relevant personnel • Interpret and follow operational instructions and prioritize work • Complete documentation related to the conduct of an induction process • Operate electronic communication equipment to required protocol • Work collaboratively with others when conducting an induction process for relevant personnel • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may arise when conducting an induction process for employees and in accordance with regulatory requirement and workplace procedures • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the conduct of an induction process • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Identify and correctly use instruction equipment, processes and procedures • Adapt to differences in equipment in accordance with standard operating procedure
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Identify and Classify Records to be Captured
Unit Code	EISRSC3 11 0213
Unit Descriptor	This unit involves the skills and knowledge required to identify and classify records to be captured in accordance with workplace requirements including identifying records to be captured, classifying records, and registering records..

Element	Performance Criteria
1. Identify records to be captured	<p>1.1 Incoming material is categorized in accordance with Workplace procedures for records which are to be captured</p> <p>1.2 Storage for records including specific environmental conditions and accessibility requirements are noted and action is taken as required</p> <p>1.3 Activity documented by the record is identified from the elements of the record in accordance with organizational procedures and regulation</p> <p>1.4 Area or action officer to which the record needs to go is identified from elements of the record or its content and staff list, in accordance with organizational procedures</p> <p>1.5 Incoming material is assessed against organizational checklist to identify what material needs to be captured</p> <p>1.6 Material which does not need to be registered is dealt with in accordance with organizational procedures</p> <p>1.7 Where required by organizational procedures, the format/media of the record is modified in accordance with organizational requirements and procedures</p>
2. Classify the record	<p>2. 1 The identified transaction/action/activity documented by the record is matched to the organization's classification scheme</p> <p>2. 2 The full Identification and classification of the record is selected in accordance with the system rules and organizational procedures</p> <p>2. 3 The classified record is linked to other records in the system in accordance with the system rules and organizational procedures</p> <p>2. 4 Indexing points (cross-reference terms) are selected for the</p>

	record in accordance with the system rules and organizational procedures
3. Register the record	<p>3.1 Unique identifier is selected for record in accordance with organizational procedures and record keeping system rules</p> <p>3.2 Record is registered into record keeping system with title, description, details of record creator, immediate location and any other control information to fulfill the system requirements in accordance with organizational procedures</p> <p>3.3 Access and security status are determined in accordance with organizational procedures and documented in accordance with record keeping system rules</p> <p>3.4 Disposal status of the record is determined and recorded in accordance with the record keeping system rules and organizational procedures</p> <p>3.5 Record is forwarded to its appropriate location, which is recorded in accordance with the system rules and organizational procedures</p>

Variable	Range
Workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • organizational procedures • established or standard procedure
Storage	<p>may include records in various modes such as:</p> <ul style="list-style-type: none"> • paper-based • computer disks and reels • CD-ROM • microfiche • film • audio • centralized or decentralized • off-line or off-site • in-house or out-sourced • commercial storage service or government repository • CD storage • imaging systems • microform • audio-visual/multimedia formats with special storage requirements (temperature controlled, dust-free, strict air conditioning specifications)
Workplaces	may comprise:

	<ul style="list-style-type: none"> • large, medium or small worksites
regulations	<p>may include:</p> <ul style="list-style-type: none"> • relevant codes and regulations pertaining to records management • relevant Standards relating to records management • relevant OHS legislation • relevant environmental protection legislation • privacy and confidentiality legislation and regulations • freedom of information regulations • workplace relations regulations including equal opportunity, equal employment opportunity and affirmative action legislation • workers compensation regulation
Records	<p>may be:</p> <ul style="list-style-type: none"> • electronic • paper-based • microform • graphic • mainframe or PC-based applications
Identifier and classification	<ul style="list-style-type: none"> • conducted as part of records management activities with the operator using discretion and judgment within established procedures
Record is registered	<ul style="list-style-type: none"> • current records systems • archival control systems • business systems • storage facilities system
Access	<p>may be:</p> <ul style="list-style-type: none"> • confidential • high security (restricted) • open

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Critical aspects of Competence	<p>Demonstrate knowledge and skills in</p> <ul style="list-style-type: none"> • Identify records to be captured • Classify the record • Register the record 		
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Demonstrate a knowledge of: • Regulations relevant to the identification and classification of records to be captured as part of a records management process • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the identification and classification of records to be captured including policies on 		
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	<p>privacy, confidentiality and security of information and records</p> <ul style="list-style-type: none"> • Focus of operation of work systems, equipment, management and site operating systems for the identification and classification of records to be captured as part of a records management process • Problems that may occur with the identification and classification of records to be captured and appropriate action that can be taken to resolve the problems • Operational workflow within a records management system • Types of equipment used in the identification and classification of records to be captured and the precautions and procedures that should be followed in their use • Housekeeping standards and procedures required in the workplace • Site layout and obstacles 		
<p>Underpinning Skills</p>	<p>Demonstrate the skill on:</p> <ul style="list-style-type: none"> • Communicate effectively with others when identifying and classifying records to be captured • Read and interpret instructions, procedures and information relevant to the identification and classification of records to be captured • Interpret and follow operational instructions and prioritize work • Complete documentation related to the identification and classification of records to be captured • Operate electronic communication equipment to required protocol • Work collaboratively with others when identifying and classifying records to be captured • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when identifying and classifying records to be captured in accordance with regulatory requirements and workplace procedures • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Plan own work including predicting consequences and identifying improvements • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail • Use a range of information technology devices including computers, radio frequency devices, electronic data exchange 		
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	<p>systems, etc.</p> <ul style="list-style-type: none"> • Maintain security and confidentiality of material • Identify, select and efficiently and effectively use equipment and consumables for the identification and classification of records to be captured • Adapt to differences in equipment in accordance with standard operating procedures • Use required personal protective equipment conforming to industry and OHS standards
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Organize Personal Work Priorities and Development
Unit Code	EISRSC3 12 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to organize own work schedules, to monitor and obtain feedback on work performance, and to maintain required levels of competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Element	Performance Criteria
1. Organize and complete own work schedule	<p>1.1 Ensure that work goals and objectives are understood, negotiated and agreed in accordance with organizational requirements</p> <p>1.2 Assess and priorities workload are completed to ensure tasks within identified timeframes</p> <p>1.3 Factors affecting the achievement of work objectives are identified and contingencies incorporated into work plans</p> <p>1.4 Business technology is used efficiently and effectively to manage and monitor scheduling and completion of tasks</p>
2. Monitor own work performance	<p>2.1 Personal work performance is accurately monitored and adjust through self-assessment to ensure achievement of tasks</p> <p>2.2 Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements</p> <p>2.3 Routinely identify and report on variations in the quality of service and products in accordance with organizational requirements</p> <p>2.4 Signs of stress and effects on personal wellbeing are identified</p> <p>2.5 Sources of stress are identified and appropriate supports and resolution strategies accessed</p>
3. Coordinate personal skill development and learning	<p>3.1 Identify personal learning needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organizational requirements</p> <p>3.2 Identify, priorities and plan opportunities for undertaking personal skill development activities in liaison with work</p>

	<p>groups and relevant personnel</p> <p>3.3 Professional development opportunities are accessed, completed and recorded to facilitate continuous learning and career development</p> <p>3.4 Formal and informal feedback are incorporated into review of further learning needs</p>
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Variable	Range
Work goals and objectives	<p>may include:</p> <ul style="list-style-type: none"> • Improve customer service targets • reporting deadlines • sales targets • team and individual learning goals
Organizational requirements	<p>may include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organizational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
Factors affecting the achievement of work objectives	<p>may include:</p> <ul style="list-style-type: none"> • budget constraints • competing work demands • environmental factors such as time, weather • resource and materials availability • technology/equipment breakdowns • unforeseen incidents • workplace hazards, risks and controls
Business technology	<p>may include:</p> <ul style="list-style-type: none"> • computer applications • computers • email • facsimile machines • modems • personal schedulers • photocopiers • printers • scanners

Feedback on performance	<p>may include:</p> <ul style="list-style-type: none"> • formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behavior strategies • routine organizational methods for monitoring service delivery
Signs of stress	<p>may include:</p> <ul style="list-style-type: none"> • absence from work • alcohol or other substance abuse • conflict • poor work performance
Personal wellbeing	<p>may include:</p> <ul style="list-style-type: none"> • cultural • emotional • social • spiritual
Sources of stress	<p>may include:</p> <ul style="list-style-type: none"> • complex tasks • cultural issues • work and family conflict • workloads
Supports and resolution strategies	<p>may include:</p> <ul style="list-style-type: none"> • awareness raising • counseling • employee assistance programs (EAP) • family support • group activities • job design • mediation • sharing load • time off • training
Professional development opportunities:	<p>may include:</p> <ul style="list-style-type: none"> • career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • quality assurance assessments and recommendations • recognition of current competence/skills recognition • work experience/exchange/opportunities

	<ul style="list-style-type: none"> workplace skills assessment
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Critical aspects of Competence	Demonstrate knowledge and skill to: <ul style="list-style-type: none"> Organize and complete own work schedule Monitor own work performance Coordinate personal skill development and learning
Underpinning Knowledge and Attitudes	Demonstrate a knowledge of: <ul style="list-style-type: none"> key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> anti-discrimination legislation ethical principles codes of practice privacy laws occupational health and safety (OHS) organizational policies, plans and procedures methods to elicit, analyze and interpret feedback principles and techniques of goal setting, measuring performance, time management and personal assessment competency standards and how to interpret them in relation to self Methods to identify and prioritize personal learning needs.
Underpinning Skills	Demonstrate the skills on: <ul style="list-style-type: none"> literacy skills to read and understand the organization's procedures, own work goals and objectives planning skills to organize work priorities and arrangements problem-solving skills to solve routine problems Communication skills to give and receive constructive feedback relating to development needs.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> Interview / Written Test Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Maintain the Safety of People in a Train
Unit Code	EISRSC3 13 0213
Unit Descriptor	This unit involves the skills and knowledge required to contribute to the safety of people and train as a member of the train crew on a commercial train, including carrying out required safety procedures, managing safety risks and hazards, following flight crew directions, aiding and assisting passengers during an emergency, and carrying out administrative procedures related to safety matters. Licensing, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Carry out safety procedures	<p>1.1 Pre-take-off safety and security checks are conducted in accordance with regulatory requirements and workplace procedures</p> <p>1.2 Safety demonstration and checks are <i>maintained</i> in accordance with regulatory requirements and workplace procedures</p> <p>1.3 Safety hazards are identified and are reported and/or <i>consulted</i> and acted upon in accordance with risk management procedures and regulatory requirements</p> <p>1.4 Appropriate hazard mitigation strategies are determined and implemented in conjunction with other train crew members in accordance with risk management procedures and regulatory requirements</p>
2. Follow train crew direction	<p>2.1 Awareness is made about train crew instructions.</p> <p>2.2 Train crew instructions are followed at all times when ever duties are performed in an train</p>
3. Aid and assist passengers during an emergency	<p>3.1 the <i>Integrated activities</i> are consulted with persons of other members of the coach crew , passengers are advised of hazardous conditions and potential <i>train emergencies</i> at appropriate time and related safety and emergency procedures during journey in accordance with regulatory requirements, orders and operations manual</p> <p>3.2 In the event of an emergency, passengers are advised, as far as possible, of the nature of the emergency and</p>

	<p>the procedures and precautions to be followed</p> <p>3.3 Clear communication is established and maintained with passengers</p> <p>3.4 Passengers are organized during the emergency in accordance with Applicable regulatory requirements, train crew instructions and workplace procedures</p> <p>3.5 Passengers are assisted as required during emergency situation</p> <p>3.6 Resources required such as First aid and/or medical attention is organized if necessary in conjunction with other crew members during an emergency situation in accordance with workplace procedures</p>
4. Carry out administrative procedures	<p>4.1 Workplace administrative procedures related to safety are identified and interpreted</p> <p>4.2 Administrative procedures related to safety and emergency procedures and incidents are implemented in accordance with workplace procedure and regulatory requirements</p> <p>4.3 All required train safety documentation is completed in accordance with workplace requirements</p>

Variable	Range
maintained	<p>May include but are not restricted to:</p> <ul style="list-style-type: none"> • safety instruction sheets • safety demonstration videos • first aid kit/equipment • train intercom and communications equipment • lifejackets, life rafts, seat cushions • defibrillator • escape devices • personal breathing equipment • oxygen equipment including masks, fixed, portable • firefighting equipment • restraint equipment • survival equipment • emergency lighting equipment
consulted	<p>may include</p> <ul style="list-style-type: none"> • passengers • other train crew members • emergency services personnel

Integrated activities	<p>may be provided</p> <ul style="list-style-type: none"> • during short and/or long haul services • in any allowable operating and weather conditions • in accordance with regulatory and operational Requirements
Train emergencies	<p>may include but are not limited to:</p> <ul style="list-style-type: none"> • depressurization of coach • severe air turbulence • loss of train power • malfunctioning train equipment • collision • ditching of train • emergency landing • explosion or fire on train • illness or injury amongst passenger(s) or crew • smoke/fire in coach • aborted takeoff • disruptive/unruly passengers
Applicable regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • relevant OHS legislation • relevant food handling and hygiene legislation • equal opportunity and anti-discrimination legislation • relevant company safety Standards • industrial relations and workplace compensation Legislation
workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> • company procedures • established procedures • standard operating procedures and regulatory requirements

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Critical aspects of Competence	<ul style="list-style-type: none"> • Carry out safety procedures • Follow train crew direction • Aid and assist passengers during an emergency • Carry out administrative procedures
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Relevant sections of regulations pertaining to the integrated safety responsibilities and roles of train crew • Relevant OHS, hygiene and environmental procedures and regulations • Relevant customs, quarantine, equal opportunity and anti-discrimination regulations

	<ul style="list-style-type: none"> • Principles of passenger and train safety • Railway and regulatory standards and procedures for maintaining safety requirements during train coach operations • Procedures to be followed during safety demonstrations and emergencies • Hazard identification and mitigation procedures and related regulatory requirements • Crew Resource Management (CRM) principles • Relevant railway administrative procedures • coach features, safety equipment and amenities for various types of train • Risks that exist during train journey and related risk control procedures and precautions • Problems that may occur when maintaining safety requirements during train coach operations and appropriate action that should be taken in each case • Basic knowledge of aviation medicine, the atmosphere and hypoxia 		
Underpinning Skills	<ul style="list-style-type: none"> • Communicate effectively with others when maintaining the safety of people and train • Read and interpret instructions, regulations, procedures and other information relevant to the safety of people and train • Interpret and follow operational instructions and priorities work • Complete documentation related to the safety of people and train • Operate electronic communication equipment to required protocol • Work collaboratively with others when maintaining the safety of people and train • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when maintaining the safety of people and train in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when maintaining the safety of people and train • Apply precautions and required action to minimize, control or eliminate hazards that may exist when maintaining the safety of people and train 		
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	<ul style="list-style-type: none"> • Monitor and anticipate operational problems and hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required to maintain the safety of people and train
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Respond to Abnormal & Emergency Situations within the Train
Unit Code	EISRSC3 14 0213
Unit Descriptor	This unit involves the skills and knowledge required to respond to abnormal and emergency situations on a commercial train, including responding to a medical emergency during a journey, to adverse weather and/or journey conditions and to various forms of train emergency. It also covers the skills and knowledge required to respond to fire on board the train, assist in or direct the evacuation of the train, and completes all necessary documentation following an emergency or abnormal incident. Licensing, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Respond to a medical emergency during a journey	<p>1.1 Illness or injury amongst passengers or crew is identified in accordance with workplace procedures</p> <p>1.2 Identified illness or injury is reported to drive-in-command (DIC) and/or a senior crew member and appropriate action is taken in accordance with workplace procedures</p> <p>1.3 Directions of senior crew members are followed in accordance with workplace procedures</p> <p>1.4 First aid is applied if applicable</p> <p>1.5 Medical assistance is sought from amongst other crew members and passengers if necessary in accordance with workplace procedures</p> <p>1.6 Where applicable, medaling and other means of remote medical advice and assistance are accessed in accordance with workplace procedures</p>
2. Respond to adverse weather and/or journey conditions	<p>2. 1 Directions of DIC and/or senior crew members are followed in the event of adverse weather and/or journey conditions or turbulence or in any emergency and abnormal emergency situation</p> <p>2. 2 Passengers are instructed to fasten seat belts and take required precautions in accordance with workplace procedures and regulatory requirements</p> <p>2. 3 Where possible, passengers are assisted and reassured where necessary during adverse conditions</p>

	<p>2. 4 Dependent on the circumstances involved, appropriate action may be initiated in response to perceived hazardous situations in accordance with Crew Resource Management (CRM) principles</p> <p>2. 5 As far as possible, communication is maintained with passengers and other train crew members during the abnormal conditions</p> <p>2. 6 Personal initiative and experience is utilized in securing self and equipment in turbulence</p>
3. Respond to train emergency	<p>3.1 Directions of senior crew members are followed in the event of an train emergency</p> <p>3.2 Dependent on the circumstances involved, appropriate action is performed, may be self-initiated in response to emergency situations in accordance with Crew Resource Management (CRM) principles</p> <p>3.3 Emergency procedures are implemented in accordance with regulatory requirements and consistent with the nature of the emergency</p> <p>3.4 Passengers are assisted and reassured where necessary during the emergency</p> <p>3.5 As far as possible, communication is maintained with passengers and other train crew members during the emergency</p>
4. Assist in or the evacuation of the train	<p>4.1 Directions of senior crew members are followed in the event of an train evacuation</p> <p>4.2 Evacuation procedures for the type of train involved are implemented in accordance with workplace and regulatory requirements Dependent on the type of Evacuation procedures</p> <p>4.3 passengers are appropriately assisted and reassured where necessary during the evacuation process</p> <p>4.4 As far as possible, communication is maintained with passengers and other train crew members during the evacuation</p>
5. Respond to fire on board the train	<p>5.1 Appropriate fire protection procedures are implemented in accordance with workplace and regulatory requirements</p> <p>5.2 Relevant regulatory and workplace fire emergency procedures are followed in the event of fire</p>

	<p>5.3 Directions of senior crew members are followed in the event of an train fire</p> <p>5.4 Where possible, passengers are assisted and reassured where necessary during the fire emergency</p> <p>5.5 As far as possible, communication is maintained with passengers and other train crew members during the fire emergency</p>
6. Complete required documentation for an emergency or abnormal incident	<p>6.1 Workplace administrative procedures relevant to an abnormal or emergency coach service incident are identified and interpreted</p> <p>6.2 Administrative procedures are implemented in accordance with workplace and regulatory requirements</p> <p>6.3 All required train documentation relevant to an abnormal or emergency coach service incident is completed in accordance with workplace requirements including requirements for OHS and/or safety incident reports</p>

Variable	Range
workplace procedures	<p>may be referred to as:</p> <ul style="list-style-type: none"> • company procedures • established procedures • standard operating procedures and regulatory requirement
emergency and abnormal emergency situation	<p>may include:</p> <ul style="list-style-type: none"> • passenger or crew illness • injury to passenger or crew • severe air turbulence • changes in the wind and weather conditions • hazardous problems with train air conditioning systems • train engine or equipment malfunction or failure • train instrument malfunction or failure • train low fuel quantity emergency • security threat on board train • ditching of train • emergency landing • explosion or fire in coach • disruptive/unruly passengers • depressurization of coach • on relevant train types in commercial service • during short and/or long haul services • in any category of service, including economy, business and

	<p>first class</p> <ul style="list-style-type: none"> • in any allowable operating and weather conditions
Performed	<p>may be demonstrated:</p> <ul style="list-style-type: none"> • in an approved coach service simulator • in a suitably simulated work environment • on a passenger-carrying train
Evacuation procedures	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> • day or night evacuations • ditching in water, including both anticipated and unanticipated • emergency landing, including both anticipated and unanticipated • search and rescue • slide descents • raft management • emergency exit from train by any available means
fire protection procedures	<p>may include:</p> <ul style="list-style-type: none"> • fire prevention and protection procedures • basic fire drill • coach crew fire response procedures during journey • coach crew fire response procedures when train is on the ground
documentation	<p>may include:</p> <ul style="list-style-type: none"> • railway operational and emergency procedures and instructions • directions and instructions of the DIC and/or senior crew members • job specification • train evacuation procedures • train fire prevention and response procedures • coach service checklists and procedures • coach emergency equipment operational manuals • induction and training materials • conditions of service, legislation and industrial agreements including workplace agreements and awards

Evidence Guide

Critical aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Respond to a medical emergency during a journey • Respond to adverse weather and/or journey conditions • Respond to train emergency • Assist in or the evacuation of the train • Respond to fire on board the train • Complete required documentation for an emergency or 		
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	abnormal incident
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Relevant OHS, environmental protection procedures and regulations • railway procedures for responding to an abnormal or emergency situation on a train, including fire response and train evacuation • Crew Resource Management (CRM) principles • Procedures to be followed during safety demonstrations • Action to be taken in response to instructions from senior crew members during various abnormal or emergency situations that may occur on a train • railway administrative procedures • coach emergency features and equipment for various types of train • Risks that exist during abnormal and emergency situations on a train and related risk control procedures and precautions • Problems that may occur during abnormal and emergency situations on a train and appropriate action that should be taken in each case
Underpinning Skills	<ul style="list-style-type: none"> • Communicate effectively with others when responding to abnormal and emergency situations within the train • Read and interpret instructions, regulations, procedures and other information relevant to abnormal and emergency situations within the train • Interpret and follow operational instructions and priorities work • Complete documentation related to abnormal and emergency situations within the train • Operate electronic communication equipment to required protocol • Work collaboratively with others when responding to abnormal and emergency situations within the train • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when responding to abnormal and emergency situations within the train in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when responding to abnormal and emergency situations within the train • Apply precautions and required action to minimize, control or eliminate hazards that may exist during abnormal and emergency situations within the train

	<ul style="list-style-type: none"> • Monitor and anticipate operational problems and hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required to respond to abnormal and emergency situations within the train
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Supervise Coach Safety and Security
Unit Code	<u>EISRSC3 15 0213</u>
Unit Descriptor	This unit involves the skills and knowledge required to implement and maintain coach safety and security standards and to respond to an emergency and first aid situations. Licensing, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Identify, supervise and action emergency procedures	<p>1 Emergency situation type is recognized and reported to appropriate personnel</p> <p>2 The appropriate emergency equipment and emergency procedures are actioned according to railway and regulatory requirements</p> <p>3 Supervision/ checks of coach Safety and security are implemented according to railway and regulatory requirements</p>
2. Assess and respond to Emergency/first aid situations	<p>2. 1 Emergency first aid situations are quickly recognized and reported to appropriate personnel</p> <p>2. 2 The first aid situation is assessed and a prompt decision is made following liaison with appropriate personnel and/or crew</p> <p>2. 3 Appropriate assistance from emergency services/colleagues/customers is organized</p>
3. Provide appropriate treatment	<p>3.1 Assessment of patients physical condition from visible vital signs is undertaken in liaison with appropriate personnel and/or crew</p> <p>3.2 First aid is provided, in accordance with railway policy</p>
4. Monitor the situation	<p>4.1 Back-up medical or emergency services appropriate to the situation are notified in liaison with appropriate personnel and/or crew</p> <p>4.2 Situation is constantly monitored and appropriate adjustments to service are made</p>
5. Respond to incidents which affect the safety and security of	<p>5.1 Appropriate coach security incident handling techniques according to the type of incident are used according to regulatory requirements, railway policy and workplace procedure</p>

passengers and crew	
6. Maintain safety and security records	<p>6.1 All required documentation relating to safety, security and first aid incidents is accurately completed and provided to the relevant department</p> <p>6.2 Feedback to improve safety and security processes is provided to appropriate personnel</p>

Variable	Range
Emergency situation type	<p>may include but are not limited to:</p> <ul style="list-style-type: none"> • fire • evacuation • hijack • injury to or illness of crew or customer
personnel	<p>may include:</p> <ul style="list-style-type: none"> • other coach crew and train crew members • ground staff • train resourcing staff • technical staff • security staff • emergency services staff
Emergency equipment	<p>may include but is not limited to:</p> <ul style="list-style-type: none"> • firefighting equipment • oxygen equipment • AED (Automated External Defibrillator), first aid, Doctors kit and equipment • general safety equipment
Supervision/ check of coach safety and security	<p>may be provided:</p> <ul style="list-style-type: none"> • by day or night • on international, domestic and regional journey or at stations • for both short and/or long haul services • in any category of service, including economy, business class, first class • in accordance with company, operational and regulatory requirements
coach security incidents	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> • aggressive or violent customers • intoxicated customers • incidents at slip ports • industrial disputes affecting crew
workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures

	<ul style="list-style-type: none"> • established procedures and regulatory requirement • local instructions
documentation	<p>may include:</p> <ul style="list-style-type: none"> • train boarding manifests, procedures and instructions and job specifications including both manual and computerized processes where applicable • workplace supervision and customer service standards, policies and procedures • lists of items prohibited for carriage on train • coach operations, customer service and other operational manuals • emergency procedures • journey passenger schedules • induction and training materials • conditions of service, industrial agreements including workplace agreements and awards • coach Crew Feedback Form • incident handling reports • injury to personnel forms

Evidence Guide

Critical aspects competence	<p>Demonstrate knowledge and skill on:</p> <ul style="list-style-type: none"> • Identify, supervise and action emergency procedures • Assess and respond to emergency first aid situations • Provide appropriate treatment • Monitor the situation • Respond to incidents which affect the safety and security of passengers and crew • Maintain safety and security records
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant OHS regulations • Relevant customs, quarantine, equal opportunity and anti-discrimination regulations • railway structure, products, policies, procedures and service standards • Use of coach medical equipment • Individual crew responsibility • railway emergency procedures • Relevant railway divisional business plans • Needs and expectations of different types of customers, including internal and external customers • Customer service records/documentation • Appropriate service for customers with a range of disabilities

	<p>and special needs</p> <ul style="list-style-type: none"> • coach features and amenities for various types of train • Risks that exist when providing customer service to passengers on train journey and related risk control procedures and precautions • Problems that may occur when providing customer service to passengers on train journey and appropriate action that should be taken in each case • Complaint handling procedures • Service quality and continuous improvement principles • railway leadership principles
Underpinning Skills	<p>Demonstrate skill on:</p> <ul style="list-style-type: none"> • Communicate effectively with others when providing leadership and supervising coach safety and security • Read and interpret instructions, regulations, procedures and other information relevant to coach supervision, safety and security • Interpret and follow operational instructions and prioritize work • Complete documentation related to coach supervision, safety and security • Operate electronic communication equipment to required protocol • Work collaboratively with others when supervising coach safety and security • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Use medical equipment appropriately as per manufacturer's instructions and railway policy • Promptly report and/or rectify any identified problems that may occur when supervising coach safety and security in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when supervising coach safety and security • Apply precautions and required action to minimize, control or eliminate hazards that may exist when supervising coach safety and security • Monitor and anticipate operational problems and hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without

	<p>injury to self or others, or damage to goods or equipment</p> <ul style="list-style-type: none"> • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS and security procedures according to relevant regulations • Identify and correctly use equipment required when supervising cabin safety and security
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Supervise Coach Operations
Unit Code	EISRSC3 16 0213
Unit Descriptor	This unit involves the skills and knowledge required for effective preparation for and management of onboard train operations. Licensing, regulatory or certification requirements are applicable to this unit

Element	Performance Criteria
1. Plan and prepare for journey	<p>1.1 Liaison with customer service manager is undertaken according to workplace procedures and crew development needs</p> <p>1.2 Departure tasks are confirmed according to workplace procedures and crew development needs</p>
2. Supervise coach service and resources	<p>2.1 The supervision of coach operations is monitored throughout the journey according to railway standards</p> <p>2.2 Crew members are assisted with prioritization of workload</p> <p>2.3 Consultation with customer service manager and crew is undertaken to determine improvements in efficiency and service levels. Feed backs also gathered from customers</p> <p>2.4 Train stores and supplies are managed to achieve a cost effective result for the railway, while maintaining high quality customer service</p> <p>2.5 Operational difficulties and problems during supervision are anticipated and resolved</p>
3. Use and maintain train coach equipment	<p>3.1 Cabin equipment is used in accordance with manufacturer's instructions and railway procedures</p> <p>3.2 Faults are accurately diagnosed and promptly reported according to railway procedures</p>
4. Complete Administrative requirements	<p>4.1 All necessary administrative documentation is completed at the appropriate time according to railway procedures and regulatory requirements</p> <p>4.2 Input regarding operational requirements is provided to appropriate personnel as per railway procedures</p>

Variable	Range
workplace	may include:

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procedures	<ul style="list-style-type: none"> • company procedure • established procedures • local instructions
Supervision of coach operations	<p>may be provided:</p> <ul style="list-style-type: none"> • by day or night • on international, domestic and regional journey or stations • for both short and/or long haul services • in any category of service, including economy, business class, first class • in accordance with company and operational requirements
Customers	<p>may include:</p> <ul style="list-style-type: none"> • internal and external customers • passengers • unaccompanied minors • customers with infant or small children • customers with a range of disabilities, including hearing and sight impairment • customers with special dietary and other needs • non-English speaking customers • customers with a range of cultural and religious backgrounds • elderly customers
Problems during supervision	<p>may include:</p> <ul style="list-style-type: none"> • delayed or cancelled journey • faulty equipment • use of technical devices • passenger or staff illness
documentation	<p>may include:</p> <ul style="list-style-type: none"> • railway passenger manifests, procedures and instructions and job specifications including both manual and computerized processes where applicable • workplace supervision and customer service standards, policies and procedures • lists of items prohibited for carriage on train • coach operations, customer service and other operational manuals • emergency procedures • information on terminal facilities, club lounges and departure gates • induction and training materials • conditions of service and industrial agreements including workplace agreements and awards • coach Crew Feedback report Form

Evidence Guide	
Critical aspects competence	<p>Demonstrate knowledge and skill on:</p> <ul style="list-style-type: none"> • Plan and prepare for journey • Supervise coach service and resources • Use and maintain train coach equipment • Complete administrative requirements
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant OHS regulations • Relevant customs, quarantine, equal opportunity and anti-discrimination regulations • railway structure, products, policies, procedures and service standards • coach product and service procedures • Importance of customer service to railway and to individual crew responsibility • railway standards, principles and philosophies for providing quality customer service to passengers • Relevant railway divisional business plans • Needs and expectations of different types of customers, including internal and external customers • Customer service records/documentation • Appropriate service to customers with a range of disabilities and special needs • coach features and amenities for various types of train • Features, amenities and departure gate locations of terminals at designated train station • Risks that exist when providing customer service to passengers on train journey and related risk control procedures and precautions • Problems that may occur when providing customer service to passengers on train journey and appropriate action that should be taken in each case • Complaint handling procedures • Service quality and continuous improvement principles
Underpinning Skills	<p>Demonstrate skill on:</p> <ul style="list-style-type: none"> • Communicate effectively with others when providing leadership and supervising coach operations • Read and interpret instructions, regulations, procedures and other information relevant to coach operations and customer service • Interpret and follow operational instructions and prioritize work • Complete documentation related to supervising coach

	<p>operations</p> <ul style="list-style-type: none"> • Operate electronic communication equipment to required protocol • Work collaboratively with others when supervising coach operations • Adapt appropriately to cultural differences in the workplace, including modes of behavior, communication and interactions with others • Promptly report and/or rectify any identified problems that may occur when supervising coach operations in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when supervising coach operations • Apply precautions and required action to minimize, control or eliminate hazards that may exist when supervising coach operations • Monitor and anticipate operational problems and hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required when supervising coach operations
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Implement Regulations and Policies during Coach Safety and Service Operations
Unit Code	EISRSC3 17 0213
Unit Descriptor	This unit involves the skills and knowledge required to ensure compliance with regulations and policies during train safety and service operations on commercial passenger-carrying train journey, including compliance with relevant regulatory requirements and legal obligations, established industrial relations practices and requirements, and pertinent local laws and regulations. Licensing, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Comply with relevant regulations and legal obligations	<p>1.1 Sources of information on regulatory requirements and legal obligations relevant to interactive train crew operations are identified and accessed in accordance with workplace procedures</p> <p>1.2 An understanding of regulatory requirements and legal obligations relevant to interactive train crew operations is developed and applied to day-to-day work in the aviation industry</p> <p>1.3 Compliance is maintained with the regulatory requirements and legal obligations that bind train crew in their safety, security, service and operational tasks</p> <p>1.4 Principles of Crew Resource Management (CRM) are applied as a member of the train crew during safety, security and service operations on an train</p>
2. Comply with established industrial relations practices and requirements	<p>2. 1 Sources of information on established industrial relations practices and requirements relevant to the aviation industry are identified and accessed in accordance with workplace procedures</p> <p>2. 2 An understanding of the established industrial relations practices and requirements relevant to the aviation industry is developed and applied to day-to-day work in the aviation industry</p> <p>2. 3 An understanding of the employer/employee obligations and responsibilities is developed and applied to day-to-day work in the aviation industry</p>

3. Comply with relevant local laws and regulations	<p>3.1 Quarantine and customs regulations and other local laws relevant to the work activities of train crew are correctly identified and appropriate action is taken in day-to-day work to ensure compliance where applicable</p> <p>3.2 Appropriate advice is provided to passengers on customs and quarantine regulations and other relevant local laws, when necessary</p> <p>3.3 Compliance is maintained with relevant local laws and regulations while in slip ports</p>
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Variable	Range
workplace procedures:	may be referred to as: <ul style="list-style-type: none"> • company procedures • established procedures • standard operating procedures
safety, security , service and operational tasks	may be carried out: <ul style="list-style-type: none"> • on any passenger-carrying train type in commercial service • during short and/or long haul/international services • in any category of service for which the crew member has been trained • in any allowable operating and weather conditions • in accordance with regulatory and operational requirements including OHS regulations
employer/employee obligations	may include but is not limited to: <ul style="list-style-type: none"> • the principles of Crew Resource Management (CRM) and Human Factors (HF) • the trade union system • the industrial awards system • the concepts of arbitration and conciliation • specific relevant company awards/agreements • obligations and responsibilities under relevant regulations including civil aviation safety, OHS, quarantine and customs

Evidence Guide	
Critical aspects of Competence	Demonstrate knowledge and skill on: <ul style="list-style-type: none"> • Comply with relevant regulations and legal obligations • Comply with established industrial relations practices and Requirements • Comply with relevant local laws and regulations
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Relevant sections of regulatory requirements pertaining to train safety, security and service

	<ul style="list-style-type: none"> • Relevant workplace procedures and policies related to train safety, security and service • Relevant emergency procedures • Crew Resource Management (CRM) and Human Factors (HF) principles • Sources of information on relevant regulatory requirements • Relevant aviation terminology • Relevant theory of journey, meteorology and principles of load/passenger distribution as they relate to coach crew functions • Their position within the industrial award system • The trade union system • The concepts of arbitration and conciliation • Principles of enterprise bargaining • Employer/employee obligations and responsibilities • Relevant industrial relations institutions, organizations and their functions
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • Communicate effectively with others when implementing regulations and policies during train safety and service operations • Read and interpret instructions, regulations, procedures and other information relevant to implementing regulations and policies during train safety and service operations • Interpret and follow operational instructions and prioritize work • Complete documentation related to regulations and policies during train safety and service operations • Operate electronic communication equipment to required protocol • Work collaboratively with others when implementing regulations and policies during train safety and service operations • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when implementing regulations and policies during train safety and service operations in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when implementing regulations and policies during train safety and service operations • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the implementation of regulations and policies during train safety and service

	<p>operations</p> <ul style="list-style-type: none"> • Monitor and anticipate operational problems, including safety and security hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required to conduct the implementation of regulations and policies during train safety and service operations
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Carry out Food Preparation & Service on Coach
Unit Code	EISRSC3 18 0213
Unit Descriptor	This unit involves the skills and knowledge required to carry out food preparation and galley service on a commercial train in accordance with relevant regulatory requirements, including preparing the galley for service; receiving, checking and storing required goods; checking and maintaining the galley; responding to breakdown in galley or coach equipment; organizing galley equipment ready for use; preparing and presenting food; and carrying out the required galley service. It also covers the skills and knowledge needed for cleaning the galley and equipment after food service, preparing the galley for landing and completing all Required galley documentation. Legislative, regulatory Or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Prepare galley for Service	<p>1.1 Galley equipment, bar carts and other applicable food service items are checked to ensure levels of stock and equipment are appropriate to the level of service and sector requirements</p> <p>1.2 Menus are checked against catering supplied and prepared for distribution where applicable</p> <p>1.3 Dry stores are checked for availability</p> <p>1.4 Tea and coffee making equipment and materials are prepared for service in accordance with regulatory requirements and workplace procedures and standards</p>
2. Receive, check and store goods	<p>2. 1 Food and equipment are randomly checked against passenger load figures and checklists</p> <p>2. 2 Defects and shortages are identified and reported to the appropriate person/department in accordance with workplace procedures</p> <p>2. 3 Non-exchange equipment is inspected for defects and appropriate action is taken if required</p> <p>2. 4 Dry stores are received and stowed in accordance with regulatory requirements and workplace procedures</p> <p>2. 5 Appropriate action is initiated/taken to minimize effect on service when problems with stock or equipment are identified</p>

<p>3. Check and maintain Galley</p>	<p>3.1 Galley is inspected and maintained to ensure that it is clean, well lit and at the correct temperature</p> <p>3.2 Defects and problems with galley equipment are identified and reported in accordance with workplace procedures</p> <p>3.3 Catering checklist is used with required levels of speed and accuracy</p> <p>3.4 Foods and goods are correctly issued according to passengers' requests</p> <p>3.5 Security in the galley area is maintained in accordance with regulatory requirements and workplace procedures</p> <p>3.6 Familiarity with store area is maintained and used to enable smooth workflow</p> <p>3.7 Identified galley equipment irregularities and defects are followed up with relevant personnel in accordance with workplace procedures</p>
<p>4. Respond to breakdown in galley or coach equipment</p>	<p>4.1 Breakdown in galley or coach equipment is identified ,recorded in the log of equipment failure and notified to a senior crew member in accordance with workplace procedures</p> <p>4.2 Appropriate strategy for dealing with the breakdown is formulated in conjunction with the driver-in-command (DIC) and/or other coach crew in accordance with workplace procedures</p> <p>4.3 Where applicable, passengers are kept informed of the nature of the problem and the action being taken to deal with it in accordance with workplace procedures</p> <p>4.4 Alternative action is taken as appropriate to maintain coach service in accordance with the agreed strategy</p>
<p>5. Prepare equipment for Use</p>	<p>5.1 Equipment needed for service is checked for cleanliness and is prepared for use in accordance with workplace procedures and regulatory requirements for safety and hygiene</p> <p>5.2 Carts and/or serving equipment are set up in accordance with workplace procedures for the relevant menus</p>
<p>6. Prepare and present food for service</p>	<p>6.1 Food items are food preparation in accordance with workplace procedures and recipes and regulatory requirements for food hygiene</p> <p>6.2 Food for menu items is correctly identified</p>

	<p>6.3 Oven temperatures are at appropriate levels and food is transferred at appropriate times in accordance with workplace procedures and recipes and regulatory requirements for food hygiene</p> <p>6.4 Food is monitored to ensure the quality of food is in accordance with workplace procedures</p> <p>6.5 Sufficient supplies of clean, undamaged crockery are available at temperatures appropriate to food being served</p> <p>6.6 Food is portioned in accordance with workplace procedures, recipes, product and service standards</p> <p>6.7 Food items are arranged and presented without drips or spills in accordance with regulatory requirements and workplace procedures</p>
7. Carry out galley Service	<p>7.1 Crew are advised when meal service is due to commence</p> <p>7.2 Meal service operations are monitored and additional food is prepared as required</p> <p>7.3 Work is completed effectively in conjunction with other crew members to ensure timely, quality service of food</p> <p>7.4 Quality of food items is regularly monitored in accordance with workplace procedures and appropriate action is taken if required</p> <p>7.5 Towels are prepared hygienically at the appropriate time and forwarded as required to coach staff for service in accordance with regulatory requirements and workplace procedures</p> <p>7.6 Galley operations are adjusted as required to meet service and operational requirements and contingencies in accordance with workplace procedures</p>
8. Clean galley and equipment	<p>8.1 Unused food items are returned to correct storage area in accordance with workplace procedures</p> <p>8.2 Soiled and used linen and towels are collected, sorted and removed in accordance with workplace procedures and regulatory requirements</p> <p>8.3 Appropriate cleaning materials are identified and selected in accordance with workplace procedures and regulatory requirements</p> <p>8.4 Equipment is cleaned in accordance with workplace requirements</p>

	<p>8.5 Cleaning materials and equipment are correctly and safely stored in accordance with regulatory requirements and workplace procedures</p> <p>8.6 Waste is identified and sorted in accordance with regulatory requirements and workplace procedures</p>
9. Prepare galley for landing	<p>9.1 Galley facilities and equipment are checked and secured for landing in accordance with workplace procedures and regulatory requirements</p> <p>9.2 Stock levels are checked and additional stock ordered if required to meet passenger load requirements for the next sector</p> <p>9.3 Appropriate action is taken to ensure that compliance with quarantine regulations is maintained</p> <p>9.4 Non-exchange items are sorted and stored in accordance with workplace procedures</p> <p>9.5 Feedback on galley service provided is sought from other crew members and any problems that may have been experienced are appropriately documented</p> <p>9.6 Suggestions and consultation are made to supervisory personnel in accordance with workplace procedures on options for possible improvements to food service operations</p> <p>9.7 Galley administrative and feedback documentation is completed and stored in accordance with workplace procedures</p>

Variable	Range
Workplace procedures	<p>may be referred to as:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures • standard operating procedures
Food preparation	<p>may be provided:</p> <ul style="list-style-type: none"> • on any train type in commercial service • during short and/or long haul services • in any category of service, including economy and business class • in any allowable operating and weather conditions

	<ul style="list-style-type: none"> in accordance with regulatory and operational requirements, including OHS and food hygiene regulations
Galley operations	<p>may include:</p> <ul style="list-style-type: none"> passengers driver-in-command (DIC) other crew members ground staff catering staff technical staff
Regulations	<p>may include:</p> <ul style="list-style-type: none"> regulations relevant to food hygiene and preparation regulations relevant to handling of dangerous goods and cleaning materials relevant OHS legislation environmental protection legislation relevant food handling and hygiene legislation equal opportunity and anti-discrimination legislation relevant customs and quarantine regulations relevant Standards industrial relations and workplace compensational legislation
Documentation	<p>may include:</p> <ul style="list-style-type: none"> regulations relevant to OHS and food hygiene and preparation railway procedures and instructions and job specification food preparation procedures pre-landing checklists and procedures galley service checklists and procedures galley equipment operational manuals passenger load figures and checklists stock inventory and ordering documentation galley cleaning checklists and procedures checklist and procedures for pre-landing galley operations manufacturer's instructions for the use of cleaning equipment and materials galley administrative and feedback documentation meal menus induction and training materials conditions of service, legislation and industrial agreements including workplace agreements and awards

Evidence Guide

Critical aspects of Competence

Demonstrates skills and knowledge to:

	<ul style="list-style-type: none"> • Prepare galley for Service • Receive, check and store goods • Check and maintain Galley • Respond to breakdown in galley or coach equipment • Prepare equipment for Use • Prepare and present food for service • Carry out galley Service • Clean galley and equipment • Prepare galley for Landing 		
<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of</p> <ul style="list-style-type: none"> • Relevant regulatory requirements • Relevant OHS, hygiene, quarantine and environmental procedures and regulations • Principles of food preparation and galley service • railway standards for the food preparation and galley service • Galley service procedures • Relevant railway administrative procedures and related documentation • Features of galley and equipment for various types of train • Menus and food presentation requirements for various classes of train travel service offered by railway • Procedures for cleaning galley and equipment and disposing of waste • Risks that exist when carrying out food preparation and galley service and related risk control procedures and precautions • Problems that may occur when carrying out food preparation and galley service and appropriate action that should be taken in each case 		
<p>Underpinning Skill</p>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when carrying out food preparation and service on an train • Read and interpret instructions, regulations, procedures and other information relevant to food preparation and service on an train • Interpret and follow operational instructions and prioritize work • Complete documentation related to food preparation and service on an train • Operate electronic communication equipment to required protocol • Work collaboratively with others when carrying out food preparation and service on an train • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others 		
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	<ul style="list-style-type: none"> • Promptly report and/or rectify any identified problems that may occur when carrying out food preparation and service on an train in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when carrying out food preparation and service on an train • Apply precautions and required action to minimize, control or eliminate hazards that may exist when carrying out food preparation and service on an train • Monitor and anticipate operational problems and hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required when carrying out food preparation and service on an train
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	EISRSC3 19 0213
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Elements	Performance Criteria
1. Monitor and improve workplace operations	<p>1.1 Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives.</p> <p>1.3 Quality problems and issues are promptly identified and adjustments are made accordingly.</p> <p>1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5 Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organise workflow	<p>2.1 Current workload of colleagues is accurately assessed.</p> <p>2.2 Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.3 Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5 Input is provided to appropriate management regarding staffing needs.</p>
3. Maintain workplace records	<p>3.1 Workplace records are accurately completed and submitted within required timeframes.</p> <p>3.2 Where appropriate completion of records is delegated and monitored prior to submission.</p>
4. Solve problems and make decisions	<p>4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.2 Short term action is initiated to resolve the immediate problem where appropriate.</p>

	<p>4.3 Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.</p> <p>4.4 Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p> <p>4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.</p>
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Variables	Range
Problems	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • difficult customer service situations • equipment breakdown/technical failure • delays and time difficulties • competence
Workplace records	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	<p>Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> • ability to effectively monitor and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • roles and responsibilities in monitoring work operations • overview of leadership and management responsibilities • principles of work planning and principles of delegation • typical work organization methods appropriate to the sector • quality assurance principles and time management • problem solving and decision making processes • industrial and/or legislative issues which affect short term work organization as appropriate to industry sector
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • monitoring and improving workplace operations • planning and organizing workflow • maintaining workplace records
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information</p>

	on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Apply Quality Control
Unit Code	EISRSC3 20 0213
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in the workplace.

Elements	Performance Criteria
1. Implement quality standards	<p>1.1 Agreed quality standard and procedures are acquired and confirmed.</p> <p>1.2 Standard procedures are introduced to organizational staff/personnel.</p> <p>1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy.</p> <p>1.4 Standard procedures are revised / updated when necessary.</p>
2. Assess quality of service delivered	<p>2.1 Services delivered are quality checked against organization quality standards and specifications.</p> <p>2.2 Service delivered are evaluated using the appropriate evaluation quality parameters and in accordance with organization standards.</p> <p>2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures.</p>
3. Record information	<p>3.1 Basic information on the quality performance is recorded in accordance with organization procedures.</p> <p>3.2 Records of work quality are maintained according to the requirements of the organization.</p>
4. Study causes of quality deviations	<p>4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures.</p> <p>4.2 Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output.</p>

5. Complete documentation	<p>5.1 Information on quality and other indicators of service performance is recorded.</p> <p>5.2 All service processes and outcomes are recorded.</p>
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Variable	Range
Quality check	<ul style="list-style-type: none"> • Check against design / specifications • Visual inspection and Physical inspection
Quality standards	<ul style="list-style-type: none"> • Materials • Components • Process • Procedures
Quality parameters	<ul style="list-style-type: none"> • Standard Design / Specifications • Material Specification

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Checked completed work continuously against organization standard • Identified and isolated faulty or poor service • Checked service delivered against organization standards • Identified and applied corrective actions on the causes of identified faults or error • Recorded basic information regarding quality performance • Investigated causes of deviations of services against standard • Recommended suitable preventive actions
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Evaluation techniques and quality checking procedures • Workplace procedures and reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpret work instructions, specifications and standards appropriate to the required work or service • carry out relevant performance evaluation • maintain accurate work records • meet work specifications and requirements • communicate effectively within defined workplace procedures

Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Lead Workplace Communication
Unit Code	EISRSC3 21 0213
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

Elements	Performance Criteria
1. Communicate information about workplace processes	1.1 Appropriate communication method is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations
2. Lead workplace discussion	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated.
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate staff/personnel 3.4 Communication problems and issues are raised as they arise

Variable	Range
Methods of	<ul style="list-style-type: none"> Non-verbal gestures
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communication	<ul style="list-style-type: none"> • Verbal • Face to face • Two-way radio • Speaking to groups • Using telephone • Written • Using Internet • Cell phone
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Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Dealt with a range of communication/information at one time • Made constructive contributions in workplace issues • Sought workplace issues effectively • Responded to workplace issues promptly • Presented information clearly and effectively written form • Used appropriate sources of information • Asked appropriate questions • Provided accurate information
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Lead Small Teams
Unit Code	EISRSC3 22 0213
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the work group.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 Learning and development needs are systematically identified and implemented in line with organizational requirements</p> <p>1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented</p> <p>1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement</p> <p>1.4 Feedback on performance of team members is collected from relevant sources and compared with established team learning process</p>
2. Foster individual and organizational growth	<p>2.1 Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of Competence standards</p> <p>2.2 Learning delivery methods are appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3 Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4 Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support</p> <p>3.3 Modifications to learning plans are negotiated to improve the</p>

	<p>efficiency and effectiveness of learning</p> <p>3.4 Records and reports of Competence are maintained within organizational requirement</p>
4. Develop team commitment and cooperation	<p>4.1 Open communication processes to obtain and share information is used by team</p> <p>4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities</p> <p>4.3 Mutual concern and camaraderie are developed in the team</p>
5. Facilitate accomplishment of organizational goals	<p>5.1 Team members actively participated in team activities and communication processes</p> <p>5.2 Teams members developed individual and joint responsibility for their actions</p> <p>5.3 Collaborative efforts are sustained to attain organizational goals</p>

Variable	Range
Learning and development needs	<ul style="list-style-type: none"> • Coaching, mentoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study • Career planning/development • Performance appraisals • Workplace skills assessment • Recognition of prior learning
Organizational requirements	<ul style="list-style-type: none"> • Quality assurance and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Safety policies, procedures and programs • Confidentiality and security requirements • Business and performance plans • Ethical standards • Quality and continuous improvement processes and standards
Feedback on performance	<ul style="list-style-type: none"> • Formal/informal performance appraisals • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery

Learning delivery methods	<ul style="list-style-type: none"> • On the job coaching or mentoring • Problem solving • Presentation/demonstration • Formal course participation • Work experience and Involvement in professional networks • Conference/seminar attendance and induction
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Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • identified and implemented learning opportunities for others • gave and received feedback constructively • facilitated participation of individuals in the work of the team • negotiated learning plans to improve the effectiveness of learning • prepared learning plans to match skill needs • accessed and designated learning opportunities
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • coaching and mentoring principles • understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • understanding how to facilitate team development and improvement • understanding methods and techniques for eliciting and interpreting feedback • understanding methods for identifying and prioritizing personal development opportunities and options • knowledge of career paths and competence standards in the industry

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effectively • communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management • planning skills to organize required resources and equipment to meet learning needs • coaching and mentoring skills to provide support to colleagues • reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • facilitation skills to conduct small group training sessions • ability to relate to people from a range of social, cultural, physical and mental backgrounds
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Improve Business Practice
Unit Code	EISRSC3 23 0213
Unit Descriptor	This unit covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	1.1 Data required for diagnosis is determined and acquired. 1.2 Competitive advantage of the business is determined from the data. 1.3 SWOT analysis of the data is undertaken.
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified. 2.2 Key indicators for benchmarking are selected in consultation with key stakeholders. 2.3 Like indicators of own practice are compared with benchmark indicators. 2.4 Areas for improvement are identified.
3. Develop plans to improve business performance	3.1 A consolidated list of required improvements is developed. 3.2 Cost-benefit ratios for required improvements are determined. 3.3 Work flow changes resulting from proposed improvements are determined. 3.4 Proposed improvements are ranked according to agreed criteria. 3.5 An action plan is developed and agreed to implement the top ranked improvements. 3.6 Organizational structures are checked to ensure they are suitable.
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed. 4.2 Practice objectives are developed/reviewed. 4.3 Target markets are identified/refined. 4.4 Market research data is obtained. 4.5 Competitor analysis is obtained.

	<p>4.6 Market position is developed/reviewed.</p> <p>4.7 Practice brand is developed.</p> <p>4.8 Benefits of practice/practice products/services are identified.</p> <p>4.9 Promotion tools are selected /developed.</p>
5. Develop business growth plans	<p>5.1 Plans are developed to increase yield per existing client.</p> <p>5.2 Plans are developed to add new clients.</p> <p>5.3 Proposed plans are ranked according to agreed criteria.</p> <p>5.4 An action plan is developed and agreed to implement the top ranked plans.</p> <p>5.5 Practice work practices are reviewed to ensure they support growth plans.</p>
6. Implement and monitor plans	<p>6.1 Implementation plan is developed in consultation with all relevant stakeholders.</p> <p>6.2 Indicators of success of the plan are agreed.</p> <p>6.3 Implementation is monitored against agreed indicators.</p> <p>6.4 Implementation is adjusted as required.</p>

Variable	Range
Data required includes:	<ul style="list-style-type: none"> • organization capability • appropriate business structure • level of client service which can be provided • internal policies, procedures and practices • staff levels, capabilities and structure • market, market definition • market changes/market segmentation • market consolidation/fragmentation • revenue • level of commercial activity • expected revenue levels, short and long term • revenue growth rate • break even data • pricing policy • revenue assumptions • business environment • economic conditions • social factors • demographic factors

	<ul style="list-style-type: none"> • technological impacts • political/legislative/regulative impacts • competitors, competitor pricing and response to pricing • competitor marketing/branding • competitor products
Competitive advantage includes:	<ul style="list-style-type: none"> • services/products • fees • location • timeframe
SWOT analysis includes:	<ul style="list-style-type: none"> • internal strengths such as staff capability, recognized quality • internal weaknesses such as poor morale, under-capitalization, poor technology • external opportunities such as changing market and economic conditions • external threats such as industry fee structures, strategic alliances, competitor marketing
Key indicators may include:	<ul style="list-style-type: none"> • salary cost and staffing • personnel productivity (particularly of principals) • profitability • fee structure • client base • size staff/principal • overhead/overhead control
Organizational structures include:	<ul style="list-style-type: none"> • Legal structure (partnership, Limited Liability Company, etc.) • organizational structure/hierarchy • reward schemes
Objectives should be 'SMART' , that:	<ul style="list-style-type: none"> • S: Specific • M: Measurable • A: Achievable • R: Realistic • T: Time defined
Market research data includes:	<ul style="list-style-type: none"> • data about existing clients • data about possible new clients • data from internal sources • data from external sources such as: <ul style="list-style-type: none"> ➤ trade associations/journals ➤ Yellow Pages small business surveys ➤ libraries ➤ Internet ➤ Chamber of Commerce ➤ client surveys

	<ul style="list-style-type: none"> ➤ industry reports ➤ secondary market research • primary market research such as: <ul style="list-style-type: none"> ➤ telephone surveys ➤ personal interviews ➤ mail surveys
Competitor analysis	<ul style="list-style-type: none"> • competitor offerings • competitor promotion strategies and activities • competitor profile in the market place
Market position should include data on:	<ul style="list-style-type: none"> • product • the good or service provided • product mix • the core product - what is bought • the tangible product - what is perceived • the augmented product - total package of consumer • features/benefits • product differentiation from competitive products • new/changed products • Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • Pricing objectives (profit, market penetration, etc.) • cost components • market position • distribution strategies • marketing channels • promotion • promotional strategies • target audience • communication • promotion budget
Practice brand may include:	<ul style="list-style-type: none"> • practice image • practice logo/letter head/signage • phone answering protocol • facility decor • slogans • templates for communication/invoicing • style guide • writing style • AIDA (attention, interest, desire, action)
Benefits may include:	<ul style="list-style-type: none"> • features as perceived by the client • benefits as perceived by the client
Promotion tools	<ul style="list-style-type: none"> • networking and referrals

include:	<ul style="list-style-type: none"> • seminars • advertising • press releases • publicity and sponsorship • brochures • newsletters (print and/or electronic) • websites • direct mail • telemarketing/cold calling
Yield per existing client may be increased by:	<ul style="list-style-type: none"> • raising charge out rates/fees • packaging fees • reduce discounts • sell more services to existing clients

Evidence Guide	
Critical Aspects of Competence	<p>The candidate must be able to demonstrate:</p> <ul style="list-style-type: none"> • ability to identify the key indicators of business performance • ability to identify the key market data for the business • knowledge of a wide range of available information sources • ability to acquire information not readily available within a business • ability to analyze data and determine areas of improvement • ability to negotiate required improvements to ensure implementation • ability to evaluate systems against practice requirements • and form recommendations and/or make recommendations • ability to assess the accuracy and relevance of information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • data analysis • communication skills • computer skills to manipulate data and present information • negotiation skills • problem solving • planning skills • marketing principles • ability to acquire and interpret relevant data • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans
Underpinning	Demonstrates skill in:

Skills	<ul style="list-style-type: none"> • data analysis and manipulation • ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data • applying methods of selecting relevant key benchmarking indicators • communication skills • working and consulting with others when developing plans for the business • planning skills, negotiation skills and problem solving • using computers to manipulate, present and distribute information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Way Passenger Service (Coaching) Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	EISRSC3 24 0213
Unit Descriptor	This unit of competence covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her their workplace. It covers responsibility for the day-to-day operation of the work and ensures Kaizen elements are continuously improved and institutionalized.

Elements	Performance Criteria
1. Prepare for work.	<p>1.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted following working manual.</p> <p>1.3 OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 Appropriate material is selected for work.</p> <p>1.5 Safety equipment and tools are identified and checked for safe and effective operation.</p>
2. Identify MUDA.	<p>2.1 Plan of MUDA identification is prepared and implemented.</p> <p>2.2 Causes and effects of MUDA are discussed.</p> <p>2.3 Tools and techniques are used to draw and analyze current situation of the work place.</p> <p>2.4 Wastes/MUDA are identified and measured based on relevant procedures.</p> <p>2.5 Identified and measured wastes are reported to relevant personnel.</p>
3. Eliminate wastes/MUDA.	<p>3. 1. Plan of MUDA elimination is prepared and implemented.</p> <p>3. 2. Necessary attitude and the ten basic principles for improvement are adopted to eliminate waste/MUDA.</p> <p>3. 3. Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS.</p>

	<p>3. 4. Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements.</p> <p>3. 5. Improvements gained by elimination of waste/MUDA are reported to relevant bodies.</p>
4. Prevent occurrence of wastes/MUDA.	<p>4.1 Plan of MUDA prevention is prepared and implemented.</p> <p>4.2 Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.</p> <p>4.3 Occurrences of wastes/MUDA are prevented by using visual and auditory control methods.</p> <p>4.4 Waste-free workplace is created using 5W and 1H sheet.</p> <p>4.5 The completion of required operation is done in accordance with standard procedures and practices.</p> <p>4.6 The updating of standard procedures and practices is facilitated.</p> <p>4.7 The capability of the work team that aligns with the requirements of the procedure is ensured.</p>

Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of

	equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • dust masks / goggles • glove • working cloth • first aid • safety shoes
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Plant Layout • Process flow • Other Analysis tools • Do time study by work element • Measure Travel distance • Take a photo of workplace • Measure Total steps • Make list of items/products, who produces them and who uses them & those in warehouses, storages etc. • Focal points to Check and find out existing problems • 5S • Layout improvement • Brainstorming • Andon • U-line • In-lining • Unification • Multi-process handling & Multi-skilled operators • A.B. control (Two point control) • Cell production line • TPM (Total Productive Maintenance)
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Make waste visible • Be conscious of the waste • Be accountable for the waste. • Measure the waste.

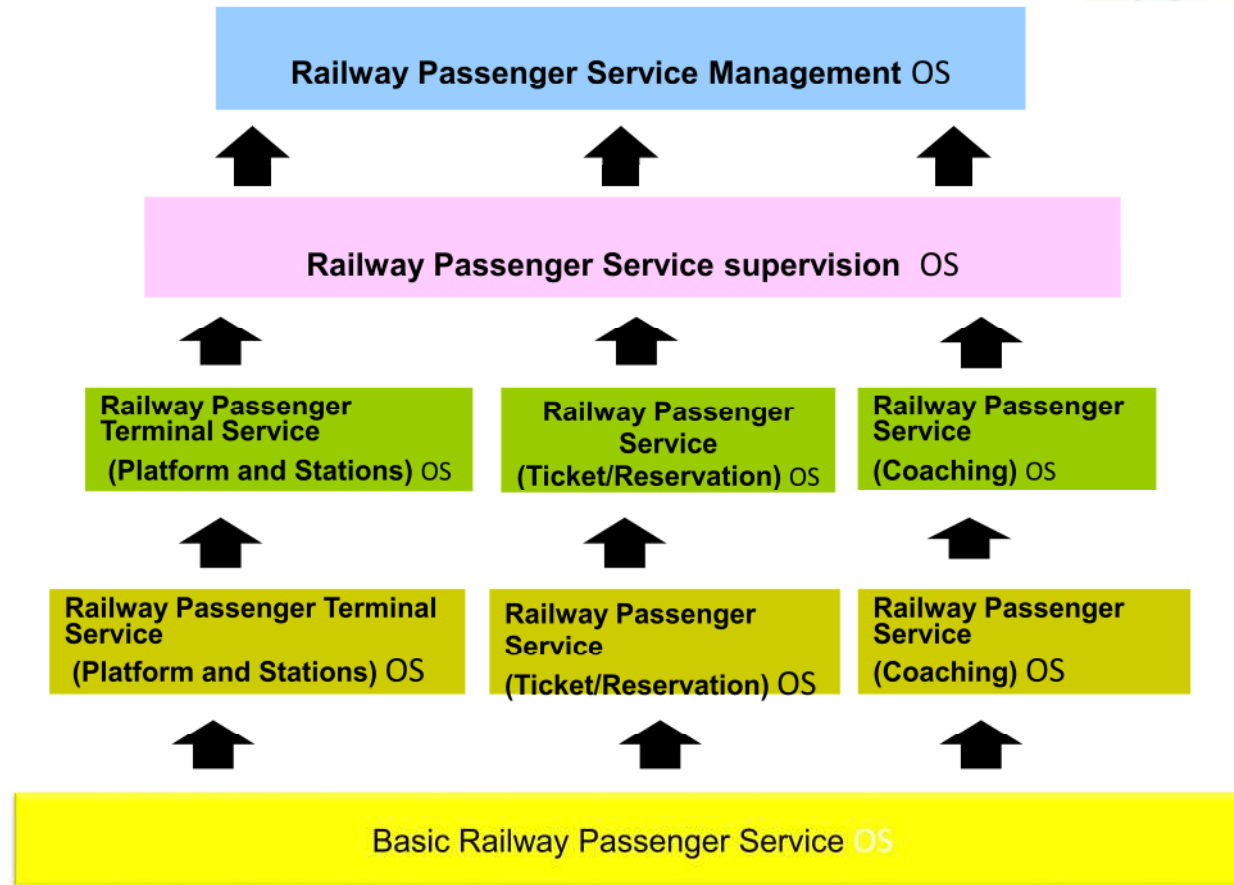
The ten basic principles for improvement	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Throw out all of your fixed ideas about how to do things. • Think of how the new method will work- not how it won. • Don't accept excuses. Totally deny the status quo. • Don't seek perfection. A 50 percent implementation rate is fine as long as it's done on the spot. • Correct mistakes the moment they are found. • Don't spend a lot of money on improvements. • Problems give you a chance to use your brain. • Ask "why?" at least five times until you find the ultimate cause. • Ten people's ideas are better than one person's. • Improvement knows no limits.
Visual and auditory control methods	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Red Tagging • Sign boards • Outlining • Andons • Kanban, etc.
5W and 1H	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Who • What • Where • When • Why • How

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • discuss why wastes occur in the workplace • discuss causes and effects of wastes/MUDA in the workplace • analyze the current situation of the workplace by using appropriate tools and techniques • identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques • use 5W and 1H sheet to prevent

<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Targets of customers and manufacturer/service provider • Traditional and kaizen thinking of price setting • Kaizen thinking in relation to targets of manufacturer/service provider and customer • value • The three categories of operations • the 3“MU” • waste/MUDA • wastes occur in the workplace • The 7 types of MUDA • The Benefits of identifying and eliminating waste • Causes and effects of 7 MUDA • Procedures to identify MUDA • Necessary attitude and the ten basic principles for improvement • Procedures to eliminate MUDA • Prevention of wastes • Methods of waste prevention • Definition and purpose of standardization • Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement • Methods of visual and auditory control • TPM concept and its pillars. • Relevant Occupational Health and Safety (OHS) and environment requirements • Plan and report • Method of communication
<p>Underpinning Skills</p>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • draw & analyze current situation of the work place • use measurement apparatus (stop watch, tape, etc.) • calculate volume and area • use and follow checklists to identify, measure and eliminate wastes/MUDA • identify and measure wastes/MUDA in accordance with OHS and procedures

	<ul style="list-style-type: none"> • use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure • apply 5W and 1H sheet • update and use standard procedures for completion of required operation • work with others • read and interpret documents • observe situations • solve problems • communicate • gather evidence by using different means • report activities and results using report formats
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Railway Passenger Services



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