



Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD
**RAILWAY PASSENGER
TERMINAL SERVICE
(PLATFORM AND STATIONS)**
NTQF Level II and III



*Ministry of Education
March 2013*

Introduction

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

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

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

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

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

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

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

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

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UNIT OF COMPETENCE CHART

Occupational Standard: Railway Passenger Terminal Service (Platform and Stations)

Occupational Code: **EIS RSS**

NTQF Level II

EIS RSS2 01 0213 Capture Records into a Records Keeping System	EIS RSS2 02 0213 Use info Technology Devices in the Workplace	EIS RSS2 03 0213 Apply Accident-Emergency Procedures
EIS RSS2 04 0213 Comply with Safety and Security Procedures	EIS RSS2 05 0213 Use Communication Systems	EIS RSS2 06 0213 Work in a Socially Diverse Environment
EIS RSS2 07 0213 Deliver a Service to Passengers	EIS RSS2 08 0213 Provide Basic Emergency Life Support	EIS RSS2 09 0213 Maintain Control of Records
EIS RSS2 10 0213 Operate Fire Fighting Equipments	EIS RSS2 11 0213 Apply First Aid	EIS RSS2 12 0213 Check in Train Passengers
EIS RSS2 13 0213 Manage Check in Queue	EIS RSS2 14 0213 Handle Customer Luggage/Property	EIS RSS2 15 0213 Provide Transport Services to Passenger with Special Needs
EIS RSS2 16 0213 Provide Assistance to Transit and Arriving Passengers	EIS RSS2 17 0213 Participate in Workplace Communication	EIS RSS2 18 0213 Work in Team Environment
EIS RSS2 19 0213 Develop Business Practice	EIS RSS2 20 0213 Standardize and Sustain 3S	

NTQF level III

EIS RSS3 01 0213 Provide Travel Information to Customers	EIS RSS3 02 0213 Provide Assistance to Customers with and Without Special Needs	EIS RSS3 03 0213 Plan a Train Load
EIS RSS3 04 0213 Identify and Label Explosives and Dangerous Goods	EIS RSS3 05 0213 Manage Disruptive and/ or Unlawful Behavior	EIS RSS3 06 0213 Complete Workplace Documents
EIS RSS3 07 0213 Apply and Monitor Workplace Security Procedures	EIS RSS3 08 0213 Undertake Emergency Response Action to a Security Threat	EIS RSS3 09 0213 Use Electronic Communication Systems
EIS RSS3 10 0213 Organize Personal Work Priorities and Development	EIS RSS3 11 0213 Process Passenger Complaints	EIS RSS3 12 0213 Deliver and Monitor a Service to Passenger
EIS RSS3 13 0213 Monitor and Process Attendance Records	EIS RSS3 14 0213 Conduct Induction Process	EIS RSS3 15 0213 Maintain Radio Communications as Part of station Operations
EIS RSS3 16 0213 Identify and Classify Records to be captured	EIS RSS3 17 0213 Implement Regulations and Policies during Train Safety and Service Operations	EIS RSS3 18 0213 Monitor Implementation of Work Plan/Activities
EIS RSS3 19 0213 Apply Quality Control	EIS RSS3 20 0213 Lead Workplace Communication	EIS RSS3 21 0213 Lead Small Teams
EIS RSS3 22 0213 Improve Business Practice	EIS RSS3 23 0213 Prevent and Eliminate MUDA	

NTQF Level II

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Occupational Standard: Customer Services (Platform and Station) Level II	
Unit Title	Capture Records into a Records Keeping System
Unit Code	EIS RSS2 01 0213
Unit Descriptor	This unit involves the skills and knowledge required to capture records into a records keeping system in accordance with workplace requirements including identifying records to be Captured and registering the identified records. Procedures, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Identify records to be captured	<p>1.1 Material identified and classified for registration is sorted in accordance with records/records keeping system procedures</p> <p>1.2 Work and/or work activity documented by the record is identified from the elements of the record in accordance with organizational Procedures in a different range of workplace environment condition and time.</p> <p>1.3 Area or action officer to which the record needs to go is identified from elements of the record and staff list in accordance with organizational procedures</p> <p>1.4 Any material which cannot be readily identified is referred to the appropriate authority in accordance with organizational procedures</p> <p>1.5 Areas of possible hazards in record keeping shall be identified and appropriate measure is taken using relevant personal protective equipments</p>
2. Register the record	<p>2. 1 Unique identifier is selected for record capturing process in accordance with organizational procedures and records keeping system rules</p> <p>2. 2 Customers record are registered into records keeping system with title, description, details of record creator, immediate location and any other control information to fulfill the system requirements in accordance with relevant regulation/procedures and organizational procedures</p> <p>2. 3 Access and security status are recorded in accordance with organizational procedures and records keeping system rules</p> <p>2. 4 Disposal status of the record is recorded in accordance with records keeping system rules and organizational procedures</p> <p>2. 5 Record is forwarded to its appropriate location, which is recorded, in accordance with the system rules and organizational procedures</p>

	2. 6 Appropriate means of communication in the process of recording are used, and consultation with relevant personnel is made if required.
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Variable	Range
Records:	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • a simple records series (single disposal class in disposal authority) • a number of simple series; form-based records (e.g. operational records ,financial or personnel transactions with limited range of activities in the records) • action that is either complete or includes sentencing that may be part of the capture process • media that is paper-based, electronic or other format
Work	<p>may be conducted:</p> <ul style="list-style-type: none"> • in a range of work environments • by day or night • operating under supervision • working as a team effort • working solo • a sentencing process encompassing review with team • procedures ensuring consistency
Workplace environment	<p>May include movement of:</p> <ul style="list-style-type: none"> • equipment • goods • products • materials • vehicular traffic • large, medium or small worksites
Hazards	<ul style="list-style-type: none"> • height and reach implications of storage facilities • dust, chemicals and vapors • stationary and moving equipment, parts and materials • noise, light, energy sources • electrical equipment • humidity, air temperature, radiant heat • pests • debris on floor • faulty racking • poorly stacked records or boxes • faulty equipment
Personal protective equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • gloves • safety headwear and footwear • safety glasses

	<ul style="list-style-type: none"> • protective clothing
Record capturing process is:	<ul style="list-style-type: none"> • conducted as part of records management activities with the operator using discretion and judgment within established procedures
Customers	<p>may be:</p> <ul style="list-style-type: none"> • internal or external
Regulations /procedures	<ul style="list-style-type: none"> • relevant codes and regulations pertaining to records management • relevant state/territory OHS legislation • relevant environmental protection regulation • privacy and confidentiality procedures and regulations • freedom of Information regulations • Workplace relations regulations including equal opportunity, equal employment opportunity. • workers compensation regulations • company procedures • Regulatory bodies requirement
Means of Communication	<ul style="list-style-type: none"> • phone • fax • email/internet • electronic data interchange (EDI) • barcode readers • oral, aural or signed communications
consultation	<ul style="list-style-type: none"> • workplace personnel including supervisors and managers • customers • other professional or technical staff

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Identify records to be captured • Register the record
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Regulations relevant to the capturing of records as part of a records management process • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the capturing of records into a records management system including policies on confidentiality and security of information and records • Focus of operation of work systems, equipment, management and site operating systems for the capturing of records into a records management system • Problems that may occur when capturing records and appropriate action that can be taken to resolve the problems

	<ul style="list-style-type: none"> • Operational workflow within a records management system • Types of equipment used in the capturing of records into a records management system and the precautions and procedures that should be followed in their use • Housekeeping standards and procedures required in the workplace • Site layout and obstacles
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when capturing records • Read and interpret instructions, procedures and information relevant to the capturing of records • Interpret and follow operational instructions and prioritize work • Complete documentation related to the capturing of records • Operate electronic communication equipment to required protocol • Work collaboratively with others when capturing records • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when capturing records in accordance with regulatory requirements and workplace procedures • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Carry out work activities in terms of planned schedule • Perform activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Use a range of information technology devices including computers, radio frequency devices, electronic data exchange systems, etc. • Maintain security and confidentiality of information/material • Identify, select and efficiently and effectively use equipment for the capturing of records into a records management system • Adapt to differences in equipment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards
Resources Implication	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	Competence may be assessed in the work place or in a simulated

Assessment	work place setting.
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Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Use info Technology Devices in the Workplace
Unit Code	EIS RSS2 02 0213
Unit Descriptor	This unit involves the skills and knowledge required to use info technology devices in the workplace including identifying info technology equipment and systems; setting up and shutting down equipment for use; and inputting, retrieving and presenting files/data in accordance with work requirements.

Elements	Performance Criteria
1 Identify info technology systems	<p>1.1 Types of info technology equipment used in the work area are identified</p> <p>1.2 Functions of equipment, component parts and accessories are identified</p> <p>1.3 Applications for workplace activities of the different info technology equipment and systems are interpreted</p> <p>1.4 Routine faults in operating systems, application software and operator errors are identified</p> <p>1.5 Sources of information on rectifying/reporting faults with operating systems ,equipment and application are identified</p>
2 Access and operate computer-based equipment and systems	<p>2.1 Work environments and equipment are adjusted to meet ergonomic requirements and workplace policy and procedures</p> <p>2.2 Systems are accessed and checked where required for viruses</p> <p>2.3 Equipment is set up for work requirements in accordance with workplace procedures and manufacturers guidelines</p> <p>2.4 Operating manuals and/or help screens for info technology equipment and software are used to inform work practices</p> <p>2.5 Software packages and accessories for required application are selected and accessed</p> <p>2.6 Required file and/or data to be accessed is identified</p> <p>2.7 Files/data are filed according to workplace</p> <p>2.8 Shut-down procedures for files, applications and equipment are followed</p>

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

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

	<ul style="list-style-type: none"> • inventory control and stock management systems • electronic data interchange (EDI) systems • information databases and storage systems • invoicing and payment systems • manifests control systems • work organization systems • networks including intranet/internet browsers • computerized presentation software • computerized control/monitoring systems
Operating systems,	<p>May include:</p> <ul style="list-style-type: none"> • Linux • Windows • Macintosh
Information	<p>may include:</p> <ul style="list-style-type: none"> • goods identification numbers and codes • manifests, bar codes, goods and container identification/serial number • manufacturer's instructions concerning the use computing equipment • workplace procedures and policies for the use of computer equipment • supplier and/or client instructions • material safety data sheets • relevant codes of practice • safe working or other notices • relevant legislation, regulations and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures
Workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures

Evidence Guide

Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement
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	<ul style="list-style-type: none"> • Assessment must include exercises which demonstrate competent performance of the following in a range of situations: • correctly operating all info technology devices used within the workplace in accordance with operational requirements • correctly identifying fault finding procedures 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant OHS procedures and guidelines concerning the use of computer equipment in the workplace • OHS risks and hazards when using computer equipment for work tasks, and ways of controlling the risks/hazards • Workplace procedures for the use of computer equipment and application software appropriate for work role • Typical problems that can occur when using info technology devices, and computer applications in the workplace and related appropriate action that can be taken to prevent or solve them 		
Underpinning Skills	<p>Demonstrate Skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when using info technology devices in the workplace • Read and interpret instructions, procedures, information and manuals relevant to the use of info technology devices in the workplace • Interpret and follow operational instructions and priorities work • Access and/or complete electronic documentation through the use of info technology devices in the workplace • Identify and use computer equipment, software, processes and procedures required within the context of the job • Work collaboratively with others when using info technology devices in the workplace • Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when using info technology devices in the workplace in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unanticipated situations that may arise when using info technology devices in the workplace including the use of security and backup software and procedures • Apply precautions and required action to minimize, control or eliminate hazards that may exist when using info technology devices in the workplace • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments 		
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	<ul style="list-style-type: none"> • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in software and equipment in accordance with standard operating procedures • Maintain eye-hand coordination
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Apply Accident-Emergency Procedures
Unit Code	EIS RSS2 03 0213
Unit Descriptor	This unit involves the skills and knowledge required to apply accident emergency procedures, including responding to an incident, controlling and assisting at an accident or emergency site, finalizing accident-emergency processes, and completing records, reports and other required documentation in accordance with regulatory requirements and workplace procedures

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

Variable	Range
Workplaces	may comprise: <ul style="list-style-type: none"> • large, medium or small worksites
Workplace emergency procedures and relevant regulatory requirements	<ul style="list-style-type: none"> • company emergency procedures • enterprise emergency procedures • organizational emergency procedures • established emergency procedures • relevant regulations, standards and codes of practice during emergency • Relevant Ethiopian and state/territory OHS legislation including regulations and codes of practice relating to emergency handling.
Work	may be conducted in: <ul style="list-style-type: none"> • limited or restricted spaces • exposed conditions • controlled or open environments • even or uneven surfaces • wet or dry surfaces
Information	may include: <ul style="list-style-type: none"> • workplace accident-emergency procedures and policies • workplace OHS management system including hazard/safety risk control strategies • OHS training notes and materials • journals and work related literature concerning OHS • competency standards • customer/client instructions • customer service standards and procedures • workplace products and services information • quality assurance standards and procedures • relevant agreements, codes of practice including the national standards for services and operations • manufacturers/suppliers' specifications, advice, recommended procedures, policies and instructions • workplace guidelines on appropriate workplace language and communication strategies and interpretation of relevant information • regulations and policies relating to minimizing risks to the environment and ensuring compliance with OHS requirements • emergency procedures
Relevant regulatory	may include: <ul style="list-style-type: none"> • relevant regulations, standards and codes of practice • hazardous substances and dangerous goods codes

	<ul style="list-style-type: none"> • relevant Ethiopian and state/territory OHS legislation including regulations and codes of practice relating to hazards present in the workplace or industry, including: • general duty of care under OHS legislation and common law • requirements for the maintenance and confidentiality of records of occupational injury and disease • requirements for provision of OHS information and training • provisions relating to health and safety representatives and/or OHS committees • provisions relating to OHS issue resolution
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Evidence Guide	
Critical aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • Relevant regulatory and code requirements applicable in accident/emergency situations • Relevant OHS and environmental protection policies and procedures • Workplace procedures for accident-emergency response • Workplace emergency, fire and accident procedures • Site layout • Focus of operation of work systems, equipment or management, site and organizational operating and emergency procedures • Typical problems that can occur during a safety incident, accident or emergency and related action that can be taken
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • Communicate effectively with others when responding to an accident or an emergency • Read and interpret instructions, procedures and information relevant to a response to an accident or an emergency • Interpret and follow operational instructions and priorities work • Negotiate and resolve issues when responding to an accident or an emergency • Complete documentation related to a response to an

	<p>accident or an emergency</p> <ul style="list-style-type: none"> • Operate electronic communication equipment to required protocol • Work collaboratively with others when responding to an accident or an emergency • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unplanned events that may occur when responding to an accident or an emergency • Analyze the working environment in order to identify hazards, assess safety risks and design and implement appropriate OHS control procedures • Apply precautions and required action to minimize, control or eliminate hazards that may exist when responding to an accident or an emergency • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Select and appropriately apply technology, information systems and policies during a safety incident, accident or emergency • Operate and adapt to differences in equipment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Comply with Safety and Security Procedures
Unit Code	EIS RSS2 04 0213
Unit Descriptor	This unit involves the skills and knowledge required to follow and apply occupational health and safety (OHS) procedures when carrying out station and platform activities. It includes identifying and following workplace procedures for safety/security and accident/emergency situations.

Elements	Performance Criteria
1 Follow procedures for safety and security	1.1 Procedures for OHS and security are identified and followed 1.2 Safe work practices are identified and followed 1.3 Breaches of safety and security are identified and appropriate action is taken to minimize or eliminate risk to self, others, and equipment in platform and station 1.4 The features and functions of the station and platform security system are identified
2 Follow procedures for accident/emergency situations	2.1 Emergency and potential emergency situations are recognized promptly and required actions are determined and/or taken within the scope of individual responsibility 2.2 Procedures identified and followed for dealing with accidents, fire and emergencies are 2.3 Assistance from station and platform network and/or other authorities is sought where appropriate 2.4 Details of emergency situations are reported in accordance with workplace, industry and regulatory policies and procedures 2.5 Support services are identified following an incident or accident
3 Deal with threats of physical violence	3.1 Security equipment is operated within legal and workplace parameters (if required by state/territory regulators) 3.2 Potential circumstances for difficult customer behavior are accurately assessed and conflict resolution strategies used 3.3 Procedures are followed to minimize escalation of incidents , manage the situation and ensure personal safety 3.4 Assistance is sought from others including external support using communication methods staff in case of

	<p><i>threat of physical violence</i> and other incidents where necessary</p> <p>3.5 Incidents are reported using the appropriate document format in accordance with workplace policies and procedures</p> <p>3.6 Any follow-up action is implemented according to the appropriate workplace rules, <i>regulations and legislation</i>, and guidelines</p>
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Variable	Range
Emergency situations	may include: <ul style="list-style-type: none"> • passenger illness • arguments and verbal abuse • drunken behavior
Procedures	may cover: <ul style="list-style-type: none"> • operation of security cameras and other on-board security devices • safe posture for sitting, standing and bending • manual handling including lifting, transferring • emergencies, fires and accidents • security of cash, documents and equipment • duress alarm and mobile phone • OHS regulations • emergency procedures • incident reporting forms
Security equipment	may include: <ul style="list-style-type: none"> • Security camera • duress Alarm
Escalation of incidents	may include: <ul style="list-style-type: none"> • using colloquial or culturally appropriate language and actions • negotiation • explaining the operation of the safety equipment on station and platform • seeking assistance from external support services
External support staff	may include: <ul style="list-style-type: none"> • police • fire brigade personnel • ambulance personnel
Communication method	may include: <ul style="list-style-type: none"> • phone • radio • wall mounted displays

Threats of physical violence	<p>may include:</p> <ul style="list-style-type: none"> • verbal threats • menacing physical behavior • threats with a weapon • intimidation by a group of people • road rage from the drivers of other vehicles • threats from pedestrians • fare evasion leading to confrontation • needles and syringes/body fluids
Regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • relevant national/ state/territory legislation, standards, codes of practice including manual handling, noise, smoking • relevant national/state/territory OHS legislation, workplace instructions, industry and regulatory procedures on safety, security, accidents and emergencies • industry information from the regulator/industry associations

Evidence Guide

Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • applying the underpinning knowledge and skills • applying relevant legislation and workplace procedures • locating and interpreting workplace information • following established procedures for occupational health and safety, security, hazard identification and risk controls • applying information about accident-emergency policies and procedures and duty of care responsibilities • demonstrating safe work practices • monitoring passenger behavior • recognizing and adapting to cultural differences including modes of behavior and communication • identifying difficult customer situations and applying conflict resolution or avoidance behavior • using effective communication skills • diffusing threats of physical violence • selecting and using self protective behavior • seeking assistance, as required, from external emergency support services • following correct precautions and procedures • completing OHS and accident-emergency records/reports as required • demonstrating the correct use of a duress alarm (if required by state/territory regulators) • demonstrating how to conduct a security camera check to
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	<p>ensure it is operational (if required by state/territory regulators)</p> <ul style="list-style-type: none"> • completing security camera download request (if required by state/territory regulators)
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> • Relevant codes of practice and legislative requirements • Relevant OHS procedures and guidelines • Procedures and protocols for safety and security • Sources of information and documentation needed when complying with safety and security procedures • Typical problems that can occur when complying with safety and security procedures and related appropriate action that can be taken to prevent or solve them • Safe work practices relevant to individual work roles • Location and use of safety alarms, emergency shutoff systems, and emergency communication systems • Potentially difficult situations, such as poorly lit pick-up areas, fare evasion, intoxication, over crowding • Cultural sensitivities that lead to angry responses • Culturally appropriate responses to potential problem situations • Emergency response procedures • Appropriate reporting procedures including emergency, fire and accident procedures • Codes and systems for breaches of security • Manual lifting and manual assisted lifting
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when following safety and security procedures • Read and comprehend simple statements in English • Work collaboratively with others • Interpret and follow operational instructions and priorities work • Complete documentation related to safety and security in the workplace • Operate electronic communication equipment to required protocol • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when following safety and security procedures in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unanticipated situations that may occur when following safety and security procedures

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Use Communication Systems
Unit Code	EIS RSS2 05 0213
Unit Descriptor	This unit involves the skills and knowledge required to use communication systems including identifying system features, operating a communication system effectively, using appropriate communication technologies and protocols when using a system, maintaining equipment, and completing documentation. Regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Identify system features	<p>1.1 System features and control functions are identified</p> <p>1.2 Where relevant, battery and signal levels are monitored</p> <p>1.3 Mobile equipment is set up to optimize communication</p> <p>1.4 Where relevant, channels are selected appropriate to the Communication</p> <p>1.5 Communicating parties are properly identified</p>
2. Communicate using communications technology	<p>2. 1 System checks are carried out to confirm communication system is operational in accordance with manufacturer's instructions and workplace procedures</p> <p>2. 2 Use of communication systems should be in accordance with manufacturer's instructions, workplace procedures and (any) regulatory requirements</p> <p>2. 3 Communication security is maintained in accordance with workplace procedures</p> <p>2. 4 Where relevant, channel selection is appropriate for the location and type of communication</p> <p>2. 5 Messages are transmitted clearly and precisely with due observation of ethics and protocols required of users</p> <p>2. 6 Where applicable, incoming messages are received and answered promptly and courteously within operating procedures and (any) applicable regulations or requirements</p> <p>2. 7 Appropriate protocols and procedures are followed when using communications systems during emergencies</p> <p>2. 8 Received messages are interpreted and recorded, where required, in accordance with workplace procedures</p>

	<p>2. 9 Worksite communication is clear, unambiguous and uses appropriate procedures, language and codes</p> <p>2. 10 Proper communication languages are used.</p> <p>2. 11 Relevant information/documents are properly kept in accordance with the organizations procedure</p> <p>2. 12 Communication problems are communicated and solved on time in consultation with appropriate personnel.</p>
3. Maintain communication equipment operational status	<p>3.1 Equipment is checked and maintained in working order in accordance with workplace procedures</p> <p>3.2 Minor faults in the communications systems are promptly identified, diagnosed, and repaired or reported in accordance with workplace procedures</p>
4. Complete documentation	<p>4.1 Awareness about how to complete documentation is created</p> <p>4.2 Appropriate records of communications are maintained in accordance with workplace procedures</p>

Variable	Range
Communicating parties	<p>May include:</p> <ul style="list-style-type: none"> • workplace personnel • Customers (where applicable) • managers • supervisors/team leaders • suppliers and clients • private and/or public sector security personnel • police and other emergency services personnel • security consultants • other professional or technical staff • local government authorities
Communication systems	<p>May include:</p> <ul style="list-style-type: none"> • fixed phone systems • mobile phone, both on person or hands-free • electronic data interchange (EDI) • fax • Walk talkies • e-mail/ internet • oral, aural or signed communications • radios including personal, hand-held or vehicle-mounted
procedures	<p>May include:</p> <ul style="list-style-type: none"> • company procedures • Regulatory bodies requirements

Use of communication systems	<p>will include that required in routine operations and may occur by day or night and in a variety of work contexts, including:</p> <ul style="list-style-type: none"> • in confined spaces, exposed conditions and controlled or open environments • in a workplace, terminal • in a vehicle • at a client's workplace
Applicable regulations	<p>May include:</p> <ul style="list-style-type: none"> • relevant regulations, standards, codes of practice and including industry safety codes • relevant OHS legislation • equal employment legislation and related policies • environmental protection regulations
Worksite communication	<p>May include:</p> <ul style="list-style-type: none"> • active listening • two-way conversation • questioning to obtain information and/or clarify information and understanding • routine oral reporting
Communication language	<p>may involve:</p> <ul style="list-style-type: none"> • English-speaking persons • multilingual staff
Information/documentation	<p>May include:</p> <ul style="list-style-type: none"> • workplace communication procedures, protocols, checklists and instructions • manufacturers specifications for communications equipment • communication records • relevant codes of practice and industry safety code • regulations and related documentation • standards and certification requirements • quality assurance procedures • emergency procedures
Communication problems	<p>May include:</p> <ul style="list-style-type: none"> • misunderstanding • limited ability of others to communicate in English • noisy environments or communications channels • illegible writing or print • use of non-standard vocabulary • incorrect assumption that message has been received and/or correctly understood • not following correct communication protocols and procedures

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Identify system features • Communicate using communications technology • Maintain communication equipment operational status • Complete documentation
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant procedures and duty of care requirements • Relevant OHS responsibilities • Protocols and procedures for communicating with others using relevant communication technology • Procedures and protocols for the use of communication systems during an emergency • Features of various communications systems • Basic communication techniques including barriers to effective communication and how to overcome them • Basic principles of effective communication • Techniques for communicating effectively with a multilingual persons • Pre-operational checks for communications systems and equipment • Minor routine maintenance procedures for communications equipment • Typical problems that may occur when using communications systems and appropriate action and solutions
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • Communicate effectively with others using available communications equipment • Read and interpret instructions and procedures relevant to the use of communications equipment • Interpret and follow operational instructions and prioritize work • Complete documentation related to work activities when using communications equipment • Identify and use required communication technology • Work collaboratively with others when using communications equipment • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when using communications equipment in accordance with workplace procedures • Implement contingency plans for unanticipated situations that may arise when using communications equipment Apply

	<p>precautions and required action to minimize, control or</p> <ul style="list-style-type: none"> • eliminate hazards that may exist during the use of communications equipment • Plan own work including predicting consequences and identifying improvements • Carry out work activities in terms of planned schedule • perform activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Operate and adapt to differences in communication equipment in accordance with standard operating procedures • Carry out performance of communication equipment and take appropriate action if required
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Work in a Socially Diverse Environment
Unit Code	EIS RSS2 06 0213
Unit Descriptor	This unit involves the skills and knowledge required to work in a socially diverse environment, including the development and application of the cultural awareness that is required by all people working in the transport and distribution industries. It includes the cultural awareness required for serving customers and working with colleagues from diverse backgrounds

Elements	Performance Criteria
1 Communicate with customers and colleagues from diverse backgrounds	<p>1.1 Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity</p> <p>1.2 Verbal and non-verbal communication is done by takes account of cultural differences</p> <p>1.3 Where language barriers exist, efforts are made to Attempts to overcome language barriers communicate through use of gestures or simple words in the other person's language</p> <p>1.4 Assistance from colleagues, reference books or outside organizations is obtained when required</p>
2 Deal with cross-cultural misunderstandings	<p>2.1 Issues which may cause conflict or misunderstanding in the workplace are identified</p> <p>2.2 Difficulties are addressed with the appropriate people and assistance is sought from team leaders</p> <p>2.3 When difficulties or misunderstandings occur, possible cultural differences are considered</p> <p>2.4 Efforts are made to resolve the misunderstanding, taking account of cultural considerations from outside organizations</p> <p>2.5 Issues and problems are referred to the appropriate team leader/supervisor for follow-up</p> <p>2.6 Applicable legislation, workplace plan/procedures and information/documents are used in handling conflict or misunderstanding in the work place</p>

Variable	Range
Cultural differences	may include but are not limited to: <ul style="list-style-type: none"> • language • special needs • disabilities • family-structure • age • sexual preference
Attempts to overcome language barriers	may be made to: <ul style="list-style-type: none"> • meet and greet/farewell customers • give simple directions • give simple instructions • answer simple enquiries • prepare for, serve and assist customers • describe goods and services
Difficulties or misunderstandings	may arise from but not limited to: <ul style="list-style-type: none"> • language spoken • forms of address • levels of formality/informality • non-verbal behavior • work ethics • personal grooming • family obligations • recognized holidays • special needs • product preferences
Outside organisations	may include but are not limited to: <ul style="list-style-type: none"> • interpretative services • diplomatic services • local cultural organizations • appropriate government agencies • educational institutions
Applicable legislation	<ul style="list-style-type: none"> • non discrimination legislation • equal opportunity legislation
Workplace plans/procedures	may include: <ul style="list-style-type: none"> • company plans/procedures • enterprise plans/procedures • organizational plans/procedures • established plans/procedures
Information/documents	may include: <ul style="list-style-type: none"> • workplace procedures • guideline documents on cultural differences and how to deal with them

	<ul style="list-style-type: none"> documents that provide information on equal employment opportunity principles and obligations and anti-discrimination regulations
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Evidence Guide	
Critical aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> Principles of equal employment opportunity (EEO) and anti-discrimination legislation as they apply to individual employees Recognition of the different cultural groups in Ethiopian society Recognition of various international customer groups (as appropriate to the sector and individual workplace) Principles that underpin cultural awareness Knowledge of what it means to be 'culturally aware' Typical cross-cultural misunderstandings and problems that can occur in the workplace and appropriate ways of dealing with them
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> Communicate effectively with others when working in a socially diverse environment Read and interpret instructions, procedures, information and signs relevant to working in a socially diverse environment Interpret and follow operational instructions and priorities work Complete documentation related to working in a socially diverse environment Work collaboratively with others in a socially diverse environment Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others Promptly report and/or rectify any identified problems that may occur when working in a socially diverse environment in accordance with regulatory requirements and workplace procedures Monitor work activities in terms of planned schedule Modify activities depending on differing operational contingencies, risk situations and environments Work systematically with required attention to detail without

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Deliver a Service to Passengers
Unit Code	EIS RSS2 07 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.

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

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

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

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

Evidence Guide

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

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Provide Basic Emergency Life Support
Unit Code	EIS RSS2 08 0213
Unit Descriptor	This unit of competency describes the skills and knowledge required to recognise and respond to life threatening emergencies using basic life support measures only

Elements	Performance Criteria
1 Respond in an emergency situation	<p>1.1 Emergency situation is recognised and hazards are identified to health and safety of self and others</p> <p>1.2 Minimise immediate risk to health and safety of self, casualty and others by isolating any hazard(s)</p> <p>1.3 Casualty is assessed and injuries, illnesses and conditions are identified</p> <p>1.4 The need for assistance is assessed</p>
2 Apply identified first aid procedures	<p>2.1 Casualty is reassured in a caring and calm manner and made comfortable using available resources</p> <p>2.2 The nature of casualty's injury/condition and relevant first aid procedures are determined and explained to provide comfort</p> <p>2.3 Consent is sought from casualty or significant other prior to applying first aid management</p> <p>2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner</p> <p>2.5 Identified first aid procedures are used as required in accordance with established first aid principles, policies and procedures, ARC (ERCS) Guidelines and/or state/territory regulations, legislation and policies and industry requirements</p> <p>2.6 Safe manual handling techniques are used as required</p> <p>2.7 Appropriate resource and equipment are used based on the identified first aid procedure.</p>
3 .Communicate details of the incident	<p>3.1 Ambulance support and/or appropriate medical assistance are requested according to relevant circumstances and using available means of communication</p> <p>3.2 Assessment of casualty's condition and first aid procedures undertaken to emergency services/relieving personnel are accurately conveyed</p>

	<p>3.3 Information is calmly provided to reassure casualty, adopting a communication style to match the casualty's level of consciousness</p> <p>3.4 Reports are provided, where applicable, in a timely manner, presenting all relevant facts according to established procedures</p> <p>3.5 Confidentiality of records and information is maintained in line with privacy principles and statutory and/or organization policies</p>
4 Evaluate own performance	<p>4.1 Feedback is sought from appropriate clinical expert</p> <p>4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents</p> <p>4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs</p>

Variable	Range
A hazard is:	<ul style="list-style-type: none"> • A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Resources and equipment	<p>may include:</p> <ul style="list-style-type: none"> • First aid kit • Resuscitation mask or barrier • Casualty's medication • Manikin • AED (if available) • Auto-injector • Puffer/inhaler
Identified first aid procedures	<p>must include:</p> <ul style="list-style-type: none"> • Cardiopulmonary Resuscitation (CPR) • Control severe bleeding • Airway management • Provide assistance with self-administered medications, such as auto-injector, puffer/inhaler in line with state/territory regulations, legislation and policies and any available medical/pharmaceutical instructions • Care of the unconscious person
Casualty Condition	<p>must include, but is not limited to:</p> <ul style="list-style-type: none"> • Severe bleeding • Absence of signs of life: • unconscious

	<ul style="list-style-type: none"> • unresponsive • not moving • not breathing normally • Choking/airway obstruction • Severe allergic reaction
Appropriate clinical expert	<p>may include:</p> <ul style="list-style-type: none"> • Supervisor/manager • Ambulance officer/paramedic • Other medical/health worker

Evidence Guide

Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • severe bleeding • absence of signs of life: <ul style="list-style-type: none"> • unconscious • unresponsive • not moving • not breathing normally • Demonstrate: <ul style="list-style-type: none"> ➤ Safe manual handling of casualty. ➤ consideration of the welfare of the casualty ➤ correct procedures for Cardiopulmonary resuscitation (CPR) on a resuscitation manikin ➤ implementation of standard precautions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Basic anatomy and physiology relating to: <ul style="list-style-type: none"> ➤ severe bleeding ➤ absence of signs of life: <ul style="list-style-type: none"> ➤ unconscious ➤ unresponsive ➤ not moving ➤ not breathing normally ➤ choking/airway obstruction ➤ shock • First aid procedures for: <ul style="list-style-type: none"> ➤ bleeding control ➤ care of unconscious ➤ infection control as it relates to standard precautions ➤ airway management ➤ chest pain ➤ casualty with no signs of life ➤ shock ➤ respiratory distress, including asthma

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

Occupational Standard: Customer Services (Platform and Station) Level II	
Unit Title	Maintain Control of Records
Unit Code	EIS RSS2 09 0213
Unit Descriptor	This unit involves the skills and knowledge required to maintain control of records in accordance with workplace requirements including tracking records, preparing reports from a records system, preparing staff lists, and Implementing disaster recovery procedures. Regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Track record	<p>1.1 Unique identifier of record to be located is determined from request or instructions in work at work place.</p> <p>1.2 Location of record is obtained from records system in accordance with records system rules and organizational procedures</p> <p>1.3 History of record location is obtained from various modes of storages in accordance with records system rules and organizational procedures</p> <p>1.4 Information about records is obtained from records system in accordance with records system rules and organizational procedures</p> <p>1.5 Information/documents about the record is updated and amended in accordance with organizational procedures</p> <p>1.6 All transactions on the records system are completed within the designated timeframe</p> <p>1.7 maintaining and control of record work are performed from the appropriate information/documentation, procedure, relevant regulation and work place procedures at any time/place and in a different work environment</p> <p>1.8 Updating records are undertaken in accordance with workplace procedures and scope of authority request.</p>
2. Prepare reports from records system	<p>2. 1 Reports are prepared from system in accordance with supervisor's instructions or requests</p> <p>2. 2 Standard Reports are prepared in accordance with workplace procedures and records system procedures</p> <p>2. 3 All reports from the records system are prepared within the designated timeframe</p>
3. Prepare staff	3.1 Staff /user lists are checked and updated to accord with the

lists	<p>current locations and designations of organizational staff members in accordance with the consultation of relevant personnel and/or supervisor's instructions</p> <p>3.2 Staff and user lists are duplicated and circulated to all those requiring copies of the list in accordance with supervisor's instructions using appropriate means of communication.</p>
4. Implement disaster recovery procedures	<p>4.1 Policies and procedures are identified for disaster recovery</p> <p>4.2 Recovery is undertaken in accordance with workplace procedures and scope of authority request.</p> <p>4.3 Appropriate personnel are informed of any possible hazard to take appropriate actions in accordance with workplace procedures</p>

Variable	Range
Work	<p>May be conducted:</p> <ul style="list-style-type: none"> • in a range of work environments • by day or night
Workplaces	<p>may comprise:</p> <ul style="list-style-type: none"> • large, medium or small worksites
Modes of Storage:	<p>May include but not limited to</p> <ul style="list-style-type: none"> • paper-based • computer disks and reels • t portal • CD-ROM • film • audio
Records	<p>May include:</p> <ul style="list-style-type: none"> • paper- or electronically-based
Information/documents	<p>May include:</p> <ul style="list-style-type: none"> • job specifications and workplace operating procedures • relevant international standards pertaining to records management • storage specifications and requirements • manufacturers specifications for equipment/tools • supplier and/or client instructions • codes of practice including the international Standards for Manual Handling and the Industry Safety Code • relevant regulations including the privacy and confidentiality requirements • standards and certification requirements • emergency procedures • quality assurance standards for records management

Control of record :	<ul style="list-style-type: none"> • conducted as part of records management activities with • the operator using discretion and judgment within established procedures
Procedures	<p>May include:</p> <ul style="list-style-type: none"> • company procedures • Regulatory bodies requirement
Regulation	<ul style="list-style-type: none"> • relevant codes and regulations pertaining to records management • relevant Standards relating to records management • relevant OHS legislation • relevant environmental protection regulation • privacy and confidentiality regulations • freedom of information regulations
Updating Record	<p>May come from but not limited to</p> <ul style="list-style-type: none"> • supervisor • user • management • results of file audit • requests
Standard reports	<p>prepared from the record keeping system may include</p> <ul style="list-style-type: none"> • statistics • resubmits for following day • overdue action reports • daily correspondence
Staff/user lists	<p>may include:</p> <ul style="list-style-type: none"> • managers of record keeping areas • those undertaking classification and capture
Consultation	<ul style="list-style-type: none"> • workplace personnel including supervisors and managers • other professional or technical staff
Means of Communication	<p>in the work area may include but not limited to:</p> <ul style="list-style-type: none"> • phone • fax • email/internet • electronic data interchange (EDI) • barcode readers • oral, aural or signed communications
Hazards	<p>may include:</p> <ul style="list-style-type: none"> • electrical equipment • poorly stacked records or boxes • faulty equipment

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Operate Fire Fighting Equipments
Unit Code	EIS RSS2 10 0213
Unit Descriptor	This unit involves the skills and knowledge required to operate and check firefighting equipment in accordance with manufacturer's instructions and workplace emergency procedures, including identifying and selecting the appropriate equipment, using the firefighting equipment to fight a fire, and checking that the firefighting equipment is operational. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1 Check firefighting equipment	<p>1.1 Firefighting equipment is checked for serviceability as per manufacturers specifications and regulatory requirements</p> <p>1.2 Non-functioning equipment or equipment which is past its service date is identified , communicated by the available means and reported to designated personnel for replacement or service to avoid hazards.</p>
2 Use firefighting equipment	<p>2.1 Equipment and personal safety equipment used for fighting fires are correctly selected for type of fire in accordance with manufacturer's instructions</p> <p>2.2 Fire is controlled using firefighting equipment according to manufacturer's instructions, workplace emergency Procedures, and information/documents.</p> <p>2.3 Equipment is placed safely according to manufacturer's instructions and workplace procedures</p> <p>2.4 It is advisable to use personal protective equipment whenever it is necessary.</p> <p>2.5 Applicable regulations and legislation for safe working systems relevant to the use and checking of firefighting equipment is properly followed.</p>

Variable	Range
Firefighting equipment	<p>may include:</p> <ul style="list-style-type: none"> portable fire extinguishers including foam, water, CO2, dry chemical and wet foam sprinkler systems

Communicated by the available means	<p>may include:</p> <ul style="list-style-type: none"> • phone • electronic data interchange (EDI) • fax
Hazards	<p>May include exposure to:</p> <ul style="list-style-type: none"> • chemicals • dangerous or hazardous substances • live electrical circuits
Types of fire	<p>may include:</p> <ul style="list-style-type: none"> • Classes A, B, C and F in the standard classification of fires
Workplaces	<p>may comprise:</p> <ul style="list-style-type: none"> • large, medium or small worksites • limited or restricted spaces • exposed conditions • controlled or open environments
Information documents	<p>may include:</p> <ul style="list-style-type: none"> • workplace fire emergency procedures and policies • relevant OHS and environmental protection regulations • codes of practice and regulations relevant to fire emergencies, including safe working regulations and local authority regulations and procedures • regulations and codes of practice for the transport of dangerous goods and hazardous substances • operations manuals, job specifications and induction documentation • manufacturers specifications for firefighting equipment • technical instructions • electrified territory regulations • dangerous goods declarations and material safety data sheets (where applicable) • goods manifest • award, enterprise bargaining agreement, and other industrial arrangements • relevant standards and certification requirements • quality assurance procedures • emergency procedures
Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> • gloves • safety headwear and footwear • safety glasses • two-way radios • protective clothing • high visibility clothing
Applicable	<p>may include:</p>

regulations and legislation	<ul style="list-style-type: none"> • relevant codes, regulations and safe working systems for the use and checking of firefighting equipment • the Code of Practice for the Defined Interstate Rail Network in situations where fire emergencies occur on that network • international regulations and codes of practice for the transport of dangerous goods and hazardous substances • relevant OHS and environmental protection legislation • workplace relations regulations
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Evidence Guide	
Critical aspects of Competence	<p>Demonstrate knowledge and skills in:</p> <ul style="list-style-type: none"> • The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: <ul style="list-style-type: none"> ➢ the underpinning knowledge and skills ➢ relevant legislation and workplace procedures ➢ other relevant aspects of the range statement
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • applicable codes of practice, regulations and safe working systems relevant to the use and checking of firefighting equipment • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the use and checking of firefighting equipment • The chemistry of fire, the effects of different types of material in a fire and the principles underlying the spread of fire and its extinguishment • The different classes of fire, their characteristics and strategies and equipment needed for their extinguishment • Types of firefighting appliances, equipment and systems, their identifying features, principles of operation and the procedures for their use and basic checking of serviceability • Fixed fire prevention and extinguishing installations and their principles of operation • Firefighting techniques, agents and precautions applicable to different classes of fire • Typical problems that can occur with firefighting equipment and operations and appropriate action and solutions • Manufacturer's instructions for the checking of firefighting equipment
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • Communicate effectively with others when fighting fires using

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Apply First Aid
Unit Code	EIS RSS2 11 0213
Unit Descriptor	This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

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

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

Variable	Range
Hazards	<p>may include:</p> <ul style="list-style-type: none"> • Physical hazards • Biological hazards • Chemical hazards • Hazards associated with manual handling • A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Risks	<p>may include:</p> <ul style="list-style-type: none"> • Risks from equipment, machinery and substances • Risks from first aid equipment • Environmental risks

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

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

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

	<ul style="list-style-type: none"> • poisoning and toxic substances (including chemical contamination) • respiratory distress • seizures • shock • stroke • substance misuse – common drugs and alcohol, including illicit drugs • Awareness of stress management techniques and available support • Social/legal issues: <ul style="list-style-type: none"> • duty of care • need to be culturally aware, sensitive and respectful • importance of debriefing • confidentiality • own skills and limitations
Underpinning Skill	<p>Demonstrate the skill to:</p> <ul style="list-style-type: none"> • Conduct an initial casualty assessment • Plan an appropriate first aid response in line with established first aid principles, policies and procedures, Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills • Demonstrate correct procedures for performing CPR using a manikin, including standard precautions • Apply first aid principles • Infection control, including use of standard precautions • Follow OHS guidelines • Demonstrate: <ul style="list-style-type: none"> ➢ safe manual handling ➢ consideration of the welfare of the casualty ➢ ability to call an ambulance ➢ site management to prevent further injury • Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions • Administer medication in line with state/territory regulations, legislation and policies • Prepare a written incident report or provide information to enable preparation of an incident report • Communicate effectively and assertively in an incident • Make prompt and appropriate decisions relating to managing an incident in the workplace

	<ul style="list-style-type: none"> • Call medical assistance according to relevant circumstances and • report casualty's condition • Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols • Evaluate own response and identify appropriate improvements where required
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Check in Train Passengers
Unit Code	EIS RSS2 12 0213
Unit Descriptor	This unit involves the skills and knowledge required to check in train passengers, including greeting passengers, checking in passengers using either manual or computerized processes and checking in both coach and hold Baggage. It also includes the skills and knowledge required to respond to problems during check-in process, check-in records, Issue boarding passes and direct passengers to the security gate. Procedures, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Greet passenger	<p>1.1 Passenger is greeted in accordance with workplace customer service procedures</p> <p>1.2 Passenger is asked for their name and details of their travel</p> <p>1.3 At all times and place during check in service Photographic identification is requested from the passenger and their identity is confirmed.</p> <p>1.4 Relevant information/documents, procedures, regulations are followed at all times during check in.</p>
2. Check in passenger using manual process	<p>2.1 When manual check in procedures are being followed, passenger's name is identified and confirmed on the passenger list for the nominated travel</p> <p>2.2 Where possible, passenger's seating preference on the train is sought</p> <p>2.3 Passenger's check-in is recorded on the passenger list and a suitable and available train seat is allocated</p> <p>2.4 Passenger is advised of any changes in travel arrangements including delays, cancellations and gate changes</p>
3. Check in passenger using computerized process	<p>3.1 When computerized check in procedures are being followed, passenger's name and indicated travel are entered into the system using relevant workplace procedures</p> <p>3.2 Passenger's booking for the travel is confirmed on the system</p> <p>3.3 Should the passenger's name not be found in bookings for the travel, appropriate action is taken in discussion with the passenger to resolve the problem in accordance with</p>

	<p>workplace procedures</p> <p>3.4 Where relevant, passenger's seating preference on the train is sought or if in a loyalty program confirmed from their preference profile</p> <p>3.5 Passenger is advised of prohibited items that are not allowed to be carried onto a train or carried in baggage in accordance with workplace procedures and regulatory requirements</p> <p>3.6 Passenger's check-in is confirmed on the system and a suitable and available travel seat is allocated using appropriate workplace procedures</p>
<p>4. Check in baggage</p>	<p>4.1 Where applicable, passenger is requested to present her/his baggage for check-in</p> <p>4.2 Items of coach baggage are checked to ensure that they fall within number, size and weight requirements, and if not, the passenger is courteously advised that relevant items must be checked in together with any other items for carriage in the train's hold</p> <p>4.3 Passenger's checked-in baggage is weighed on the scales in accordance with workplace procedures</p> <p>4.4 Baggage weight is compared to allowable limits for the passenger's class of travel</p> <p>4.5 If baggage is above the allowable limit but still permissible under excess baggage rules, passenger is advised and arrangements are made for excess baggage payment in accordance with workplace procedures</p> <p>4.6 If baggage is above the allowable limit and the excess is not permissible due to payload restrictions and/or space problem, passenger is advised in accordance with workplace procedures and requested to take appropriate action to reduce baggage weight to within the allowable limit</p> <p>4.7 Baggage details are recorded on the train's baggage list and entered into the computer system dependent on the workplace procedures for the type of check-in process being used</p> <p>4.8 Baggage is labeled in accordance with workplace procedures using either manual\thermal or printer-produced tags dependent on the system being used, including overweight, oversize or fragile labels where applicable</p> <p>4.9 Where loyalty services apply, baggage is tagged with the appropriate label</p>

	<p>4.10 Passenger's baggage is placed on the baggage belt or cart, as applicable</p> <p>4.11 Passenger's baggage check-in record\claim tag is attached to their ticket or boarding pass sleeve</p> <p>4.12 Baggage is handled at all times in accordance with OHS regulations and workplace procedures</p>
5. Respond to problems during check-in	<p>5.1 All problem during check-in is promptly identified and clarified in accordance with workplace procedures</p> <p>5.2 Options for the resolution of the identified problem are explored in consultation with the passenger and other staff, appropriate persons in accordance with workplace procedures and any relevant regulatory requirements</p> <p>5.3 Where a problem cannot be immediately resolved, the problem is referred to an appropriate supervisor or other relevant staff for action in accordance with workplace procedures</p>
6. Issue boarding pass	<p>6.1 On finalization of check-in procedures, a manual or computer produced boarding pass is issued and presented to the passenger in accordance with workplace procedures</p> <p>6.2 Passenger's attention is drawn to relevant details on the boarding pass including the flight code, the boarding gate and the required boarding time</p>
7. Direct passenger to security gate	<p>7.1 Passenger is directed to the security gate in accordance with workplace procedures</p> <p>7.2 Where applicable, passengers subscribing to a loyalty scheme are advised of the location of the club lounge and the facilities available in accordance with workplace procedures</p>

Variable	Range
Check-in services	<p>may be provided but not limited to:</p> <ul style="list-style-type: none"> • by day or night • at international, domestic and regional stations • Main check-in counters, at a boarding gate, transfer desk, interline desk. • for both short and/or long haul services • In any category of service, including economy, business Class, revenue & non revenue. • in accordance with enterprise and operational Requirements
Information/documents	<p>May include:</p> <ul style="list-style-type: none"> • train check-in checklists, procedures and instructions and job

	<p>specifications including both manual and computerized processes where applicable</p> <ul style="list-style-type: none"> • workplace customer service standards, policies and procedures • lists of items prohibited for carriage on train • check-in equipment operational manuals • emergency procedures • travel passenger schedules • information on terminal facilities, club lounges and departure gates • induction and training materials • Conditions of service, procedures and industrial Agreements including workplace agreements and awards.
Regulations	<ul style="list-style-type: none"> • relevant OHS legislation • environmental protection legislation • equal opportunity and anti-discrimination procedure • relevant customs and quarantine regulations • Industrial relations and workplace compensation Regulations.
Check-in procedures	<p>May include :</p> <ul style="list-style-type: none"> • manual check-in processes • computerized check-in processes
Procedures	<ul style="list-style-type: none"> • company procedures • Regulatory bodies requirements.
Problems during check-in	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • late check-in • excess baggage • overweight or oversize coach baggage • possession or prohibited items on person or in coach or checked-in baggage • no record of the passenger's claimed booking • delayed or cancelled travel
Persons	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • passengers • ground staff • train resourcing staff • technical staff • other crew members

Evidence Guide

Critical aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Greet passenger • Check in passenger using manual process • Check in passenger using computerized process • Check in baggage
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	<ul style="list-style-type: none"> • Respond to problems during check-in • Issue boarding pass • Direct passenger to security gate
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant OHS regulations • Relevant customs, quarantine, equal opportunity and anti-discrimination regulations • Principles of customer service • Railway standards for providing appropriate check-in services for passengers • Check-in records/documentation • Baggage check-in limits and requirements • Features, amenities and departure gate locations of terminals at designated stations • Risks that exist when checking in passengers for train travel and related risk control procedures and precautions • Problems that may occur when checking in passengers for train travel and appropriate action that should be taken in each case
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when checking in train passengers • Read and interpret instructions, regulations, procedures and other information relevant to checking in train passengers • Interpret and follow operational instructions and prioritize work • Complete documentation related to train passengers • Operate electronic communication equipment to required protocol • Work collaboratively with others when checking in train passengers • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when checking in train passengers in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when checking in train passengers • Apply precautions and required action to minimize, control or eliminate hazards that may exist when checking in train passengers • Carry out operational problems and hazards and take appropriate action • perform work activities in terms of planned schedule • Carry out activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Manage Check in Queue
Unit Code	EIS RSS2 13 0213
Unit Descriptor	This unit involves the skills and knowledge required to manage a check-in queue, including organizing the queue, combing the queue for passengers requiring urgent service, identifying and moving passengers to the front of the queue whose travel are about to start boarding, providing information to passengers in the Queue and responding to queries from queue members. Company procedure and Regulatory requirements are applicable to this unit.

Element	Performance Criteria
1. Organize queue	<p>1.1 Queue management is organized using appropriate signage, barriers and other resources in accordance with workplace procedures, information/documents and regulations.</p> <p>1.2 Any breaches of queue protocol are identified and appropriate action is taken to courteously advise the passengers concerned of the correct procedures to be followed.</p> <p>1.3 Progress of the queue is monitored and appropriate action is taken in consultation with persons to adjust servicing resources and/or reorganize queue in situations where the queue becomes excessively long/short or requires reorganization due to late boarding passengers.</p> <p>1.4 Queue management at all the times and places where check in activity is in progress shall be performed per the procedure of the company and performance may be demonstrated in a simulated work place and/or in a live check in operation.</p>
2. Comb queue for passengers requiring urgent or express service	<p>2.1 Queue is combed at appropriate times to identify passengers who have priority need for rapid check-in in accordance with workplace procedures</p> <p>2.2 Passengers identified as having priority needs for check-in are moved to the head of the queue</p> <p>2.3 Appropriate explanations are provided to other passengers in the queue of the reasons for the priority service.</p>
3. Provide information/special assistance to passengers in queue	<p>3.1 Passengers are provided with relevant information on queuing arrangements and boarding progress using public address systems and other communication systems in accordance with workplace procedures.</p> <p>3.2 Where appropriate, information is provided to individual passengers on matters relevant to their check-in</p>

	<p>3.3 Passengers are given appropriate information on delays and cancelled or re-organized travel progress using public address systems and other communication systems in accordance with workplace procedures</p> <p>3.4 Passengers that require special assistance, such as the elderly, families with infants or people with disabilities, are identified</p>
4. Respond to queries from queue members	<p>4.1 Queries from passengers in a queue are courteously received and interpreted in accordance with workplace customer service standards</p> <p>4.2 Appropriate responses are given to passenger enquiries in accordance with workplace procedures</p> <p>4.3 Where a response cannot be immediately provided, the query is referred to an appropriate supervisor or other staff for appropriate action</p>

Variable	Range
Queue management	<p>may be conducted:</p> <ul style="list-style-type: none"> at international, domestic and regional stations for both short and/or long haul services in any category of service, including business class seat, premier class seat, first class seat, second class seat, soft seat, hard seat, hard sleeper, soft sleeper, deluxe soft sleeper economy, business class, Sheba miles, revenue and non revenue in accordance with enterprise and operational Requirements
Information/documents	<p>may include:</p> <ul style="list-style-type: none"> Railway procedures and instructions and job specifications emergency procedures travel passenger schedules induction and training materials conditions of service, and industrial agreements including workplace agreements
Regulations	<ul style="list-style-type: none"> relevant OHS legislation Equal opportunity and anti-discrimination regulations. Industrial relations and workplace procedures.
Procedures	<p>may include:</p> <ul style="list-style-type: none"> company procedures Regulatory bodies requirements
Persons	<p>May include but not limited to</p> <ul style="list-style-type: none"> passengers other crew members

	<ul style="list-style-type: none"> • ground staff • technical staff
Queue	<p>Resources may include but not limited to:</p> <ul style="list-style-type: none"> • signs • fixed barriers • portable barriers • queuing carpets • public address systems
Performance	<p>may be demonstrated:</p> <ul style="list-style-type: none"> • in an appropriately simulated workplace situation • at an operational station

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Organize queue • Comb queue for passengers requiring urgent or express service • Provide information/special assistance to passengers in queue • Respond to queries from queue members
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant OHS procedures and regulations • Relevant equal opportunity and anti-discrimination regulations • Principles of customer service • railway standards and procedures for managing a check-in queue • Workplace procedures for providing appropriate assistance and advice to passengers awaiting check-in for an train travel • Resources and equipment used during queue management • Risks that exist when communicating with passengers during check-in procedures and related risk control procedures and precautions • Problems that may occur when communicating with passengers during check-in procedures and appropriate action that should be taken in each case
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when managing a check-in queue • Read and interpret instructions, regulations, procedures and other information relevant to a check-in queue • Interpret and follow operational instructions and prioritize work • Complete documentation related to a check-in queue • Operate electronic communication equipment to required protocol • Work collaboratively with others when managing a check-in

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Handle Customer Luggage/Property
Unit Code	EIS RSS2 14 0213
Unit Descriptor	This unit involves the skills and knowledge required to handle customer luggage and property in accordance with workplace requirements, including handling customer enquiries; identifying and labeling luggage/property; organizing conveyance and transfer; returning luggage/property to customers; and processing lost luggage/property.

Elements	Performance Criteria
1 Handle customer luggage/property	<p>1.1 Customer enquiries are handled in a courteous manner and accurate advice and information is provided</p> <p>1.2 Customer <i>luggage/property</i> is identified and labeled for correct destination and a receipt is issued in accordance with workplace policies, <i>work place regulation and legislation</i></p> <p>1.3 <i>Luggage/property conveyance</i> is arranged taking into account correct handling procedures for different categories of luggage</p> <p>1.4 Luggage is issued on presentation of customer receipt or in accordance with workplace requirements</p> <p>1.5 Appropriate action is taken to ensure the transfer of luggage to <i>other transport networks</i>, following <i>workplace procedures</i></p>
2 Process lost luggage/property	<p>2.1 Lost luggage/property status is substantiated using appropriate enquiries</p> <p>2.2 <i>Lost luggage/property</i> is investigated in <i>consultative processes</i> and traced in accordance with workplace policies procedures and <i>Information/documents</i></p> <p>2.3 Lost luggage/property records are maintained in accordance with workplace policies and procedures</p>

Variable	Range
Luggage/property	May include: <ul style="list-style-type: none"> • bags • sporting goods • bicycles • motorcycles • animals • household items • prams and strollers
Applicable regulations and legislation	may include: <ul style="list-style-type: none"> • applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines • 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
Luggage/property conveyance	it include: <ul style="list-style-type: none"> • lifting • carrying • mechanical lifting and carrying • packing • storage
Other transport networks	may include: <ul style="list-style-type: none"> • bus • coach • taxi • ship • airlines
workplace procedures	may include: <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures
Lost luggage/ property	may be dealt with by: <ul style="list-style-type: none"> • forwarding to the owner • forwarding to authorities • forwarding to storage unit • forwarding to sale
Consultative processes may	<ul style="list-style-type: none"> • customers • other workplace personnel

involve:	<ul style="list-style-type: none"> • supervisors and managers
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 • labels • relevant forms and documentation for the transfer of luggage and/or property • manufacturers specifications for office and communications equipment and materials • relevant OHS and environmental protection requirements and policies • relevant codes of practice and regulations, including the ADG Code • award, enterprise bargaining agreement and other industrial arrangements • customer service and quality assurance procedures • emergency procedures

Evidence Guide	
Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement • Transport system • Luggage forwarding procedures • Insurance and public liability • Consumer laws and trade practice requirements • Transport system timetables • Labeling and coding systems • 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

<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> • Applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for handling customer luggage and/or property • Workplace customer service policies • OHS manual handling procedures • Transport system • Luggage forwarding procedures • Insurance and public liability • Consumer laws and trade practice requirements • Transport system timetables • Labeling and coding systems • Procedures for dealing with dangerous goods • Equipment and materials used when handling customer luggage and/or property, and precautions and procedures that should be followed in their use • Problems that may occur when handling customer luggage and/or property and appropriate action that can be taken to resolve the problems • Documentation and record requirements applicable when handling customer luggage and/or property • Communication and negotiation requirements when handling customer luggage and/or property
<p>Underpinning Skills</p>	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when handling customer luggage and/or property • Read and interpret instructions, procedures, information and signs relevant to the handling of customer luggage and/or property • Interpret and follow operational instructions and priorities work • Complete documentation related to the handling of customer luggage and/or property • Operate electronic communication equipment to required protocol • Work collaboratively with others when handling customer luggage and/or property • 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

	<p>may arise when handling customer luggage and/or property in accordance with regulatory requirements and workplace procedures</p> <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 • Select and use relevant office and communications equipment and materials when handling customer luggage and/or property • Adapt to differences in equipment in accordance with standard operating procedures • Secure stored items • Handle heavy items correctly • Select and use required personal protective equipment conforming to industry and OHS standards
Resources Implication	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Provide Transport Services to Passengers with Special Needs
Unit Code	EIS RSS2 15 0213
Unit Descriptor	This unit involves the skills and knowledge required to provide appropriate, effective and courteous transport services to passengers with special needs in accordance with relevant government regulations, including identifying passengers with special needs; communicating effectively with the passengers; and providing appropriate assistance to them in both normal and emergency situations that may arise during their journey. Regulatory or certification requirements are applicable to this unit.

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

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

Variable	Range
Passenger transportation	<p>may be conducted:</p> <ul style="list-style-type: none"> • by day or night • in any allowable weather conditions • tram, bus or coach services • domestic and international commercial aviation services
Information/documentation	<p>May include:</p> <ul style="list-style-type: none"> • Relevant regulatory requirements pertaining to the various transport contexts and categories of special needs concerned, including requirements of equal opportunity and anti-discrimination Regulation. • workplace instructions and procedures for the transport of passengers with specific types of special needs • safety and emergency procedures and regulatory requirements • customer requests • Instructions from parents, guardians, careers, escorts, etc. where applicable • Instructions from relevant authorities (dependent on context) such as medical staff, police's office, and security staff, railway internal

	<p>auditors, etc.</p> <ul style="list-style-type: none"> • Guidance materials on key regulatory requirements, such as manual handling procedures, equal opportunity, communicating with people of non-English speaking background, etc. • manufacturer's instructions, specifications and recommended operating procedures for equipment needed to assist persons with various types of special needs • information on transport and terminal facilities available to passengers with various types of special need • induction and training materials • Conditions of service, regulations and industrial agreements including workplace agreements.
Regulation	<ul style="list-style-type: none"> • depending on the transport context concerned, relevant international, regulatory requirements pertaining to the provision of transport services to persons with special needs • relevant OHS regulations, including regulations pertaining to manual handling procedures • Relevant anti-discrimination regulations. • privacy regulations
Workplace procedures	<p>may be referred to as:</p> <ul style="list-style-type: none"> • company procedures • Regulatory bodies requirements • organizational procedures
Precautions	<ul style="list-style-type: none"> • manual handling principles and procedures as per regulatory requirements • equal opportunity principles and procedures as per regulatory requirements • security principles and procedures as per regulatory requirements • policies and procedures for assisting persons of non- English speaking background • safety-related regulatory requirements
Passenger with special needs	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • children traveling alone or under supervision • pregnant women • nursing mothers • the elderly • wheelchair/stretchers passengers • persons with a physical and/or intellectual disability • prisoners being transported under escort • non-English speaking passengers • international visitors with special requirements • medical transports remaining on board aircraft/vehicle//vessel during transits • Deportees, where applicable (who may require special handling

	i.e. no alcohol, passport retained by on-board Manager, etc.)
Places for Assistance	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • when the passengers with special needs are officially in the care of the transport operator's staff • while on the transport vehicle, or aircraft • while at a airports, depots and terminals • while on the transport operator's property and premises • during emergency situations
Equipment/resources	<p>Required to assist passengers with various types of special need may include but not limited to:</p> <ul style="list-style-type: none"> • wheelchairs • transport carts • personal elevators • ramps • special restraints • bassinets and other relevant baby equipment • appropriate medical equipment • translators or text information in appropriate languages • identification tags (where relevant) • restraining equipment where applicable for persons under police escort

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Identify passengers with special needs • Communicate effectively with the passenger(s) and/or relevant personnel • Provide assistance to passengers with special needs
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant international, regulatory requirements pertaining to the provision of transport services to persons with special needs • Relevant OHS and environmental procedures and regulations • Implications for customer service of various types of special needs • Customer service procedures as they relate to passengers with special needs • Duty of care responsibilities when providing transport services to passengers with various types of special needs • Products, services and operations of the transport service concerned • Types of equipment/resources required to assist passengers with various types of special need • Risks that exist when providing services to passengers with special needs and related risk control procedures and precautions

	<ul style="list-style-type: none"> • Problems that may occur when providing transport services to passengers with special needs and appropriate action that should be taken in each case
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • Communicate effectively with others when providing transport services to passengers with special needs • Interact appropriately with passengers with a range of special needs • Read and interpret instructions, regulations, procedures and other information relevant to the provision of transport services to passengers with special needs • Interpret and follow operational instructions and prioritize work • Complete documentation related to the provision of transport services to passengers with special needs • Operate electronic communication equipment to required protocol • Work collaboratively with others when providing transport services to passengers with special needs • Adapt appropriately to differences in the workplace, including cultural differences, modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when providing transport services to passengers with special needs • Implement contingency plans for unexpected events that may arise when providing transport services to passengers with special needs • Apply precautions and required actions to minimize, control or eliminate hazards that may exist when providing transport services to passengers with special needs • Solve problems that might arise when providing transport services to passengers with special needs • carry out and anticipate operational problems, risks and hazards and take appropriate action • perform work activities in terms of planned schedule • carry out activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operation procedures • Implement OHS procedures and relevant regulations • Identify, select and correctly use equipment required to provide transport services to passengers with special needs
Resources	Access is required to real or appropriately simulated situations

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Provide Assistance to Transit And Arriving Passengers
Unit Code	EIS RSS2 16 0213
Unit Descriptor	This unit involves the skills and knowledge required to provide assistance to transit and arriving passengers, including greeting passengers, checking in passengers using either manual or computerized processes and checking in both coach and hold baggage. It also includes the skills and knowledge required to respond to problems during check-in, process check-in records, issue boarding passes and direct passengers to the security gate. Regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Greet transit passenger	<p>1.1 Transit passenger is greeted in accordance with workplace customer service procedures</p> <p>1.2 Assistance to Transit passengers and/or arriving passengers is asked for their boarding pass and/or their name and details of their flight and destination and directed to the relevant terminal/check-in area to avoid problems of arrival and transit passengers.</p> <p>1.3 Transit passenger's queries concerning their travel and transit arrangements are answered accurately, courteously and in accordance with workplace customer service standards and Procedures or regulations.</p>
2. Greet arriving passenger	<p>2. 1 Arriving passenger is greeted in accordance with workplace customer service procedures</p> <p>2. 2 Arriving passenger is directed to the baggage carousel area and/or terminal exit and transport services</p> <p>2. 3 Arriving passenger with international connections is directed to the relevant terminal/check-in area</p> <p>2. 4 Arriving passenger's queries and concerned are answered courteously in accordance with workplace customer service standards and procedures</p>
3. Check in passenger for next leg using manual process	<p>3.1 Check-in procedures is followed to assist passengers and also to handle their both coach and hold baggage</p> <p>3.2 When manual procedures are being followed, passenger's name is identified and confirmed on the passenger list for the nominated travel</p> <p>3.3 Should the passenger's name not be found in bookings for the</p>

	<p>travel, appropriate action is taken in discussion with the passenger to resolve the problem in accordance with workplace procedures</p> <p>3.4 Passenger is advised of any changes in travel arrangements including delays, cancellations and gate changes</p> <p>3.5 Where possible, passenger's seating preference on the train is sought</p> <p>3.6 Passenger is advised of prohibited items that are not allowed to be carried onto an train or carried in baggage in accordance with workplace procedures and regulatory requirements</p> <p>3.7 Passenger's check-in is confirmed on the system and a suitable and available train seat is allocated using appropriate workplace procedures and regulatory requirements</p>
<p>4. Check in transit passenger for next leg using computerized process</p>	<p>4.1 When computerized procedures are being followed, passenger's name and indicated travel are entered into the system using relevant workplace procedures</p> <p>4.2 Passenger's booking for the next leg of the travel is confirmed on the system and the passenger is advised of any changes in flight arrangements</p> <p>4.3 Should the passenger's name not be found in bookings for the travel, appropriate action is taken in discussion with the passenger and/or with the supervisor to resolve the problem in accordance with workplace procedures</p> <p>4.4 Where relevant, passenger's seating preference on the train is sought or if in a loyalty program confirmed from their preference profile</p> <p>4.5 Passenger is advised of prohibited items that are not allowed to be carried onto an train or carried in baggage in accordance with workplace procedures and regulatory requirements</p> <p>4.6 Passenger's check-in is confirmed on the system and a suitable and available train seat is allocated using appropriate workplace procedures</p>
<p>5. Respond to a passenger's problems</p>	<p>5.1 A problem arising for an arriving or transit passenger is promptly identified and clarified in accordance with workplace procedures</p> <p>5.2 Options for the resolution of the identified problem are explored in consultation with the passenger and appropriate other staff/ personnel in accordance with workplace</p>

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

Variable	Range
Assistance to transit and arriving passengers	<p>may be provided:</p> <ul style="list-style-type: none"> • by day or night • at international, domestic and regional station • at an arrival gate, transit lounge or service desk • for both short and/or long haul services • In any category of service, including economy, business class, first class, revenue and non revenue. • in accordance with regulatory and operational requirements
Problems of arrival and transit passengers.	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • lack of understanding of terminal layout • possession or prohibited items on person or in coach or checked-in baggage • late arrival of incoming travel • no record of the passenger's booking for next leg of travel • delayed or cancelled travel
Regulations	<ul style="list-style-type: none"> • relevant OHS legislation • environmental protection legislation • equal opportunity and anti-discrimination regulations • relevant customs and quarantine regulations • industrial relations and workplace compensation regulations
Check-in procedures	<p>may include:</p> <ul style="list-style-type: none"> • manual check-in processes

	<ul style="list-style-type: none"> • computerized check-in processes
Personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • passengers • Load planners • other cabin crew and flight crew members • ground staff, including those in supervisory positions • ground support staff • technical staff
Procedures	<ul style="list-style-type: none"> • company procedures • Regulatory bodies requirements
Information/docu ments	<p>May include:</p> <ul style="list-style-type: none"> • train transit service checklists, procedures and instructions and job specifications including both manual and computerized processes where applicable • workplace customer service standards, policies and procedures • lists of items prohibited for carriage on aircraft • check-in equipment operational manuals • emergency procedures • travel passenger schedules • information on terminal facilities, club lounges and departure gates • Conditions of service, regulation and industrial agreements including workplace agreements.

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Greet transit passenger • Greet arriving passenger • Check in passenger for next leg using manual process • Check in transit passenger for next leg using computerized Process • Respond to a passenger's problems • Issue boarding pass for next leg of travel • Direct transit passenger to transit lounge/boarding gate
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant OHS regulations • Relevant customs, quarantine, equal opportunity and anti discrimination regulations • Principles of customer service • Railway standards and procedures for providing appropriate services for transit and arriving passengers • Check-in records/documentation • Baggage check-in limits and requirements

	<ul style="list-style-type: none"> • Features, transit club lounges and departure gate locations at designated station • Risks that exist when assisting transit and arriving passengers and related risk control procedures and precautions□ • Problems that may occur when assisting transit and arriving passengers and appropriate action that should be taken in each case
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when providing assistance to transit and arriving passengers • Read and interpret instructions, regulations, procedures and other information relevant to transit and arriving passengers • Interpret and follow operational instructions and prioritize work • Complete documentation related to transit and arriving passengers • Operate electronic communication equipment to required protocol • Work collaboratively with others when providing assistance to transit and arriving passengers • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when providing assistance to transit and arriving passengers in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when providing assistance to transit and arriving passengers • Apply precautions and required actions to minimize, control or eliminate potential hazards that may exist with the transit and arrival of passengers • carry out and anticipate operational problems and hazards and take appropriate action • perform work activities in terms of planned schedule • carry out activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required when providing assistance to transit and arriving passengers.

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Participate in Workplace Communication
Unit Code	EIS RSS2 17 0213
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

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

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

Evidence Guide	
Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Prepared written communication following standard format of the organization • Accessed information using communication equipment • Made use of relevant terms as an aid to transfer information

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Work in Team Environment
Unit Code	EIS RSS2 18 0213
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

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

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

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

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Develop Business Practice
Unit Code	EIS RSS2 19 0213
Unit Descriptor	This unit specifies the outcomes required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced.

Elements	Performance Criteria
1. Identify business opportunity	1.1 Business opportunities are investigated and identified 1.2 Feasibility study is undertaken to determine likely business viability 1.3 Market research on product or service is undertaken 1.4 Assistance with feasibility study of specialist and relevant parties is sought as required 1.5 Impact of emerging or changing technology including e-commerce, on business operations are evaluated 1.6 Practicability of business opportunity is assessed in line with perceived risks, returns sought and resources available 1.7 Business plan is completed for operation
2. Identify personal business skills	2.1 Financial and business skills available are identified and taken into account when business opportunities are researched 2.2 Personal skills/attributes are assessed and matched against those perceived as necessary for a particular business opportunity 2.3 Business risks are identified and assessed according to resources available and personal preferences
3. Plan for establishment of business operation	3.1 Business structure and operations are determined and documented 3.2 Procedures are developed and documented to guide operations 3.3 Financial backing is secured for business operation 3.4 Business legal and regulatory requirements are identified and complied 3.5 Human and physical resources required to commence

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

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

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

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

Evidence Guide

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

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Standardize and Sustain 3S
Unit Code	EIS RSS2 20 0213
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by worker to standardize and sustain 3S to his/her workplace. It covers responsibility for the day- to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.

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

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

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

Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 5S slogans • 5S posters • 5S photo exhibits and storyboards • 5S newsletter • 5S maps • 5S pocket manuals • 5S department/benchmarking tours • 5S months • 5S audit • Awarding system • Big cleaning day • Patrolling system may include: <ul style="list-style-type: none"> ➢ Top management Patrol ➢ 5S Committee members and Promotion office Patrol ➢ Mutual patrol ➢ Self-patrol ➢ Checklist patrol ➢ Camera patrol
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Discuss the relationship between Kaizen elements. • Standardize and sustain 3S activities by applying appropriate tools and techniques.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Elements of Kaizen • Ways to improve Kaizen elements • Benefits of improving kaizen elements • Relationship between Kaizen elements • The fourth pillar of 5S • Benefits of standardizing and sustaining 3S • Procedures for standardizing and sustaining 3S activities • Tools and techniques to sustain 3S • Relevant Occupational Health and Safety (OHS) and environment requirements • Plan and report • Method of communication

Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • improving Kaizen elements by applying 5S • standardizing and sustaining procedures and techniques to avoid problems • technical drawing • procedures to standardizing 3S activities • analyzing and preparing shop layout of the workplace • standardizing and sustaining checklists • preparing and implementing tools and techniques to sustain 3S • working with others • reading and interpreting documents • observing situations • solving problems by applying 5S • communication skills • preparing labels, slogans, etc. • gathering evidence by using different means • using Kaizen board properly in accordance the procedure • reporting activities and results using report formats
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

NTQF Level III

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Provide Travel Information to Customers
Unit Code	EIS RSS3 01 0213
Unit Descriptor	This unit covers the skills and knowledge required to identify and locate major destinations, public services, attractions and facilities as part of the provision of public transport advice. It covers responding appropriately to customer enquiries with respect to destinations, related services and facilities and ticketing.

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

Variable	Range
Public transport information	<p>may include:</p> <ul style="list-style-type: none"> • timetables • brochures and travel guides • transport maps

	<ul style="list-style-type: none"> • internet • tickets • ticket manual • concessions • hours of operation • lost property • emergency procedures • interchanges and connections
Modes	<p>may include:</p> <ul style="list-style-type: none"> • rail • bus • tram • taxi
Destination	<p>may include:</p> <ul style="list-style-type: none"> • public facilities • venues • metropolitan
Documentation/records	<p>may include:</p> <ul style="list-style-type: none"> • standard operating procedures for the provision of travel information to customers • timetables • brochures • relevant local government documents
Applicable legislation, regulations and codes	<p>may include:</p> <ul style="list-style-type: none"> • relevant state or territory transport legislation and regulations • relevant trade practices legislation and regulations

Evidence Guide

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

Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.
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Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Provide Assistance to Passengers with and without Special Needs
Unit Code	EIS RSS3 02 0213
Unit Descriptor	This unit involves the skills and knowledge required to assist passengers with and without special needs, in accordance with legislative and regulatory requirements. It includes establishing contact with passengers, identifying passengers' needs, and providing appropriate support to passengers with or without special needs during their journey

Elements	Performance Criteria
1 Establish contact with customers	<p>1.1 Passenger is acknowledged and greeted in a professional, courteous and concise manner according to organizational requirements</p> <p>1.2 Personal dress and presentation are maintained in line with organizational requirements</p> <p>1.3 Communication involving appropriate interpersonal skills to facilitate accurate and relevant exchange of information is used</p> <p>1.4 Sensitivity is maintained to passenger specific needs and any cultural and individual differences</p> <p>1.5 Genuine interest is displayed in passenger needs</p>
2 Identify customer needs	<p>2.1 Appropriate questioning and active listening are used to determine passenger needs</p> <p>2.2 Urgency of passenger needs is assessed to identify priorities for service delivery</p> <p>2.3 Passengers with special needs and the appropriate passenger service are identified</p>
3 Deliver service to customers	<p>3.1 Prompt passenger service to meet identified needs according to organizational requirements is provided</p> <p>3.2 Passenger communications are conducted in a clear, concise and courteous manner</p> <p>3.3 Passenger inquiries are dealt with courteously and efficiently</p> <p>3.4 Questions are used to clarify the passenger's needs or concerns</p> <p>3.5 Knowledge of services and/or operations is used to</p>

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

6 Communicate regarding customers with special needs	6.1 Where dealing with passengers with special needs may cause delays to services other personnel are informed 6.2 Where required, other personnel are informed about the presence of passengers with special needs
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Variable	Range
Passengers with special needs	may include: <ul style="list-style-type: none"> • people with disabilities, which may include physical, intellectual, psychiatric, neurological, sensory, learning disabilities • the elderly • people with prams/small children • people with heavy luggage
Services and/or operations	may include: <ul style="list-style-type: none"> • timetables • network layout • ticketing information • alternative transport • other customer service options • local area information
Documentation/records	may include: <ul style="list-style-type: none"> • workplace instructions and procedures for the transport of passengers with special needs • manufacturer's instructions, specifications and recommended operating procedures for ancillary equipment, including pre-operational checks • emergency procedures • record book
Workplace procedures	may include: <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures
Applicable regulations and relevant legislation	may include: <ul style="list-style-type: none"> • relevant state/territory OHS legislation • relevant anti-discrimination legislation • relevant state/territory environmental protection legislation
Preparation	may include visual check: <ul style="list-style-type: none"> • for passengers on platforms • of ancillary equipment
Ancillary equipment	may include: <ul style="list-style-type: none"> • wheelchair ramps

	<ul style="list-style-type: none"> • hearing loops • audible alarms • visual alerts • platform markers for customers who are visually impaired • emergency evacuation equipment
Other personnel	<p>may include:</p> <ul style="list-style-type: none"> • train controller • signaller • train driver • customer service assistant • platform staff

Evidence Guide	
Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • Implement contingency plans for unplanned events • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Adapt to differences in equipment in accordance with standard operating procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant legislation, regulations and organizational policies and procedures • Service timetables and network information • Ancillary equipment and procedures for operating/using ancillary equipment • Availability and types of alternative service for customers with special needs
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when transporting passengers with and without special needs • Read and interpret instructions, procedures, information and signs relevant to the transporting of passengers with and without special needs • Interpret and follow operational instructions and priorities work • Interact with passengers with and without special needs • Complete documentation related to the transporting of passengers with and without special needs • Operate electronic communication equipment to required protocol

	<ul style="list-style-type: none"> • Use ancillary equipment • Work collaboratively with others when transporting passengers with and without special needs • Promptly report and/or rectify any identified problems that may occur when transporting passengers with and without special needs in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unplanned events • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Adapt to differences in equipment in accordance with standard operating procedures
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test/ oral questions • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Plan a Train Load
Unit Code	EIS RSS3 03 0213
Unit Descriptor	This unit involves the skills and knowledge required to plan a train load in accordance with OHS and other relevant regulatory requirements, including gathering data on the train load, reviewing and analyzing data, preparing load sheet/plan, and completing and processing required documentation. Licensing, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Gather data on the train load	<p>1.1 Data is collected required to plan train load using appropriate techniques and technology in accordance with workplace procedures and regulatory requirements and appropriate regulations.</p> <p>1.2 Types of freight to be transported are identified in accordance with workplace procedures and regulatory requirements</p>
2. Review and analyze data	<p>2.1 Collected data is reviewed by the team/persons using manual and/or computer techniques in accordance with workplace procedures and regulatory requirements</p> <p>2.2 Analysis of data includes appropriate consideration of train destination, time, weather, duration of flight, mix of load and other relevant parameters</p>
3. Prepare load plan/sheet	<p>3.1 An appropriate load planning/sheet is prepared to all types of freights using manual and/or computerized techniques for the train concerned in accordance with workplace procedures, train manuals and loading manual and relevant regulatory requirements</p> <p>3.2 Prepared load sheet/plan provides for due consideration of train trim and balance requirements in accordance with the relevant train loading manual</p>
4. Complete and process required documentation	<p>4.1 Relevant documentation is prepared and signed in accordance with workplace procedures and regulatory requirements</p> <p>4.2 Information/documentation is processed and dispatched to relevant personnel in accordance with workplace procedures, local train instructions and relevant regulatory requirements</p>

Variable	Range
Regulations	<ul style="list-style-type: none"> • international regulations and codes of practice for the transport of dangerous goods by air • Railway Safety Regulations • pertaining to the planning of an train load • local instructions • relevant OHS regulation • environmental protection legislation • relevant security regulations
Persons	<p>During the load planning may include but not limited to:</p> <ul style="list-style-type: none"> • Loading agent/supervisor • other members of the work team(s) • supervisors and managers • travel crew • dangerous goods experts and advisors • perishable goods experts and advisors • experts on other special categories of freight • technical staff
Load planning	<p>May be carried out:</p> <ul style="list-style-type: none"> • in any allowable operating and weather conditions • Terminals • In relation to any train types in service in ETHIOPIA on domestic and international travel • accordance with regulatory and workplace requirements
Types of freight	<p>may include but are not limited to:</p> <ul style="list-style-type: none"> • general freight • loose freight • allowable dangerous goods • perishable goods • fragile goods • live freight • passengers baggage • valuables • mail/express • diplomatic
Procedures	<ul style="list-style-type: none"> • company procedures • regulatory bodies requirement
Information/docu ments	<p>May include:</p> <ul style="list-style-type: none"> • manifest • manual load sheet and trim sheet • load instruction reports • workplace checklists for the planning of an train load • cold chain checklists and guidelines for the train transport of

	<ul style="list-style-type: none"> perishable goods • emergency procedures • travel schedules • local instructions • induction and training materials • conditions of service, legislation and industrial agreements including workplace agreements and awards
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Evidence Guide	
Critical aspects of Competence	Demonstrate knowledge and skill to: <ul style="list-style-type: none"> • Gather data on the train load • Review and analyze data • Prepare load plan/sheet • Complete and process Required documentation
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Relevant regulatory requirements pertaining to the transport of dangerous goods by train • Relevant OHS and environmental procedures and regulations • Safety principles for the planning of train load • Characteristics and ways of identifying various types of dangerous goods • Workplace procedures for the planning of an train load • Documentation requirements for the transport of appropriate dangerous goods by train • Risks that exist when carrying out planning of an train load and related risk control procedures and precautions • Problems that may occur when carrying out planning of an train load and appropriate action that should be taken in each case
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • Communicate effectively with others when planning train load • Read and interpret instructions, regulations, procedures and other information relevant to train load • Interpret and follow operational instructions and prioritize work • Complete documentation related to an train load • Operate electronic communication equipment to required protocol • Work collaboratively with others when planning train load • 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 planning an train load in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when planning an train load

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Identify and Label Explosives and Dangerous Goods
Unit Code	EIS RSS3 04 0213
Unit Descriptor	This unit involves the skills and knowledge required to identify and label explosives and dangerous goods, including assessing explosives/dangerous goods; handling explosives/dangerous goods in accordance with regulatory requirements; labeling explosives/dangerous goods in accordance with regulatory requirements; and complying with all required documentation.

Elements	Performance Criteria
1 Assess explosives/dangerous goods	<p>1.1 Load is checked for explosives/dangerous goods at workplaces in accordance with the relevant codes and government regulations</p> <p>1.2 Types of explosives/dangerous goods are identified from labels, DG declarations and pleading in accordance with workplace procedures, and all required operation is taken to ensure compliance with relevant government regulations</p> <p>1.3 Hazards posed by load are identified from labels and material safety data sheets (MSDS)</p>
2 Handle explosives/dangerous goods	<p>2.1 Identified explosives/dangerous goods are handled and loaded/unloaded in accordance with regulatory requirements, codes, National Load Restraint Guide, and employer policy</p> <p>2.2 Appropriate personal protective equipment is used by each personnel when handling explosives/dangerous goods in accordance with class, subsidiary risk and MSDS information</p> <p>2.3 Handling of different types of load takes into account the identified hazards posed by the explosives/dangerous goods concerned</p> <p>2.4 When loading/storing explosives/dangerous goods, segregation procedures are followed according to the class and subsidiary risk information</p>
3 Label explosives/dangerous goods	<p>3.1 All packages/containers are labeled with appropriate information/documents including the class and subsidiary risk in accordance with current EDG/Ethiopian Explosives Codes as applicable</p> <p>3.2 A dangerous goods declaration is included with manifest and</p>

	<p>other shipping documents</p> <p>3.3 Vehicles carrying explosives and/or dangerous goods are placarded in accordance with <i>applicable regulations and legislation.</i></p>
4 Complete documentation	4.1 All required transport documents are completed in accordance with current EDG/Ethiopian Explosives Codes as applicable

Variable	Range
Workplaces	<p>may comprise:</p> <ul style="list-style-type: none"> • large, medium or small worksites
Goods	<p>may include:</p> <ul style="list-style-type: none"> • require special precautions for handling and storage
workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures
Operation	<p>may be conducted:</p> <ul style="list-style-type: none"> • in a range of work environments and weather conditions • by day or night
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
Personnel	<p>may include:</p> <ul style="list-style-type: none"> • workplace personnel • site visitors • contractors • official representatives
Information/documents	<p>may include:</p> <ul style="list-style-type: none"> • goods identification numbers, codes, markings and signs • manifests, bar codes, goods and container identification • manufacturers specifications for equipment/tools • workplace procedures and policies for the loading and unloading of vehicles • supplier and/or client instructions • material safety data sheets • standards and certification requirements

	<ul style="list-style-type: none"> • quality assurance procedures • emergency procedures
Class:	<ul style="list-style-type: none"> • as defined in the respective Ethiopian codes
Applicable regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • current Ethiopian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including: <ul style="list-style-type: none"> ➤ Ethiopian and International Dangerous Goods Codes ➤ Ethiopian Marine Orders and the International Maritime Dangerous Goods Code ➤ Ethiopian and International Explosives Codes ➤ relevant state/territory environmental protection legislation ➤ equal opportunity legislation ➤ workplace relations regulations ➤ equal employment and affirmative action legislation ➤ relevant state/territory OHS legislation

Evidence Guide	
Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when loading, unloading and handling explosives and dangerous goods in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when loading, unloading and handling explosives and dangerous goods • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the loading, unloading and handling of explosives and dangerous goods • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • OHS procedures and guidelines concerning the lifting and movement of loads • Risks and hazards when loading, unloading and handling explosives and dangerous goods, and related precautions to control the risk • Workplace procedures and policies for the identification and labeling of explosives and dangerous goods • Characteristics of explosives and dangerous goods relevant to

	<p>handling and transport</p> <ul style="list-style-type: none"> • Compatibility of various types of explosives and dangerous goods • Site layout and obstacles • Housekeeping standards procedures required in the workplace
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when loading, unloading and handling explosives and dangerous goods • Read and interpret instructions, procedures, information and signs relevant to the loading, unloading and handling of explosives and dangerous goods • Interpret material safety data sheets, containers and goods coding, markings and other information describing explosives and dangerous goods including, where applicable, emergency information panels for the mode of transport/storage selected • Interpret and follow operational instructions and priorities work • Complete documentation related to the loading, unloading and handling of explosives and dangerous goods • Correctly mark/label explosives and dangerous goods • Operate electronic communication equipment to required protocol • Work collaboratively with others when loading, unloading and handling explosives and dangerous goods • 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 loading, unloading and handling explosives and dangerous goods in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when loading, unloading and handling explosives and dangerous goods • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the loading, unloading and handling of explosives and dangerous goods • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Apply fatigue management knowledge and techniques • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Operate and adapt to differences in equipment in accordance with standard operating procedures

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Manage Disruptive and/ or Unlawful Behavior
Unit Code	EIS RSS3 05 0213
Unit Descriptor	This unit involves the skills and knowledge required to manage disruptive and/or unlawful behavior on transport systems, including monitoring passenger behavior, identifying and attending to disruptive/unlawful activity, taking appropriate action to control disruptive/unlawful behavior, and reporting and documenting incident(s).

Elements	Performance Criteria
1 Monitor passenger behavior	<p>1.1 Facilities and transportation units under surveillance are regularly monitored to identify and record inappropriate behavior with appropriate procedures</p> <p>1.2 Potential problem situations to customers are quickly identified and steps taken to defuse the situation in accordance with agreed procedures</p> <p>1.3 Incidents which breach legislation/regulation/work place procedures are identified and appropriate action is taken</p> <p>1.4 Surveillance equipment is operated within legal and workplace parameters</p> <p>1.5 Managing disruptive and unlawful behavior exists during the operations at all time/place and in a range of work environment..</p>
2 Identify and resolve disruptive/unlawful activity	<p>2.1 The nature of disruptive or unlawful behavior is accurately assessed with customer safety surveillance(if required)and, if possible, conflict is resolved using relevant conflict resolution strategies</p> <p>2.2 Procedures are followed to isolate the offender(s) and minimize disruption to other passengers where appropriate</p> <p>2.3 Assistance and/or consultation is sought from other staff and external support services using appropriate means of communication where necessary</p> <p>2.4 The situation is resolved and follow-up action is implemented according to the appropriate workplace rules, regulations and guidelines</p>

<p>3 Take action to control unlawful behavior</p>	<p>3.1 Assistance with appropriate equipment is sought from other staff and external support services where necessary</p> <p>3.2 The nature of the offence and the consequences of the behavior are clearly communicated to the offender</p> <p>3.3 Contingency processes which may involvement other staff and/or external agencies in the apprehension of offenders is undertaken within legal and workplace parameters</p> <p>3.4 Appropriate personal protective equipment are used up on action to control unlawful behavior</p>
<p>4 Report and document incident(s)</p>	<p>4.1 Incidents are reported with sufficient information /documents using the appropriate format in accordance with workplace policies and procedures</p> <p>4.2 All documentation is drafted in accordance with workplace rules, regulations and guidelines</p>

Variable	Range
procedures	may include: <ul style="list-style-type: none"> • company procedures • enterprise procedures • workplace procedures • established procedures
Problems	may include: <ul style="list-style-type: none"> • arguments • hostilities • fare evasion • verbal abuse • physical abuse • lack of compliance with no smoking signs • lack of compliance with transport regulations • drunken behavior
Customers	may be: <ul style="list-style-type: none"> • internal or external
Operations	may be conducted in: <ul style="list-style-type: none"> • in a range of work environments and weather conditions • by day or night
Customer safety surveillance	may include: <ul style="list-style-type: none"> • foot patrol • automatic camera monitoring • local and remote monitoring • vehicle patrol

Consultation	<p>may involve:</p> <ul style="list-style-type: none"> • customers • private and public sector security personnel • police • security consultants • other employees and supervisors • management
Means of Communication	<p>may include:</p> <ul style="list-style-type: none"> • mobile and fixed phones • radio • oral, aural or signed communications
Equipment	<p>may include:</p> <ul style="list-style-type: none"> • video/audio equipment • security services (internal or external) • warning lighting • security mirrors • alarms
Contingency processes	<p>may involve:</p> <ul style="list-style-type: none"> • Notification of external agencies where necessary e.g. police, security guards etc. • assistance from other staff if necessary
Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> • gloves • safety headwear and footwear • firearms • two-way radios
Information/documents	<p>may include:</p> <ul style="list-style-type: none"> • workplace procedures, regulations, guidelines practices and policies • job specifications • organization insurance requirements • reports of incidents • documentation and records of security breaches • conflict resolution documentation • relevant manufacturers specifications for equipment used • competency standards and training materials • codes of practice and regulations concerning transport security • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency response procedures

	<ul style="list-style-type: none"> • rules and regulations in regard to disruptive/unlawful behavior
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Evidence Guide	
Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • Read and interpret instructions, procedures, guidelines and information relevant to the management of disruptive and unlawful behavior on transport systems • Interpret and follow operational instructions and priorities work • Complete documentation related to work activities • Operate electronic communication equipment to required protocol • Work collaboratively with others when managing disruptive and unlawful behavior on transport systems
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant state and territory regulations and requirements pertaining to the management of disruptive and unlawful behavior on transport systems • Relevant OHS and environmental protection procedures and guidelines • Risks and hazards when managing disruptive behavior on a transport system and related precautions to control the risk • Transport services provided • Procedures for the management of disruptive and unlawful behavior • Legal and workplace parameters with regard to unlawful behavior • By-laws and service rules as they apply to disruptive behavior on transport systems • Common law as it applies to disruptive and unlawful behavior on transport systems • Customer service requirements • Typical problems that can occur when managing disruptive and unlawful behavior on transport systems and appropriate action that can be taken to prevent or solve them
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate and negotiate effectively with others when managing disruptive and unlawful behavior on transport systems • Resolve conflict situations • Read and interpret instructions, procedures, guidelines and information relevant to the management of disruptive and unlawful behavior on transport systems • Interpret and follow operational instructions and priorities work

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Complete Workplace Documents
Unit Code	EIS RSS3 06 0213
Unit Descriptor	This unit involves the skills and knowledge required to collect, prepare, analyze and process workplace documents in accordance with workplace requirements. It includes collecting, preparing, analyzing and interpreting information, and completing documents.

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

Variable	Range
Personnel	may include: <ul style="list-style-type: none"> • train drivers • train crews • train controllers • signalers

	<ul style="list-style-type: none"> • other workplace personnel and rail safety workers • station/customer service staff • passengers • customers • security personnel • police and other emergency services personnel • other professional or technical staff • local government authorities
Documents and forms	<p>may include:</p> <ul style="list-style-type: none"> • routine written reports on workplace activities, including: <ul style="list-style-type: none"> ➤ incident or accident reports ➤ safe working forms • train control diagrams • train graphs • log books • train register books • train notices
Communication techniques	<p>may include:</p> <ul style="list-style-type: none"> • active listening • questioning to obtain information and clarify information and understanding, including: <ul style="list-style-type: none"> ➤ open and closed questions ➤ direct and indirect questions ➤ probing questions
Communication problems	<p>may include:</p> <ul style="list-style-type: none"> • misunderstanding • misinterpretation • noisy environments or communication channels • illegible writing or print • Use of non-standard vocabulary (jargon, acronyms, etc.) • incorrect assumption that message has been received and/or correctly understood • outdated information sources • language barriers
Information and documentation	<p>may include:</p> <ul style="list-style-type: none"> • workplace procedures, checklists and instructions • workplace policies • legislation, regulations and related documentation • working timetables

Evidence Guide	
Critical Aspects of Competence	Assessors should ensure that candidates can: <ul style="list-style-type: none"> • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement
Underpinning Knowledge and Attitudes	Demonstrates knowledge to: <ul style="list-style-type: none"> • Communication techniques, including active listening and effective questioning • Organizational procedures and policies for the completion of documents and forms • Issues that may occur when preparing and completing workplace documents, and action that can be taken to resolve them • Format and layout of documents and forms used in workplace activities • Methods used to analyze and interpret information to be included in workplace documents and forms
Underpinning Skills	Demonstrate skill in: <ul style="list-style-type: none"> • Literacy and numeracy levels appropriate to the documents to be completed • Reading and interpreting instructions, procedures and information relating to the completion of workplace documents • Reporting and rectifying within limits of own role identified problems when preparing and completing workplace documents • Working systematically with required attention to detail • Applying methods of analysis and interpretation for workplace documents • Using appropriate numeric functions when interpreting and analyzing information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Apply and Monitor Workplace Security Procedures
Unit Code	EIS RSS3 07 0213
Unit Descriptor	This unit involves the skills and knowledge required to apply and monitor security procedures in workplaces in the postal, warehousing, stevedoring, transport, distribution and allied industries in accordance with workplace and regulatory requirements. This includes checking and monitoring personnel and goods entering the worksite, carrying out surveillance of work areas, dealing with security incidents and emergencies, and completing required reports and surveillance documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Check and monitor personnel and goods entering the existing worksite	<p>1.1 The entry and/or exit of personnel and vehicles are checked in accordance with workplace operational procedures and statutory authority regulations to prevent improper entry or unlawful removal of goods and cargo</p> <p>1.2 Potential breaches of security work which may cause goods to be at risk are observed and reported promptly to designated personnel in accordance with workplace and security procedures</p>
2. Carry out surveillance of work areas	<p>2. 1 Surveillance of work areas is done in accordance with workplace procedures and regulatory requirements</p> <p>2. 2 Breaches of security are identified and action is initiated and/or the incident reported in accordance with workplace procedures and regulatory requirements</p>
3. Deal and write reports on security incidents emergencies	<p>3.1 Security incidents/emergencies are dealt with in accordance with regulations and site operational procedures</p> <p>3.2 Appropriate police/security/emergency services are contacted, if required, in accordance with workplace procedures</p> <p>3.3 Documentation of incidents/emergencies are communicated to the intended message in accordance with workplace requirements</p> <p>3.4 Various communication techniques including active listening skills are used in accordance with workplace procedures</p>

4. Complete required documentation	<p>4.1 Surveillance information/document and reports are completed and files dispatched in accordance with workplace procedures and regulatory requirements</p> <p>4.2 Appropriate personal protective equipment is used by each personnel when handling explosives/dangerous goods in accordance with Workplaces procedure</p>
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Variable	Range
Workplace	may comprise: <ul style="list-style-type: none"> • large, medium or small worksites
Work	may be conducted: <ul style="list-style-type: none"> • in a range of work environments • by day or night
Security procedures	may include: <ul style="list-style-type: none"> • identification codes/marks/numbers identified and recorded • goods to be secured are tallied • storage location matches product characteristics including fire risks, weather damage or requirements workplace • reporting of shortages and damage
Surveillance	may include: <ul style="list-style-type: none"> • buildings, gates and perimeter fence • personnel and property are minimized to be in a secured area • customers, visitors and contractors are safe • monies, premises and equipment are secure
Work areas	may be conducted in: <ul style="list-style-type: none"> • limited or restricted spaces • exposed conditions • controlled or open environments
Documentation	may include: <ul style="list-style-type: none"> • export receive advice • customs clearance • gate pass
Communication	may include: <ul style="list-style-type: none"> • phone • fax • email • electronic data transfer (EDI) • RF systems • radio • oral, aural or signed communications
Information/documents	may include: <ul style="list-style-type: none"> • workplace policies, operating procedures and practices

	<ul style="list-style-type: none"> • goods identification numbers and codes • manifests, consignment notes, bar codes, and container identification/serial number • dangerous goods declarations and material safety data sheets (where applicable) • quality assurance procedures • induction documentation • competency standards and training materials • job specifications and procedures • award, enterprise bargaining agreement or other industrial arrangements • codes of practice, including national standards for manual handling and the industry safety code • supplier and or/client instructions' • safety observation feedback program • emergency procedures
Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> • gloves • safety headwear and footwear • safety glasses • two-way radios • protective clothing • high visibility clothing

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate knowledge and skills in:</p> <ul style="list-style-type: none"> • The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: <ul style="list-style-type: none"> ➤ the underpinning knowledge and skills ➤ relevant legislation and workplace procedures ➤ other relevant aspects of the range statement

Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant OHS and environmental protection procedures and guidelines • Workplace security procedures and policies when transferring freight/mail • Focus of operation of work systems, equipment, management and site operating systems for the secure transfer of freight/mail • Security problems that may occur when transferring freight and mail and appropriate action that can be taken to resolve or avoid the problems • Site layout and operating procedures • Types of hazardous cargo and special handling procedures • The marking and numbering systems for freight/mail • Relevant bond, quarantine or other legislative requirements
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when applying and monitoring security procedures for freight and mail • Read and interpret instructions, procedures and information relevant to the security of freight and mail • Interpret and follow operational instructions and priorities work • Complete documentation related to the security of freight and mail • Receive, acknowledge and send messages with available communications equipment • Work collaboratively with others when applying and monitoring security procedures for freight and mail • 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 applying and monitoring security procedures for freight and mail in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unanticipated situations that may arise when applying and monitoring security procedures for freight and mail • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Plan own work including predicting consequences and identifying improvements. • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Undertake Emergency Response Action to a Security Threat
Unit Code	EIS RSS3 08 0213
Unit Descriptor	This unit involves the skills and knowledge required to undertake emergency action to a potential security threat, including selecting emergency actions to be applied, maintaining communications, and reporting the incident in accordance with established procedures.

Elements	Performance Criteria
1 Select emergency actions to be applied	<p>1.1 Any harmful Incidents or potential threats are recognized</p> <p>1.2 Where able, agency/branch/base and/or police are alerted to potential security threat with all relevant details and requests for supportive action being detailed</p> <p>1.3 Range of emergency actions are identified and analyzed</p> <p>1.4 Security threat and appropriate emergency plans are matched</p> <p>1.5 Emergency operations are invoked in accordance with emergency procedures and in consideration of own safety, members of the public and the consignment</p> <p>1.6 Emergency actions are modified consistent with changes within the emergency environment</p>
2 Maintain communications	<p>2.1 Communication with customers is maintained with agency/branch/base and relevant agencies/personnel in accordance with enterprise and emergency procedures</p> <p>2.2 Information is conveyed in a clear, concise and accurate manner</p>
3 Report incident	<p>3.1 Reporting arrangements are completed according to workplace procedures</p> <p>3.2 Police or other emergency services are consulted with reports as required</p> <p>3.2 Appropriate personal protective equipment is used by each personnel when handling explosives/dangerous goods in accordance with Workplaces procedure</p>

Variable	Range
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Incidents	may include: <ul style="list-style-type: none"> • actual or potential breaches of security arrangements
Emergency actions	are undertaken within: <ul style="list-style-type: none"> • workplace policy and procedures
Operations	may be conducted: <ul style="list-style-type: none"> • in a range of work environments and weather conditions • by day or night
Communication	may include: <ul style="list-style-type: none"> • mobile and fixed phones • radio • oral, aural or signed communications
Customers may be:	<ul style="list-style-type: none"> • internal or external
Workplace procedures	may include: <ul style="list-style-type: none"> • company procedures • enterprise procedures • organizational procedures • established procedures
Consulted	may involve: <ul style="list-style-type: none"> • clients • private security personnel • public sector security personnel • police • security consultants • other employees and supervisors • management • other professional or technical staff
Personal protective equipment	may include: <ul style="list-style-type: none"> • gloves • safety headwear and footwear • firearms • two-way radios

Evidence Guide

Critical Aspects of Competence	Assessors should ensure that candidates can: <ul style="list-style-type: none"> • Work collaboratively with others when undertaking emergency response action to a security threat • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may arise when undertaking emergency response action to a security threat in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unanticipated situations that
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	<p>may occur when undertaking emergency response action to a security threat</p> <ul style="list-style-type: none"> • Apply precautions and required action to minimize, control or eliminate hazards that may exist during emergency response action to a security threat • Apply relevant agreements, codes of practice or other legislative requirements
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant state and territory permit and license regulations and requirements • Relevant OHS procedures and guidelines • Risks and hazards when transferring cash-in-transit and related precautions to control security threats • Operational procedures for identification of security threats and undertaking emergency response • Contingency planning relating to managing and controlling security threats • Requirements for approved work procedures and relevant equipment • Housekeeping standards procedures required in the workplace • Typical problems that can occur when undertaking emergency response action to a security threat and appropriate action that can be taken to prevent or solve them
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when undertaking emergency response action to a security threat • Read and interpret instructions, procedures, information and signs relevant to emergency response action to a security threat • Interpret and follow operational instructions and priorities work • Complete documentation related to emergency response action to a security threat • Operate electronic communication equipment to required protocol • Work collaboratively with others when undertaking emergency response action to a security threat • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may arise when undertaking emergency response action to a security threat in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unanticipated situations that

	<p>may occur when undertaking emergency response action to a security threat</p> <ul style="list-style-type: none"> • Apply precautions and required action to minimize, control or eliminate hazards that may exist during emergency response action to a security threat • Apply relevant agreements, codes of practice or other legislative requirements • Plan own work including predicting consequences and identifying improvements • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Identify and correctly use equipment, processes and procedures • Adapt to differences in equipment in accordance with standard operating procedures • Safely use correct manual handling techniques • Select and use required personal protective equipment conforming to industry and OHS standards
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Use Electronic Communication Systems
Unit Code	EIS RSS3 09 0213
Unit Descriptor	This unit involves the skills and knowledge required to use electronic communication systems. It includes identifying system features, operating a communication system effectively, using appropriate communication protocols when using a system, ensuring equipment is operational, identifying any system access requirements (log in) and completing documentation

Elements	Performance Criteria
1 Apply OHS principles	<p>1.1 Information on OHS requirements is accessed and interpreted when using electronic communication equipment</p> <p>1.2 Posture and ergonomic settings of chair and workstation are adjusted following OHS guidelines</p> <p>1.3 OHS and organisational guidelines on the use of periods of rest and exercise are followed when using electronic communications equipment</p>
2 Identify electronic communication equipment and systems	<p>2.1 Types of electronic communication equipment, component parts and accessories used in the work area are identified</p> <p>2.2 Applications for workplace activities of the different electronic communication systems and, where applicable, related software are interpreted</p> <p>2.3 Routine faults in operating systems, software applications and operator errors are identified and reported, where necessary</p>
3 Identify communication equipment features	<p>3.1 Electronic communication system features and control functions are identified</p> <p>3.2 Electronic communication equipment is set up to optimise communication</p> <p>3.3 Where relevant, appropriate communication system is selected</p>
4 Enter data	<p>4.1 Where required, text and numeric data are entered into a communication system using appropriate technology</p> <p>4.2 Entered information is checked and corrected</p>

5 Use communications equipment	<p>5.1 System checks are carried out to confirm communication system is operational in accordance with organisational requirements</p> <p>5.2 Communication system is operated safely in accordance with organisational procedures and regulatory requirements</p> <p>5.3 inter personal Communication security is maintained in accordance with organisational procedures</p> <p>5.4 Where relevant, communication system appropriate for the location and type of communication is selected</p> <p>5.5 to avoided barriers of communication difficulties, Messages are transmitted clearly, unambiguously and precisely with due observation of ethics and protocols required of users in accordance with organisational procedures</p> <p>5.6 Messages are received, interpreted and recorded according to operating procedures and regulatory regulations and legislation requirements</p>
6 Complete documentation	6.1 Appropriate records of Information and documentation communications are maintained in accordance with organisational procedures

Variable	Range
Communication systems	may include: <ul style="list-style-type: none"> • fixed telephone systems • mobile telephone, both on person or hands-free • fax machines • radios • ACOMS • computer applications
Interpersonal communication	may include: <ul style="list-style-type: none"> • active listening • two-way conversation • questioning to obtain information and clarify information and understanding • routine oral reporting
Communication difficulties	may include: <ul style="list-style-type: none"> • misunderstanding • limited ability of others to communicate in English • noisy environments or communication channels • illegible writing or print

	<ul style="list-style-type: none"> • use of non-standard vocabulary • assumption that message has been received and/or correctly understood • not following correct communication protocols and procedures
Organisational procedures	<p>may be known as:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • workplace procedures • established procedures • standard operating procedures
Regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulations, standards and codes of practice • Rail Safety Act • dangerous goods and freight regulations and codes • relevant federal, state and territory OHS legislation • environmental protection regulations
Information and documentation	<p>may include:</p> <ul style="list-style-type: none"> • workplace communication procedures, protocols, checklists and instructions • manufacturer specifications for communications equipment • communication records, including voice logs • client instructions • quality assurance procedures • emergency procedures

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

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Organize Personal Work Priorities and Development
Unit Code	EIS RSS3 10 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to organize own work schedules, to monitor and obtain feedback on work performance, and to maintain required levels of competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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

and learning	<p>3.2 Opportunities are identified, prioritized and planed for undertaking personal skill development activities in liaison with work groups and relevant personnel</p> <p>3.3 Professional development opportunities are accessed, completes and recorded to facilitate continuous learning and career development</p> <p>3.4 Formal and informal feedback is incorporated into review of further learning needs</p>
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Variable	Range
Work goals and objectives	<p>may include:</p> <ul style="list-style-type: none"> • budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation
Organizational requirements	<p>may include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organizational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
Factors affecting the achievement of work objectives	<p>may include:</p> <ul style="list-style-type: none"> • budget constraints • competing work demands • environmental factors such as time, weather • resource and materials availability • technology/equipment breakdowns • unforeseen incidents • workplace hazards, risks and controls
Business technology	<p>may include:</p> <ul style="list-style-type: none"> • computer applications • computers • email • internet/extranet/intranet • modems

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

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Process Passenger Complaints
Unit Code	EIS RSS3 11 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to handle formal and informal negative feedback and complaints from passengers. Operators may exercise discretion and judgement using appropriate knowledge of products, passenger service systems and organisational policies to provide technical advice and support to a team.

Elements	Performance Criteria
1. Respond to complaints	<p>1.1 Passenger complaints are processed using effective communication according to organisational procedures established under organisational policies, legislation or codes of practice</p> <p>1.2 Obtain, document and review reports relating to passenger complaints</p> <p>1.3 Decisions about passenger complaints are made by taking into account applicable legislation, organisational policies and codes</p> <p>1.4 Resolution of the complaint is negotiated, and agreement obtained where possible</p> <p>1.5 a register of complaints/disputes is maintained</p> <p>1.6 Inform passenger of the outcome of the investigation</p>
2. Refer complaints	<p>2.1 Complaints that require referral to other personnel or external bodies are identified</p> <p>2.2 Make referrals to appropriate personnel for follow-up in accordance with individual level of responsibility</p> <p>2.3 All documents and investigation reports are forwarded</p> <p>2.4 Appropriate personnel is followed-up to gain prompt decisions</p>
3. Exercise judgement to resolve passenger service issues	<p>3.1 Implications of issues are identified for passenger and organisation</p> <p>3.2 Appropriate options are analysed, explained and negotiated for resolution with passenger</p> <p>3.3 Viable options are proposed in accordance with appropriate legislative requirements and enterprise policies</p>

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

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Deliver and Monitor a Service to Passengers
Unit Code	EIS RSS3 12 0213
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify passenger needs and monitor service provided to passengers. Operators may exercise discretion and judgment using appropriate theoretical knowledge of passenger service to provide technical advice and support to passengers over either a short or long term interaction

Elements	Performance Criteria
1. Identify passenger needs	<p>1.1 Appropriate interpersonal skills are used to accurately identify and clarify passenger needs and expectations</p> <p>1.2 Passenger needs are assessed for urgency to determine priorities for service delivery according to organisational requirements</p> <p>1.3 Effective communication is used to inform passengers about available choices for meeting their needs and assist in the selection of preferred options</p> <p>1.4 Limitations are identified in addressing passengers' needs and appropriate assistance sought from designated individuals</p>
2. Deliver a service to passengers	<p>2.1 Prompt service is provided to passengers to meet identified needs in accordance with organisational requirements</p> <p>2.2 Appropriate rapport is established and maintained with passengers to ensure completion of quality service delivery</p> <p>2.3 Passenger complaints are sensitively and courteously handled in accordance with organisational requirements</p> <p>2.4 Assistance is provided or responded to passengers with specific needs according to organisational requirements</p> <p>2.5 Identify and use available opportunities to promote and enhance services to passengers</p>
3.1 3. Monitor and report on service delivery	<p>3.2 Passenger satisfaction with service delivery is regularly reviewed using verifiable evidence according to organisational requirements</p> <p>3.3 Opportunities are identified to enhance the quality of service and products, and pursue within organisational requirements</p>

	<p>3.4 Procedural aspects of service delivery are monitored for effectiveness and suitability to passenger requirements</p> <p>3.5 Passenger feedback is regularly sought and used to improve the provision of products and services</p> <p>3.6 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery</p>
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Variable	Range
Appropriate interpersonal skills	<p>may include:</p> <ul style="list-style-type: none"> • listening actively to what the passenger is communicating • providing an opportunity for the passenger to confirm their request • questioning to clarify and confirm passenger needs • seeking feedback from the passenger to confirm understanding of needs • summarizing and paraphrasing to check understanding of passenger message • Using appropriate body language.
Passenger needs and expectations	<p>may include:</p> <ul style="list-style-type: none"> • accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organization's services • returning organization's services • Specific information.
Organisational requirements	<p>may include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • anti- discrimination and related policy • defined resource parameters • 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

	<ul style="list-style-type: none"> • replacement and refund policy and procedures • Who is responsible for services
Effective communication	<p>may include:</p> <ul style="list-style-type: none"> • giving passengers full attention • maintaining eye contact, except where eye contact may be culturally inappropriate • speaking clearly and concisely • using active listening techniques • using appropriate language and tone of voice • using clear written information/communication • using non- verbal communication e.g. body language, personal presentation (for face-to-face interactions) • Using open and/or closed questions.
Designated individuals	<p>may include:</p> <ul style="list-style-type: none"> • colleagues • passengers • line management • Supervisor.
Passenger complaints	<p>may include:</p> <ul style="list-style-type: none"> • administrative errors such as incorrect invoices or prices • passenger satisfaction with service quality • delivery errors • service not delivered on time • service errors
Specific needs	<p>may relate to:</p> <ul style="list-style-type: none"> • age • beliefs/values • culture • disability • gender • language • Religious/spiritual observances.
Opportunities to promote and enhance services	<p>may include:</p> <ul style="list-style-type: none"> • extending time lines • packaging procedures • procedures for delivery of goods • returns policy • system for recording complaints • Updating passenger service charter.
Verifiable evidence	<p>may include:</p> <ul style="list-style-type: none"> • passenger satisfaction questionnaires • audit documentation and reports • quality assurance data

	<ul style="list-style-type: none"> • returned goods • lapsed passengers • service calls • Complaints.
Passengers	<p>may include:</p> <ul style="list-style-type: none"> • corporate passengers • individual members of the organization • individual members of the public • Other agencies.

Evidence Guide	
Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • identifying needs and priorities of passengers • distinguishing between different levels of passenger satisfaction • treating passengers with courtesy and respect • responding to and reporting on, passenger feedback • Knowledge of organizational policy and procedures for passenger service.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • analytical skills to identify trends and positions of services • communication skills to monitor and advise on passenger service strategies • literacy skills to: <ul style="list-style-type: none"> ➤ edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation ➤ prepare general information and papers according to target audience ➤ read and understand a variety of texts • problem solving skills to deal with passenger enquiries or complaints • technology skills to select and use technology appropriate to a task • self management skills to: <ul style="list-style-type: none"> ➤ comply with policies and procedures ➤ consistently evaluate and monitor own performance ➤ Seek learning opportunities.
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles

	<ul style="list-style-type: none"> ➤ codes of practice ➤ privacy laws ➤ financial legislation ➤ occupational health and safety (OHS) • organizational policy and procedures for passenger service including handling passenger complaints • service standards and best practice models • public relations and product promotion • Techniques for dealing with passengers, including passengers with specific needs.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test/ Oral Questioning • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Monitor and Process Attendance Records
Unit Code	EIS RSS3 13 0213
Unit Descriptor	This unit involves the skills and knowledge required to monitor and process attendance records in accordance with regulatory and workplace requirements, including monitoring attendance records and checking and processing attendance information.

Element	Performance Criteria
1. Monitor attendance records	<p>1.1 Information about hours worked, and others as recorded for each employee, are assessed, checked and documented on a prescribed time basis</p> <p>1.2 Employee daily time records showing hours absent are followed up to ensure authorized absences are accurately recorded</p> <p>1.3 Employee daily time records showing additional hours worked are followed up to determine whether additional payments are authorized</p> <p>1.4 Unauthorized absences are notified to appropriate personnel on a timely basis to ensure follow-up action is initiated</p> <p>1.5 Employee attendance sheets are received, checked and processed to ensure accurate employee records are maintained based on the company's procedure</p> <p>1.6 Information/documents are used during monitoring and processing attendance records</p> <p>1.7 Communicate effectively with others when monitoring and processing attendance records</p>
2. Process attendance records	<p>2. 1 Unexplained absences are identified, confirmed and appropriate personnel are notified for follow-up action</p> <p>2. 2 Attendance records are checked and forwarded to payroll department for payments purposes following applicable regulations</p> <p>2. 3 Daily attendance records are checked and redistributed on a timely basis</p>

Variable	Range
Information	Records may be obtained from: <ul style="list-style-type: none"> • timesheets • absentee records

	<ul style="list-style-type: none"> • maternity/paternity leave data • daily time records • Sick leave records • vacation records
Employee	<p>It include:</p> <ul style="list-style-type: none"> • all personnel whose attendance is recorded for timekeeping purposes
procedures	<p>May include:</p> <ul style="list-style-type: none"> • company procedures • established procedures
Information/docu ments	<p>May include:</p> <ul style="list-style-type: none"> • workplace procedures and policies for the monitoring and processing of attendance records • employees timesheets, absentee records, jury leave records or computer files
Communicate	<p>may include:</p> <ul style="list-style-type: none"> • phone • email • oral or signed communications
Applicable regulations	<p>May include:</p> <ul style="list-style-type: none"> • Company regulations • workers compensation regulations • Industrial agreements

Evidence Guide

Critical aspects of Competence	<p>Demonstrate knowledge and skill to:</p> <ul style="list-style-type: none"> • Monitor attendance records • Process attendance records
Underpinning Knowledge and Attitudes	<p>Demonstrate a knowledge of:</p> <ul style="list-style-type: none"> • Regulations and codes of practice relevant to the monitoring and processing of attendance records • Workplace procedures and policies for the monitoring and processing of attendance records • Focus of operation of work systems for the monitoring and processing of attendance records • Elements of human resources systems relevant to the monitoring and processing of attendance records, including: workplace's timekeeping practices, conditions of employment, labor/costing practices, industrial agreements and awards, auditing requirements, payroll practices and procedures, personnel records requirements, and computer based personnel recording systems • Problems that may occur when monitoring and processing attendance records and appropriate action that can be taken to resolve the problems

	<ul style="list-style-type: none"> • Documentation and reporting requirements for the monitoring and processing of attendance records including computer based personnel recording systems
Underpinning Skills	<p>Demonstrate the skill to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when monitoring and processing attendance records • Read and interpret instructions, procedures and information relevant to work activities • Interpret conditions of employment and industrial agreements • Interpret and follow operational instructions and prioritize work • Complete documentation related to work activities • Operate electronic communication equipment to required protocol • Conduct simple calculations required when monitoring and processing attendance records • Work collaboratively with others when monitoring and processing attendance records • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any problems identified when monitoring and processing attendance records in accordance with regulatory requirements and workplace procedures • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies and environments • Work systematically with required attention to detail • Operate and adapt to differences in equipment in accordance with standard operating procedures • Select and use relevant computer, communication and office equipment required when monitoring and processing attendance records
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test/ Oral Questioning • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Conduct Induction Process
Unit Code	EIS RSS3 14 0213
Unit Descriptor	This unit involves the skills and knowledge required to conduct an induction process to introduce a new employee to a workplace, including outlining the relationship between the employee and the company, establishing and explaining the requirements of position, and completing relevant workplace documentation.

Element	Performance Criteria
1. Outline the relationship between employee and the company	<p>1.1 Employee is greeted and introduced to key personnel and areas in the workplace</p> <p>1.2 The need of the induction process and the explanation methods is explained</p> <p>1.3 Workplace objectives, operating systems ,workplace structures and work are explained</p> <p>1.4 The relationship between the employee's position and the workplace structure and objectives is identified</p> <p>1.5 Required OHS, workplace procedures and employment conditions are described</p> <p>1.6 Sources of information and assistance for the employee are identified</p> <p>1.7 Emergency procedures are explained</p>
2. Establish requirements of position	<p>2. 1 Job role, responsibilities and reporting relationships are explained</p> <p>2. 2 Immediate work colleagues are introduced and consulted</p> <p>2. 3 Workplace facilities and layout are shown to the employee and flow of work/materials and functions carried out in the areas are explained</p> <p>2. 4 Initial training in relevant OHS, equipment and work systems is provided in accordance with workplace procedures</p> <p>2. 5 Employee rights and responsibilities in terms of equal employment opportunity, sexual harassment and non discrimination are explained</p> <p>2. 6 Training opportunities are organized for the development of the individuals job role using consultative processes</p> <p>2. 7 Workplace expectations of work functions and outputs are</p>

	clarified 2. 8 Opportunities for the employee to clarify concerns and ask questions are provided
3. Complete relevant workplace documentation	<p>3.1 Information/documents are used while conducting Induction Process</p> <p>3.2 Workplace personnel records are completed in accordance with workplace requirements</p> <p>3.3 Tax declaration and other relevant documentation are checked for compliance with requirements</p> <p>3.4 Employee is requested to provide any additional information needed and notes are taken of any additional actions required</p> <p>3.5 Workplace-specific documentation (if applicable) is submitted to appropriate personnel in accordance with workplace requirements</p> <p>3.6 Applicable regulations and legislation Requirements of legislation on equal employment opportunity, sexual harassment and non discrimination are fulfilled</p>

Variable	Range
Induction process	<p>may be conducted:</p> <ul style="list-style-type: none"> • by day or night • in enclosed spaces • in exposed conditions • in controlled or open environments
Explanation methods	<p>may include:</p> <ul style="list-style-type: none"> • demonstration • guided site/workplace inspection • provision of program notes and materials • presentation using an overhead slide projector, computer driven projector or video player/monitor
Work	<p>will involve:</p> <ul style="list-style-type: none"> • basic routine induction training in a variety of relevant work contexts
Procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • established procedures
Consultative processes	<p>may involve:</p> <ul style="list-style-type: none"> • managers • supervisors/team leaders • workplace personnel • industrial relations and OHS specialists

	<ul style="list-style-type: none"> • other professional or technical staff
Information/docu- mentation	<p>may include:</p> <ul style="list-style-type: none"> • workplace induction procedures and related instruction materials • operations manuals • induction/orientation documentation • competency standards and training materials • job specification, site/workplace map and details of organization structure • conditions of service, relevant legislation, regulations and related documentation • relevant codes of practice and industry safety code • quality assurance procedures • emergency procedures
Applicable regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulations, standards ,codes of practice and industry safety codes • relevant OHS regulations • equal employment legislation and related policies • environmental protection regulations • workplace relations legislation • workers compensation legislation

Evidence Guide	
Critical aspects of Competence	<p>Demonstrates knowledge and skill to:</p> <ul style="list-style-type: none"> • Outline the relationship between employee and the company • Establish requirements of position • Complete relevant workplace documentation
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Workplace induction procedures and documentation requirements • Instructional methods and resources required to conduct an induction program • Conditions of service of employees • Workplace structures and the roles and responsibilities of employees • Site or workplace layout • Emergency procedures and related equipment • Workplace documentation and record keeping procedures and requirements • Passenger service standards and procedures • Workplace hazards and related hazard minimization procedures • Personal protective equipment and instructions for its use
Underpinning Skills	<p>Demonstrates skill to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when conducting an induction

	<p>process for relevant personnel</p> <ul style="list-style-type: none"> • Read and interpret instructions, procedures, information and signs relevant to the conduct of an induction process for relevant personnel • Interpret and follow operational instructions and prioritize work • Complete documentation related to the conduct of an induction process • Operate electronic communication equipment to required protocol • Work collaboratively with others when conducting an induction process for relevant personnel • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may arise when conducting an induction process for employees in accordance with regulatory requirements and workplace procedures • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the conduct of an induction process
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test/ Oral Questioning • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Maintain Radio Communications as Part of Station Operations
Unit Code	EIS RSS3 15 0213
Unit Descriptor	This unit involves the skills and knowledge required to maintain radio communications using English language as part of station operations, including the operation, management and maintenance of radio equipment under normal and emergency conditions. It also covers the skills and knowledge needed when taking appropriate action in the event of radio failure, including maintenance of communications with train using light signals. Required performance includes compliance with all relevant regulatory requirements

Element	Performance Criteria
1. Carry out radio communications	<p>1.1 Transmission and receipt operation of radio telephone messages is carried out using English language in accordance with workplace procedures and regulatory requirements</p> <p>1.2 Emergency and urgency transmissions and procedures are made in accordance with the work place procedure</p> <p>1.3 Appropriate responses to emergency transmission in accordance with workplace procedures and regulatory requirements. Appropriate phraseology and phonetic considerations should be taken in to consideration.</p> <p>1.4 A listening watch is maintained in accordance with workplace procedures</p>
2. Maintain radio equipment	<p>2. 1 System checks including selecting relevant frequencies are performed prior to radio use to confirm that it is operational in accordance with manufacturers specifications and operational procedures</p> <p>2. 2 The train radio system is maintained in accordance with manufacturers' specifications and operational requirements.</p> <p>2. 3 Faults in the radio performance are identified and reported in accordance with company procedures</p> <p>2. 4 For minor faults not requiring special tools or instruments, appropriate fault-finding procedures and corrective actions are employed in accordance with workplace procedures and applicable regulations and legislation</p>
3. Take appropriate action in event	<p>3.1 In the event of a loss of radio transmission or reception, radio equipment failure procedures are followed in accordance with workplace procedures, the travel Manual/driver's Operating</p>

of radio failure	Handbook (POH), and information/documents . 3.2 In the advent of radio operation failure, light signals from rail Traffic Control where applicable are correctly interpreted and appropriate responses made in accordance with workplace procedures
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Variable	Range
Operations	are conducted: <ul style="list-style-type: none"> • daily • in variable weather conditions
Appropriate responses to emergency transmission	it include: <ul style="list-style-type: none"> • establishing priority of calls • imposing radio silence
Phraseology and phonetic considerations	include but are not limited to: <ul style="list-style-type: none"> • standard procedural words and phrases • pronunciation of phonetic alphabet and numbers • correct use of train call signs • transmission of numbers • transmission of time • radio test procedure/reliability scale • listening to the radio (avoiding over transmissions) • establishing and maintaining communications • clipped transmission and consequences
Relevant frequencies are:	<ul style="list-style-type: none"> • Central train Dispatching Frequency (CTAF) • Automatic Station Information Services (ASIS)
Train radio system	may include: <ul style="list-style-type: none"> • radio master switch • indicating meters • fuses and circuit breakers • microphone and voice activated • transmitter • receiver • headphones and speaker • antenna systems appropriate to the radio • MMI • Cab signal
Radio equipment	may include: <ul style="list-style-type: none"> • HF radio • VHF radio
Workplace procedures	may include: <ul style="list-style-type: none"> • company procedures • enterprise procedures

	<ul style="list-style-type: none"> • organizational procedures • established procedures • standard operating 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 • relevant industry Standards
Information/documents	<p>may include:</p> <ul style="list-style-type: none"> • workplace procedures and instructions and job specification • Travel Manual/Driver's Operating Handbook (POH) • Manual of Standards - Driver Licensing (MOS-PL) • manufacturers specifications for the operation and maintenance of radio equipment • relevant operations manuals • approved checklists for radio operation and minor maintenance • conditions of service, legislation and industrial agreements including workplace agreements and awards
Radio operations	<p>may include:</p> <ul style="list-style-type: none"> • maintaining the train radio system • transmitting and receiving on VHF and HF • establishing a listening watch • conducting a communication check • use of Automatic Station Information Services (ASIS) • use of an Emergency Locator Transmitter (ELT)

Evidence Guide

Critical aspects of Competence	<p>A candidate is required to:</p> <ul style="list-style-type: none"> • Carry out radio communications, Maintain radio equipment, Take appropriate action in event of radio failure
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant OHS and environmental procedures and regulations • Principles of effective radio communications • Functions of radiotelephone equipment as used to communicate with train • Operating and maintenance procedures for train radiotelephone equipment • Critical messages including a Distress Message (Mayday call) and an Urgency Message (Pan call) • International distress frequencies for radiotelephone (R/T) • Problems that may occur during radio communications and action that can be taken to overcome them • Faults that may occur in radio equipment and appropriate fault reporting, fault detection and remedial action that can be taken

	<ul style="list-style-type: none"> • Fault-finding procedures and corrective actions for radio not involving special tools or instruments
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when maintaining radio communications as part of station communication procedures and using standard aviation terminology • Read and interpret instructions, regulations, procedures and other information relevant to radio communications as part of station operations • Interpret and follow operational instructions and priorities work • Complete documentation related to maintaining radio communications as part of station operations • Operate electronic communication equipment to required protocol • Work collaboratively with others when maintaining radio communications as part of station operations • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when maintaining radio communications as part of station operations in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when maintaining radio communications as part of station operations • Apply precautions and required action to minimize, control or eliminate hazards that may exist during radio communications as part of station operations • Monitor and anticipate operational problems and hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Adapt to differences in equipment and operating environment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required to conduct radio communications as part of station operations
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Identify and Classify Records to be Captured
Unit Code	EIS RSS3 16 0213
Unit Descriptor	This unit involves the skills and knowledge required to identify and classify records to be captured in accordance with workplace requirements including identifying records to be captured, classifying records, and registering records.

Element	Performance Criteria
1. Identify records to be captured	<p>1.1 Incoming material is categorized in accordance with organizational procedures for records which are to be captured</p> <p>1.2 Storage for records including specific environmental conditions and accessibility requirements are noted and action is taken as required</p> <p>1.3 Activity documented by the record is identified from the elements of the record in accordance with organizational procedures</p> <p>1.4 Area or action officer to which the record needs to go is identified from elements of the record or its content and staff list, in accordance with organizational procedures</p> <p>1.5 Incoming material is assessed against organizational checklist to identify what material needs to be captured</p> <p>1.6 Material which does not need to be registered is dealt with in accordance with organizational procedures</p> <p>1.7 Where required by organizational procedures, the format/media of the record is modified in accordance with organizational requirements and procedures</p> <p>1.8 Records with ambiguities in classification are identified using consultative processes</p>
2. Classify the record	<p>2. 1 The identified transaction/action/activity documented by the record is matched to the organization's classification scheme</p> <p>2. 2 The full classification of the record is selected in accordance with the system rules and organizational procedures</p> <p>2. 3 The classified record is linked to other records in the system in accordance with the system rules and</p>

	<p>organizational procedures</p> <p>2. 4 Indexing points (cross-reference terms) are selected for the record in accordance with the system rules and organizational procedures</p>
3. Register the record	<p>3.7 Information/documents are used while registering records</p> <p>3.1 Record identification and classification process is followed in accordance with organizational procedures and record keeping system rules</p> <p>3.2 Record is registered and stored in storage with storage requirements are place into record keeping system with title, description, details of record creator, immediate location and any other control information to fulfill the system requirements in accordance with organizational procedures</p> <p>3.3 Access and security status are determined in accordance with organizational procedures and documented in accordance with record keeping system rules</p> <p>3.4 Disposal status of the record is determined and recorded in accordance with the record keeping system rules and organizational procedures</p> <p>3.5 Record is forwarded to its appropriate location, which is recorded in accordance with the system rules, organizational procedures and applicable regulations</p>

Variable	Range
Records	<p>may be:</p> <ul style="list-style-type: none"> • electronic • paper-based • graphic • mainframe or PC-based applications
Consultative processes	<p>May involve:</p> <ul style="list-style-type: none"> • workplace personnel including supervisors and managers • suppliers and contractors • industrial relations and OHS specialists • other professional or technical staff
Information/documents	<p>May include:</p> <ul style="list-style-type: none"> • job specifications and workplace operating procedures • relevant standards pertaining to records management • storage specifications and requirements • codes of practice and Industry Safety Code • relevant regulations including the privacy and confidentiality

	<p>requirements</p> <ul style="list-style-type: none"> • quality assurance standards for records management
Record identification and classification process	<ul style="list-style-type: none"> • conducted as part of records management activities with the operator using discretion and judgment within established procedures
Records is registered	<p>may be:</p> <ul style="list-style-type: none"> • current records systems • archival control systems • business systems • storage facilities system
Storage	<p>may be:</p> <ul style="list-style-type: none"> • centralized or decentralized • off-line or off-site • in-house • CD storage • imaging systems • audio-visual/multimedia formats with special storage requirements (temperature controlled, dust-free, strict air-conditioning specifications)
Storage requirements	<p>May include records in various modes such as:</p> <ul style="list-style-type: none"> • paper-based • computer disks • CD-ROM • film • audio
Access and security status	<p>may be:</p> <ul style="list-style-type: none"> • confidential • high security (restricted) • open
Procedures	<p>May include:</p> <ul style="list-style-type: none"> • company procedures • established or standard procedure
Applicable regulations	<p>may include:</p> <ul style="list-style-type: none"> • relevant codes and regulations pertaining to records management • relevant Standards relating to records management • relevant OHS legislation • privacy and confidentiality regulations • freedom of information regulations

Evidence Guide	
Critical aspects of Competence	<p>Demonstrates knowledge and skill to:</p> <ul style="list-style-type: none"> • Identify records to be captured • Classify the record • Register the record
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Regulations relevant to the identification and classification of records to be captured as part of a records management process • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the identification and classification of records to be captured including policies on privacy, confidentiality and security of information and records • Focus of operation of work systems, equipment, management and site operating systems for the identification and classification of records to be captured as part of a records management process • Problems that may occur with the identification and classification of records to be captured and appropriate action that can be taken to resolve the problems • Operational workflow within a records management system • Types of equipment used in the identification and classification of records to be captured and the precautions and procedures that should be followed in their use • Housekeeping standards and procedures required in the workplace • Site layout and obstacles
Underpinning Skills	<p>Demonstrates skill to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when identifying and classifying records to be captured • Read and interpret instructions, procedures and information relevant to the identification and classification of records to be captured • Interpret and follow operational instructions and prioritize work • Complete documentation related to the identification and classification of records to be captured • Operate electronic communication equipment to required protocol • Work collaboratively with others when identifying and classifying records to be captured • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others

	<ul style="list-style-type: none"> • Promptly report and/or rectify any identified problems that may occur when identifying and classifying records to be captured in accordance with workplace procedures • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Plan own work including predicting consequences and identifying improvements • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail • Use a range of information technology devices including computers, radio frequency devices, electronic data exchange systems, etc. • Maintain security and confidentiality of material • Identify, select and efficiently and effectively use equipment and consumables for the identification and classification of records to be captured • Adapt to differences in equipment in accordance with standard operating procedures
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test/ Oral Questioning • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Implement Regulations and Policies During Train Safety and Service Operations
Unit Code	EISRSS3 17 0213
Unit Descriptor	This unit involves the skills and knowledge required to ensure compliance with regulations and policies during train safety and service operations on train including compliance with relevant regulatory requirements and legal obligations, established industrial relations practices and requirements, and pertinent local laws and regulations.

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

3. Comply with relevant local laws and regulations	<p>3.1 Quarantine and customs regulations and other local laws relevant to the work activities of train crew, information/documents are correctly identified and appropriate action is taken in day-to-day work to ensure compliance where applicable</p> <p>3.2 Appropriate advice is provided to passengers on customs and quarantine regulations, and other relevant local laws, when necessary</p> <p>3.3 Safety & service operations compliance is maintained with relevant local laws and regulations while in slip ports</p>
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Variable	Range
Performance	may be: <ul style="list-style-type: none"> • in approved simulated situations, and/or • on a passenger train
Applicable regulations and legislation	may include, but are not limited to: <ul style="list-style-type: none"> • relevant OHS legislation • environmental protection legislation • relevant health, food handling and hygiene legislation • equal opportunity and anti-discrimination legislation • relevant customs and quarantine regulations • relevant privacy regulations • relevant security regulations • 'crimes on train' legislation • local /international liquor legislation • insurance legal requirements • relevant industry practices/Standards • industrial relations and workplace compensation legislation
Workplace procedures	may be referred to as: <ul style="list-style-type: none"> • company procedures • organizational procedures • established procedures • standard operating procedures
Persons	may include: <ul style="list-style-type: none"> • passengers • other train crew members • ground staff • relevant human resources staff • train supervisory and management staff • security personnel • emergency services personnel

	<ul style="list-style-type: none"> • union representatives • relevant technical or engineering staff
Understanding of the employer/employee obligations and responsibilities	<p>may include but is not limited to:</p> <ul style="list-style-type: none"> • the principles of Crew Resource Management (CRM) and Human Factors (HF) • the trade union system • the industrial awards system • the concepts of arbitration and conciliation • specific relevant enterprise awards/agreements • obligations and responsibilities under relevant regulations including OHS, quarantine and customs
Information/documents	<p>may include:</p> <ul style="list-style-type: none"> • relevant regulations • airline procedures and instructions and job specifications • workplace policies • OHS and environmental protection regulations • cabin safety and service checklists and procedures • local laws and regulations in slip ports • induction and training materials • conditions of service, legislation and industrial agreements including workplace agreements and awards
Safety and service operations	<p>may be carried out:</p> <ul style="list-style-type: none"> • on any passenger train • during short and/or long haul/international services • in any category of service for which the crew member has been trained • in any allowable operating and weather conditions • in accordance with regulatory and operational requirements including OHS regulations

Evidence Guide

Critical aspects of Competence	<p>A candidate is required to:</p> <ul style="list-style-type: none"> • Comply with relevant regulations and legal obligations, Comply with established industrial relations practices and requirements, Comply with relevant local laws and regulations
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant sections of regulatory requirements pertaining to train safety, security and service • Relevant workplace procedures and policies related to train safety, security and service • Relevant emergency procedures • Sources of information on relevant regulatory requirements • Relevant train terminology • Relevant theory of travel, meteorology and principles of

	<p>load/passenger distribution as they relate to coach crew functions</p> <ul style="list-style-type: none"> • Their position within the industrial award system • The trade union system • The concepts of arbitration and conciliation • Principles of enterprise bargaining • Employer/employee obligations and responsibilities • Relevant industrial relations institutions, organizations and their functions
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when implementing regulations and policies during train safety and service operations • Read and interpret instructions, regulations, procedures and other information relevant to implementing regulations and policies during train safety and service operations • Interpret and follow operational instructions and prioritize work • Complete documentation related to regulations and policies during train safety and service operations • Operate electronic communication equipment to required protocol • Work collaboratively with others when implementing regulations and policies during train safety and service operations • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems that may occur when implementing regulations and policies during train safety and service operations in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unexpected events that may arise when implementing regulations and policies during train safety and service operations • Apply precautions and required action to minimize, control or eliminate hazards that may exist during the implementation of regulations and policies during train safety and service operations • Monitor and anticipate operational problems, including safety and security hazards and take appropriate action • Monitor work activities in terms of planned schedule • Modify activities dependent on differing workplace contingencies, situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

	<ul style="list-style-type: none"> • Select and use required personal protective equipment conforming to industry and OHS standards • Implement OHS procedures and relevant regulations • Identify and correctly use equipment required to conduct the implementation of regulations and policies during train safety and service operations
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test/ Oral Questioning • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	EIS RSS3 18 0213
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Elements	Performance Criteria
1. Monitor and improve workplace operations	<p>1.1 Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives.</p> <p>1.3 Quality problems and issues are promptly identified and adjustments are made accordingly.</p> <p>1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5 Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organise workflow	<p>2.1 Current workload of colleagues is accurately assessed.</p> <p>2.2 Work is scheduled in a manner which enhances efficiency and passenger service quality.</p> <p>2.3 Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5 Input is provided to appropriate management regarding staffing needs.</p>
3. Maintain workplace records	<p>3.1 Workplace records are accurately completed and submitted within required timeframes.</p> <p>3.2 Where appropriate completion of records is delegated and monitored prior to submission.</p>
4. Solve problems and make decisions	<p>4.1 Workplace problems are promptly identified and considered from an operational and passenger service perspective.</p> <p>4.2 Short term action is initiated to resolve the immediate problem where appropriate.</p> <p>4.3 Problems are analysed for any long term impact and potential</p>

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

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

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Apply Quality Control
Unit Code	EIS RSS3 19 0213
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in the workplace.

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

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

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

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level II	
Unit Title	Lead Workplace Communication
Unit Code	EIS RSS3 20 0213
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

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

Variable	Range
Methods of communication	<ul style="list-style-type: none"> • Non-verbal gestures • Verbal • Face to face • Two-way radio

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Lead Small Teams
Unit Code	EIS RSS3 21 0213
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the work group.

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

	<p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p> <p>3.4 Records and reports of Competence are maintained within organizational requirement</p>
4. Develop team commitment and cooperation	<p>4.1 Open communication processes to obtain and share information is used by team</p> <p>4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities</p> <p>4.3 Mutual concern and camaraderie are developed in the team</p>
5. Facilitate accomplishment of organizational goals	<p>5.1 Team members actively participated in team activities and communication processes</p> <p>5.2 Teams members developed individual and joint responsibility for their actions</p> <p>5.3 Collaborative efforts are sustained to attain organizational goals</p>

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

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

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Improve Business Practice
Unit Code	EIS RSS3 22 0213
Unit Descriptor	This unit covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

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

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

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

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

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

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

Evidence Guide

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

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

Occupational Standard: Rail way Passenger Terminal Service (Platform and Stations) Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	EIS RSS3 23 0213
Unit Descriptor	This unit of competence covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her their workplace. It covers responsibility for the day-to-day operation of the work and ensures Kaizen elements are continuously improved and institutionalized.

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

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

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

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

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

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

Attitudes	<ul style="list-style-type: none"> • Traditional and kaizen thinking of price setting • Kaizen thinking in relation to targets of manufacturer/service provider and customer • value • The three categories of operations • the 3“MU” • waste/MUDA • wastes occur in the workplace • The 7 types of MUDA • The Benefits of identifying and eliminating waste • Causes and effects of 7 MUDA • Procedures to identify MUDA • Necessary attitude and the ten basic principles for improvement • Procedures to eliminate MUDA • Prevention of wastes • Methods of waste prevention • Definition and purpose of standardization • Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement • Methods of visual and auditory control • TPM concept and its pillars. • Relevant Occupational Health and Safety (OHS) and environment requirements • Plan and report • Method of communication
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • draw & analyze current situation of the work place • use measurement apparatus (stop watch, tape, etc.) • calculate volume and area • use and follow checklists to identify, measure and eliminate wastes/MUDA • identify and measure wastes/MUDA in accordance with OHS and procedures • use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure • apply 5W and 1H sheet

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

Railway Passenger Services



