



Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD

RAILWAY PASSENGER SERVICE (TICKET/RESERVATION)

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 (Ticket/Reservation)		
Occupational Code: EIS RST		
NTQF Level II		
EIS RST2 01 0203 Use info Technology Devices in the Workplace	EIS RST2 02 0213 Apply Accident - Emergency Procedures	EIS RST2 03 0203 Comply with Safety and Security Procedures
EIS RST2 04 0213 Use Communication Systems	EIS RST2 05 0213 Work in a Socially Diverse Environment	EIS RST2 06 0213 Deliver a Service to Customers
EIS RST2 07 0213 Control Passenger Reservations or Operations Using a Computerized System	EIS RST2 08 0213 Construct Passenger Train Fare	EIS RST2 09 0213 Receive and Process Reservations
EIS RST2 10 0213 Provide Ticketing Service	EIS RST2 11 0213 Sell Products and Services	EIS RST2 12 0213 Capture Records into a Records Keeping System
EIS RST2 13 0213 Maintain Control of Records	EIS RST2 14 0213 Participate in Workplace Communication	EIS RST2 15 0213 Work in Team Environment
EIS RST2 16 0213 Develop Business Practice	EIS RST2 17 0213 Standardize and Sustain 3S	

NTQF level III[EIS RST3 01 0213](#)Manage Disruptive and/ or
Unlawful Behavior[EIS RST3 02 0213](#)Complete Workplace
Documents[EIS RST3 03 0213](#)Use Electronic
Communication Systems[EIS RST3 04 0213](#)Deliver and Monitor a
Service to Customers[EIS RST3 05 0213](#)Provide Sales Solutions
to Customers[EIS RST3 06 0213](#)Process Customer
Complaints[EIS RST3 07 0213](#)Identify and Classify
Records to be captured[EIS RST3 08 0213](#)Organize Personal Work
Priorities and Development[EIS RST3 09 0213](#)Construct Advanced
International train fares[EIS RST3 10 0213](#)Conduct Induction
Process[EIS RST3 11 0213](#)Monitor and Process
Attendance Records[EIS RST3 12 0213](#)Monitor Implementation of
Work Plan/Activities[EIS RST3 13 0213](#)

Apply Quality Control

[EIS RST3 14 0213](#)Lead Workplace
Communication[EIS RST3 15 0213](#)

Lead Small Teams

[EIS RST3 16 0213](#)Improve Business
Practice[EIS RST3 17 0213](#)Monitor Implementation of
Work Plan/Activities[EIS RST3 18 0213](#)Prevent and Eliminate
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NTQF Level II

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Occupational Standard: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Use info Technology Devices in the Workplace
Unit Code	<u>EIS RST2 01 0213</u>
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	1.1 Types of info technology equipment used in the work area are identified 1.2 Functions of equipment, component parts and accessories are identified 1.3 Applications for workplace activities of the different info technology equipment and systems are interpreted 1.4 Routine faults in operating systems, software applications and operator errors are identified 1.5 Sources of information/documents on rectifying/reporting faults with operating equipment, systems and application are identified
2 Access and operate computer-based equipment and systems	2.1 Work environments and equipment are adjusted to meet ergonomic requirements and workplace policy and procedures 2.2 Systems are accessed and checked where required for viruses 2.3 Equipment is set up for work requirements in accordance with workplace procedures and manufacturers guidelines 2.4 Operation manuals and/or help screens for info technology equipment and software are used to inform work practices 2.5 Software packages and accessories for required computer application are selected and accessed 2.6 Required file and/or data to be accessed is identified 2.7 Files/data are filed according to workplace 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 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 and relevant regulations</p> <p>4.2 Precautions against the loss or corruption of data are followed in accordance with workplace procedures</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
Information/documents	<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 • standards and certification requirements • quality assurance procedures • emergency procedures
workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures
operations	<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
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
regulations	<p>may include:</p> <ul style="list-style-type: none"> • relevant state/territory OHS legislation • relevant state/territory environmental protection legislation

	<ul style="list-style-type: none"> • workplace relations regulations • workers compensation regulations • Dangerous Goods Code and regulations
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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 solve them • 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

	<p>devices in the workplace</p> <ul style="list-style-type: none"> • 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	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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Apply Accident-Emergency Procedures
Unit Code	EIS RST2 02 0213
Unit Descriptor	This unit involves the skills and knowledge required to apply accident emergency procedures, including responding to an incident, workplace hazards, 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/ workplace hazards is in accordance with workplace emergency procedures and relevant regulatory requirements</p> <p>1.2 Details of the cause(s) and effects of the incident are identified and reported</p> <p>1.3 Assistance or Consultation requirements for accidents and emergencies are clarified and reported 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 persons / customers, within the limitations of duty of care and workplace plan/procedures</p> <p>2.3 Relevant authorities at the site are cooperated with and assisted within workplace policies and regulations</p>
3 Finalize accident emergency process and complete records	<p>3.1 Relevant information/Documentation 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 workplace and relevant regulatory requirements</p>

Variable	Range
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
Workplaces	may comprise: <ul style="list-style-type: none"> • large, medium or small worksites • limited or restricted spaces • exposed conditions • controlled or open environments • even or uneven surfaces • wet or dry surfaces
Consultation	may involve: <ul style="list-style-type: none"> • OHS specialists • trainers • other employees and supervisors • management • union representatives • manufacturers representatives • supplier representatives • customers/clients • other maintenance, professional or technical staff
Customers	may be: <ul style="list-style-type: none"> • internal or external
workplace plans/procedures	may include: <ul style="list-style-type: none"> • company plans/procedures

	<ul style="list-style-type: none"> • enterprise plans/procedures • organizational plans/procedures • established plans/procedures
regulations	<p>may include:</p> <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
Information/documentation	<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

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
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <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	<p>Demonstrates skills to:</p> <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 • Apply precautions and required action to minimize, control or eliminate hazards that may exist when responding to an accident or an emergency

	<ul style="list-style-type: none"> • 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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Comply with Safety and Security Procedures
Unit Code	EIS RST2 03 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 other road user behavior are accurately assessed and conflict resolution strategies used</p> <p>3.3 Procedures are followed to minimize escalation of conflict, manage the situation and ensure personal safety</p>

	<p>3.4 Assistance is sought from others including external support staff where necessary</p> <p>3.5 Incidents of threats of physical violence are reported using the appropriate document format in accordance with workplace policies and procedures</p> <p>3.6 Any follow-up action or Communication method is implemented according to the appropriate workplace rules, regulations and guidelines</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 level 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 including petrol and LPG • 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 LPG • road rage • manual handling • extremes of weather conditions • deployment of vehicle SRS air bags if not wearing a seatbelt

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) • driver security shields (if required by state/territory regulators)
minimise escalation	<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
support	<p>may include:</p> <ul style="list-style-type: none"> • other taxicab drivers • police • fire brigade personnel • ambulance personnel
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
Communication method	<p>may include:</p> <ul style="list-style-type: none"> • phone • radio • on-board communication system
Regulations	<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
Levels of fatigue	<p>May include:</p> <ul style="list-style-type: none"> • night driving • frequency and duration of breaks • work duration • type of work

	<ul style="list-style-type: none"> • 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) • completing security camera download request (if required by state/territory regulators)

<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of:</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 		
<p>Underpinning Skills</p>	<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, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when following safety and 		
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	<p>security procedures in accordance with regulatory requirements and workplace procedures</p> <ul style="list-style-type: none"> • Implement contingency plans for unanticipated situations that may occur when following safety and security procedures • Apply precautions and required action to minimise, 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: Customer Services(Ticketing/Reservation) Level II	
Unit Title	Use Communication Systems
Unit Code	EISRST2 04 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.

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 worksite communication
2. Communicate using communications 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 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, incoming messages are received and answered promptly and courteously within operating procedures. 2. 7 Appropriate protocols and procedures are followed when using communications systems during emergencies 2. 8 Received messages are interpreted and recorded, where required, in accordance with workplace procedures 2. 9 Vocal communication is clear, unambiguous and uses appropriate procedures, language and codes 2. 10 Communication problems are solved on time with

	consultation with appropriate personnel.
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 faults in the communications systems are promptly identified, diagnosed, and repaired or reported in accordance with workplace procedures</p>
4. Complete documentation	<p>4.1 Appropriate records of communications are maintained and</p> <p>4.2 Documents are handled in accordance with workplace procedures</p>

Variable	Range
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 systems	<p>May include:</p> <ul style="list-style-type: none"> • fixed phone systems • mobile phone • electronic data interchange (EDI) • fax • e-mail/ internet • oral or signed communications
Procedures	<p>May include:</p> <ul style="list-style-type: none"> • company procedures • established procedures
Using communication systems	<p>Includes that required in routine operations and may occur by day or night and in a variety of work contexts, including:</p> <ul style="list-style-type: none"> • in confined spaces, exposed conditions and controlled or open environments • in a workplace, terminal • in a vehicle • at a client's workplace
Communication	<p>May be with:</p> <ul style="list-style-type: none"> • workplace personnel • Customers (where applicable) • managers • supervisors/team leaders • clients • private and/or public sector security personnel

	<ul style="list-style-type: none"> • police and other emergency services personnel • security consultants • other professional or technical staff • local government authorities
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

Evidence Guide	
Critical aspects of Competence	<p>The evidence required to demonstrate</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 • 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 • 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 solutions
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others using available

	<p>communications equipment</p> <ul style="list-style-type: none"> • 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	<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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Work in a Socially Diverse Environment
Unit Code	EIS RST2 05 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 industries. It includes the cultural awareness required for serving customers and working with colleagues from diverse backgrounds.

Element	Performance Criteria
1. Communicate with customers and colleagues from diverse backgrounds	<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 are conducted 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 according to workplace procedures</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 to those of the following nature:</p> <ul style="list-style-type: none"> • race • language • special needs • disabilities

	<ul style="list-style-type: none"> • family-structure • age • sexual preference
Language barriers	<p>May 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
Workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> • company plans/procedures • established plans/procedures
Difficulties or misunderstandings	<p>May arise from but 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"> • Non-discrimination legislation • Equal opportunity legislation

Evidence Guide

Critical aspects of Competence	<p>The evidence required to demonstrate</p> <ul style="list-style-type: none"> • Communicate with customers and colleagues from diverse backgrounds • Deal with cross-cultural misunderstandings
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Principles of equal employment opportunity and non-discrimination legislation as they apply to individual employees • Recognition and basic knowledge of the different cultural groups • Recognition of various customer groups (as appropriate to the

	sector and individual workplace) <ul style="list-style-type: none"> • Principles that underpin cultural awareness • 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	Demonstrates skills to: <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	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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Deliver a Service to Customers
Unit Code	EIS RST2 06 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 are 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 Rapport/relationship is established with customer and a genuine interest in customer needs/requirements expressed</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 Customer is provided with information about available options for meeting customer needs and customer assisted to identify preferred option/s</p> <p>2.4 Personal limitations are identified in addressing customer needs and assistance is 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 organisational requirements</p> <p>3.2 Information regarding problems and delays, and follow-up is provided within appropriate timeframes as necessary</p> <p>3.3 Communicate with customers in a clear, concise and courteous manner</p>

	3.4 Opportunities are identified to enhance the quality of service and products, and action is taken to improve the service whenever possible
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 Identify any unmet customer needs and discuss 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-discrimination 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

	<p>information</p> <ul style="list-style-type: none"> • 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 • numeracy skills to interpret customer requirements and to meet customer needs • problem solving skills to deal with customer enquiries or complaints

	<p>self management skills to:</p> <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	<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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Control Passenger Reservations Using a Computerized System
Unit Code	<u>EIS RST2 07 0213</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to use a computerized reservations system to create, maintain and administer bookings for passengers traveling for tourism, hospitality or events. It requires the ability to use the system capabilities to fulfill a range of sales and operational functions. The unit concentrates on the specific computer skills required to apply many booking functions

Element	Performance Criteria
1. Access and manipulate system information.	<p>1.1 System displays are accessed and interpreted.</p> <p>1.2 All system features are used to access a range of information.</p>
2. Create and process reservations.	<p>2.1 Availability of required booking is checked according to system functions and requirements.</p> <p>2.2 Create new reservations containing accurate customer details and full requirements according to system procedures and features.</p> <p>2.3 All customer details are input in the format required by the computer system.</p> <p>2.4 Bookings are retrieved as required, using the format required by the computer system.</p> <p>2.5 Make accurate updates and amendments to reservations and store as required.</p> <p>2.6 Any required reservation details are downloaded and printed.</p>
3. Send and receive communications	<p>3.1 Accurate communications are created and processed to industry colleagues using the required features of the system.</p> <p>3.2 Communications are accessed and interpreted from industry colleagues at the appropriate time.</p>
4. Administer sales and operations functions using the system.	<p>4.1 The system capabilities are used to meet the particular sales or operational need.</p> <p>4.2 The system capabilities are used to manage all required accounting processes that relate to a particular file, customer or reservation.</p>

	4.3 Reports are produced to meet sales and operational needs.
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Variable	Range
System	May be: <ul style="list-style-type: none"> • industry wide/organization-specific • CRS • GDS • reservations-based • Operations-based.
Information	May include: <ul style="list-style-type: none"> • costs of any tourism package services, such as tours and hotels • airfares • airport taxes • availability of services • size of aircraft • service information • service rules • payment requirements • health • customs and immigration • General industry information.
Reservations	can be made for different services offered including: <ul style="list-style-type: none"> • airline seats • hotel rooms and other accommodation • transportation • transfers • tour package • Special meals • special items with customer status • may be created for: <ul style="list-style-type: none"> • groups • individuals • tour guides, crew and other touring personnel • domestic tourists • outbound tourists • inbound tourists • meetings and conference delegates • Events attendees.
Updates and amendments to reservations	May involve: <ul style="list-style-type: none"> • adding additional customers • splitting an existing reservation

	<ul style="list-style-type: none"> canceling a booking changing an segment/itinerary by adding or deleting services changing customer names, if permitted changing segment status cross-referencing multiple bookings Entering ticketing or voucher details.
Industry colleagues	<p>May include:</p> <ul style="list-style-type: none"> any service supplier with whom the reservation is being made, such as airline, travel agencies and hotels Different own Airline departments needing access to reservations or operations information.
System capabilities	<p>may relate to:</p> <ul style="list-style-type: none"> Sales management functions Operational management functions.
Particular sales or operational need	<p>May include:</p> <ul style="list-style-type: none"> providing destination and specific service information and advice accessing and interpreting service information preparing quotations constructing airfares booking and coordinating a service for the customer issuing air tickets/receipt vouchers/miscellaneous charge order(MCO)s
Accounting processes that relate to a particular file, customer or reservation	<p>May include:</p> <ul style="list-style-type: none"> processing financial transactions managing the receipt of customer payments and refunds reconciling all financial transactions
Reports	<p>May be:</p> <ul style="list-style-type: none"> specific to a department cover the whole organization relate to sales generated by individual staff members accounting reports sales reports reservation reports used to negotiate fares Used to determine currency of information held in the system.

Evidence Guide

Critical aspects of Competence	<p>The evidence required to demonstrate:</p> <ul style="list-style-type: none"> Access and manipulate system information. Create and process reservations
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	<ul style="list-style-type: none"> • Send and receive communications. • Administer sales and operations functions using the system.
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • role of computerized reservations and operations systems in the railway industry • range of products and services controlled by the computer system • range of sales, operational and accounting functions that can be controlled by the system • procedures and codes required to enter and exit a system • common computerized reservation and operational entries, including encodes and decodes • mandatory fields • requirements for specific formatted entries • procedures for confirming, storing and retrieving reservations or operational data • procedures for amending and canceling reservations • Procedures for sending and receiving messages.
Underpinning Skills	<p>Demonstrate the skills of:</p> <ul style="list-style-type: none"> • basic computer and keyboarding skills • literacy skills to read and interpret complex product information controlled by the system which can include costs, terms and conditions of their sale; read, interpret and use system codes • writing skills to input reservation or operational data accurately • Ability to interpret statistical data within the various reports produced and manages the accounting processes that relate to a particular file, customer or reservation.
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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Construct Passenger Train Fare
Unit Code	EIS RST2 08 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to construct train itineraries and fares. It requires the ability to interpret fare information accurately and configure train itineraries that create optimum fare including through fare and Add-ons.

Element	Performance Criteria
1. Interpret train fare information.	1.1 Sources of fare information are identified and accessed. 1.2 Information on train itineraries, fares and fare rules are interpreted.
2. Configure train itineraries	2.1 Configure train itineraries to create the optimum train fare cost accurately. 2.2 Air itineraries are configured and fare calculated accurately. 2.3 Any additional taxes , special fees and other charges are calculated. 2.4 The constructed train fare is checked to ensure it has been constructed accurately and complied with applicable conditions.
3. Construct fares incorporating through fare and Add-ons	3.1 Add-on tables are correctly interpreted. 3.2 Calculate through fares, incorporating add-ons and document. 3.3 Full details of the calculated fares are recorded.

Variable	Range
Sources of fare information	may include: <ul style="list-style-type: none"> • train guides • train schedules and timetables • fare manuals • computerized data • centralized reservations system (CRS) • global distribution system (GDS) • tariffs from train • special bulletins issued by train • general information from train • Internet.

<p>Information on train itineraries, fares and fare rules</p>	<p>must include:</p> <ul style="list-style-type: none"> • non-stop services • direct and connecting services • minimum connecting times Route maps. • station codes • train codes • fare types and classes(RBD) • global indicators(GI) • international train terminology • normal fares • concession fares, which may include those for: <ul style="list-style-type: none"> ➤ infants ➤ children ➤ students ➤ pensioners ➤ groups ➤ seamen ➤ careers • taxes and surcharges • general train travel rules and restrictions, which may Include but not limited to: <ul style="list-style-type: none"> ➤ payment deadline and ticketing deadline ➤ extensions to ticketing deadline ➤ cancellation charges ➤ availability of any type of change to the train itinerary ➤ availability of changes to class of travel ➤ amendment fees ➤ baggage allowance ➤ Excess baggage charges. ➤ minimum and maximum stay
<p>Configure train itineraries:</p>	<ul style="list-style-type: none"> • must include coverage of the following types of fares: <ul style="list-style-type: none"> ➤ sector fares ➤ fares incorporating open-dated travel and surface segments ➤ fares incorporating non-stop, direct and connecting services ➤ fares incorporating intermediate points ➤ fares incorporating train station and other taxes • must include coverage of the following types of calculations and checks: <ul style="list-style-type: none"> ➤ neutral units of construction (NUC) ➤ local currency fares (LCF) ➤ global indicators (GI) ➤ lowest combination principle(LCP)

	<ul style="list-style-type: none"> ➤ journey and sub journey types ➤ mileage system may include: ➤ maximum permitted mileages (MPMs) ➤ ticketed point mileages (TPMs) ➤ extra mileage allowance (EMA) ➤ excess mileage surcharges (EMS) ➤ higher intermediate points (HIPs) ➤ one way backhaul checks (BHC) ➤ Circle trip minimum fare checks (CTM). ➤ Round the world minimum check(RWM)
Calculate fare	<p>may be completed:</p> <ul style="list-style-type: none"> • manually • using a computer
Taxes	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • train station tax • stamp duty tax • fuel surcharge • Q /security surcharge

Evidence Guide	
Critical aspects of Competence	<p>The evidence required to demonstrate</p> <ul style="list-style-type: none"> • Interpret train fare information. • Configure train itineraries • Construct fares incorporating through fare and Add-ons • knowledge of how to access information on the current range of international train fares and ability to interpret the conditions applicable to specific fares • ability to calculate train fares accurately and according to current train and conditions applicable to specific fares • ability to create practical train itineraries in response to customer requirements • ability to calculate normal international train fares accurately in response to multiple customer requirements covering a range of different train routes • Completion of train fare calculations within typical workplace time constraints and deadlines determined by the customer or the organization.
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • familiarity with content and format of text-based tariffs and supporting manuals or automated fare systems • encoding and decoding of train station and train codes • how to access information on different types of current fares and the applicable rules and conditions • how to access information on current train

	<ul style="list-style-type: none"> • Normal fare construction principles and procedures, including currency and neutral units of construction (NUC) conversion.
Underpinning Skills	<p>Demonstrate the skills of:</p> <ul style="list-style-type: none"> • interpretation of fare schedules and other train or consolidator guidelines • interpretation of rules and conditions applicable to fare • interpretation of current train • literacy skills to read and interpret complex train fare schedules, train station, costing and applicable general train travel rules and restrictions • Numeracy skills to perform complex train fare calculations.
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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Receive and Process Reservations
Unit Code	EIS RST2 09 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to receive and process reservations for train seat and special services offered for sale to agents or direct to customers. It requires the ability to determine the availability of service, offer alternatives, accurately record the reservation details and administer the reservation through to finalization. It also includes to access and interpret specific details about train service correctly and accurately

Element	Performance Criteria
1. Receive reservation request.	<p>1.1 The availability of the requested reservation is determined and discussed to customer.</p> <p>1.2 Alternatives are offered if the requested booking is not available, including waitlist options.</p> <p>1.3 Enquiries regarding costs and other product features are answered.</p>
2. Record details of reservation.	<p>2. 1 Customer details are accurately recorded against their reservation in a manner that ensures correct interpretation by others who may access the reservations details</p> <p>2. 2 Check for and make use of customer profile or history, if available, and use information to assist in making the reservation and enhancing customer service.</p> <p>2. 3 Any special requests are clearly recorded according to the organizational requirements</p> <p>2. 4 All details of the booking are confirmed with the customer and ensured to understand and agree to all details</p> <p>2. 5 The reservation is filed in a manner that ensures easy access by others and according to the organizational procedures.</p> <p>2. 6 Documents and other material are prepared and issued to the customer according to requirements of the specific reservation.</p>
3. Update reservations	<p>3.1 Update the financial status of the reservation accurately and according to organization procedures.</p> <p>3.2 Receive, process and record any amendments to or cancellations of reservations according to customer request and organization procedures.</p>

4. Advise others on reservation details.	<p>4.1 General and specific customer requirements and reservation details are communicated to appropriate departments and colleagues.</p> <p>4.2 Accurate and relevant reservation statistics are compiled and provided on request.</p>
5. Interpret reservation information	<p>5.1 General information is interpreted and applied to meet the particular reservations or operational need.</p> <p>5.2 Specific details about the service are interpreted and accurately applied to meet the particular reservations or operational need</p> <p>5.3 Any special jargon or specifications are interpreted in service information and accurately applied to meet the particular information need.</p>

Variable	Range
Customers	may be: <ul style="list-style-type: none"> • industry customers, e.g. retail travel agents and tour operators • End users of the service, i.e. the customer.
Customer details	may be recorded using: <ul style="list-style-type: none"> • a computer file • A manual file.
Reservation	<ul style="list-style-type: none"> • may be made by: <ul style="list-style-type: none"> ➤ phone ➤ mail ➤ face to face ➤ internet • may be for: <ul style="list-style-type: none"> ➤ individuals ➤ groups/family ➤ VIPs ➤ CIPs, frequent flyer program members. ➤ conference delegates ➤ persons with disability ➤ tourist/local
Customer profile	May include: <ul style="list-style-type: none"> • full name and title • address • phone, fax, email and other communication methods • Usual method of payment. • special requirements • documents detail
Documents	may include:

	<ul style="list-style-type: none"> • invoices • credit notes • receipts • service vouchers • confirmation letters • tickets
Updating the financial status of the reservation	<p>may include:</p> <ul style="list-style-type: none"> • receiving, processing and recording payments • generating and issuing MCO, credit notes for changed reservations • Checking and recording that the reservation has been fully paid.
General and specific customer requirements and reservation details	<p>may include:</p> <ul style="list-style-type: none"> • special requests • timing details • special needs • payment arrangements • information of a style of customer, e.g. special interest group or VIP status • Details of other services being used.
Particular reservations or operational need	<p>may include:</p> <ul style="list-style-type: none"> • providing destination and specific product information and advice • selling service to the customer • preparing quotations • receiving and processing a reservation from a customer • processing financial transactions • issuing customer travel documentation
Specific details about the service	<p>may include:</p> <ul style="list-style-type: none"> • costs, tariffs and rates • additional taxes and levies imposed • currency applied to the cost • terms, conditions and rules • scheduling information • product codes • booking procedures • point of departure • route taken • point of conclusion or disembarkation
Special jargon or specifications	<p>may include:</p> <ul style="list-style-type: none"> • industry terminology • common abbreviations used in the train industry • use of the 24 hour/12-hour clock

Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Receive reservation request. • Record details of reservation. • Update reservations • Advise others on reservation details. • Interpret reservation information • ability to make accurate reservations according to established systems and procedures and within typical workplace time constraints • ability to receive and process multiple reservations in response to multiple customer requests covering a range of services and ideally as a component of integrated work activity • understanding of the different sources of reservations and the industry interrelationships that apply • Understand the role of international organization, regulation and conventions that govern train industry.
Underpinning Knowledge and attitude	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • In-depth product knowledge appropriate to the specific industry sector and product being sold • reservations and bookings terminology and common abbreviations • relationships between different sectors of the train industry that relate to reservations, including sources of reservations • Working knowledge of the principles underpinning the particular reservations system in use.
Underpinning Skills	<p>Demonstrate the skills of:</p> <ul style="list-style-type: none"> • verbal and written use of the 24-hour clock/12- hours clock and ability to translate for customers • verbal and written use of reservation jargon, system and product codes • literacy skills to read and interpret reservation information such as customer files, customer requests and complex product and pricing information • writing skills to create customer files and succinctly document complex customer requests and any conditions specifically applicable to reservations • Basic skills to prepare and present reservation statistics.
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	<p>Competency may be assessed through:</p>

Methods	<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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Provide Ticketing Service
Unit Code	EIS RST2 10 0213
Unit Descriptor	This unit describes the skills and knowledge required to advise customers about provide general information on ticket categories, prices and availability.

Element	Performance Criteria
1. Provide ticketing information	<p>1.1 Accurate information on costs of all ticket categories, including any concessional rates is provided.</p> <p>1.2 Accurate advice on refund and exchange policy and procedures and clearly reinforce is provided these issues.</p> <p>1.3 All enquiries and sales are handled in an efficient and polite manner according to the speed requirements of the sales situation.</p> <p>1.4 Advice or assistance is sought from colleagues as required.</p> <p>1.5 Special requests or special needs of customers are considered</p>
2. Issue tickets.	<p>2. 1 Check that all equipment and materials are available and operational before commencing ticket issue.</p> <p>2. 2 Issuing tickets and receipts, if required, in accordance with organizational procedures</p> <p>2. 3 Tickets are checked before providing them to customer and details are reconfirmed to the customer.</p>

Variable	Range
Special needs of customers	<p>may include:</p> <ul style="list-style-type: none"> • aged people • first-time patrons • groups • infants • parents with young children • pregnant women • school groups • those with a disability • those with special or cultural needs • unaccompanied children • VIPs. hearing assistance • immobility access • special car parking

	<ul style="list-style-type: none"> • special seating • translation assistance • Wheelchair access.
Equipment and materials	<p>may include:</p> <ul style="list-style-type: none"> • computer hardware • computer software • Point of sale transaction documents and equipment.
Tickets	<p>may be:</p> <ul style="list-style-type: none"> • concession • discounted • free/reduced • full price • group bookings • Pre-paid.
issuing tickets:	<p>may take place:</p> <ul style="list-style-type: none"> • over the counter/face-to-face • via telephone • Via the Internet or other electronic technology.

Evidence Guide				
Critical aspects of Competence	<ul style="list-style-type: none"> • ability to access appropriate information on prices, ticketing categories • provision of accurate seating ticketing advice and issuance of tickets within industry-realistic timeframes • Ability to provide information and advice which matches customer needs and requests. 			
Underpinning Knowledge and Attitudes	<p>Required knowledge:</p> <ul style="list-style-type: none"> • information systems used by train in relation ticketing • product knowledge about pricing and ticketing as appropriate to the organization • broad understanding of the train industry • special facilities and services available to people with special needs • procedures and systems for determining availability of tickets • ticket issuing systems, as appropriate to the organization • Payment, refund and exchange policy and procedures. 			
Underpinning Skills	<p>Required skills of:</p> <ul style="list-style-type: none"> • literacy skills sufficient to accurately interpret ticketing information • Numeracy skills sufficient to calculate pricing data. 			
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	<p>Competency may be assessed through:</p>			
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Methods	<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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Sell Products and Services
Unit Code	EIS RST2 11 0213
Unit Descriptor	This unit involves the skills and knowledge required to sell products and services in accordance with regulatory and workplace requirements, including preparing for financial transactions, promoting products and services, selling products and/or services, processing refunds, and reconciling financial transactions

Elements	Performance Criteria
1 Prepare for financial transactions	<p>1.1 Float, goods and services are prepared in accordance with work at workplace policies and procedures</p> <p>1.2 Point of sale is established to meet workplace requirements and standards</p>
2 Promote products and services	<p>2.1 Strategies are developed to promote products and services in accordance with workplace policies and procedures</p> <p>2.2 Strategies are implemented to promote products and services in accordance with workplace procedures</p>
3 Sell products or services	<p>3.1 Product knowledge is applied when answering customer inquiries</p> <p>3.2 Sales transactions are conducted a Consultation processes in a courteous manner to the customer's satisfaction</p> <p>3.3 The price is correctly calculated and charged and the correct change and receipt is issued and the appropriate Equipment is used</p>
4 Process refunds	<p>4.1 Claim for refund is substantiated in accordance with company procedures</p> <p>4.2 Refund claim application processes are completed to ensure transaction details are recorded</p> <p>4.3 The customer refund is correctly calculated and issued in a courteous manner</p>
5 Reconcile financial transactions	<p>5.1 The value of money and vouchers issued and refunded are calculated to enable reconciliation against total sales to validate cash on hand</p> <p>5.2 Money, goods, service entitlements and reconciliation documents are secured in accordance with workplace</p>

	requirements
6 Complete documentation	6.1 Awareness about documentation is done. 6.2 Appropriate documentation of communications are maintained in accordance with workplace procedures

Variable	Range
Goods and services	may include: <ul style="list-style-type: none"> • tickets • vouchers • items sold on an occasional basis such as surplus equipment or stock • marketing or promotional items
Work	may be conducted: <ul style="list-style-type: none"> • in a range of work environments
Workplace procedures	may include: <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures
Consultation processes	may involve: <ul style="list-style-type: none"> • customers and potential customers • other workplace personnel • supervisors and managers • representatives of travel agencies and sales outlets • official representatives
Equipment	may include: <ul style="list-style-type: none"> • point of sale equipment • ticket machines • pricing equipment • electronic calculators
Customer	may include: <ul style="list-style-type: none"> • employees or external customers
Service entitlements	may include: <ul style="list-style-type: none"> • tickets for travel or admission • vouchers to be exchanges for services
Documentation	may include: <ul style="list-style-type: none"> • workplace procedures and policies for selling products and services • work instructions, job description and induction materials • pricing information including catalogues and computerized

	<p>information</p> <ul style="list-style-type: none"> • published or computerized information on available products and services • manufacturers specifications for office and communications equipment and materials • relevant OHS requirements and policies • relevant codes of practice and regulations, including trade practice and consumer protection regulations • award, enterprise bargaining agreement and other industrial arrangements • customer service and quality assurance procedures
Communication	<p>may include:</p> <ul style="list-style-type: none"> • phone • fax • email/internet • electronic data interchange (EDI) • face-to-face communication and memos • signed communications
Applicable regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • relevant codes and regulations pertaining to sales of products and services, including trade practice and consumer protection requirements • relevant state/territory OHS legislation • workplace relations regulations including equal opportunity, equal employment opportunity and affirmative action legislation • workers compensation regulations

Evidence Guide

Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • Workplace products and services • Applicable insurance and public liability • Relevant consumer laws and trade practice requirements • Transport system fare structure and schedules • Advertising policies • Equipment and materials used when selling products and services, and procedures and precautions that should be followed in their use • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies and environments • Work systematically with required attention to detail
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	<ul style="list-style-type: none"> • Carry out research activities required when selling products and services 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> • Regulations and codes of practice relevant when selling products and services • Relevant OHS procedures and guidelines • Workplace procedures and policies for selling products and services • Overview of the tourism industry and franchising arrangements • Ethiopian and international transport industry guidelines • Workplace products and services • Applicable insurance and public liability • Relevant consumer laws and trade practice requirements • Transport system fare structure and schedules • Advertising policies • Equipment and materials used when selling products and services, and procedures and precautions that should be followed in their use • Problems that may occur when selling products and services and appropriate action that can be taken to resolve the problems • Documentation and record requirements • Communication and negotiation requirements when selling products and services 		
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate and negotiate effectively with others when selling products and services • Network with others in travel agencies and sales outlets • Read and interpret instructions, procedures and product information relevant to the sale of products and services • Interpret and follow operational instructions and priorities work • Complete documentation and entry of data related to the sale of products and services • Work collaboratively with others when selling products and services • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems or objections that may arise when selling products and services in accordance with regulatory requirements and workplace procedures • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational 		
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	<p>contingencies and environments</p> <ul style="list-style-type: none"> • Work systematically with required attention to detail • Carry out research activities required when selling products and services • Market and promote products and services • Create promotional layouts • Select and use relevant office and communications equipment and materials when selling products and services • 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.
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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Capture Records into a Records Keeping System
Unit Code	EIS RST2 12 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</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 cannot be readily identified is referred to the appropriate authority in accordance with organizational procedures</p> <p>1.5 Consultation might be required for any material which cannot be readily identified</p> <p>1.6 The work of record capturing process could be performed in different operating environments through different communication technologies</p>
2. Register the identified records	<p>2.1 Unique identifier is selected for record in accordance with organizational procedures and records keeping system rules</p> <p>2.2 Record is registered into 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>2.3 Access and security status are recorded in accordance with organizational procedures , records keeping system rules and Applicable regulations</p> <p>2.4 Disposal status of the record is recorded in accordance with records keeping system rules and organizational procedures</p>

	2.5 Record is forwarded to its appropriate hazard free location, which is recorded, in accordance with the system rules and OHS requirements
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Variable	Range
Procedures	<ul style="list-style-type: none"> company procedures government policies
Consultation	process may include: <ul style="list-style-type: none"> workplace personnel including supervisors and managers industrial relations and OHS specialists other professional or technical staff
Work	May be conducted: <ul style="list-style-type: none"> in a range of work environments by day or night
Record capturing process	<ul style="list-style-type: none"> conducted as part of records management activities with the operator using discretion and judgment within established procedures
Operating environment	<ul style="list-style-type: none"> operating under supervision working as a team effort working solo a sentencing process encompassing review with team procedures ensuring consistency
Communication technology	<ul style="list-style-type: none"> phone fax email/internet oral or signed communications
Record	<ul style="list-style-type: none"> a simple records series (single disposal class in disposal authority) 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	may include: <ul style="list-style-type: none"> job specifications and workplace operating procedures storage specifications and requirements manufacturers specifications for equipment/tools Industry Safety Code relevant regulations including the requirements for confidentiality and security of information relevant standards and certification requirements

	<ul style="list-style-type: none"> • quality assurance standards for records management
Applicable regulations	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • relevant codes and regulations pertaining to records management • relevant OHS regulation • relevant environmental protection regulations • privacy and confidentiality regulations • freedom of Information regulations
Hazards	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • height and reach implications of storage facilities • 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
OHS requirements	<p>May include:</p> <ul style="list-style-type: none"> • manual handling • protective clothing • elimination/control of hazards • machine isolation • machine guarding

Evidence Guide

Critical aspects of Competence	<p>The evidence required to demonstrate by :</p> <ul style="list-style-type: none"> • Identifying records to be captured • Registering the identified records
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 of 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

	<ul style="list-style-type: none"> • 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 workplace • Site layout and obstacles
Underpinning Skills	<p>Demonstrates skills to:</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 government 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 • Use a range of information technology devices • 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
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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Maintain Control of Records
Unit Code	<u>EIS RST2 13 0213</u>
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 Information about record 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> <p>2. 6 Reconciliation statement is prepared and forwarded to supervisor in accordance with organizational procedures</p>

	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 procedure</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 is:	<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	<p>may be:</p> <ul style="list-style-type: none"> • paper- or electronically-based
Updated	<p>may come from:</p> <ul style="list-style-type: none"> • supervisor • user • file transfer slips • action officers • results of file audit • requests
Storage	<p>May include records in various modes such as:</p> <ul style="list-style-type: none"> • paper-based

	<ul style="list-style-type: none"> • computer disks • CD-ROM • film • audio
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
Procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • Government policies
Reports	<p>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 processes	<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 to:</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
Underpinning Knowledge and Attitudes	<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

	<ul style="list-style-type: none"> • 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 		
Underpinning Skills	<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 • 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 		
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	<ul style="list-style-type: none"> • 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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Participate in Workplace Communication
Unit Code	<u>EISRST2 14 0213</u>
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	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning , active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time 2.2 Own opinions are clearly expressed and those of others are listened to without interruption 2.3 Meeting inputs are consistent with the meeting purpose and established protocols 2.4 Workplace interactions are conducted in a courteous manner 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 2.6 Meetings outcomes are interpreted and implemented

3. Complete relevant work related documents	<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 Competence	<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	<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	<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
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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Work in Team Environment
Unit Code	<u>EISRST2 15 0213</u>
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

	<p>instructions</p> <ul style="list-style-type: none"> • 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 • 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: Rail way passenger Service (Ticket/Reservation) Level II	
Unit Title	Develop Business Practice
Unit Code	EISRST2 16 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> <p>3.5 Human and physical resources required to commence</p>

	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 • timing/ cyclical considerations • skills available

	<ul style="list-style-type: none"> 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	<p>refers to:</p> <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

	<p>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</p> <ul style="list-style-type: none"> • 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 • 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	<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 (Ticket/Reservation) Level II	
Unit Title	Standardize and Sustain 3S
Unit Code	EISRST2 17 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	May include but not limited to:

techniques	<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 • 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	Demonstrates skills and knowledge to: <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	Demonstrates knowledge of: <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 • Method of communication 		
Underpinning Skills	Demonstrates skills of: <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	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning 		
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Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.
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NTQF Level III

Occupational Standard: Railway Passenger Service (Ticket/Reservation) Level III	
Unit Title	Manage Disruptive and/ or Unlawful Behavior
Unit Code	EIS RST3 01 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).

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 regulations 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> <p>3.3 Staff involvement in the apprehension of offenders is undertaken within legal and workplace parameters</p>
4. Report and	4.1 Incidents are reported using the appropriate document

document incident(s)	format in accordance with workplace policies and procedures 4.2 All documentation is drafted in accordance with workplace procedures , rules and guidelines
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Variable	Range
Facilities and transportation units	May include: <ul style="list-style-type: none"> • stations/interchanges/stops • Cabin facilities
Surveillance	May include: <ul style="list-style-type: none"> • foot patrol • automatic camera monitoring • local and remote monitoring
Problems	may include: <ul style="list-style-type: none"> • arguments • hostilities • verbal abuse/ physical abuse • graffiti • lack of compliance with no smoking signs • lack of compliance with transport regulations • drunken behavior
Regulations	May include: <ul style="list-style-type: none"> • codes of practice and regulations concerning transport security • rules and regulations in regard to disruptive/unlawful behavior • OHS regulations and regulation concerning transport security • relevant privacy regulation
Equipment	May include: <ul style="list-style-type: none"> • video/audio equipment • security services (internal or external) • warning lighting • security mirrors • alarms
Consultation	May involve: <ul style="list-style-type: none"> • customers • private and public sector security personnel • police • security consultants • other employees and supervisors • management
Communication	May include: <ul style="list-style-type: none"> • Intercom • Oral/written
Workplace	May include:

procedures	<ul style="list-style-type: none"> • company procedures • established procedures
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Evidence Guide	
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Critical aspects of Competence	<p>The evidence required to demonstrate competency:</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 knowledge of:</p> <ul style="list-style-type: none"> • Relevant 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 • 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 on transport systems • 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 them
Underpinning Skills	<p>Demonstrates 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

	<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 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
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 (Ticket/Reservation) Level III	
Unit Title	Complete Workplace Documents
Unit Code	EIS RST3 02 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 organisational 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 is interpreted, analysed and collated as required for inclusion in the document 2.2 Where required, a draft is prepared in accordance with organisational procedure
3 Finalise workplace documents	3.1 Document is completed in accordance with organisational policies and procedures 3.2 Document is edited and a final version appropriate to the required communication is presented

Variable	Range
Documents	may include: <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

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

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
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 • Read and interpret instructions, procedures and information relating to the completion of workplace documents • Report and rectify within limits of own role identified problems when preparing and completing workplace documents • Work systematically with required attention to detail • Apply methods of analysis and interpretation for workplace documents

	<ul style="list-style-type: none"> • 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	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 (Ticket/Reservation) Level III	
Unit Title	Use Electronic Communication Systems
Unit Code	EIS RST3 03 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 organisational 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 and, where applicable, related software are interpreted</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> <p>4.2 Entered information is checked and corrected</p>

5. Use communications equipment	<p>5.1 System checks are carried out to confirm communication system is operational in accordance with organisational requirements</p> <p>5.2 Communication system is operated safely in accordance with organisational procedures and regulatory requirements</p> <p>5.3 Communication system's security is maintained in accordance with organisational 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 organisational procedures</p> <p>5.6 Messages are received, interpreted and recorded according to operating procedures , regulations and legislation</p>
6. Complete documentation	<p>6.1 Procures are prepared to maintain documents</p> <p>6.2 Appropriate Information and documentations are maintained in accordance with organisational procedures</p>

Variable	Range
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
Organisational procedures	<p>may be known as:</p> <ul style="list-style-type: none"> • company procedures

	<ul style="list-style-type: none"> • enterprise procedures • workplace procedures • established procedures • standard operating procedures
Regulations and legislation	<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
Information and documentation	<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

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 • Procedures for the use of communication systems in the workplace
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • OHS risks and hazards when using communication systems • 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

	<ul style="list-style-type: none"> • 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	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 (Ticket/Reservation) Level III	
Unit Title	Deliver and Monitor a Service to Customers
Unit Code	EIS RST3 04 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to customers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Element	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 in accordance with 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 is sought from designated individuals</p>
3. Deliver a service to customers	<p>2. 1 Prompt service is provided to customers to meet identified needs in accordance with the 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 to customers with specific needs in accordance with the organizational requirements</p> <p>2. 5 Identify and use available opportunities to promote and enhance services and products to customers</p>
3. Monitor and report on service delivery	<p>3.1 Customer satisfaction is regularly reviewed with service delivery using verifiable evidence in accordance with organizational requirements</p> <p>3.2 Opportunities are identified to enhance the quality of</p>

	<p>service and products, and pursued within organizational requirements</p> <p>3.3 Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements</p> <p>3.4 Customer needs and expectations are regularly sought for feedback and used to improve the provision of products and services</p> <p>3.5 Evidence of customer satisfaction is incorporated in decisions to modify products or services, and ensured within the organizational requirements</p> <p>3.6 Ensure reports are made 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
Organizational requirements	<p>May include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • non-discrimination and related policy • defined resource parameters • 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

	<ul style="list-style-type: none"> • 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
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
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 • religious/spiritual observances
Opportunities to promote and enhance services and products	<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
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

Evidence Guide	
Critical aspects of Competence	<p>The evidence required to demonstrate competency</p> <ul style="list-style-type: none"> • Identify customer needs • Deliver a service to customers • Monitor and report on service delivery
Underpinning Knowledge and Attitudes	<p>The following knowledge must be demonstrated as part of this unit:</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"> ➤ non-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.
Underpinning Skills	<p>The following skills must be demonstrated as part of this unit:</p> <ul style="list-style-type: none"> • literacy skills to read and understand a variety of texts; to

	<p>prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation</p> <ul style="list-style-type: none"> • technology skills to select and use technology appropriate to a task • communication skills to monitor and advise on customer service strategies • problem-solving skills to deal with customer enquiries or complaints • Analytical skills to identify trends and positions of products and services.
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: Railway Passenger Service (Ticket/Reservation) Level III	
Unit Title	Provide Sales Solutions to Customers
Unit Code	EIS RST3 05 0213
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to process sales enquiries requiring complex solutions and to follow up to ensure customer satisfaction.</p> <p>Competence in this unit requires effective customer service and sales skills, and the provision of the required levels of sales support for customers. It may involve performing credit checks and using systems and technology at varying levels</p>

Elements	Performance Criteria
1 Identify customer needs	<p>1.1 Customers are questioned in detail and listened actively to determine product and service requirements</p> <p>1.2 Customer needs are verified and agreed with the customer</p> <p>1.3 Access existing customer records and offer technical and specialist advice to customer, where such advice is considered beneficial to the closing of the sale and customer understanding and decision making</p> <p>1.4 Customer's financial limitations are identified</p> <p>1.5 Estimates and quotes are discussed with team and specialist staff if necessary, prior to submission to customer</p>
2. Respond to customer needs	<p>2.1 Estimates and quotes are prepared, presented and discussed with customer, as the role permits</p> <p>2.2 Full benefits of the various options and pricing structures are explained to the customer</p> <p>2.3 Customer is given the opportunity to question options and quotes are provided</p> <p>2.4 Advantages of dealing with the organisation are promoted</p> <p>2.5 Customer objections are managed effectively by promoting specific benefits</p>
3. Close sales	<p>2.4 Agree on product or service to be purchased with the customer</p> <p>2.5 Customer's preferred purchase and payment arrangements are established</p>

	<p>2.6 Documentation relating to sale is finalised and forwarded to customer for agreement and signature</p> <p>2.7 Payment method is negotiated and arranged with customer</p> <p>2.8 Appropriate credit checks are conducted</p> <p>2.9 Delivery/installation arrangements are clearly recorded as agreed with customer</p> <p>2.10 Comply with relevant legislation, codes, regulations and standards during the contact and sale</p>
4. Input sales records	<p>4.1 Details of sale are fully recorded</p> <p>4.2 Existing customer records are amended where appropriate</p> <p>4.3 Invoices are initiated according to the organisational policy</p> <p>4.4 Delivery/installation is organised according to organisational policy</p>
5 Provide sales support where required	<p>5.1 Customer satisfaction is verified after delivery/installation</p> <p>5.2 Additional action is identified to satisfy customer needs</p> <p>5.3 Action is initiated in an efficient and timely manner</p>

Variable	Range
Product and service requirements	<p>May include:</p> <ul style="list-style-type: none"> • different products or services that meet customer needs, which may include: <ul style="list-style-type: none"> ➤ pricing differentials ➤ product models ➤ product or service mixes ➤ Product or service types.
Technical and specialist advice	<p>May include:</p> <ul style="list-style-type: none"> • discussion with: <ul style="list-style-type: none"> ➤ product or service specialists ➤ product or service providers ➤ marketing staff • escalation of contact to: <ul style="list-style-type: none"> ➤ product or service specialists ➤ product or service providers ➤ Marketing staff.
Sale	<p>may include:</p> <ul style="list-style-type: none"> • amendments to previous sale arrangements • product or service • purchase provision • variation to existing product or service

	<ul style="list-style-type: none"> • Upgrade of current product or service.
Purchase and payment arrangements	<p>may include:</p> <ul style="list-style-type: none"> • cash • cherub • credit card • direct debit • money order • Payment on delivery.
Credit checks	<p>may be:</p> <ul style="list-style-type: none"> • automated • Undertaken by sales person or by specialist staff within the organization.
Relevant legislation, codes, regulations and standards	<p>may include:</p> <ul style="list-style-type: none"> • Consumer Credit Code • equal employment opportunity and anti-discrimination legislation • Privacy Act • Telecommunications Act • Trade Practices Act/Competition and Consumer Act

Evidence Guide

Critical aspects of Competence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • match product or service to customer need • clearly explain prices relating to product or service offered • apply appropriate credit checks • arrange customer payments • reach agreement with customers as to payment and delivery arrangements • Record sales, payments and delivery arrangements.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • communication skills to communicate with internal and external customers • customer service and sales skills to operate within sales environment • literacy skills to clearly articulate information and advice • negotiation skills to work with difficult contacts or situations • numeracy skills to accurately analyze and validate data • planning and organizing skills to manage own tasks within required timeframes • problem solving skills to apply a range of problem solving strategies • self management skills to: <ul style="list-style-type: none"> ➤ comply with policies and procedures

	<ul style="list-style-type: none"> ➤ evaluate and monitor own performance ➤ have confidence in own ideas ➤ seek learning and development opportunities ➤ work in a team environment
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • estimate and quote procedures • marketing and sales principles and practices • organizational pricing policies • organizational protocols associated with customer service and sales • Statutory, regulatory and legislative requirements relating to providing sales solutions to customers.
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 (Ticket/Reservation) Level III	
Unit Title	Process Customer Complaints
Unit Code	EIS RST3 06 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to handle formal and informal negative feedback and complaints from customers.

Elements	Performance Criteria
1. Respond to complaints	<p>1.1 Customer and complaints are processed using effective communication in accordance with organizational procedures established under organizational policies or codes of practice</p> <p>1.2 Necessary reports relating to customer complaints are obtained, documented and reviewed</p> <p>1.3 Decisions about customer complaints are made by taking into account applicable organizational policies and codes</p> <p>1.4 Resolution of the complaint is negotiated, and agreement obtained 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 Complaints that require referral to other personnel or external bodies are identified</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 is followed-up to gain prompt decisions</p>
3. Exercise judgments 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 analyzed, 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>

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 non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)
Document	<p>May include:</p> <ul style="list-style-type: none"> • completed forms and written reports • using computer-based systems
Referrals	<p>May include:</p> <ul style="list-style-type: none"> • External bodies e.g. Ombudsman, Ethics and anti corruption Commission, police, etc • relevant superiors in the organizational hierarchy

Evidence Guide			
Critical aspects of Competence	<p>Demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> • Respond to complaints • Refer complaints • Exercise judgment to resolve customer service issues 		
Underpinning Knowledge and Attitudes	<p>Demonstrate a 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"> ➤ non-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws 		
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	<ul style="list-style-type: none"> ➤ 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>Demonstrate the skills on:</p> <ul style="list-style-type: none"> • analytical skills to identify trends and positions of products and services • communication skills to interpret customer complaints, and to monitor and advise on customer service strategies and resolutions • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation • Problem-solving skills to deal with customer enquiries or complaints, to apply organizational procedures to a range of situations and to exercise judgment in this application.
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 (Ticket/Reservation) Level III	
Unit Title	Identify and Classify Records to be Captured
Unit Code	EIS RST3 07 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 registered in accordance with organizational procedures and regulations</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 Access status of 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 record in accordance with the system rules and organizational procedures</p>

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>
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Variable	Range
Workplace procedures	may include: <ul style="list-style-type: none"> • company procedures • established or standard procedure
Storage	may be: <ul style="list-style-type: none"> • centralized or decentralized • off-line or off-site • in-house • CD storage • imaging systems • paper-based • computer disks • CD-ROM • film • audio • audio-visual/multimedia formats with special storage requirements (temperature controlled, dust-free, strict air-conditioning specifications)
Records registered	may be: <ul style="list-style-type: none"> • current records systems • archival control systems • business systems • storage facilities system
Regulations	may include: <ul style="list-style-type: none"> • relevant codes and regulations pertaining to records

	<ul style="list-style-type: none"> • management • relevant Standards relating to records management • relevant OHS legislation • privacy and confidentiality regulations • freedom of information regulations
Record	<p>may be:</p> <ul style="list-style-type: none"> • electronic • paper-based • graphic • mainframe or PC-based applications
Full identification 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
Access status of records	<p>may be:</p> <ul style="list-style-type: none"> • confidential • high security (restricted) • open

Evidence Guide

Critical aspects of Competence	<p>The evidence required to demonstrate to:</p> <ul style="list-style-type: none"> • Identify records to be captured • Classify the record • Register the record
Underpinning Knowledge and Attitudes	<p>The following knowledge must be demonstrated as part of this unit:</p> <ul style="list-style-type: none"> • 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 privacy, confidentiality and security of information and records • 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

	<p>workplace</p> <ul style="list-style-type: none"> • Site layout and obstacles
Underpinning Skills	<p>The following skills to:</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 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, electronic data exchange systems, etc. • 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
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 (Ticket/Reservation) Level III	
Unit Title	Organize Personal Work Priorities and Development
Unit Code	EISRST3 08 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.

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 requirement</p> <p>1.2 Workload is assessed and prioritized to ensure tasks are completed within the 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 adjusted 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 customers 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 Personal learning needs and skill gaps are identified using self-assessment and advice is received from colleagues and customers in relation to role and organizational requirements</p> <p>3.2 Identify, prioritize and plan opportunities for undertaking personal skill development activities in liaison with work 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 the 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"> • budgetary targets • reporting deadlines • sales targets • team and individual learning goals • team participation
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 incident • workplace hazards, risks and controls
Business technology	<p>may include:</p> <ul style="list-style-type: none"> • computer applications • computers • email • facsimile machines • internet/intranet • modems • photocopiers • printers • scanners
Feedback on	may include:

performance	<ul style="list-style-type: none"> • formal/informal performance appraisals • obtaining feedback from customers • obtaining feedback from supervisors and colleagues • 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 • 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 • workplace skills assessment

Evidence Guide	
Critical aspects of Competence	<p>The evidence required to:</p> <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	<p>The following knowledge must be demonstrated as part of this unit:</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"> ➢ non-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	<p>The following skills must be demonstrated as part of this unit:</p> <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	<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 (Ticket/Reservation) Level III	
Unit Title	Construct Advanced International Train Fares
Unit Code	EIS RST3 09 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to construct air itineraries and fares using advanced international airfare rules and procedures. It requires the ability to accurately interpret airfare information and configure air itineraries that create optimum airfare costs. This unit also includes promotional or 'special' international and domestic airfares.

Element	Performance Criteria
1. Construct mixed class fares.	1.1 Identify options where mixed class combinations are allowed and appropriate to meet customer needs. 1.2 Configure train itineraries and calculate mixed class fare costs accurately and in accordance with IATA regulations.
2. Apply minimum checks	2.1 Minimum checks are applied to appropriate itineraries. 2.2 Calculate fares and document according to IATA procedures.
3. Calculate pre-paid ticket advices.	3.1 Calculate pre-paid ticket advice for journeys commencing outside the country of sale according to IATA procedures.
4. Apply indirect travel limitation rules.	4.1 Calculate journeys with many sector/segments and side trips with complete accuracy and document according to IATA procedures.
5. Construct round the world journeys.	5.1 Situations are identified where round the world fares are appropriate to meet the needs of the customer. 5.2 Fares are accurately calculated and applied round the world using minimum checks according to IATA procedures.
6. Construct fares for open jaw journeys.	6.1 Identify options where open jaw journeys are allowed and appropriate to meet the needs of the customer. 6.2 Open jaw journey fares are accurately calculated according to IATA procedures.
7. Apply the pricing unit concept.	7.1 A single or return fare journey is divided into separate pricing units. 7.2 The lowest combination of fares is calculated for a series of pricing units.

Variable	Range
Configure train itineraries	<p>Must include the following types of fares:</p> <ul style="list-style-type: none"> • through fares incorporating add-ons • mixed class fares • round the world fares • round, circle and open jaw trips • fares incorporating intermediate points • fares incorporating journeys with many sector/segments and side trips • fares incorporating airport taxes and other surcharges, which may include: <ul style="list-style-type: none"> ➤ airport tax ➤ duty stamp tax ➤ fuel surcharge ➤ Q surcharge/security charge.
Calculate fares	<p>Must include coverage of the following types of calculations and checks:</p> <ul style="list-style-type: none"> • Neutral Units of Construction (NUC) • local currency fares (LCF) • global indicators (GI) • journey and sub journey types • journeys commencing outside the country of sale • lowest combination principle(LCP) • mileage system: <ul style="list-style-type: none"> ➤ maximum permitted mileages (MPMs) ➤ ticketed point mileages (TPMs) ➤ extra mileage allowance (EMA) ➤ excess mileage surcharges (EMS) • higher intermediate points (HIPs) • one way backhaul checks (BHC) • circle trip minimum fare checks (CTM) • round the world minimum check (RWM) • compliance with indirect travel limitations rule • voluntary/involuntary re-routing • Exchange/reissue

Evidence Guide			
Critical aspects of Competence	<p>The evidence required to demonstrate:</p> <ul style="list-style-type: none"> • Construct mixed class fares. • Apply minimum checks. • Calculate pre-paid ticket advices. • Apply indirect travel limitation rules. • Construct round the world journeys. 		
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	<ul style="list-style-type: none"> • Apply the pricing unit concept. • Construct fares for open jaw journeys.
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • familiarity with content and format of text-based tariffs and supporting manuals or automated fare systems • encoding and decoding of airport and airline codes • how to access information on the different types of current international/domestic fares and the applicable rules and conditions • how to access information on current airline and IATA regulations • Advanced fare construction principles and procedures, including currency and neutral units of construction (NUC) conversion.
Underpinning Skills	<p>Demonstrate the skills of:</p> <ul style="list-style-type: none"> • interpretation of fare schedules and other airline • interpretation of rules and conditions applicable to fares • interpretation of current airline and IATA regulations • literacy skills to read and interpret complex airfare schedules, airline and IATA regulations, pricing and applicable rules and condition • Numeracy skills to perform complex airfare calculations.
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 (Ticket/Reservation) Level III	
Unit Title	Conduct Induction Process
Unit Code	EIS RST3 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	<p>1.1 Employee is greeted and introduced to key personnel and areas in the workplace to start induction process</p> <p>1.2 Workplace objectives, operating systems and workplace structures are explained</p> <p>1.3 The relationship between the employee's position and the workplace structure and objectives is identified</p> <p>1.4 Required OHS, workplace procedures and employment conditions are described</p> <p>1.5 Sources of information and assistance are identified for the employee</p> <p>1.6 Emergency procedures are explained</p>
2. Establish requirements of position	<p>2.1 Job role, responsibilities and reporting relationships are explained</p> <p>2.2 Immediate work colleagues are introduced and consulted</p> <p>2.3 Workplace facilities and layout are shown to the employee and flow of work/materials and functions carried out in the areas are explained</p> <p>2.4 Initial training in relevant OHS, equipment and work systems is provided in accordance with workplace procedures</p> <p>2.5 Employee rights and responsibilities in terms of equal employment opportunity, sexual harassment and non discrimination are explained</p> <p>2.6 Training opportunities are organized for the development of the individuals job role</p> <p>2.7 Workplace expectations of work functions and outputs are clarified</p> <p>2.8 Opportunities are provided for the employee to clarify</p>

	concerns and ask questions
3. Complete relevant workplace documentation	<p>3.1 Workplace personnel records are completed in accordance with workplace requirements</p> <p>3.2 Relevant documentation and applicable regulations are checked for compliance with 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 are used on equal employment opportunity, sexual harassment and non discrimination are fulfilled</p>

Variable	Range
Induction process	<p>may be conducted:</p> <ul style="list-style-type: none"> • by day or night • in enclosed spaces • in exposed conditions • in controlled or open environments
Explanation	<p>may include:</p> <ul style="list-style-type: none"> • demonstration • guided site/workplace inspection • provision of program notes and materials • presentation using an overhead slide projector, computer driven projector or video player/monitor
Procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • established procedures
Consultation	<p>may involve:</p> <ul style="list-style-type: none"> • managers • supervisors/team leaders • workplace personnel • industrial relations and OHS specialists • other professional or technical staff
Documentation	<p>may include:</p> <ul style="list-style-type: none"> • workplace induction procedures and related instruction materials • operations manuals • induction/orientation documentation

	<ul style="list-style-type: none"> • 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 industry safety code • quality assurance procedures • emergency procedures
Applicable regulations	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulations, standards ,codes of practice and industry safety codes • relevant OHS regulations • equal employment legislation and related policies • environmental protection regulations • workplace relations regulations • workers compensation regulations

Evidence Guide	
Critical aspects of Competence	<p>The evidence required 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 • 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 • Workplace hazards and related hazard minimization procedures • Personal protective equipment and instructions for its use
Underpinning Skills	<p>Demonstrate the skills 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

	<ul style="list-style-type: none"> • 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 in accordance with regulatory requirements 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
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 (Ticket/Reservation) Level III	
Unit Title	Monitor and Process Attendance Records
Unit Code	EIS RST3 11 0213
Unit Descriptor	This unit involves the skills and knowledge required to monitor and process attendance records in accordance with regulatory and workplace requirements, including monitoring attendance records and checking and processing attendance information.

Element	Performance Criteria
1. Monitor attendance records	<p>1.1 information about hours worked, and others as recorded for each employee, are assessed, checked and documented on a prescribed time basis</p> <p>1.2 Employee daily time records showing hours absent are followed up to ensure authorized absences are accurately recorded</p> <p>1.3 Employee daily time records showing additional hours worked are followed up to determine whether additional payments are authorized</p> <p>1.4 Unauthorized absences are notified to appropriate personnel on a timely basis to ensure follow-up action is initiated per workplace procedure and applicable regulation</p> <p>1.5 Employee attendance sheets are received, checked and processed to ensure accurate employee records are maintained</p>
2. Process attendance records	<p>2.1 Unexplained absences are identified, confirmed and appropriate personnel are communicated for follow-up action</p> <p>2.2 Attendance records are checked and forwarded to payroll department for payments purposes</p> <p>2.3 Daily attendance record are checked and redistributed on a timely basis</p>

Variable	Range
Information	<p>Records may be obtained from:</p> <ul style="list-style-type: none"> • timesheets • absentee records • maternity/paternity leave data

	<ul style="list-style-type: none"> • daily time records • Sick leave records • vacation records
Employees	may include: <ul style="list-style-type: none"> • all personnel whose attendance is recorded for timekeeping purposes
Procedures	May include: <ul style="list-style-type: none"> • company procedures • established procedures
Applicable regulation	May include: <ul style="list-style-type: none"> • Company regulations • workers compensation regulations • Industrial agreements
Communicated	may include: <ul style="list-style-type: none"> • phone • email • oral or signed communications

Evidence Guide

Critical aspects of Competence	The evidence required to demonstrate competency <ul style="list-style-type: none"> • Monitor attendance records • Process attendance records
Underpinning Knowledge and Attitudes	The following knowledge must be demonstrated as part of this unit: <ul style="list-style-type: none"> • Regulations and codes of practice relevant to the monitoring and processing of attendance records • Workplace procedures and policies for the monitoring and processing of attendance records • Focus of operation of work systems for the monitoring and processing of attendance records • Elements of human resources systems relevant to the monitoring and processing of attendance records, including: workplace's timekeeping practices, conditions of employment, labor/costing practices, industrial agreements and awards, auditing requirements, payroll practices and procedures, personnel records requirements, and computer based personnel recording systems • Problems that may occur when monitoring and processing attendance records and appropriate action that can be taken to resolve the problems • Documentation and reporting requirements for the monitoring and processing of attendance records including computer based personnel recording systems
Underpinning Skills	The following skills must be demonstrated as part of this unit:

	<ul style="list-style-type: none"> • Communicate effectively with others when monitoring and processing attendance records • Read and interpret instructions, procedures and information relevant to work activities • Interpret conditions of employment and industrial agreements Interpret and follow operational instructions and prioritize work • Complete documentation related to work activities • Operate electronic communication equipment to required protocol • Conduct simple calculations required when monitoring and processing attendance records • Work collaboratively with others when monitoring and processing attendance records • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any problems identified when monitoring and processing attendance records in accordance with regulatory requirements and workplace procedures • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies and environments • Work systematically with required attention to detail • Operate and adapt to differences in equipment in accordance with standard operating procedures • Select and use relevant computer, communication and office equipment required when monitoring and processing attendance records
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: Rail way passenger Service (Ticket/Reservation) Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	EIS RST3 12 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 on workplace practices and OHS practices.</p>

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 (Ticket/Reservation) Level III	
Unit Title	Apply Quality Control
Unit Code	EIS RST3 13 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>

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	<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	<p>Competence may be assessed in the work place or in a</p>

Assessment	simulated work place setting.
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Occupational Standard: Railway Passenger Service (Ticket/Reservation) Level III	
Unit Title	Lead Workplace Communication
Unit Code	EIS RST3 14 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 communication	<ul style="list-style-type: none"> • Non-verbal gestures • Verbal

	<ul style="list-style-type: none"> • 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: Railway Passenger Service (Ticket/Reservation) Level III	
Unit Title	Lead Small Teams
Unit Code	EIS RST3 15 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	<ul style="list-style-type: none"> • On the job coaching or mentoring

methods	<ul style="list-style-type: none"> • 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	
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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 effective relationships and conflict management • 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	Competence may be assessed through: <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: Railway Passenger Service (Ticket/Reservation) Level III	
Unit Title	Improve Business Practice
Unit Code	EIS RST3 16 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	<p>It includes:</p> <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	<p>it includes:</p> <ul style="list-style-type: none"> • services/products • fees • location • timeframe
SWOT analysis	<p>may includes:</p> <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	<p>may include:</p> <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	<p>include:</p> <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	<p>includes:</p> <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

	<ul style="list-style-type: none"> ➤ libraries ➤ Internet ➤ Chamber of Commerce ➤ client surveys ➤ 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	<p>Should include data on:</p> <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	<p>May include:</p> <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

	<ul style="list-style-type: none"> • AIDA (attention, interest, desire, action)
Benefits	<p>may include:</p> <ul style="list-style-type: none"> • features as perceived by the client • benefits as perceived by the client
Promotion tools	<p>may be include:</p> <ul style="list-style-type: none"> • networking and referrals • seminars • advertising • press releases • publicity and sponsorship • brochures • newsletters (print and/or electronic) • websites • direct mail • telemarketing/cold calling
Yield per existing client	<p>may be increased by:</p> <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

	<ul style="list-style-type: none"> • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans
Underpinning Skills	<p>Demonstrates skill in:</p> <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	<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: Railway Passenger Service (Ticket/Reservation) Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	EIS RST3 17 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
5. Monitor and improve workplace operations	<p>1.6 Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.7 Operations in the workplace support overall enterprise goals and quality assurance initiatives.</p> <p>1.8 Quality problems and issues are promptly identified and adjustments are made accordingly.</p> <p>1.9 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.10 Colleagues are consulted about ways to improve efficiency and service levels.</p>
6. Plan and organise workflow	<p>2.6 Current workload of colleagues is accurately assessed.</p> <p>2.7 Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.8 Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.9 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.10 Input is provided to appropriate management regarding staffing needs.</p>
7. Maintain workplace records	<p>3.3 Workplace records are accurately completed and submitted within required timeframes.</p> <p>3.4 Where appropriate completion of records is delegated and monitored prior to submission.</p>
8. Solve problems and make decisions	<p>4.6 Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.7 Short term action is initiated to resolve the immediate problem where appropriate.</p> <p>4.8 Problems are analysed for any long term impact and</p>

	<p>potential solutions are assessed and actioned in consultation with relevant colleagues.</p> <p>4.9 Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p> <p>4.10 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 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	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Railway Passenger Service (Ticket/Reservation) Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	EIS RST3 18 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>

<p>4. Prevent occurrence of wastes/MUDA.</p>	<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>
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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 techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Plant Layout • Process flow

	<ul style="list-style-type: none"> • 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
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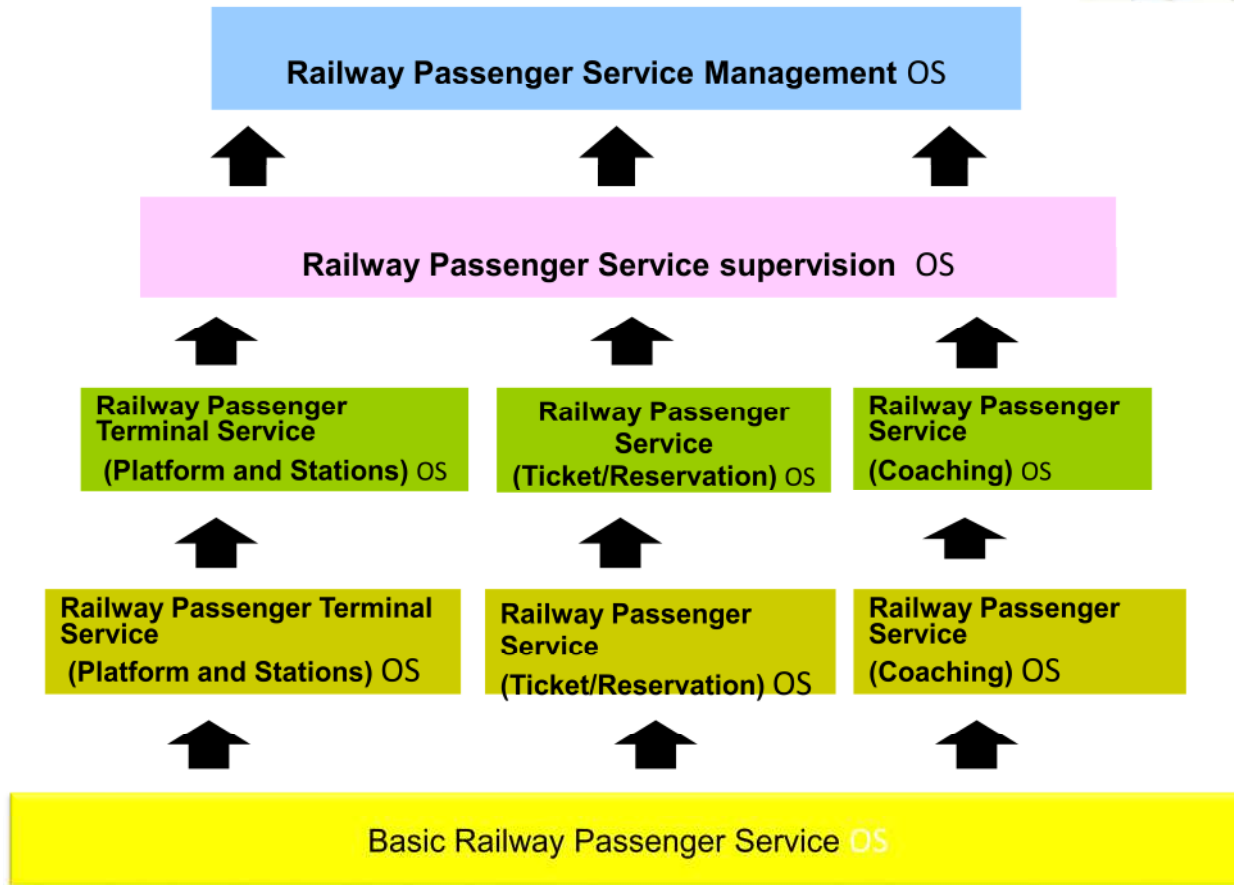
Evidence Guide	
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<p>Critical Aspects of Competence</p>	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • discuss why wastes occur in the workplace • discuss causes and effects of wastes/MUDA in the workplace • analyze 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
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<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
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	<p>environment requirements</p> <ul style="list-style-type: none"> • Plan and report • Method of communication
Underpinning Skills	<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 • 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	<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>

Railway Passenger Services



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This occupational standard was developed on February 2013 at Ethiopian Red Cross training center (ERTC) Addis Ababa.

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