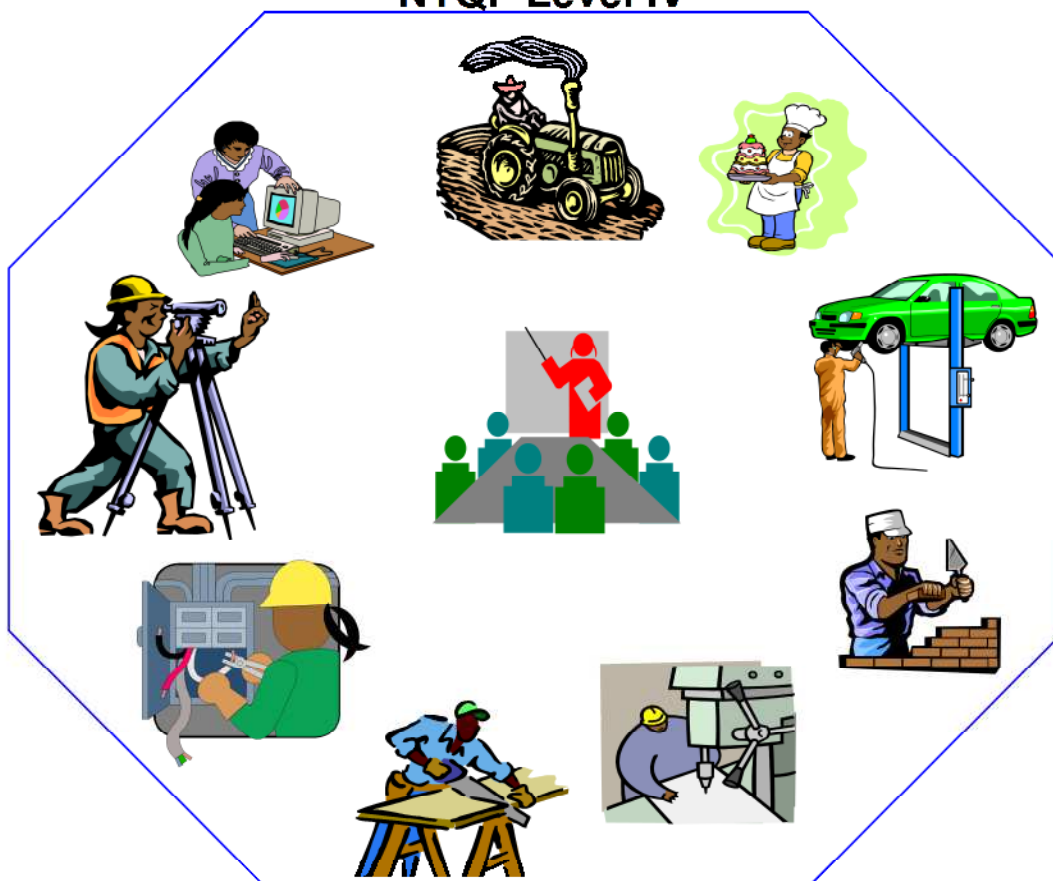




Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD

RAILWAY PASSENGER SERVICE SUPERVISION

NTQF Level IV



*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: Railway Passenger Service Supervision

Occupational Code: **EIS RPS**

NTQF level IV

EIS RPS4 01 0213 Identify and Meet Customer Requirements	EIS RPS4 02 0213 Market Services and Products to Clients	EIS RPS4 03 0213 Arrange Alternative Passenger Transport
EIS RPS4 04 0213 Coordinate Resources	EIS RPS4 05 0213 Check and Evaluate Records and Documentation	EIS RPS4 06 0213 Implement and Coordinate Accident- Emergency Procedures
EIS RPS4 07 0213 Coordinate Implementation of Customer Service Strategies	EIS RPS4 08 0213 Compose Complex Workplace Documents	EIS RPS4 09 0213 Gather and Analyze Information
EIS RPS4 10 0213 Deal with Conflict Situations	EIS RPS4 11 0213 Source Goods/Services and Evaluate Contractors	EIS RPS4 12 0213 Manage Fatigue Management Policy and Procedures
EIS RPS4 13 0213 Manage Workplace Relations	EIS RPS4 14 0213 Manage People Performance	EIS RPS4 15 0213 Plan and Organize Work
EIS RPS4 16 0213 Migrate to New Technology	EIS RPS4 17 0213 Establish Quality Standards	EIS RPS4 18 0213 Develop Individuals and Team
EIS RPS4 19 0213 Utilize Specialized Communication Skills	EIS RPS4 20 0213 Manage and Maintain Small/Medium Business Operations	EIS RPS4 21 0213 Apply Problem Solving Techniques and Tools

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Identify and Meet Customer Requirements
Unit Code	EIS RPS4 01 0213
Unit Descriptor	This unit involves the skills and knowledge required to identify and meet customer requirements in accordance with regulatory and organisational needs. It includes identifying customer needs, delivering a service to customers, and communicating customer needs with other members of the organisation.

Elements	Performance Criteria
1. Identify passengers and determine their needs	<p>1.1 passengers and their needs are identified in accordance with business goals and shared objectives.</p> <p>1.2 Appropriate questioning and active listening are used to fully determine passenger needs.</p> <p>1.3 Passenger needs are assessed for urgency to identify priorities for service delivery.</p> <p>1.4 Passengers are provided with information about available options for meeting their needs and assisted in identifying preferred options.</p> <p>1.5 Personal limitations in addressing passenger needs are identified and assistance is sought from designated persons where required.</p>
2. Deliver service to passengers	<p>2.1 Communication is undertaken with passengers in a clear, concise and courteous manner.</p> <p>2.2 Appropriate passenger service is provided to meet identified needs in accordance with organisational procedures, requirements and shared objectives.</p> <p>2.3 Where applicable, information and follow-up regarding problems and delays are provided within appropriate timeframes.</p> <p>2.4 Whenever possible, opportunities to enhance the quality of service are identified and acted upon.</p>
3. Communicate to other members of the organisation	<p>3.1 Outcomes of passenger service interactions are communicated to appropriate persons in the organisation.</p> <p>3.2 Feedback mechanisms are used to ensure continuous improvement of passenger service outcomes.</p> <p>3.3 Passenger requirements done by according to organizational regulations and legislation.</p>

Variable	Range
Passengers	<p>may be:</p> <ul style="list-style-type: none"> • internal or external, including: <ul style="list-style-type: none"> ➤ emergency services ➤ network access ➤ contractors ➤ other network operators
Organisational procedures	<p>may be known as:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • workplace procedures • established procedures
Regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulations, standards and codes of practice • relevant federal, state and territory OHS legislation • equal employment legislation and related policies • environmental protection regulations • dangerous goods and hazardous materials codes • relevant Australian standards and certification requirements

Evidence Guide	
Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • Operate electronic communication equipment in line with required protocol • Work collaboratively with others when meeting customer and organizational needs • Report and rectify within limits of own role problems that may arise when meeting customer and organizational needs in accordance with workplace procedures • Implement contingency plans for unanticipated situations that may occur when meeting customer and organizational needs • Problems that can occur when meeting customer and organization needs, and action that can be taken to resolve them
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> • Relevant Occupational Health, Safety and Environmental (OHS & E) protection policies and procedures • Workplace protocols and procedures for meeting customer and organization needs, including planning and quality improvement of services and operations • Problems that can occur when meeting customer and organization needs, and action that can be taken to resolve them

Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Communicate and negotiate effectively with others when meeting customer and organizational needs • Read and interpret instructions, procedures and information relevant to meeting customer and organizational needs • Identify and assess customer and organizational requirements • Use appropriate numeric functions when identifying customer needs • Complete documentation related to meeting customer and organizational needs where applicable • Operate electronic communication equipment in line with required protocol • Work collaboratively with others when meeting customer and organizational needs • Report and rectify within limits of own role problems that may arise when meeting customer and organizational needs in accordance with workplace procedures • Implement contingency plans for unanticipated situations that may occur when meeting customer and organizational needs
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: Railway Passenger Service Supervision Level IV	
Unit Title	Market Services and Products to Clients
Unit Code	EIS RPS4 02 0213
Unit Descriptor	This unit involves the skills and knowledge required to market services and products to clients including recognizing and acting upon opportunities to promote services, establishing and maintaining contact with customers , and negotiating and closing sales in accordance with statutory retail practice and workplace procedures.

Elements	Performance Criteria
1 Recognize opportunities to promote products and services	<p>1.1 Products and services available for on-selling from the enterprise are identified.</p> <p>1.2 Technical specifications and application(s) of products and services are identified.</p> <p>1.3 Applicability of services are matched to particular customers or customer groups.</p> <p>1.4 Services (including technical specifications) are explained in relation to customer requirements or potential requirements.</p> <p>1.5 Where appropriate, clients are referred to expert personnel or services.</p>
2 Establish and maintain contact with clients	<p>2.1 Communication systems with customers are established and maintained to develop a professional relationship.</p> <p>2.2 Customers are informed of the full range of business products.</p> <p>2.3 Follow-up contacts with customers are made on customer request and in accordance with enterprise policy.</p> <p>2.4 The workplace environment is applied according to company working hour policy.</p> <p>2.5 Customer contacts are identified different operations.</p>
3 Negotiate sales	<p>3.1 Consultative processes are participate different organizations.</p> <p>3.2 Negotiations with clients are maintained enterprise professional standards and client satisfaction.</p>
4 Close sales	<p>4.1 Information / Documentation of the agreement are completed in accordance with enterprise policy, incorporating any special requirements.</p> <p>4.2 Contact with customers is maintained until sale is completed.</p> <p>4.3 After-sales service is provided in accordance with workplace plan/ procedures and requirements.</p>

Variable	Range
Products	may be: <ul style="list-style-type: none"> • existing or potential
Services	may be: <ul style="list-style-type: none"> • potentially vary across different sections of the workplace
Communications systems	may involve: <ul style="list-style-type: none"> • face-to-face conversation • telephone • fax • email • electronic data transfer of information (EDI) • mail
The workplace environment	may include: <ul style="list-style-type: none"> • single and multi-site locations • large, medium and/or small companies
Operations	it involve: <ul style="list-style-type: none"> • internal and external customer contact and coordination
Consultative processes	may involve: <ul style="list-style-type: none"> • existing and potential customers/clients • other employees and supervisors • suppliers • manufacturers • relevant authorities • management • union representatives • OHS specialists • other maintenance, professional or technical staff
Information/docum entation	may include: <ul style="list-style-type: none"> • workplace procedures for the marketing of services and products • current and potential customer/client instructions and assessed requirements • 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

	<ul style="list-style-type: none"> • legislation, regulations and related documentation relevant to business operations • regulations and policies relating to minimizing risks to the environment and ensuring compliance with OHS requirements
Workplace plans/procedures	<p>may include:</p> <ul style="list-style-type: none"> • company plans/procedures • enterprise plans/procedures • organizational plans and established plans/procedures

Evidence Guide	
Critical aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Operate electronic communication equipment to required protocol • Work collaboratively with others when marketing services to customers • 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 marketing services to customers in accordance with regulatory requirements and workplace procedures • Plan work activities, including predicting consequences and identifying improvements • Monitor work activities in terms of planned schedule • Identify improvements to services, resource allocation and use • Strategies to implement continuous improvement processes
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant regulatory requirements • Relevant OHS and environmental protection policies and procedures • Workplace protocols and procedures for the marketing of services and products to clients • Relevant workplace business marketing policies and practices, including requirements for the maintenance of security and confidentiality • Strategies to implement continuous improvement processes • Focus of operation of marketing systems and resources • Typical problems that can occur when marketing services to customers and related appropriate action that can be taken
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when marketing services to costumers • Negotiate and work effectively with others • Read and interpret instructions, procedures and information relevant to the marketing of services to customers

	<ul style="list-style-type: none"> • Interpret and follow operational instructions and priorities work • Complete documentation related to the marketing of services to customers • Operate electronic communication equipment to required protocol • Work collaboratively with others when marketing services to customers • 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 marketing services to customers in accordance with regulatory requirements and workplace procedures • Plan work activities, including predicting consequences and identifying improvements • Monitor work activities in terms of planned schedule • Identify improvements to services, resource allocation and use • 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 procedures to complete workplace tasks • Operate and adapt to differences in equipment in accordance with standard operating procedures
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Arrange Alternative Passenger Transport
Unit Code	EIS RPS4 03 0213
Unit Descriptor	This unit involves the skills and knowledge required to arrange alternative passenger transport in accordance with workplace requirements, including identifying and confirming transport requirements, arranging alternative transport, and monitoring and updating transport arrangements.

Elements	Performance Criteria
1 Identify and confirm transport requirements	<p>1.1 Need for alternative passenger transport is identified with minimal actual disruption to services.</p> <p>1.2 Period for types of alternative transport is required with determined from situation and services.</p> <p>1.3 Train timetables considered in planning arrangement, passenger loadings and luggage quantities are determined from workplace information systems.</p> <p>1.4 Requirements to cater for disabled passengers or others with special needs are determined.</p> <p>1.4 Work collaboratively with others when arranging alternative passenger transport.</p>
2 Arrange alternative transport	<p>2.1 Type and number of transport units required is determined to provide cost effective movement within workplace guidelines for minimal disruption.</p> <p>2.2 Alternative transport is arranged within workplace policies and procedures to meet anticipated need.</p> <p>2.3 Arrangements are made to provide assistance for passengers with special needs.</p> <p>2.4 Relevant OHS requirements are identified and included in transport planning considerations.</p> <p>2.5 Alternative transport information requirements are done by according to workplace procedure.</p>
3 Monitor and update transport arrangements	<p>3.1 Passengers are informed of alterations to services as quickly as possible.</p> <p>3.2 Relevant details of incidents are collected and recorded in accordance with workplace policies and procedures for future reference, analysis and investigation purposes.</p> <p>3.3 Irregularities outside own area of responsibility are referred to nominated person or section.</p>

	<p>3.4 Situations creating a need for alternative transport arrangements and related financial transactions are documented to meet operational requirements.</p> <p>3.5 Interpret and follow operational instructions and priorities work complete information /documentation related to the arrangement of alternative passenger transport.</p> <p>3.6 Applicable regulations and legislation rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines.</p> <p>3.7 Communication and negotiation requirements when arranging alternative passenger transport.</p>
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Variable	Range
Types of alternative transport	it include: <ul style="list-style-type: none"> • buses • taxis
Train timetables considered in planning arrangements	it include: <ul style="list-style-type: none"> • all services offered by the organization potentially affected by the contingency situation
Work	may be conducted in: <ul style="list-style-type: none"> • a range of work environments and by night or day
Alternative transport	may include: <ul style="list-style-type: none"> • buses • trams and taxis
Alternative transport information requirements	may be obtained from: <ul style="list-style-type: none"> • timetables • passenger loading information • workplace instructions and guidelines • plans incorporating track shutdowns • relevant staff and management providing information on unplanned track shutdowns • incident details
Workplace procedures	may include: <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures
Situations creating a need for alternative transport	may include: <ul style="list-style-type: none"> • planned track shut down • unplanned track shut down • out-of-schedule running which affects connecting services

Information/documents	<p>may include:</p> <ul style="list-style-type: none"> • applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines • work instructions, job description and induction materials • workplace plans incorporating track shutdowns • timetables • passenger loading information • contingency incident details and/or information on unplanned track shutdowns • manufacturers specifications for office and communications equipment and materials • relevant OHS and environmental protection requirements and policies • relevant codes of practice and regulations • award, enterprise bargaining agreement and other industrial arrangements • customer service and quality assurance procedures • emergency procedures
Applicable regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • relevant state/territory OHS legislation • relevant state/territory environmental protection legislation • workplace relations regulations including equal opportunity, equal employment opportunity and affirmative action legislation • workers compensation regulations
Communication may include:	<ul style="list-style-type: none"> • phone • fax • email/internet • electronic data interchange (EDI) • radio, oral, aural or signed communications

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • Workplace procedures and policies for arranging alternative passenger transport • Contact arrangements for other transport organizations available to provide alternative transportation • Protocols for contacting other transport organizations • Train timetables • Alternative transport options • Road transport service planning processes • Equipment, and materials used when arranging alternative passenger transport, and procedures that should be followed in their use

	<ul style="list-style-type: none"> • Problems that may occur when arranging alternative passenger transport and appropriate action that can be taken to resolve the problems • Modify activities depending on differing operational contingencies, risk situations and environments • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the arrangement of alternative passenger transport
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> • Relevant OHS procedures and guidelines • Workplace procedures and policies for arranging alternative passenger transport • Contact arrangements for other transport organizations available to provide alternative transportation • Protocols for contacting other transport organizations • Train timetables • Alternative transport options • Road transport service planning processes • Equipment, and materials used when arranging alternative passenger transport, and procedures that should be followed in their use • Problems that may occur when arranging alternative passenger transport and appropriate action that can be taken to resolve the problems • Documentation and record requirements
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate and negotiate effectively with others when arranging alternative passenger transport • Read and interpret instructions, procedures, information and signs relevant to the arrangement of alternative passenger transport • Operate electronic communication equipment to required protocol • Work collaboratively with others when arranging alternative passenger transport • 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 arranging alternative passenger transport in accordance with workplace procedures • Implement contingency plans for unanticipated situations that may arise when arranging alternative passenger transport • Analyze contingency situations for their impact on services • Schedule and monitor work activities

	<ul style="list-style-type: none"> • Modify activities depending on differing operational contingencies, risk situations and environments • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the arrangement of alternative passenger transport • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Select and use relevant office and communications equipment and materials when arranging alternative passenger transport • Adapt to differences in transport situations in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Coordinate Resources
Unit Code	<u>EIS RPS4 04 0213</u>
Unit Descriptor	This unit involves the skills and knowledge required to determine, acquire and allocate resources and deal with contingencies in accordance with organisational requirements.

Elements	Performance Criteria
1 Establish resource requirements	<p>1.1 Resource requirements are determined in accordance with business and operational plans, and organisational requirements.</p> <p>1.2 Opportunities are provided to individuals and work groups to contribute to the identification of resource requirements.</p> <p>1.3 Processes are followed that ensure resource expenditure is realistic and makes efficient use of available resources in accordance with organisational procedures.</p> <p>1.4 Recommendations for resource requirements are presented to appropriate personnel in accordance with organisational procedures.</p>
2 Acquire and allocate resources	<p>2.1 Resources are acquired in accordance with organisational requirements.</p> <p>2.2 Resources are checked to ensure quality and quantity in accordance with organisational requirements.</p> <p>2.3 Resources are allocated to enable achievement of work group objectives.</p> <p>2.4 Individuals and teams are consulted in a participative manner using appropriate interpersonal skills regarding allocation of resources.</p>
3 Deal with contingencies	<p>3.1 Actions are taken to manage identified shortfalls and/or surpluses.</p> <p>3.2 Appropriate actions to manage non-conforming resources are implemented in accordance with organisational procedures.</p> <p>3.3 Activities are reviewed against timelines and adjusted where appropriate to ensure timely completion of activities.</p> <p>3.4 Where required, time extensions or reductions are implemented in accordance with organisational procedures.</p>
4 Measure effectiveness of resource coordination and maintain records	<p>4.1 Effectiveness of resource coordination activities is measured against actual delivery.</p> <p>4.2 Records concerning resource coordination activities are maintained in accordance with organisational requirements.</p>

Variable	Range
Resources may include:	<ul style="list-style-type: none"> • human resources • location and/or premises • OHS resources • plant and machinery • raw materials • refurbishment • staff amenities • stock and supplies • storage space • technological software and hardware, and services

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • Organizational policies, plans and procedures for resource coordination • Record management processes and techniques relating to resource coordination • Quality procedures for organizational resource and service requirements
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> • Quality procedures for organizational resource and service requirements • Functions of resources, equipment and services • Organizational policies, plans and procedures for resource coordination • Record management processes and techniques relating to resource coordination
Underpinning Skills	<p>Demonstrate skills:</p> <ul style="list-style-type: none"> • Communication skills to request advice, receive feedback and work with a team • Literacy skills to draft reports and display logical information on resource use • Use appropriate numeric functions when allocating resources • Planning skills to schedule and track resource use and availability
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Check and Evaluate Records and Documentation
Unit Code	EISRPS4 05 0213
Unit Descriptor	This unit involves the skills and knowledge required to check and evaluate records and documentation in accordance with regulatory and workplace requirements including checking documentation and analyzing and evaluating records.

Element	Performance Criteria
1. Check documentation	<p>1.1 Documentation is checked to ensure its compliance with regulatory and workplace requirements.</p> <p>1.2 Documentation is checked on a regular basis, and the personnel responsible for documentation are advised of deadlines.</p> <p>1.3 Use of systems for the maintenance of records complies with workplace requirements.</p>
2. Analyze and evaluate records	<p>2.1 Records are analyzed to identify unexpected deviations from plans or possible future problems.</p> <p>2.2 Advice is provided to appropriate personnel when problems are identified.</p> <p>2.3 Security of records and documentation is maintained at all times with access being granted to authorized personnel in accordance with workplace procedures and applicable regulations.</p>

Variable	Range
Workplaces	<p>may comprise:</p> <ul style="list-style-type: none"> • large, medium or small worksites
Personnel	<p>in work area may include:</p> <ul style="list-style-type: none"> • workplace personnel • site visitors • contractors • official representatives
Documentations	<p>May include:</p> <ul style="list-style-type: none"> • goods identification numbers and codes • manifests, bar codes, and container identification/serial number • international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies

	<ul style="list-style-type: none"> • quality assurance procedures • emergency procedures
Procedures	<p>May include:</p> <ul style="list-style-type: none"> • company procedures • established procedures
Applicable regulations may include:	<ul style="list-style-type: none"> • relevant standards, codes and regulations relevant to the documentation requirements for the local and international transport of cargo and containers • international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including: <ul style="list-style-type: none"> ➢ International Dangerous Goods Codes IATA ➢ Dangerous Goods by railway regulations ➢ International Explosives Codes • export/import/quarantine requirements • relevant OHS and environmental protection regulation • workplace relations regulations • workers compensation regulations

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate skills and knowledge to:</p> <ul style="list-style-type: none"> • Check documentation • Analyze and evaluate records
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for checking and evaluating documentation of the railway industry • Problems that may occur when checking and evaluating documentation and appropriate action that can be taken to resolve the problems • Relevant regulation requirements
Underpinning Skills	<p>Demonstrate the skills of:</p> <ul style="list-style-type: none"> • Communicate effectively with others when checking and evaluating transport documentation • Read and interpret instructions, procedures relevant to checking and evaluating transport documentation • Receive, acknowledge and send messages with available communications equipment • Work collaboratively with others when checking and evaluating transport documentation • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others

	<ul style="list-style-type: none"> • Promptly report and/or rectify any identified problems, faults or malfunctions when checking and evaluating transport documentation 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 • Identify, select and use relevant processes and procedures when checking and evaluating documentation
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Implement and Coordinate Accident-Emergency Procedures
Unit Code	EISRPS4 06 0213
Unit Descriptor	This unit involves the skills and knowledge required to implement and coordinate accident-emergency procedures, including responding to the incident, conducting on-site activities, and completing follow-up actions.

Element	Performance Criteria
1. Respond to the incident	<p>1.1 Details of incidents, accidents and emergencies are received, analyzed and confirmed in the workplace.</p> <p>1.2 Immediate coordination requirements are identified, consulted with authorities and action is to be taken in accordance with organization procedures.</p> <p>1.3 Travel to the incident site is made by the shortest, fastest, legal means and routes.</p>
2. Coordinate on-site activities	<p>2.1 Control of site activities is assumed on arrival and the operator and other authorities present are communicated of this action.</p> <p>2.2 Assistance is provided using the appropriate emergency equipment to clients and operators within the limitations of duty of care along with personal protective equipment.</p> <p>2.3 Details of personnel, including names and nature of injuries, exposure to Hazardous substance are notified to relevant personnel, following enterprise procedures.</p> <p>2.4 Assistance is provided to relevant authorities within legal and policy limitations.</p>
3. Complete follow-up actions	<p>3.1 Details of affected personnel, including names, nature of injuries and follow-up treatments are notified to next-of-kin in accordance with organization procedures Incidents resulting in a near miss, accident or emergency are investigated and a report, including recommendations, is completed in accordance with policies, workplace procedures and documents.</p> <p>3.2 Accident procedures and emergency plans are reviewed for effectiveness and recommendations for changes are prepared and passed to appropriate persons in accordance with applicable regulations and legislation.</p>

Variable	Range
Workplace	may comprise: <ul style="list-style-type: none"> • large, medium or small worksites

Consulted	<p>May include:</p> <ul style="list-style-type: none"> • workplace personnel and management • designated workplace emergency officers • Emergency services personnel including ambulance, police, fire services, etc. • industrial relations and OHS specialists • other professional or technical staff • site visitors • contractors • official representatives
Action is to be taken	<p>May include:</p> <ul style="list-style-type: none"> • identifying and following established emergency procedures • assessing the nature and extent of the emergency • rendering assistance and first aid • isolating and coordinating safety of the scene • alerting relevant organizational personnel and emergency services • recording relevant information and reporting on accident/emergency situation in accordance with regulatory and workplace requirements
Communication in the work area	<p>may include:</p> <ul style="list-style-type: none"> • phone • electronic data interchange • fax • email • internet • radio • oral, aural or signed communications
Emergency equipment	<p>may include:</p> <ul style="list-style-type: none"> • first aid kit • fire extinguishers • fire hose • fire blanket • resuscitation equipment
Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> • gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing • breathing apparatus
Hazardous substance	<p>may include:</p> <ul style="list-style-type: none"> • exposure to chemicals

	<ul style="list-style-type: none"> • exposure to dangerous or hazardous substances • movements of equipment, goods and materials • accidents involving chemicals, toxic substances and other harmful substances • accidents involving equipment and vehicles • explosion and/or fire • personal accidents including lifting injuries • waste management and disposal • violent incidents such as armed robberies
Workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • established procedures • regulatory requirement
Documents	<p>May include:</p> <ul style="list-style-type: none"> • workplace emergency/fire/accident procedures • workplace procedures for the use of emergency equipment and personal protection equipment • first aid instructions and procedures • manufacturer's instructions concerning the use and servicing of equipment • manifests, bar codes, goods identification numbers and codes • material safety data sheets • codes of practice including the Dangerous Goods Code • Applicable DG code markings, HAZCHEM codes (this warning plate system used in Australia, Malaysia, New Zealand and the United Kingdom for vehicles transporting hazardous substances, and on storage facilities, it is recommended that if it is adopted for our case as well) and where applicable emergency information panels • relevant legislation, regulations and related • documentation related to emergency response situations • award, enterprise bargaining agreement, other industrial arrangements • relevant standards and certification requirements • quality assurance procedures • supplier and/or client advice on the hazards involved with goods
Applicable regulations and legislation may include:	<ul style="list-style-type: none"> • relevant international OHS legislation • relevant international environmental protection legislation • emergency procedures regulations • dangerous goods and hazardous goods regulations • relevant standards and certification including Safe Working in a Confined Space Code • workplace relations regulations • workers compensation regulations

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> • Respond to the incident • Coordinate on-site activities • Complete follow-up actions
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • Relevant OHS and other regulatory codes, procedures and guidelines concerning response to accidents and emergencies • Risks and hazards in the workplace and related precautions to control the risk • Workplace procedures and policies for responding to accident/emergency situations • Types of accidents and emergencies that can occur in a workplace and the appropriate action to be taken in each case • Types of emergency equipment in the workplace and instructions for its use • Means to control and organize the accident scene, provide practical assistance and cooperate with others at the scene • Focus of operation of work systems, equipment, management and site operating systems
Underpinning Skills	<p>Demonstrate the skill to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when implementing and coordinating accident and emergency procedures • Read and interpret instructions, procedures, information and signs relevant to the implementation and coordination of accident and emergency procedures • Identify containers and goods coding, DG and other related markings and where applicable emergency information panels • Interpret and follow operational instructions and prioritize work • Complete documentation related to the implementation and coordination of accident and emergency procedures • Operate electronic communication equipment to required protocol • Work collaboratively with others when implementing and coordinating accident and emergency procedures • 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 implementing and coordinating accident and emergency procedures in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unplanned events that may occur when implementing and coordinating accident and emergency procedures

	<ul style="list-style-type: none"> • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Identify, select and use emergency equipment, processes and procedures • 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
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Coordinate Implementation of Customer Service Strategies
Unit Code	EIS RPS4 07 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to advise on, carry out and evaluate customer service strategies, including the design of improvement strategies based on feedback. Operators may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Elements	Performance Criteria
1. Advise on customer service needs	<p>1.1 Customer needs are assessed and clarified accurately using appropriate communication techniques.</p> <p>1.2 Problems matching service delivery to customers are diagnosed and options developed for improved service within organisational requirements.</p> <p>1.3 Relevant and constructive advice is provided to promote the improvement of customer service delivery.</p> <p>1.4 Business technology and/or online services are used to structure and information on customer service needs is presented.</p>
2. Support implementation of customer service strategies	<p>2.1 Ensure customer service strategies and opportunities are promoted to designated individuals and groups.</p> <p>2.2 Available budget resources are identified and allocated to fulfil customer service objectives.</p> <p>2.3 Procedures to resolve customer difficulties and complaints are promptly actioned within organisational requirements.</p> <p>2.4 Ensure that decisions to implement customer service strategies are taken in consultation with designated individuals and groups.</p>
3. Evaluate and report on customer service	<p>3.1 Review client satisfaction with service delivery using verifiable data in accordance with organisational requirements.</p> <p>3.2 Changes necessary to maintain service standards are identified and reported to designated individuals and groups.</p> <p>3.3 Conclusions and recommendations are prepared from verifiable evidence and constructive advice on future directions of client service strategies is provided.</p> <p>3.4 Systems, records and reporting procedures are maintained to compare changes in customer satisfaction.</p>

Variable	Range
Customer needs	may relate to: <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.
Communication techniques	may include: <ul style="list-style-type: none"> • analyzing customer satisfaction surveys • analyzing quality assurance data • conducting interviews • consultation methods, techniques and protocols • making recommendations • obtaining management decisions • questioning • seeking feedback to confirm understanding • Summarizing and paraphrasing.
Customers	may include: <ul style="list-style-type: none"> • corporate customers • individual members of the organization • individual members of the public • internal or external • Other agencies.
Organisational requirements	may include: <ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • confidentiality and security requirements • defined resource parameters • ethical standards • 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

Business technology	<p>may include:</p> <ul style="list-style-type: none"> • answering machine • binder • computer • fax machine • photocopier • printer • shredder • Telephone.
Online services	<p>may include:</p> <ul style="list-style-type: none"> • access to product database by customers online • access to purchase, delivery and account records • contact centre • online ordering • online payments • online registration • quick/reasonable response • Two-way communication online.
Designated individuals and groups	<p>may include:</p> <ul style="list-style-type: none"> • colleagues • committee • customers • external organization • line management • Supervisor.
Procedures to resolve customer difficulties	<p>may include:</p> <ul style="list-style-type: none"> • external agencies (e.g. Ombudsman) • item replacement • referrals to supervisor • refund of monies • review of products or services • Using conflict management techniques.
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 • products not delivered on time • service errors • specific business problems and issues: • difficulty accessing services • inactive links • not appreciating differing hardware and software

	<ul style="list-style-type: none"> • services not available • supply errors such as incorrect product delivered • time taken to access services • unfriendly website design • website faults • Warehouse or store room errors such as incorrect product delivered.
Customer service strategies	<p>may include:</p> <ul style="list-style-type: none"> • courtesy/politeness • delivery times • merchandise characteristics • price offers • product/refund guarantees • Product/service availability.

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • identifying needs and priorities of the organization in delivering services to customers • responding to and reporting on customer feedback • designing strategies to improve delivery of products and services • knowledge of the principles of customer service
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ environmental issues ➤ Occupational Health and Safety (OHS) • principles of customer service • organizational business structure, products and services • Product and service standards and best practice models.
Underpinning Skills	<p>communication skills to</p> <ul style="list-style-type: none"> • communicate effectively with personnel and clients at all levels • articulate customer service strategies • interpersonal skills to: <ul style="list-style-type: none"> ➤ build relationships with customers ➤ establish rapport • literacy skills to: <ul style="list-style-type: none"> ➤ prepare general information and papers

	<ul style="list-style-type: none"> ➤ read a variety of texts ➤ write formal and informal letters according to target audience • planning skills to develop implementation schedules • problem solving skills to diagnose organizational problems relating to customer services • self management skills to: <ul style="list-style-type: none"> ➤ comply with policies and procedures ➤ consistently evaluate and monitor own performance ➤ Seek learning opportunities.
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Compose Complex Workplace Documents
Unit Code	EIS RPS4 08 0213
Unit Descriptor	This unit covers written communication involving the evaluation and composition of complex workplace documents. It includes interpreting and evaluating workplace information, composing complex written materials and editing.

Elements	Performance Criteria
1. Interpret and evaluate workplace information	<p>1.1 Information is sourced from inside and outside the organization in accordance with organizational requirements and sources analyzed for reliability.</p> <p>1.2 Cultural context of the information is distinguished and used to aid in interpretation.</p> <p>1.3 Information is analyzed for relevance to own work and assistance is sought with interpretation of complex materials in accordance with organizational procedures.</p> <p>1.4 Assumed prior knowledge underpinning workplace information is identified and additional information is gathered if necessary to allow interpretation.</p> <p>1.5 Implications of information are passed on to relevant personnel in accordance with legislation, policy and procedures.</p>
2. Compose complex written materials	<p>2.1 The purpose, objectives and format for the materials are determined in accordance with organizational requirements.</p> <p>2.2 Information to inform the document is sourced, collated in a logical manner and assessed for relevance and inclusion.</p> <p>2.3 Content, structure and sequencing of materials are determined in line with the purpose and intended audience.</p> <p>2.4 Options/recommendations are considered for inclusion.</p> <p>2.5 Possible impact on the target audience is assessed and potential criticism countered where necessary.</p> <p>2.6 Written materials are composed, reviewed to confirm objectives, organizational and legislative requirements are met, and materials are submitted within required timeframes.</p>
3. Edit written material	<p>3.1 Intent of the communication is confirmed.</p> <p>3.2 Content is checked and proofread for grammar, spelling and punctuation.</p>

	<p>3.3 Communication is assessed in light of the needs of the intended audience.</p> <p>3.4 Recommendations for improvement are made if necessary and explained/recorded in a manner that provides a learning opportunity for the future.</p> <p>3.5 Information is amended if required, and submitted for approval in accordance with organizational policy and procedures.</p>
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Variable	Range
Information	<p>may include:</p> <ul style="list-style-type: none"> • applications • briefing papers • discussion papers • expert opinion • literature • minutes • project briefs • reports • research • speeches • strategic and operational plans • submissions • web site information
Purpose	<p>may include to:</p> <ul style="list-style-type: none"> • influence opinion • report on achievement • recommend options and corresponding actions • meet regulatory requirements • meet public sector reporting requirements • develop policy • document policy • obtain funding • provide briefing material • provide or contribute to strategic planning • respond to enquiries/complaints
Materials	<p>may include:</p> <ul style="list-style-type: none"> • position papers • discussion papers • briefing materials • funding submissions • business cases • project briefs

	<ul style="list-style-type: none"> • reports • operational and other plans
Content, structure and sequencing	<p>may include:</p> <ul style="list-style-type: none"> • facts and observations • case studies • critical analysis • opinion • creative ideas • recommendations and supporting arguments • anticipated arguments and rebuttal • conclusions • division into chapters or sections • tables of contents and indexes • glossaries • executive summary • chronological structure • alphabetic structure • operating sequence
Organisational and legislative requirements	<p>may include:</p> <ul style="list-style-type: none"> • use of plain English • style formats • acknowledgements • particular terminology to be used/not used: <ul style="list-style-type: none"> ➤ acronyms ➤ technical terms ➤ bureaucratic language ➤ abbreviations • requirements for minimizing jargon in written materials • requirements for written material to take account of cultural, ethnic, religious or language differences, disabilities, etiquette • guidelines for illustrative items • standards for references, acknowledgements, citations, footnotes, endnotes, bibliographies • particular communication channels • State/Territory or Commonwealth legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector, including freedom of information, copyright, privacy, confidentiality, equal employment opportunity, diversity, occupational health and safety • risk assessment • information security requirements • public sector standards • fraud control standards

	<ul style="list-style-type: none"> • codes of practice • codes of ethics • private or confidential materials • embargoed materials • security requirements • politically sensitive materials • security standards for government information
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • principles of effective written communication at a high level of complexity • reading and writing at a complex level to cope with a range of workplace materials • integrating information from a diverse number of sources in order to generate meaning • writing and sequencing abstract concepts according to the required purpose of written material • linking complex ideas in written material through selection and use of words, grammatical structures, headings and punctuation appropriate to the purpose
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • legislation, regulations, policies, procedures and guidelines relating to written communication in the public sector such as privacy, freedom of information, information security, confidentiality, copyright • principles of effective written communication at a high level of complexity • differences in register/style between workplace communication for different purposes • government style manual • organization protocols for a range of complex written communication • channels of communication and processes for obtaining advice, approvals etc. • organizational policy for recordkeeping - paper-based and electronic • equal employment opportunity, equity and diversity principles • public sector legislation such as occupational health and safety and environment in the context of preparing written materials
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • reading and writing at a complex level to cope with a range of workplace materials • integrating information from a diverse number of sources in order to generate meaning

	<ul style="list-style-type: none"> • writing and sequencing abstract concepts according to the required purpose of written material • linking complex ideas in written material through selection and use of words, grammatical structures, headings and punctuation appropriate to the purpose • spelling, punctuation and grammar for workplace documents at an experienced level • responding to diversity, including gender and disability • implementing ergonomic requirements for office work • complying with environmental policies such as those relating to paper use/wastage/recycling
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Gather and Analyze Information
Unit Code	EIS RPS4 09 0213
Unit Descriptor	<p>This unit covers collection and analysis of information to achieve work unit objectives and meet client needs. It includes identifying and collecting information, analysing and interpreting information, developing and applying workable solutions, presenting information and maintaining information.</p> <p>In practice, gathering and analyzing information may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, using resources, gathering evidence, carrying out projects, using financial processes, identifying and treating risks, monitoring for fraud, undertaking, court listings, conducting claim assessments.</p>

Elements	Performance Criteria
1. Identify and collect information	<p>1.1 Nature, extent and purpose of required information are identified.</p> <p>1.2 Internal and external sources of information are identified and accessed to produce required information in accordance with legislation, policy and procedures.</p> <p>1.3 Information is collected, organized, recorded and reported in accordance with organizational procedures and defined guidelines.</p> <p>1.4 Information collected is organized in a way which enables easy access and retrieval by other staff.</p>
2. Analyse and interpret information	<p>2.1 Information and its sources are critically evaluated for relevance and validity to business/client requirements.</p> <p>2.2 Basic analysis of information is undertaken as required to identify key issues.</p> <p>2.3 More detailed analysis of information is carried out as required using relevant techniques including mathematical calculations and methods for numerical/graphical information.</p>
3. Develop and apply workable solutions	<p>3.1 Workable solutions to business/client requirements are developed on consideration of analyzed information.</p> <p>3.2 Proposed solutions are communicated or implemented as required.</p>

4. Present information	<p>4.1 The presentation of information can be done in the required format, style, structure and timeframe.</p> <p>4.2 Information is presented in required medium in accordance with organizational requirements using relevant technology.</p>
5. Maintain information	<p>5.1 A range of standard and complex information systems and operations is used in accordance with organizational policy and procedures.</p> <p>5.2 Information and records are maintained in accordance with organizational procedures to ensure data and system integrity.</p> <p>5.3 Routine data and records are reconciled as required.</p> <p>5.4 Inadequacies in system/s relating to information retrieval are identified and corrected or reported to relevant staff as required.</p>

Variable	Range
Information	<p>may include:</p> <ul style="list-style-type: none"> • legislation, guidelines and awards • organization, legal and policy materials • client information • market trends • media reports • registries and file records • library materials • financial records • basic statistical information • human resources/personnel records • asset records • meta-data
Sources of information	<p>may include:</p> <ul style="list-style-type: none"> • those internal to the organization such as: <ul style="list-style-type: none"> ➢ intranet ➢ databases/files ➢ library collections ➢ internal publications ➢ annual reports ➢ newsletters ➢ Other staff. • those external to the organization such as: <ul style="list-style-type: none"> ➢ Internet ➢ local, state, national and international libraries and archives ➢ other organizations' publications ➢ staff in external organizations

Legislation, policy and procedures	<p>may include:</p> <ul style="list-style-type: none"> • Commonwealth and State/Territory legislation, standards and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright, intellectual property • government policy • public sector code of ethics • national standards • the organization's policies/practices/code of conduct
Analysis of information	<p>may include:</p> <ul style="list-style-type: none"> • qualitative analysis • quantitative analysis • critical analysis • problem solving • matching • statistical analysis • mathematical calculations • forecasting
Presentation of information	<p>may include:</p> <ul style="list-style-type: none"> • routine reports and submissions • briefing notes, Ministerial • proposals, project plans • articles and promotional material • tabular or graphical presentation • overhead transparencies • slideshow data presentation • face-to-face • telephone
Information systems	<p>may include:</p> <ul style="list-style-type: none"> • file/records management systems • personnel/human resources systems • specific purpose databases • library systems • data warehouse systems • web sites • financial information systems • workplace communication systems

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • economic, legal, security and social issues surrounding the use of information • public sector standards • electronic and manual filing systems
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	<ul style="list-style-type: none"> • databases and data storage systems • using basic statistical and numerical manipulation • using critical analysis techniques • communicating with colleagues and supervisors • presenting information in a range of ways such as report format, numerically, in tables, with graphs, spatially • responding to diversity, including gender and disability • using problem solving and referring problems as required • applying equal employment opportunity, equity and diversity principles
<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • legislation, policies, procedures and guidelines relating to information handling in the public sector, such as confidentiality, privacy, security, freedom of information • data collection and management procedures • organizational information handling and storage procedures • cultural using basic statistical and numerical manipulation • using critical analysis techniques • communicating with colleagues and supervisors • presenting information in a range of ways such as report format, numerically, in tables, with graphs, spatially • responding to diversity, including gender and disability • using problem solving and referring problems as required • applying equal employment opportunity, equity and diversity principles aspects of information and meaning • sources of public sector work-related information • economic, legal, security and social issues surrounding the use of information • public sector standards • electronic and manual filing systems • databases and data storage systems • equal employment opportunity, equity and diversity principles • public sector legislation such as occupational health and safety and environment in the context of information management
<p>Underpinning Skills</p>	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • applying public sector legislation such as occupational health and safety and environment in the context of information management • accessing and using information ethically and legally • using manual and computerized techniques for information management • applying computer technology to data storage, security, retrieval and presentation • using basic statistical and numerical manipulation

	<ul style="list-style-type: none"> • using critical analysis techniques • communicating with colleagues and supervisors • presenting information in a range of ways such as report format, numerically, in tables, with graphs, spatially • responding to diversity, including gender and disability • using problem solving and referring problems as required • applying equal employment opportunity, equity and diversity principles
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Deal with Conflict Situations
Unit Code	EIS RSS4 10 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to resolve conflict situations with customers and colleagues. It also describes the resolution of escalated complaints. The unit covers the conflict resolution skills required to address conflicts that may arise in day-to-day work situations. It does not cover formal negotiation, counselling or conducting mediation.

Elements	Performance Criteria
1 Identify conflict situations.	<p>1.1 Potential for conflict is identified quickly and swift and tactful action taken to prevent escalation.</p> <p>1.2 Identify quickly situations where personal safety of customers or colleagues may be threatened and organize appropriate assistance.</p> <p>1.3 Identify and use resources to assist in managing conflict where appropriate and according to organization policy and procedures.</p>
2. Resolve conflict situations.	<p>2.1 Responsibility for finding a solution is taken to the conflict within scope of individual responsibility.</p> <p>2.2 Deal with conflict sensitively, courteously and discreetly and take steps to minimize impact on other colleagues and customers.</p> <p>2.3 Effective communication skills are used to assist in management of the conflict.</p> <p>2.4 Encourage all points of view, acknowledge them and treat them with respect.</p> <p>2.5 Establish and agree on the nature and details of the conflict with all parties and assess the impact of the situation on them.</p> <p>2.6 Possible options are determined to resolve the conflict and promptly analyze and decide on the best solution in agreement with all parties, taking into account any organization constraints.</p> <p>2.7 Accepted conflict resolution techniques are used to manage the conflict situation and develop solutions.</p> <p>2.8 Any necessary documentation is completed accurately and legibly within time constraints.</p>

3 Evaluate conflict situations.	<p>3.1 Feedback on the conflict and its resolution is sought and provided where possible with the parties involved.</p> <p>3.2 Evaluate and reflect on the situation and effectiveness of the solution.</p> <p>3.3 Determine possible causes of workplace conflict and provide input for workplace enhancement and improvements.</p>
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Variable	Range
Conflict	<p>may relate to:</p> <ul style="list-style-type: none"> • customer complaints • conflict among work colleagues • refused entry • drug or alcohol-affected persons • ejection from premises • problems or faults with a service or product • delays or poor timing of product or service supply • misunderstandings or communication barriers • difficult or demanding customers • Customers with different or special needs or expectations.
Situations where personal safety of customers or colleagues may be threatened	<p>may involve:</p> <ul style="list-style-type: none"> • drug or alcohol-affected persons • people with guns or arms • situations where someone has been or may be hurt • people who appear to be violent or are threatening • Situations where customers refuse to leave or be pacified.
Resources to assist in managing conflict	<p>may include:</p> <ul style="list-style-type: none"> • senior staff • other staff members • internal security staff or police and counselors.
Communication skills	<p>it include:</p> <ul style="list-style-type: none"> • active listening • questioning techniques, such as asking the right question to elicit the other parties' needs • asking questions to gain information, clarify ambiguities and adequately understand requirements • rephrasing and repeating questions, requests and statements to confirm that they have been correctly understood • empathizing with the colleague or customer's situation while upholding organization policy • assertiveness • non-verbal communication and recognition of non-verbal signs • Ability to speak clearly to be understood and use appropriate language, style and tone.

Organisation constraints	<p>may include:</p> <ul style="list-style-type: none"> • costs and budgets • organization policy on refunds or exchange • Lack of availability of replacement items, services or tickets.
Conflict resolution techniques	<p>may include:</p> <ul style="list-style-type: none"> • problem-solving • negotiation • Use of appropriate communication skills.
Causes of workplace conflict	<p>may include:</p> <ul style="list-style-type: none"> • poor communication • lack of information • changes to practices and procedures • cultural misunderstanding • lack of empathy • complaints • Workplace problems and issues.

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • organization policy and procedures on conflicts and complaints, including any reporting requirements • relevant regulatory, industrial and legislative requirements related to the handling of disputes, dealing with drug or alcohol-affected persons, situations where customers must be refused entry, ejection from premises and security provision • conflict resolution skills and strategies incorporating communication skills of: <ul style="list-style-type: none"> ➤ assertiveness ➤ listening ➤ non-verbal communication ➤ language style ➤ problem-solving ➤ negotiation • ability to follow procedures for handling complaints • communication skills to determine details and causes of the conflict through observation, questioning and active listening
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • types of conflict that typically occurs and typical causes • conflict theory, including signs, stages, levels, factors involved and results • group processes and roles people play • organizational structures, and workplace cultures and policies • organization policy and procedures on conflicts and complaints, including any reporting requirements

	<ul style="list-style-type: none"> • relevant regulatory, industrial and legislative requirements related to the handling of disputes, dealing with drug or alcohol-affected persons, situations where customers must be refused entry, ejection from premises and security provision
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • communication skills to determine details and causes of the conflict through observation, questioning and active listening • conflict resolution skills and strategies incorporating communication skills of: <ul style="list-style-type: none"> ➢ assertiveness ➢ listening ➢ non-verbal communication ➢ language style ➢ problem-solving ➢ negotiation • ability to follow procedures for handling complaints
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: Railway Passenger Service Supervision Level IV	
Unit Title	Source Goods/Services and Evaluate Contractors
Unit Code	EIS RSS4 11 0213
Unit Descriptor	This unit involves the skills and knowledge required to source goods/materials/services and evaluates contractors including analyzing supply requirements, and evaluating and selecting appropriate potential contractor(s).

Element	Performance Criteria
1. Analyze supply requirements	<p>1.1 Purpose and specifications of required goods/services are identified.</p> <p>1.2 Criteria to evaluate potential or existing contractor performance are established in line with applicable regulations.</p> <p>1.3 Quantities of required goods/services are determined.</p> <p>1.4 Frequency of ordering/requesting of goods/services is identified.</p>
2. Evaluate potential contractors	<p>2. 1 Contractors of requested goods/materials/services are identified.</p> <p>2. 2 Comparative costing for goods/materials/services are obtained.</p> <p>2. 3 The outcomes of the contractor selection process are documented/data interchange including recommendations for auctioning agreements/contracts with selected contractors.</p> <p>2. 4 Contractors are evaluated in relation to established criteria and in accordance with workplace and regulatory procedures.</p> <p>2. 5 Information and data generated during the selection process is filed, and maintained in accordance with workplace procedures.</p> <p>2. 6 Personnel in the work area may refer previous contractors performance and other documentations and regulations.</p> <p>2. 7 A prioritized contractor shortlist is established based on the capacity of contractors to provide a cost competitive quality service.</p> <p>2. 8 Contractors' ability to provide a consistent level of performance on repeat jobs is assessed.</p>

Variable	Range
Applicable regulations	<p>may include</p> <ul style="list-style-type: none"> • relevant OHS legislation • environmental protection regulations • hazardous substances and dangerous goods codes • relevant standards and certification requirements • license, patent or copyright arrangements

Contractors	may be for one-off or repeat supplies/contract services
Document/data interchange	may be: <ul style="list-style-type: none"> • electronic • paper-based
Selection processes	it include: <ul style="list-style-type: none"> • procedures for maintenance of confidentiality and integrity
Workplace procedures	may include: <ul style="list-style-type: none"> • company procedures • established procedures
Personnel in work area	may include: <ul style="list-style-type: none"> • other employees and supervisors • management and union representatives • industrial relations, occupational health and safety specialists • other professional or technical staff and maintenance personnel
Documentation	may include: <ul style="list-style-type: none"> • quality and work specifications and procedures • specifications for required products or services • workplace procedures, policies and instructions • OHS regulations and procedures • workplace guidelines on appropriate workplace language and communication strategies and interpretation of relevant information • quality assurance procedures

Evidence Guide	
Critical aspects of Competence	The evidence required to demonstrate competency to: <ul style="list-style-type: none"> • Analyze supply requirements • Evaluate potential contractors
Underpinning Knowledge and Attitudes	Demonstrate a knowledge of: <ul style="list-style-type: none"> • Relevant OHS responsibilities and procedures • Workplace policies, procedures and protocols for the sourcing and supply of goods/services, and the evaluation of potential supply contractors • Workplace grievance and disputation handling policies and procedures • Workplace business policies and plans as they relate to supply contracts, including procedures for maintenance of confidentiality • Focus of operation of recording, reporting and statistical analysis systems and resources • Resource availability including the processing capacity of equipment and software systems for statistical analysis of data • Typical problems that can occur when sourcing goods and services and evaluating contractors, and related appropriate action that can be taken

Underpinning Skills	<p>Demonstrate the skills to:</p> <ul style="list-style-type: none"> • Communicate and negotiate effectively with others when sourcing goods and services and evaluating contractors • Read and interpret instructions, procedures and information and signs relevant to the sourcing of goods and services and the evaluation of contractors • Interpret and follow operational instructions and prioritize work • Complete documentation related to the sourcing of goods and services and the evaluation of contractors • Operate electronic communication equipment to required protocol • Work collaboratively with others when sourcing goods and services and evaluating contractors • 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 sourcing goods and services and evaluating contractors 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 • Select and appropriately apply technology, information systems and procedures to workplace tasks • Adapt to differences in equipment in accordance with standard operating procedures
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<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 Supervision Level IV	
Unit Title	Manage Fatigue Management Policy and Procedures
Unit Code	EIS RSS4 12 0213
Unit Descriptor	This unit involves the skills and knowledge required to manage fatigue management policy and procedures in an organization, including identifying legal requirements, liabilities and responsibilities; establishing and/or improving fatigue management implementation plan and related policy and procedures; and acting appropriately upon reports on the implementation of fatigue management policy and any identified breaches of fatigue management regulations. It also includes ensuring that the operation's systems are compliant with fatigue management regulations and policy; planning and organizing adequate resources and operational systems; and facilitating the training and assessment of staff on their responsibilities and fatigue management techniques.

Element	Performance Criteria
1. Identify or confirm fatigue management legal requirements and responsibilities	<p>1.1 Current legal requirements, liabilities and responsibilities for effective fatigue management within the organization are identified and interpreted.</p> <p>1.2 Any existing fatigue management plans, policies and procedures are obtained and reviewed.</p> <p>1.3 Internal risks concerning the potential effects of fatigue are identified or confirmed and reviewed.</p> <p>1.4 External risks within the supply chain of the organization's services and/or products concerning the potential effects of fatigue are identified or confirmed and reviewed in accordance with regulations on fatigue management and the related chain of responsibility.</p>
2. Establish and improve fatigue management policy and procedures	<p>2. 1 A fatigue risk management system implementation plan for the organization is developed or reviewed and improved.</p> <p>2. 2 The fatigue risk management policy and procedures for the organization are developed or reviewed and improved in conjunction with relevant personnel.</p> <p>2. 3 Feedback is obtained from key stakeholders both within and outside of the organization on the implementation plan and the related policy and procedures.</p> <p>2. 4 Appropriate adjustments are made to the plan, policy and procedures based on the feedback received.</p>

	<p>2. 5 Managerial approval for the fatigue risk management system implementation plan and the related policy and procedures is obtained in accordance with organizational procedures.</p> <p>2. 6 The fatigue risk management system implementation plan and the related policy and procedures are distributed and presented to relevant personnel in the organization for implementation.</p>
<p>3. Act upon reports on the implementation of fatigue management policy</p>	<p>3.1 Reports from designated personnel on the implementation of the organization's fatigue risk management system implementation plan and the related policy and procedures are received and interpreted.</p> <p>3.2 Accidents and safety incidents are reviewed and/or investigated and analyzed to identify the extent to which fatigue might have been a contributing factor.</p> <p>3.3 Information provided in the reports indicating that fatigue management policy and procedures are not being correctly implemented is analyzed and an appropriate managerial response and related action is initiated.</p> <p>3.4 Opportunities for improvements to the organization's fatigue.</p> <p>3.5 Risk management system implementation plan and its related policy and procedures are identified and appropriate action is taken to make the necessary adjustments.</p>
<p>4. Act upon identified breaches of fatigue management regulations</p>	<p>4.1 Identified or reported breaches of fatigue management policy are investigated in accordance with organizational procedures and regulatory requirements.</p> <p>4.2 Action is taken to ensure that internal and/or external personnel who may have contributed to any breach of fatigue management policy are provided with appropriate feedback and information to avoid any recurrence of the breakdown in planned fatigue management processes.</p> <p>4.3 Where organizational procedures or culture is found to have contributed to a breach in fatigue management policy, appropriate action is taken to improve the procedures or address the culture in ways that aim to avoid any recurrence of the breakdown in planned fatigue management processes.</p> <p>4.4 A report on any breaches of fatigue management policy is prepared and submitted to designated personnel as per organizational procedures together with details of action taken to prevent a recurrence.</p>

<p>5. Ensure operations systems</p>	<p>5.1 All operations systems and standard operating procedures are reviewed in terms of their compliance with the organization's fatigue management regulations and policy.</p> <p>5.2 Where necessary, changes are made to operations systems and standard operating procedures to ensure that they are compliant.</p> <p>5.3 In accordance with the principles of 'chain of responsibility', appropriate discussions are held with relevant personnel in supplier or subcontractor companies in the organization's supply chain to ensure their operation's systems and standard operating procedures are compliant with the fatigue management regulations and policy.</p>
<p>6. Plan and organize adequate resources and operational systems</p>	<p>6.1 Organizational budgets and resource allocation strategies are planned to provide adequate resources for the implementation of the organization's fatigue risk management system.</p> <p>6.2 Periodic reviews are undertaken of budgetary and resource allocation arrangements as they relate to the implementation of the organization's fatigue risk management systems and appropriate improvements are made if require.</p>
<p>7. Facilitate the training and assessment of staff on fatigue management policy and procedures</p>	<p>7.1 Organizational training systems are planned to provide competency-based on the job and off the job training and assessment opportunities as detailed in the organization's strategic plan.</p> <p>7.2 Team leaders and supervisory and training staff are provided with adequate opportunities to develop the required expertise to contribute to the organization's fatigue management training and assessment activities.</p> <p>7.3 Periodic reviews are undertaken of fatigue management training systems and appropriate improvements are made if required.</p>

Variable	Range
Responsibilities	<p>May include:</p> <ul style="list-style-type: none"> • providing support such as: complying with fatigue management regulations, developing and implementing appropriate policy and procedures, providing assessment, training and learning opportunities, and establishing and implementing error and incident reporting systems • ensuring work schedules provide adequate opportunity for rest and recovery between shifts • assessing work tasks for fatigue related risk and redesigning if necessary • managing fatigued employees

<p>Fatigue management</p>	<p>it including:</p> <ul style="list-style-type: none"> • operations conducted at all times but particularly at night • typical weather conditions • while working and/or driving at a workplace, depot, base or warehouse • while working and/or driving at a client's workplace or work site • driving a motor vehicle on the open road • driving a motor vehicle on a private road • driving a train, locomotive or motive power unit • operating a marine vessel in coastal or international waters • operating an train • operating load shifting equipment • operating safety critical industrial plant and equipment
<p>Fatigue risk management system</p>	<p>May include:</p> <ul style="list-style-type: none"> • risk management policy documents • risk management procedures • risk management competence assessment processes • risk management training and learning opportunities • hazard control system
<p>Procedures</p>	<p>May include:</p> <ul style="list-style-type: none"> • standard operating procedures • company procedures • established procedures
<p>Information</p>	<p>May include:</p> <ul style="list-style-type: none"> • regulations and guidelines concerning fatigue management in various transport and workplace situations • fatigue risk management system documents • workplace instructions and procedures on fatigue management • reports of audits of fatigue risk management system • error and safety incident reports • relevant OHS regulations and procedures • relevant standards and certification requirements • quality assurance procedures
<p>Training</p>	<p>May include:</p> <ul style="list-style-type: none"> • initial induction training (incorporating a basic fatigue management component) • fatigue management awareness training • in-depth training on fatigue and fatigue management techniques • remedial training where existing competence is assessed as being insufficient • refresher training on fatigue management

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate skills and knowledge to:</p> <ul style="list-style-type: none"> • Identify or confirm fatigue management legal requirements and responsibilities • Establish and improve fatigue management policy and procedures • Act upon reports on the implementation of fatigue management policy • Act upon identified breaches of fatigue management regulations • Ensure that operations systems are compliant with fatigue Management regulations and policy • Plan and organize adequate resources and operational systems • Facilitate the training and assessment of staff on fatigue management policy and procedures
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • Relevant regulations related to fatigue management • Relevant OHS regulations as they relate to fatigue • Components of a fatigue risk management system and policies and procedures related to fatigue management, and the control of factors that can contribute to fatigue and fatigue related accidents • Responsibilities of both an organization and individual employees for the implementation of fatigue management regulations and policies • Procedures for the auditing and review of an organization's fatigue risk management system and related policy and procedures, and for the reporting of the outcomes of audits • Budgetary and resource requirements for the implementation of an organization's fatigue risk management system • Processes and resources for assessing employees' competence in fatigue management • Systems for auditing of the effectiveness and efficacy of an organization's fatigue risk management strategies, policies and procedures • Strategies for ensuring that the investigation and analysis of errors, safety incidents and accidents identify the extent to which fatigue is a contributing factor • Options and resources for providing training and learning opportunities for employees on fatigue management and the implementation of an organization's fatigue risk management System • Sources of information on fatigue • The risks and hazards created by fatigue in the workplace • How fatigue affects workplace performance□

	<ul style="list-style-type: none"> • How fatigue contributes to workplace accidents • Ways of recognizing fatigue • Fatigue reduction and proofing strategies available to an organization that can minimize the risk of errors and safety incidents due to fatigue such as assigning low risk tasks to periods when fatigue risk is higher • Causes and effects of fatigue on employees • Strategies and ways to manage fatigue • Factors which increase fatigue-related errors and accidents • Lifestyles which promote the effective long-term management of fatigue
Underpinning Skills	<p>Demonstrate the skill to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when implementing the organization's fatigue risk management system • Read and interpret documentation on fatigue management legislation and the organization's fatigue risk management system and apply them to management activities • Recognize breaches of fatigue management strategies and regulations and take appropriate action in accordance with organization's fatigue risk management system • Work collaboratively with employees and other management staff others to implement the organization's fatigue risk management system • Plan and organize budgetary requirements and resource allocation for the implementation of an organization's fatigue risk management system • Organize audits and reviews of an organization's fatigue risk management system • Modify activities and take appropriate initiatives to manage the implementation of an organization's fatigue risk management system depending on differing contexts, risk situations and environments • Adapt to any changes in regulations as they may relate to fatigue management • Facilitate systems that assist employees to identify their own learning needs on matters related to fatigue management
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: Railway Passenger Service Supervision Level IV	
Unit Title	Manage Workplace Relations
Unit Code	EIS RSS4 13 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage workplace relations from an industrial relations perspective.

Element	Performance Criteria
1. Build a positive industrial relations climate.	<p>1.1 Employees are provided with accurate and impartial information on industrial matters likely to affect them.</p> <p>1.2 Workplace changes or issues which may cause industrial unrest are identified promptly and appropriate action taken.</p> <p>1.3 Potential causes of industrial unrest in external environments are identified promptly and appropriate action taken.</p> <p>1.4 Conditions of employment are created in accordance with relevant legislation and industrial awards/agreements.</p> <p>1.5 Mechanisms are implemented for consulting with staff and facilitating two-way communication.</p> <p>1.6 Ensure induction and training initiatives are used effectively to develop a competent workforce.</p> <p>1.7 Establish consultative structures for the identification and resolution of grievances.</p>
2. Implement formal industrial procedures	<p>2. 1 Contribute to the development of formal industrial procedures in consultation with relevant parties.</p> <p>2. 2 Agreed procedures are used to resolve employee relations in accordance with enterprise policy and legal requirements.</p> <p>2. 3 Agreed processes are monitored and appropriate adjustments made in consultation with relevant parties.</p> <p>2. 4 Identify the need for and access specialist assistance in industrial relations matters when appropriate.</p>

Variable	Range
Appropriate action	may include initiation of consultation processes further research on issues presented making reports and recommendations to colleagues accessing specialist assistance.
Conditions of employment	<p>may relate to:</p> <ul style="list-style-type: none"> • salary or wages • penalty rates • holiday and leave entitlements • hours of work and grievance procedures.

Formal industrial procedures	<p>may include:</p> <ul style="list-style-type: none"> • grievance procedures • dispute resolution procedures • mediation • conciliation and arbitration
Relevant parties:	<ul style="list-style-type: none"> • staff • unions • employer groups • boards of management and government authorities.

Evidence Guide	
Critical aspects of Competence	<p>The evidence required to demonstrate competency to:</p> <ul style="list-style-type: none"> • Build a positive industrial relations climate • Implement formal industrial procedures • ability to interpret industrial awards and agreements • demonstrate of skills through the development of workplace relations approaches
Underpinning Knowledge and Attitudes	<p>The following knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • overview of the current federal and relevant state or territory industrial relations system, including legal obligations of employers • role of specific unions in the relevant industry sector • role of specific employer groups in the relevant industry sector • provisions of awards appropriate to the industry sector • overview of procedures for creating workplace agreements • Procedures and specific communication skills for formal counseling, and grievance and industrial dispute resolution.
Underpinning Skills	<p>The following skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • critical thinking and analytical skills to evaluate complex information from varied sources and apply that information to management practices • planning and organizational skills to organize and implement workplace procedures to address industrial relations issues • literacy skills to interpret and develop complex documentation • Numeracy skills to work with numerical aspects of industrial agreements.
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Manage People Performance
Unit Code	EIS RSS4 14 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

Element	Performance Criteria
1. Allocate work	<p>1.1 Consult relevant groups and individuals on work to be allocated and resources available.</p> <p>1.2 Work plans are developed in accordance with operational plans.</p> <p>1.3 Work is allocated in a way that is efficient, cost effective and outcome focused.</p> <p>1.4 Performance standards, code of conduct and work outputs are confirmed with relevant teams and individuals.</p> <p>1.5 Performance indicators are developed and agreed with relevant staff prior to commencement of work.</p> <p>1.6 Risk analysis is conducted in accordance with the organizational risk management plan and legal requirements.</p>
2. Assess performance	<p>2. 1 Performance management is designed and processes are reviewed to ensure consistency with organizational objectives and policies.</p> <p>2. 2 Participants are trained in the performance management and process is reviewed.</p> <p>2. 3 Performance management is conducted in accordance with organizational protocols and time lines.</p> <p>2. 4 Performance is monitored and evaluated on a continuous basis.</p>
3. Provide feedback	<p>3.1 Informal feedback is provided to staff on a regular basis.</p> <p>3.2 Advise relevant people where there is poor performance and take necessary actions.</p> <p>3.3 Provide on-the-job coaching when necessary to improve performance and to confirm excellence in performance.</p> <p>3.4 Performance is documented in accordance with the organizational performance management system.</p> <p>3.5 Formal structured feedback sessions are conducted as necessary and in accordance with organizational policy.</p>

4. Manage follow up	<p>4.1 Performance improvement and development plans are written and agreed in accordance with organizational policies.</p> <p>4.2 Assistance is sought from human resources specialists where appropriate.</p> <p>4.3 Excellence in performance is reinforced through recognition and continuous feedback.</p> <p>4.4 Individuals with poor performance are monitored and coached.</p> <p>4.5 Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary.</p> <p>4.6 Terminate staff in accordance with legal and organizational requirements where serious misconduct occurs or ongoing poor-performance continues.</p>
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Variable	Range
Performance standards	<ul style="list-style-type: none"> level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively
Code of Conduct	<ul style="list-style-type: none"> agreed set of rules relating to employee behavior/conduct with other employees or an agreed set of rules relating to employee behavior/conduct with other employees or customers
Performance indicators	<ul style="list-style-type: none"> measures against which performance outcomes are gauged
Risk analysis	<ul style="list-style-type: none"> determination of the likelihood of a negative event preventing the organization meeting its objectives and the likely consequences of such an event on organizational performance
Performance management	<ul style="list-style-type: none"> in accordance with relevant industrial agreements process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term
Excellence in performance	<ul style="list-style-type: none"> regularly and consistently exceeding the performance targets established while meeting the organization's performance standards
Terminate	<ul style="list-style-type: none"> cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> documented performance indicators and a critical description and analysis of performance management system from the workplace techniques in providing feedback and coaching for improvement in performance knowledge of relevant awards and certified agreements

Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant awards and certified agreements • performance measurement systems utilized within the organization • unlawful dismissal rules and due process • Staff development options and information.
Underpinning Skills	<p>Demonstrate the skills on:</p> <ul style="list-style-type: none"> • communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development • risk management skills to analyze, identify and develop mitigation strategies for identified risks • planning and organization skills to ensure a planned and objective approach to the performance management system
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: Railway Passenger Service Supervision Level IV	
Unit Title	Plan and Organize Work
Unit Code	EIS RSS4 15 0213
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

Elements	Performance Criteria
1. Set objectives	<p>1.1 Objectives are planned consistent with and linked to work activities in accordance with organizational aims.</p> <p>1.2 Objectives are stated as measurable targets with clear time frames.</p> <p>1.3 Support and commitment of team members are reflected in the objectives.</p> <p>1.4 Realistic and attainable objectives are identified.</p>
2. Plan and schedule work activities	<p>2.1 Tasks/work activities to be completed are identified and prioritized as directed.</p> <p>2.2 Tasks/work activities are broken down into steps in accordance with set time frames and achievable components.</p> <p>2.3 Task/work activities are assigned to appropriate team or individuals in accordance with agreed functions.</p> <p>2.4 Resources are allocated as per requirements of the activity.</p> <p>2.5 Schedule of work activities is coordinated with personnel concerned.</p>
3. Implement work plans	<p>3.1 Work methods and practices are identified in consultation with personnel concerned.</p> <p>3.2 Work plans are implemented in accordance with set time frames, resources and standards.</p>
4. Monitor work activities	<p>4.1 Work activities are monitored and compared with set objectives.</p> <p>4.2 Work performance is monitored.</p> <p>4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards.</p> <p>4.4 Reporting requirements are complied with in accordance with recommended format.</p> <p>4.5 Timeliness of report is observed.</p> <p>4.6 Files are established and maintained in accordance with standard operating procedures.</p>

5. Review and evaluate work plans and activities	<p>5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information.</p> <p>5.2 Review is done based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback.</p> <p>5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities.</p> <p>5.4 Performance appraisal is conducted in accordance with organization rules and regulations.</p> <p>5.5 Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.6 Recommendations are prepared and presented to appropriate personnel/authorities.</p> <p>5.7 Feedback mechanisms are implemented in line with organization policies.</p>
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Variable	Range
Objectives	<ul style="list-style-type: none"> • Specific • General
Resources	<ul style="list-style-type: none"> • Personnel • Equipment and technology • Services • Supplies and materials • Sources for accessing specialist advice and Budget
Schedule of work activities	<ul style="list-style-type: none"> • Daily • Work-based • Contractual and Regular
Work methods and practices	<ul style="list-style-type: none"> • Legislated regulations and codes of practice • Industry regulations and codes of practice • Occupational health and safety practices
Work plans	<ul style="list-style-type: none"> • Daily work plans • Project plans • Program plans • Resource plans • Skills development plans • Management strategies and objectives
Standards	<ul style="list-style-type: none"> • Performance targets • Performance management and evaluation systems • Occupational standards • Employment contracts • Client contracts • Discipline procedures

	<ul style="list-style-type: none"> • Workplace assessment guidelines • Internal quality assurance • Internal and external accountability and auditing requirements • Training Regulation Standards and Safety Standards
Appropriate personnel/ authorities	<ul style="list-style-type: none"> • Appropriate personnel include: • Management and Line Staff
Feedback mechanisms	<ul style="list-style-type: none"> • Feedback mechanisms include: • Verbal feedback • Informal feedback • Formal feedback • Questionnaire • Survey and Group discussion

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • set objectives • plan and schedule work activities • implement work plans • monitor work activities • review and evaluate work plans and activities
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities • organizations policies, strategic plans, guidelines related to the role of the work unit • team work and consultation strategies
Underpinning Skills	<p>Demonstrates skill of:</p> <ul style="list-style-type: none"> • planning • leading • organizing • coordinating • communication skills • inter-and intra-person/motivation skills • presentation skills
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Migrate to New Technology
Unit Code	EIS RSS4 16 0213
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

Elements	Performance Criteria
1. Apply existing knowledge and techniques to technology and transfer	<p>1.1 Situations are identified where existing knowledge can be used as the basis for developing new skills.</p> <p>1.2 New or upgraded technology skills are acquired and used to enhance learning.</p> <p>1.3 New or upgraded equipment are identified, classified and used where appropriate, for the benefit of the organization.</p>
2. Apply functions of technology to assist in solving organizational problems	<p>2.1 Testing of new or upgraded equipment is conducted according to the specification manual.</p> <p>2.2 Features of new or upgraded equipment are applied within the organization</p> <p>2.3 Features and functions of new or upgraded equipment are used for solving organizational problems</p> <p>2.4 Sources of information relating to new or upgraded equipment are accessed and used</p>
3. Evaluate new or upgraded technology performance	<p>3.1 New or upgraded equipment is evaluated for performance, usability and against OHS standards.</p> <p>3.2 Environmental considerations are determined from new or upgraded equipment.</p> <p>3.3 Feedback is sought from users where appropriate.</p>

Variables	Range
Environmental Considerations	May include but is not limited to recycling, safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) and correct disposal of waste materials by an authorized body

Feedback	May include surveys, questionnaires, interviews and meetings.
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Evidence Guide	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols) • Knowledge of vendor product directions • Ability to locate appropriate sources of information regarding metal manufacturing and new technologies • Current industry products/services, procedures and techniques with knowledge of general features • Information gathering techniques
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> • Research skills for identifying broad features of new technologies • Ability to assist in the decision making process • Literacy skills in regard to interpretation of technical manuals • Ability to solve known problems in a variety of situations and locations • Evaluate and apply new technology to assist in solving organizational problems • General analytical skills in relation to known problems
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 Supervision Level IV	
Unit Title	Establish Quality Standards
Unit Code	EIS RSS4 17 0213
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

Elements	Performance Criteria
1. Establish quality specifications for product	1.1 Market specifications are sourced and legislated requirements identified. 1.2 Quality specifications are developed and agreed upon 1.3 Quality specifications are documented and introduced to organization staff / personnel in accordance with the organization policy 1.4 Quality specifications are updated when necessary
2. Identify hazards and critical control points	2.1. Critical control points impacting on quality are identified. 2.2. Degree of risk for each hazard is determined. 2.3. Necessary documentation is accomplished in accordance with organization quality procedures
3. Assist in planning of quality assurance procedures	3.1 Procedures for each identified control point are developed to ensure optimum quality. 3.2 Hazards and risks are minimized through application of appropriate controls. 3.3 Processes are developed to monitor the effectiveness of quality assurance procedures.
4. Implement quality assurance procedures	4.1 Responsibilities for carrying out procedures are allocated to staff and contractors. 4.2 Instructions are prepared in accordance with the enterprise's quality assurance program. 4.3 Staff and contractors are given induction training on the quality assurance policy. 4.4 Staff and contractors are given in-service training relevant to their allocated safety procedures .

5. Monitor quality of work outcome	5.1 Quality requirements are identified. 5.2 Inputs are inspected to confirm capability to meet quality requirements. 5.3 Work is conducted to produce required outcomes. 5.4 Work processes are monitored to confirm quality of output and/or service. 5.5 Processes are adjusted to maintain outputs within specification.
6. Participate in maintaining and improving quality at work	6.1 Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements. 6.2 Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements. 6.3 Corrective action is taken within level of responsibility, to maintain quality standards. 6.4 Quality issues are raised with designated personnel.
7. Report problems that affect quality	7.1 Potential or existing quality problems are recognized. 7.2 Instances of variation in quality are identified from specifications or work instructions. 7.3 Variation and potential problems are reported to supervisor/manager according to enterprise guidelines.

Variable	Range
Sourced	<ul style="list-style-type: none"> • End-users • Customers or stakeholders
Legislated requirements	<ul style="list-style-type: none"> • Verification of product quality as part of consumer legislation or specific legislation related to product content or composition.
Safety procedures.	<ul style="list-style-type: none"> • Use of tools and equipment for fabrication/production/manufacturing works • Workplace environment and handling of material safety, • Following occupational health and safety procedures designated for the task • Respect the policies, regulations, legislations, rule and procedures for manufacturing/production/fabrication works

Evidence Guide	
Critical Aspect of Competence	Assessment requires evidence that the candidate to: <ul style="list-style-type: none"> • Monitor quality of work • Establish quality specifications for product

	<ul style="list-style-type: none"> • Participate in maintaining and improving quality at work • Identify hazards and critical control points in the production of quality product • Assist in planning of quality assurance procedures • Report problems that affect quality • Implement quality assurance procedures
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • work and product quality specifications • quality policies and procedures • improving quality at work • hazards and critical points of operation • obtaining and using information • applying federal and regional legislation within day-today work activities • accessing and using management systems to keep and maintain accurate records • requirements for correct preparation and operation • technical writing
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • monitoring quality of work • establishing quality specifications for product • participating in maintaining and improving quality at work • identifying hazards and critical control points in the production of quality product • assisting in planning of quality assurance procedures • reporting problems that affect quality • implementing quality assurance 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 Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Develop Individuals and Team
Unit Code	EIS RSS4 18 0213
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

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 made 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 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 are actively participated in team activities and communication processes.</p> <p>5.2 Individual and joint responsibility is developed by teams members 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, monitoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study • Career planning/development • Performance evaluation • 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 evaluation • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery
Learning delivery methods	<ul style="list-style-type: none"> • On the job coaching or monitoring • Problem solving • Presentation/demonstration • Formal course participation • Work experience and involvement in professional networks • Conference and seminar attendance

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • identify and implement learning opportunities for others • give and receive feedback constructively • facilitate participation of individuals in the work of the team • negotiate plans to improve the effectiveness of learning • prepare learning plans to match skill needs • access and designate learning opportunities
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • coaching and monitoring principles • how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • how to facilitate team development and improvement • methods and techniques to obtain and interpreting feedback • u methods for identifying and prioritizing personal development opportunities and options • career paths and competence standards in the industry
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • reading and understanding a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management • communication 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 to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • facilitation to conduct small group training sessions • relating to people from a range of social, cultural, physical and mental backgrounds
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	EIS RSS4 19 0213
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

Elements	Performance Criteria
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met. 1.2 Different approaches are used to meet communication needs of clients and colleagues. 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization.
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required. 2.2 Channels of communication are established and reviewed regularly. 2.3 Coaching in effective communication is provided. 2.4 Work related network and relationship are maintained as necessary. 2.5 Negotiation and conflict resolution strategies are used where required. 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives.
3. Represent the organization	3.1 When participating in internal or external fora, presentation is relevant, appropriately researched and presented in a manner to promote the organization. 3.2 Presentation is made clear and sequential and delivered within a predetermined time. 3.3 Appropriate media is utilized to enhance presentation. 3.4 Differences in views are respected. 3.5 Written communication is made consistent with organizational standards. 3.6 Inquiries are responded in a manner consistent with organizational standard.

4. Facilitate group discussion	<p>4.1 Mechanisms which enhance effective group interaction are defined and implemented.</p> <p>4.2 Strategies which encourage all group members to participate are used routinely.</p> <p>4.3 Objectives and agenda are routinely set and followed for meetings and discussions.</p> <p>4.4 Relevant information are provided to group to facilitate outcomes.</p> <p>4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties.</p> <p>4.6 Specific communication needs of individuals are identified and addressed.</p>
5. Conduct interview	<p>5.1 A range of appropriate communication strategies are employed in interview situations.</p> <p>5.2 Different types of interview are conducted in accordance with the organizational procedures.</p> <p>5.3 Records of interviews are made and maintained in accordance with organizational procedures.</p> <p>5.4 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated.</p>

Variable	Range
Strategies	<ul style="list-style-type: none"> • Recognizing own limitations • Utilizing techniques and aids • Providing written drafts • Verbal and non-verbal communication
Effective group interaction	<ul style="list-style-type: none"> • Identifying and evaluating what is occurring within an interaction in a non-judgmental way • Using active listening • Making decision about appropriate words, behavior • Putting together response which is culturally appropriate • Expressing an individual perspective • Expressing own philosophy, ideology and background and exploring impact with relevance to communication
Interview situations	<ul style="list-style-type: none"> • Establish rapport • obtain facts and information • Facilitate resolution of issues • Develop action plans • Diffuse potentially difficult situation
Types of Interview	<ul style="list-style-type: none"> • Related to staff issues • Routine

	<ul style="list-style-type: none"> • Confidential • Evidential • Non-disclosure • Disclosure
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Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • Demonstrate effective communication skills with clients and work colleagues accessing service • Adopt relevant communication techniques and strategies to meet client particular needs and difficulties
Underpinning Knowledge and Values	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • communication process • dynamics of groups and different styles of group leadership • communication skills relevant to client groups
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • full range of communication techniques including: <ul style="list-style-type: none"> ➢ active listening ➢ feedback ➢ interpretation ➢ role boundaries setting ➢ negotiation ➢ establishing empathy ➢ communication strategies • communication required to fulfill job roles as specified by the organization
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Manage and Maintain Small/Medium Business Operations
Unit Code	EIS RSS4 20 0213
Unit Descriptor	This unit covers the operation of day-to-day business activities in a micro or small business. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

Elements	Performance Criteria
1. Identify daily work requirements	<p>1.1 Work requirements are identified for a given time period by taking into consideration resources and constraints.</p> <p>1.2 Work activities are prioritized based on business needs, requirements and deadlines.</p> <p>1.3 If appropriate, work is allocated to relevant staff or contractors to optimize efficiency.</p>
2. Monitor and manage work	<p>2.1 People, resources and/or equipment are coordinated to provide optimum results.</p> <p>2.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to business goals or timelines.</p> <p>2.3 Problem solving techniques are applied to work situations to overcome difficulties and achieve positive outcomes.</p>
3. Develop effective work habits	<p>3.1 Work and personal priorities are identified and a balance is achieved between competing priorities using appropriate time management strategies.</p> <p>3.2 Input from internal and external sources is sought and used to develop and refine new ideas and approaches.</p> <p>3.3 Business or inquiries is/are responded to promptly and effectively.</p> <p>3.4 Information is presented in a format appropriate to the industry and audience.</p>
4. Interpret financial information	<p>4.1 Relevant documents and reports are identified.</p> <p>4.2 Documents and reports are read and understood and any implications discussed with appropriate persons.</p> <p>4.3 Data and numerical calculations are analyzed, checked, evaluated, organized and reconciled.</p>

	<p>4.4 Daily financial records and cash flow are maintained correctly and in accordance with legal and accounting requirements.</p> <p>4.5 Invoices and payments are prepared and distributed in a timely manner and in accordance with legal requirements.</p> <p>4.6 Outstanding accounts are collected or followed-up on.</p>
5. Evaluate work performance	<p>5.1 Opportunities for improvements are monitored according to business demands.</p> <p>5.2 Work schedules are adjusted to incorporate necessary modifications to existing work and routines or changing needs and requirements.</p> <p>5.3 Proposed changes are clearly communicated and recorded to aid in future planning and evaluation.</p> <p>5.4 Relevant codes of practice are used to guide an ethical approach to workplace practices and decisions.</p>

Variable	Range
Resources	<p>may include:</p> <ul style="list-style-type: none"> • staff • money • time • equipment • space
Business goals	<p>may include:</p> <ul style="list-style-type: none"> • sales targets • budgetary targets • team and individual goals • production targets • reporting deadlines
Problem solving techniques	<p>may include:</p> <ul style="list-style-type: none"> • gaining additional research and information to make better informed decisions • looking for patterns • considering related problems or those from the past and how they were handled • eliminating possibilities • identifying and attempting sub-tasks • collaborating and asking for advice or help from additional sources
Time management strategies	<p>may include:</p> <ul style="list-style-type: none"> • prioritizing and anticipating • short term and long term planning and scheduling • creating a positive and organized work environment

	<ul style="list-style-type: none"> • clear timelines and goal setting that is regularly reviewed and adjusted as necessary • breaking large tasks into smaller tasks • getting additional support if identified and necessary
Internal and external sources:	<p>may include</p> <ul style="list-style-type: none"> • staff and colleagues • management, supervisors, advisors or head office • relevant professionals such as lawyers, accountants, management consultants • professional associations

Evidence Guide	
Critical Aspects of Competence	<p>A person must be able to demonstrate:</p> <ul style="list-style-type: none"> • ability to identify daily work requirements and allocate work appropriately • ability to interpret financial documents in accordance with legal requirements
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Federal and Local Government legislative requirements affecting business operations, especially in regard to Occupational Health and Safety (OHS), equal employment opportunity, industrial relations and anti-discrimination • technical or specialist skills relevant to the business operation • relevant industry code of practice • planning techniques to establish realistic timelines and priorities • identification of relevant performance measures • quality assurance principles and methods • relevant marketing, management, sales and financial concepts • methods for monitoring performance and implementing improvements • structured approaches to problem solving, idea management and time management
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • interpret legal requirements, company policies and procedures and immediate, day-to-day demands • communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • numeracy skills for performance information, setting targets and interpreting financial documents and reports • technical and analytical skills to interpret business document, 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

	<ul style="list-style-type: none"> • using computers and software packages to record and manage data and to produce reports • evaluation skills for assessing work and outcomes • observation skills for identifying appropriate people, resources and to monitor work
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Railway Passenger Service Supervision Level IV	
Unit Title	Apply Problem Solving Techniques and Tools
Unit Code	EIS RSS4 21 0213
Unit Descriptor	This unit of competency covers the knowledge, skills and attitude required to apply scientific problem solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis.

Elements	Performance criteria
1. Identify and select theme/problem.	<p>1.1 Safety requirements are followed in accordance with safety plans and procedures.</p> <p>1.2 All possible problems related to the process /Kaizen elements are listed using statistical tools and techniques.</p> <p>1.3 All possible problems related to kaizen elements are identified and listed on Visual Management Board/Kaizen Board.</p> <p>1.4 Problems are classified based on obviousness of cause and action.</p> <p>1.5 Critical factors like the number of customers affected, Potentials for bottlenecks, and number of complaints etc... is selected.</p> <p>1.6 Problems related to priorities of Kaizen Elements are given due emphasis and selected.</p>
2. Grasp current status and set goal.	<p>2.1 The extent of the problem is defined.</p> <p>2.2 Appropriate and achievable goal is set.</p>
3. Establish activity plan.	<p>3.1 The problem is confirmed.</p> <p>3.2 High priority problem is selected.</p> <p>3.3 The extent of the problem is defined.</p> <p>3.4 Activity plan is established as per 5W1H.</p>
4. Analyze causes of a problem.	<p>4.1 All possible causes of a problem are listed.</p> <p>4.2 Cause relationships are analyzed using 4M1E.</p> <p>4.3 Causes of the problems are identified.</p> <p>4.4 Root causes are selected.</p> <p>4.5 The root cause which is most directly related to the problem is selected.</p>

	<p>4.6 All possible ways are listed using creative idea generation to eliminate the most critical root cause.</p> <p>4.7 The suggested solutions are carefully tested and evaluated for potential complications.</p> <p>4.8 Detailed summaries of the action plan are prepared to implement the suggested solution.</p>
5. Examine countermeasures and their implementation.	<p>5.1 Action plan is implemented by medium KPT members.</p> <p>5.2 Implementation is monitored according to the agreed procedure and activities are checked with preset plan.</p>
6. Assess effectiveness of the solution.	<p>6.1 Tangible and intangible results are identified.</p> <p>6.2 The results are verified over time.</p> <p>6.3 Tangible results are compared with targets using various types of diagram.</p>
7. Standardize and sustain operation.	<p>7.1 If the goal is achieved, the new procedures are standardized and made part of daily activities.</p> <p>7.2 All employees are trained on the new Standard Operating Procedures (SOPs).</p> <p>7.3 SOP is verified and followed by all employees.</p> <p>7.4 The next problem is selected to be tackled by the team.</p>

Variables	Range
Safety requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • OHS requirements include legislation, material safety, managements system, hazardous substances and dangerous goods code and local safe operating procedures • Work is carried out in accordance with legislative obligations, environmental legislations, relevant health regulation, manual handling procedure and organization insurance requirements
Statistical tools and techniques	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • 7 QC tools may include: <ul style="list-style-type: none"> ➤ Stratification ➤ Pareto Diagram ➤ Cause and Effect Diagram ➤ Check Sheet ➤ Control Chart/Graph ➤ Histogram and Scatter Diagram • QC techniques may include: <ul style="list-style-type: none"> ➤ Brain storming ➤ Why analysis ➤ What if analysis and 5W1H

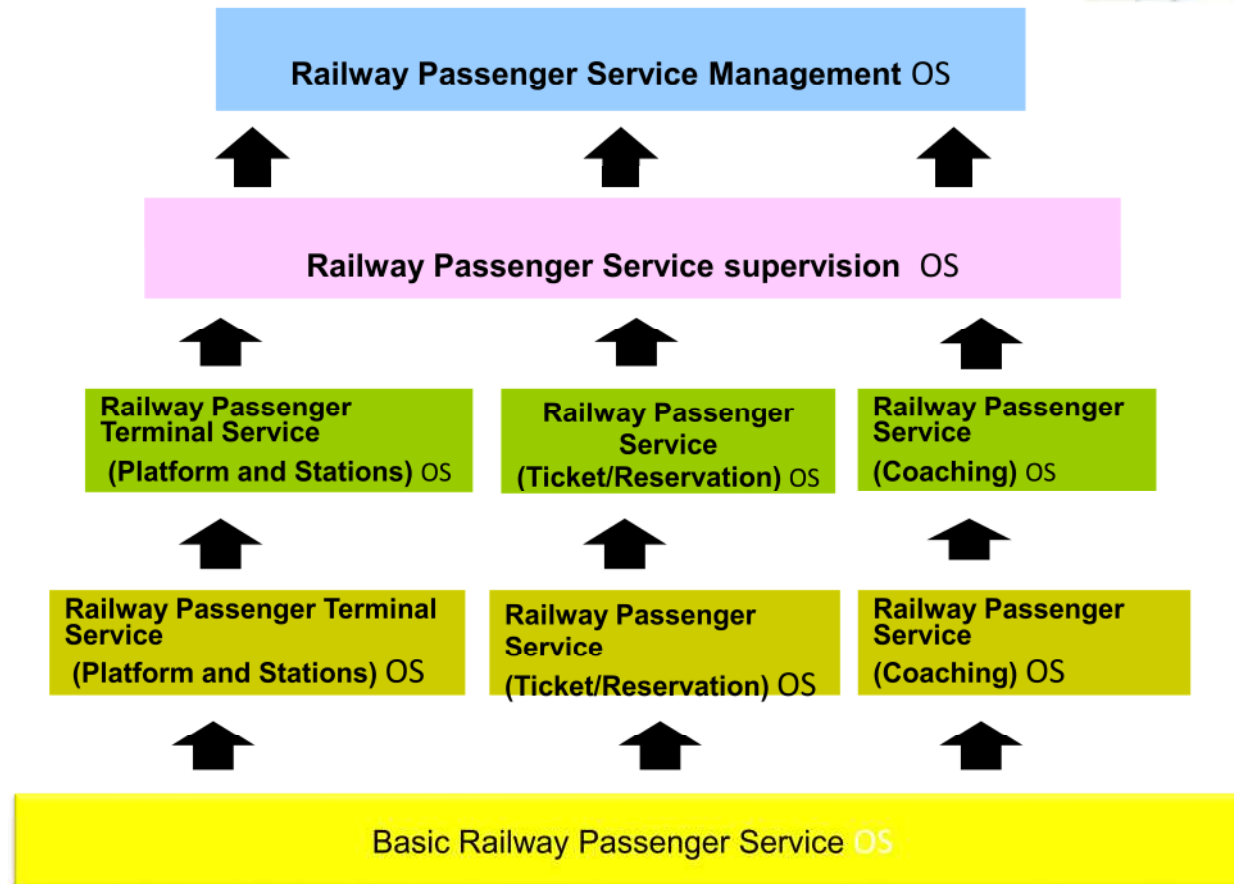
Kaizen Elements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Quality • Cost • Productivity • Delivery • Safety • Moral • Environment • Gender equality
5W1H	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Who: person in charge • Why: objective • What: item to be implemented • Where: location • When: time frame • How: method
4M1E	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Man • Machine • Method • Material and • Environment
Creative idea generation	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Brainstorming • Exploring and examining ideas in varied ways • Elaborating and extrapolating • Conceptualizing
Medium KPT	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • 5S • 4M (machine, method, material and man) • 4P (Policy, procedures, People and Plant) • PDCA cycle • Basics of IE tools and techniques
Tangible and intangible results	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Tangible result may include: <ul style="list-style-type: none"> ➢ Quantifiable data • Intangible result may include: <ul style="list-style-type: none"> ➢ Qualitative data
Various types of diagram	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Line graph • Bar graph • Pie-chart • Scatter and Affinity diagrams

Standard Operating Procedures (SOPs)	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • The customer demand • The most efficient work routine (steps) • The cycle times required to complete work elements • All process quality checks required to minimize defects/errors • The exact amount of work in process required
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Evidence Guide	
Critical Aspects of Assessment	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • Apply all relevant procedures and regulatory requirements to ensure quality and productivity of an organization. • Detect non-conforming products/services in the work area • Apply effective problem solving approaches/strategies. • Implement and monitor improved practices and procedures • Apply statistical quality control tools and techniques.
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • QC story/PDCA cycle/ • QC story/ Problem solving steps • QCC techniques • 7 QC tools • Basic IE tools and techniques. • SOP • Quality requirements associated with the individual's job function and/or work area • Workplace procedures associated with the candidate's regular technical duties • Relevant health, safety and environment requirements • organizational structure of the enterprise • Lines of communication • Methods of making/recommending improvements. • Reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Apply problem solving techniques and tools • Apply statistical analysis tools • Apply Visual Management Board/Kaizen Board. • Detect non-conforming products or services in the work area • Document and report information about quality, productivity and other kaizen elements. • Contribute effectively within a team to recognize and recommend improvements in quality, productivity and other kaizen elements. • Implement and monitor improved practices and procedures. • Organize and prioritize activities and items. • Read and interpret documents describing procedures

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

Railway Passenger Services



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COMMENT TEMPLATE

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