



Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

RAIL DRIVING

NTQF Level II, III and IV



*Ministry of Education  
March 2013*

## Introduction

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

The Ethiopia Occupational Standards (EOS) is the 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 Ethiopian 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 Ethiopia Occupational Standard which comprised of Units of Competence.

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

- Occupational title and NTQF level
- Unit title
- Unit code
- Unit descriptor
- 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 occupation with all the key components of a Unit of Competence:

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

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## UNIT OF COMPETENCE CHART

Occupational Standard: Rail Driving		
Occupational Code: <b>EIS RDR</b>		
<b>NTQF Level II</b>		
<a href="#">EIS RDR1 01 0313</a> Carry Out Basic Workplace Calculations	<a href="#">EIS RDR2 02 0313</a> Carry Out Vehicle Inspection	<a href="#">EIS RDR2 03 0313</a> Process Workplace Documentation
<a href="#">EIS RDR2 04 0313</a> Apply Accident-Emergency Procedures	<a href="#">EIS RDR2 05 0313</a> Complete Induction to the Transport Industry	<a href="#">EIS RDR2 06 0313</a> Carry Out Financial Transactions and Maintain Records
<a href="#">EIS RDR2 07 0313</a> Ensure a Safe On-Board Passenger and Working Environment	<a href="#">EIS RDR2 08 0313</a> Follow Security Procedures when Working with Goods and Cargo	<a href="#">EIS RDR2 09 0313</a> Use Info Technology Devices in the Workplace
<a href="#">EIS RDR2 10 0313</a> Participate in Workplace Communication	<a href="#">EIS RDR2 11 0313</a> Work in Team Environment	<a href="#">EIS RDR2 12 0313</a> Develop Business Practice
<a href="#">EIS RDR2 13 0313</a> Standardize and Sustain 3S		

**NTQF Level III**

[EIS RDR3 01 0313](#)

Inspect, Prepare and Start an Electric Tram

[EIS RDR3 02 0313](#)

Operate and Monitor a Passenger Electric Tram

[EIS RDR3 03 0213](#)

Drive an Electric Tram to Operational Requirements

[EIS RDR3 04 0313](#)

Berth and Shut Down an Electric Tram

[EIS RDR3 05 0313](#)

Operate and Monitor a Monorail Train

[EIS RDR3 06 0313](#)

Manage Disruptive and/or Unlawful Behavior

[EIS RDR3 07 0313](#)

Test Equipment and Isolate Faults

[EIS RDR3 08 0313](#)

Transport Passengers with Disabilities

[EIS RDR3 09 0313](#)

Apply Safe Car Driving Behaviors

[EIS RDR3 10 0313](#)

Apply Safe Working Rules and Regulations to Rail Functions

[EIS RDR3 11 0313](#)

Monitor Implementation of Work Plan/Activities

[EIS RDR3 12 0313](#)

Apply Quality Control

[EIS RDR3 13 0313](#)

Lead Workplace Communication

[EIS RDR3 14 0313](#)

Lead Small Teams

[EIS RDR3 15 0313](#)

Improve Business Practice

[EIS RDR3 16 0313](#)

Prevent and Eliminate MUDA

**NTQF Level IV**

[EIS RDR4 01 0313](#)

Drive Train to  
Operational  
Requirements

[EIS RDR4 02 0313](#)

Operate Train with Due  
Consideration of Route  
Conditions

[EIS RDR4 03 0313](#)

Operate Urban  
Passenger Train

[EIS RDR4 04 0313](#)

Respond to Train-  
Driving Emergencies  
and Abnormal  
Situations

[EIS RDR4 05 0313](#)

Drive and Operate  
Electric Passenger  
Train

[EIS RDR4 06 0313](#)

Develop Rosters

[EIS RDR4 07 0313](#)

Promote effective  
workplace practice

[EIS RDR4 08 0313](#)

Apply conflict/grievance  
resolution strategies

[EIS RDR4 09 0313](#)

Manage Personal Work  
Priorities and  
Professional  
Development

[EIS RDR4 10 0313](#)

Collect, Analyze and  
Present Workplace Data  
and Information

[EIS RDR4 11 0313](#)

Plan and Organize  
Work

[EIS RDR4 12 0313](#)

Migrate to New  
Technology

[EIS RDR4 13 0313](#)

Establish Quality  
Standards

[EIS RDR4 14 0313](#)

Develop Individuals  
and Team

[EIS RDR4 15 0313](#)

Utilize Specialized  
Communication Skills

[EIS RDR4 16 0313](#)

Manage and Maintain  
Small/Medium  
Business Operations

[EIS RDR4 17 0313](#)

Apply Problem Solving  
Techniques and Tools

## NTQF Level II

Occupational Standard: Rail Driving Level II	
Unit Title	Carry Out Basic Workplace Calculations
Unit Code	<a href="#">EIS RDR2 01 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to carry out basic routine workplace calculations, including carrying out required mathematical operations; preparing basic estimates of mass, size and volume; and interpreting basic graphical representations of mathematical information. It includes calculations for routine industry-related tasks using manual and electronic processes. It specifically includes the skills and knowledge needed to estimate/calculate manual load shifting requirements. Licensing, legislative, regulatory or certification requirements may be applicable to this unit.

Element	Performance Criteria
1. Carry out calculations	<p>1.1 Items are counted singly and in batches and sorted numerically, as required in workplace tasks.</p> <p>1.2 <b>Calculations</b> needed to complete work tasks are performed using the four <b>mathematical basic operations</b> of addition, subtraction, multiplication and division.</p> <p>1.3 <b>Calculations involving</b> fractions and mixed numbers, and using the four basic processes, are performed as required to complete workplace tasks.</p> <p>1.4 The functions of a calculator, numeric keypad or computer are used to perform workplace calculation tasks.</p> <p>1.5 Numerical information is self-checked and corrected for accuracy.</p>
2. Prepare estimates	<p>2.1 Quantities of materials and resources required to complete a work task are estimated.</p> <p>2.2 The time needed to complete a work activity is estimated.</p> <p>2.3 Accurate estimates for work completion are made.</p> <p>2.4 <b>Consultative processes</b> proceed according to the working procedure.</p>
3. Interpret graphical representations of mathematical information	<p>3.1 <b>Information</b> is represented in symbols, diagrams and pictorial</p> <p>3.2 Representations are recognized, interpreted and acted upon in workplace tasks.</p>

4. Plan load relocation	<p>4.1 Working <b>regulations and legislation</b> within the qualification must align with applicable licensing and regulatory requirements.</p> <p>4.2 Applications appropriate for team relocation of load are carried in accordance with proper information procedure.</p> <p>4.3 Access and follow shifting producers and polices correctly and consistently according to organization and legal requiems.</p>
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Variable	Range
Calculations	<ul style="list-style-type: none"> <li>• will be those involved in basic routine work functions</li> <li>• may occur by day or night and in a variety of work contexts</li> </ul> <p>May involve:</p> <ul style="list-style-type: none"> <li>• money</li> <li>• volume</li> <li>• weight</li> <li>• time</li> <li>• length and distance</li> <li>• area</li> <li>• perimeter</li> </ul>
Mathematical basic operations	<p>May include:</p> <ul style="list-style-type: none"> <li>• multiplication</li> <li>• division</li> <li>• addition</li> <li>• subtraction</li> <li>• fractions</li> </ul>
Calculations may involve the basic use of a range of technology	<p>Including:</p> <ul style="list-style-type: none"> <li>• manual techniques</li> <li>• calculator</li> <li>• computer</li> </ul>
Consultative processes	<p>May include:</p> <ul style="list-style-type: none"> <li>• staff members</li> <li>• management</li> <li>• union representatives</li> <li>• industrial relations, occupational health and safety specialists</li> <li>• other professional or technical staff</li> </ul>
Information/ documentation	<p>May include:</p> <ul style="list-style-type: none"> <li>• workplace procedures, checklists and instructions</li> <li>• goods identification numbers and codes</li> <li>• manifests, bar codes, goods and container identification</li> <li>• manufacturers specifications</li> <li>• workplace policies</li> </ul>



	<ul style="list-style-type: none"> <li>• supplier and/or client instructions</li> <li>• material safety data sheets</li> <li>• relevant codes of practice including the national standards for manual handling and the industry safety code</li> <li>• award, enterprise bargaining agreement, other industrial arrangements</li> <li>• standards and certification requirements</li> <li>• quality assurance procedures</li> </ul>
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant regulations, standards and codes of practice, including the national standards for manual handling and industry safety codes</li> <li>• dangerous goods and freight regulations and codes</li> <li>• relevant Ethiopia and state/territory OHS legislation</li> </ul>
Depending on the type of organisation concerned and the local terminology used, workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• applying the underpinning knowledge and skills</li> <li>• applying relevant legislation and workplace procedures</li> <li>• carrying out basic calculations as they relate to the job role</li> <li>• identifying the most common forms of calculations as they relate to the job role</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• relevant procedures and duty of care requirements</li> <li>• relevant OHS responsibilities</li> <li>• basic mathematical operations and techniques</li> <li>• ways of representing basic mathematical information</li> <li>• procedures for identifying and using relevant workplace technology when carrying out workplace calculations</li> <li>• typical mathematical problems, and appropriate action and solutions</li> </ul>

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively with others when carrying out basic workplace calculations</li> <li>• Read and interpret instructions, procedures and information relevant to basic workplace calculations</li> <li>• Interpret and follow operational instructions and prioritise work</li> <li>• Complete documentation related to work activities</li> <li>• Operate electronic communication equipment to required protocol</li> <li>• Work collaboratively with others when carrying out basic workplace calculations</li> <li>• Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others</li> <li>• Promptly report and/or rectify any identified problems that may arise when carrying out basic workplace calculations</li> <li>• Monitor work activities in terms of planned schedule</li> <li>• Modify activities depending on differing operational contingencies and environments</li> <li>• Work systematically with required attention to detail</li> <li>• Operate and adapt to differences in equipment in accordance with standard operating procedures</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level II	
Unit Title	Carry Out Vehicle Inspection
Unit Code	<a href="#">EIS RDR2 02 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to carry out an inspection of a commercial vehicle, including action to implement vehicle manufacturers specifications for routine checks, to clean the vehicle, and to ensure that all specified safety requirements are met and that the vehicle is operational to the requirements of both the workplace and the relevant state/territory roads and traffic authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Check the vehicle	<p>1.1 A visual <b>maintenance</b> check of the internal and external condition of the vehicle is carried out following workplace procedures.</p> <p>1.2 Pre-operational inspections and checks of the vehicle's tiers, suspension, fluid levels and other <b>environmental hazards</b> critical features are carried out to ensure conformance with the requirements of the relevant roads and traffic authority.</p> <p>1.3 Associated equipment is tested to ensure it functions correctly to manufacturer's specifications.</p> <p>1.4 Post start-up and shut-down checks are carried out after engine is started to identify possible engine or electrical problems.</p> <p>1.5 Warning systems (instruments and gauges) are <b>inspected</b> to ensure they are operational.</p> <p>1.6 Where relevant, vehicle monitoring device is logged on/off in accordance with manufacturer's instructions and workplace policy.</p> <p>1.7 Different <b>types of vehicles</b> are included in the workspace.</p> <p>1.8 Access and follow shifting producers and polices correctly and consistently according to organization and legal requiems.</p> <p>1.9 <b>Routine checks</b> are done according to the working procedures.</p> <p>1.10 Working <b>regulations and legislation</b> within the qualification must align with applicable licensing and regulatory. requirements</p>
2. Clean vehicle	2.1 Vehicle and associated equipment is cleaned in accordance

	with workplace procedures and legislation
3. Complete documentation	<p>3.1 Basic faults are identified and/or diagnosed and appropriate action is taken to report or remedy them as required by <b>workplace procedures</b> and legislation.</p> <p>3.2 <b>Records</b> of inspection are updated and recommended repairs are documented in accordance with workplace policies.</p>

Variable	Range
Maintenance may be carried out in typical road transport situations,	<p>May include:</p> <ul style="list-style-type: none"> <li>• operations conducted at day or night</li> <li>• typical weather conditions</li> <li>• in confined spaces, exposed conditions and controlled or open environment</li> <li>• while in the a depot, base or warehouse</li> <li>• while in the vehicle on the road</li> <li>• while at a client's workplace</li> </ul>
Environmental hazards	<p>May include:</p> <ul style="list-style-type: none"> <li>• leaking oil and fuel</li> <li>• defective or inappropriately adjusted exhaust systems</li> <li>• inappropriate disposal of vehicle fluids in drains or sewerage systems</li> </ul>
Inspection	<p>May include:</p> <ul style="list-style-type: none"> <li>• visual checks of vehicle</li> <li>• routine checks of vehicle systems</li> <li>• checks in accordance with a detailed inspection schedule</li> </ul>
Type of vehicle may include any commercial road transport vehicles	<p>May include:</p> <ul style="list-style-type: none"> <li>• light vehicles</li> <li>• heavy vehicles</li> <li>• combination vehicles</li> </ul>
Routine checks	<p>May include:</p> <ul style="list-style-type: none"> <li>• water levels</li> <li>• oil levels</li> <li>• air pressure in tyres</li> <li>• brakes</li> <li>• lights</li> <li>• condition of tyres</li> <li>• battery</li> <li>• exhaust system</li> <li>• suspension</li> </ul>
Depending on the type of organisation	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> </ul>

concerned and the local terminology used, workplace procedures	<ul style="list-style-type: none"> <li>organisational procedures</li> <li>established procedures</li> </ul>
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>relevant state/territory roads and traffic authority vehicle maintenance regulations and requirements</li> <li>relevant state/territory OHS legislation</li> <li>relevant state/territory environmental protection legislation</li> </ul>
Information/ records	<p>May include:</p> <ul style="list-style-type: none"> <li>workplace routine inspection procedures, checklists and instructions</li> <li>relevant state/territory roads and traffic authority vehicle maintenance regulations</li> <li>vehicle manufacturers instructions, specifications and recommended procedures</li> <li>precautions and procedures to be adopted to protect the environment when inspecting, servicing and maintaining vehicles</li> <li>OHS procedures to be followed when inspecting vehicles</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>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"> <li>the underpinning knowledge and skills</li> <li>relevant legislation and workplace procedures</li> <li>other relevant aspects of the range statement</li> </ul> </li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>relevant duty of care requirements for the routine inspection of vehicles</li> <li>relevant OHS and pollution control procedures</li> <li>procedures for the routine inspection of a commercial vehicle in accordance with workplace and manufacturers requirements and established safety rules and regulations, including pre-operational checking procedures, visual inspection procedures and warning systems checking procedures</li> <li>problems that may occur during the routine inspection of a vehicle and appropriate actions and solutions</li> <li>basic principles of operation of systems on commercial vehicles, including electrical systems, fuel systems, cooling</li> </ul>

	<p>systems, steering systems, exhaust systems, tyres, brakes</p> <ul style="list-style-type: none"> <li>• reporting and documentation requirements</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others during the routine inspection of a vehicle</li> <li>• read and interpret instructions, procedures, information and manuals relevant to the routine inspection of a vehicle</li> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete documentation related to the routine inspection of a vehicle</li> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others during the routine inspection of a vehicle</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others</li> <li>• promptly report and/or rectify any identified problems, faults or malfunctions that are identified during the routine inspection of a vehicle in accordance with regulatory requirements and workplace procedures</li> <li>• implement contingency plans for unexpected events that may occur during the routine inspection of a vehicle</li> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• operate and adapt to differences in equipment in accordance with standard operating procedures</li> <li>• use cleaning equipment</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Rail Driving Level II	
Unit Title	Process Workplace Documentation
Unit Code	<a href="#">EIS RDR2 03 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to process workplace documentation including planning the documentation to fulfill the identified purpose and completing the documentation in accordance with requirements. Documentation may include forms, logs, diaries and basic hand-written or typed reports. It may also include entry of information into computer-based documents and forms. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Plan documentation	<p>1.1 Purpose of workplace <b>documentation</b> is identified and confirmed.</p> <p>1.2 Information for completion of the workplace documentation is collected, interpreted, analyzed and organized as required.</p> <p>1.3 Access and follow shifting producers and polices correctly and consistently according to organization and legal requiems.</p>
2. Complete documentation	<p>2.1 Required documentation is prepared, or forms completed, in accordance with <b>workplace policies and procedures</b>.</p> <p>2.2 <b>Information</b> is entered into computer-based documents, where required.</p> <p>2.3 Logs or diaries are maintained accurately and in a timely manner in accordance with workplace documentation requirements.</p> <p>2.4 Workplace documentation can be done by different devices.</p> <p>2.5 Working <b>regulations and legislation</b> within the qualification must align with applicable licensing and regulatory requirements.</p>

Variable	Range
Processing of workplace documentation will be that involved in routine work functions	<p>May include:</p> <ul style="list-style-type: none"> <li>in confined spaces, exposed conditions and controlled or open environments</li> <li>in a workplace, warehouse or depot</li> <li>in a vehicle on the road at a client's workplace</li> </ul>

<p>and may occur by day or night and in a variety of work contexts,</p>	<p>will be:</p> <ul style="list-style-type: none"> <li>• as defined within workplace procedures</li> <li>• managers</li> <li>• supervisors/team leaders</li> <li>• other workplace personnel</li> <li>• clients</li> <li>• contractors</li> <li>• union representatives</li> <li>• official representatives</li> </ul> <p>May include:</p> <ul style="list-style-type: none"> <li>• hard copy</li> <li>• computer-based documents and forms</li> <li>• faxes</li> <li>• email</li> </ul> <p>May include:</p> <ul style="list-style-type: none"> <li>• workplace and on-road transport memos</li> <li>• letters</li> <li>• diaries</li> <li>• logs</li> <li>• checklists</li> <li>• maintenance schedules</li> <li>• workplace forms and standard documents</li> </ul>
<p>Depending on the type of organisation concerned and the local terminology used, workplace procedures</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>
<p>Information/ documentation</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>• workplace procedures, forms, checklists and instructions</li> <li>• goods identification numbers and codes</li> <li>• manifests, bar codes, goods and container identification</li> <li>• manufacturers specifications</li> <li>• workplace documentation policies</li> <li>• supplier and/or client instructions</li> <li>• material safety data sheets</li> <li>• relevant codes of practice including the national standards for manual handling and the industry safety code</li> <li>• legislation, regulations and related documentation</li> <li>• award, enterprise bargaining agreement, other industrial arrangements</li> <li>• standards and certification requirements</li> <li>• quality assurance procedures</li> </ul>



	<ul style="list-style-type: none"> <li>• emergency procedures</li> </ul>
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant regulations, standards and codes of practice, including the national standards for manual handling and industry safety codes</li> <li>• dangerous goods and freight regulations and codes</li> <li>• relevant Ethiopia and state/territory OHS legislation</li> <li>• equal employment legislation and related policies</li> <li>• environmental protection regulations</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• relevant procedures and duty of care requirements</li> <li>• relevant OHS responsibilities</li> <li>• protocols and procedures for processing workplace documentation using relevant workplace technology</li> <li>• requirements for workplace documentation, forms, logs or diaries</li> <li>• sources of information for the completion of workplace documentation, forms, logs or diaries</li> <li>• purpose of workplace documentation, forms, logs or diaries</li> <li>• typical problems in processing of workplace documentation and appropriate action and solutions</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when completing and processing workplace documentation, forms, logs or diaries</li> <li>• read, interpret and organise information needed for the completion and processing of workplace documentation, forms, logs or diaries</li> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete workplace documentation, forms, logs or diaries</li> <li>• write and/or enter information into computer based documentation systems</li> <li>• work collaboratively with others when completing and processing workplace documentation, forms, logs or diaries</li> <li>• adapt appropriately to cultural differences in the workplace,</li> </ul>

	<p>including modes of behaviour and interactions with others</p> <ul style="list-style-type: none"> <li>• promptly report and/or rectify any identified problems that may arise when completing and processing workplace documentation, forms, logs or diaries in accordance with regulatory requirements and workplace procedures</li> <li>• implement contingency plans for unplanned events</li> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist during the completion and processing of workplace documentation, forms, logs or diaries</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• operate and adapt to differences in computing equipment in accordance with standard operating procedures</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level II	
Unit Title	Apply Accident-Emergency Procedures
Unit Code	<a href="#">EIS RDR2 04 0313</a>
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. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Respond to the incident	<p>1.1 Response to the incident or accident is collected in accordance with <b>workplace</b> 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 <b>workplace procedures</b>.</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>
4. Relocate load	<p>4.1 <b>Work</b> area is prepared and maintained in accordance with the national standards, safety codes and site operating procedures.</p> <p>4.2 Relocation is checked to see that it meets work</p>

	<p>requirements, with any variance(s) reported.</p> <p>4.3 <b>Customer</b> inquiries are dealt with respectfully and efficiently.</p> <p>4.4 Consultative processes proceed according to the procedure.</p> <p>4.5 Loading and unloading access and follow producers and polices correctly and consistently according to organization and legal requiems.</p> <p>4.6 All required <b>information/documentation</b> for the goods is completed in accordance with workplace requirements.</p> <p>4.7 The load is inspected and checked for security to travel in accordance with <b>relevant regulations and legislations</b> permit requirements.</p>
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Variable	Range
Workplaces	<p>May include:</p> <ul style="list-style-type: none"> <li>• large, medium or small worksites</li> </ul>
Workplace hazards	<p>May include:</p> <ul style="list-style-type: none"> <li>• moving heavy loads in an unsafe work environment</li> <li>• unsecured machinery, components or repaired equipment</li> <li>• slippery floors</li> <li>• welding equipment</li> <li>• sharp tools and implements</li> <li>• power tools</li> <li>• moving and rotating machinery</li> <li>• flammable liquids, vapours and fuel</li> <li>• faulty machinery equipment handling equipment and lifting gear</li> <li>• using equipment beyond safe working limits</li> <li>• poor housekeeping procedures</li> <li>• non-compliance with safe working procedures</li> <li>• electrical wiring and systems, including exposed electrical circuits</li> <li>• working at heights and in confined spaces</li> <li>• toxic gases and substances</li> <li>• chemicals and other harmful substances</li> <li>• damaged goods, pallets and containers</li> <li>• dangerous/hazardous goods</li> </ul>
Depending on the type of organisation concerned and the local terminology used,	<p>May include:</p> <ul style="list-style-type: none"> <li>• company plans/procedures</li> <li>• enterprise plans/procedures</li> <li>• organisational plans/procedures</li> <li>• established plans/procedures</li> </ul>

workplace plans/procedures	
Work	<p>May be conducted:</p> <ul style="list-style-type: none"> <li>• in a range of work environments</li> <li>• by day or night</li> </ul> <p>may be conducted in:</p> <ul style="list-style-type: none"> <li>• limited or restricted spaces</li> <li>• exposed conditions</li> <li>• controlled or open environments</li> <li>• even or uneven surfaces</li> <li>• wet or dry surfaces</li> </ul>
Customers	<p>May include:</p> <ul style="list-style-type: none"> <li>• internal or external</li> </ul>
Information/documentation	<p>May include:</p> <ul style="list-style-type: none"> <li>• workplace accident-emergency procedures and policies</li> <li>• workplace OHS management system including hazard/safety risk control strategies</li> <li>• OHS training notes and materials</li> <li>• journals and work related literature concerning OHS</li> <li>• competency standards</li> <li>• customer/client instructions</li> <li>• customer service standards and procedures</li> <li>• workplace products and services information</li> <li>• quality assurance standards and procedures</li> <li>• relevant agreements, codes of practice including the national standards for services and operations</li> <li>• manufacturers/suppliers' specifications, advice, recommended procedures, policies and instructions</li> <li>• workplace guidelines on appropriate workplace language and communication strategies and interpretation of relevant information</li> <li>• regulations and policies relating to minimising risks to the environment and ensuring compliance with OHS requirements</li> <li>• emergency procedures</li> </ul>
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant regulations, standards and codes of practice</li> <li>• hazardous substances and dangerous goods codes</li> <li>• relevant Ethiopia and state/territory OHS legislation including regulations and codes of practice relating to hazards present in the workplace or industry, including: <ul style="list-style-type: none"> <li>• general duty of care under OHS legislation and common law</li> <li>• requirements for the maintenance and confidentiality of records of occupational injury and disease</li> <li>• requirements for provision of OHS information and training</li> </ul> </li> <li>• provisions relating to health and safety representatives and/or</li> </ul>

	<p>OHS committees</p> <ul style="list-style-type: none"> <li>• provisions relating to OHS issue resolution</li> <li>• environmental protection regulations</li> <li>• relevant Ethiopia standards and certification requirements</li> </ul>
Consultative processes	<p>May include:</p> <ul style="list-style-type: none"> <li>• OHS specialists</li> <li>• trainers</li> <li>• other employees and supervisors</li> <li>• management</li> <li>• union representatives</li> <li>• manufacturers representatives</li> <li>• supplier representatives</li> <li>• customers/clients</li> <li>• other maintenance, professional or technical staff</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• relevant regulatory and code requirements applicable in accident/emergency situations</li> <li>• relevant OHS and environmental protection policies and procedures</li> <li>• workplace procedures for accident-emergency response</li> <li>• workplace emergency, fire and accident procedures</li> <li>• site layout</li> <li>• focus of operation of work systems, equipment or management, site and organisational operating and emergency procedures</li> <li>• typical problems that can occur during a safety incident, accident or emergency and related action that can be taken</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when responding to an accident or an emergency</li> <li>• read and interpret instructions, procedures and information relevant to a response to an accident or an emergency</li> <li>• interpret and follow operational instructions and prioritise work</li> </ul>

	<ul style="list-style-type: none"> <li>• negotiate and resolve issues when responding to an accident or an emergency</li> <li>• complete documentation related to a response to an accident or an emergency</li> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others when responding to an accident or an emergency</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others</li> <li>• promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures</li> <li>• implement contingency plans for unplanned events that may occur when responding to an accident or an emergency</li> <li>• analyse the working environment in order to identify hazards, assess safety risks and design and implement appropriate OHS control procedures</li> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist when responding to an accident or an emergency</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• select and appropriately apply technology, information systems and policies during a safety incident, accident or emergency</li> <li>• operate and adapt to differences in equipment in accordance with standard operating procedures</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level II	
Unit Title	Complete Induction to the Transport Industry
Unit Code	<a href="#">EIS RDR2 05 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to complete workplace induction procedures when commencing work in the transport industry. It includes identifying major areas of the industry in terms of functions, organizational structures and occupations; applying legislation, regulations and codes of practice; and identifying key industrial relations elements. Licensing, legislative, regulatory or certification requirements are applicable.

Element	Performance Criteria
1. Identify major areas of the transport industry in terms of organizational structures, functions and occupations	<p>1.1 <b>Organizational structure</b> of the industry and the relationship of structure to each occupation and classification grouping are outlined.</p> <p>1.2 <b>Equipment and technology</b> used in the workplace are identified in terms of basic features and functions.</p>
2. Apply legislation, regulations and codes of practice governing the transport industry	<p>2.1 Individual driver responsibilities under the current <b>legislation</b> are identified and acted on in the conduct of duties.</p> <p>2.2 Individual responsibilities under workplace <b>policies and procedures</b> are identified and acted on in the conduct of duties.</p> <p>2.3 Individual responsibilities under license conditions applicable to the <b>operation</b> of vehicles and conditions attached to vehicle drivers are identified and acted upon in the conduct of duties.</p>
3. Identify key elements of industrial relations environment in which the driver works	<p>3.1 Key elements of industrial relations environment in which the driver works are identified.</p> <p>3.2 Rights and responsibilities of drivers under contracts are identified.</p>

Variable	Range
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Organisational structures	<p>May include:</p> <ul style="list-style-type: none"> <li>• peak bodies/professional associations</li> <li>• depots, their locations and typical operating procedures</li> <li>• regulatory and licensing bodies</li> <li>• owner status and relationships</li> <li>• operator status and relationships</li> </ul>
Equipment and technology	<p>May include:</p> <ul style="list-style-type: none"> <li>• small, medium, large semi-trailers in differing configurations</li> <li>• taxicab and associated equipment</li> <li>• GPS and other electronic devices that are part of the day-to-day operations of the job role</li> <li>• street directory</li> <li>• mobile phone</li> </ul>
Legislative and regulatory requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• Transport Act and transport regulations, and specific regulations applicable to some types of transport</li> <li>• road safety legislation and regulations</li> <li>• OHS legislation and regulations</li> <li>• equal opportunity/anti-discrimination legislation and requirements</li> <li>• fatigue management requirements</li> <li>• state Work Cover requirements</li> <li>• various contract arrangements</li> <li>• obligations of a driver as part of the public transport system or the wider community</li> </ul>
Policies and procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• workplace procedures, checklists and instructions</li> <li>• relevant guidelines relating to the use of equipment</li> <li>• operations manuals</li> <li>• induction documentation</li> <li>• competency standards and training materials</li> <li>• relevant legislation, regulations and related documentation</li> <li>• emergency procedures</li> </ul>
Operations	<p>May include:</p> <ul style="list-style-type: none"> <li>• by day or night</li> <li>• in enclosed spaces</li> <li>• in exposed conditions</li> <li>• in controlled or open environments</li> </ul>

<b>Evidence Guide</b>	
<b>Critical Aspects of Competence</b>	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• locating, interpreting and applying relevant information</li> <li>• identifying workplace structures, roles and responsibilities of the individual's authority system, and contacts</li> <li>• explaining the workplace procedures and ethical requirements relevant to the job role</li> <li>• explaining workplace operating principles, products and services relating to the job role</li> <li>• explaining the purpose and requirements of the customers' needs and the impact of that relationship to industry</li> <li>• using workplace colloquial and technical language, and communication technologies in the workplace context</li> <li>• conveying information in written and oral form</li> <li>• maintaining basic workplace documentation and records</li> <li>• explaining the contract arrangements for different job roles</li> <li>• showing evidence of application of relevant legislation as it applies to the job role</li> <li>• showing evidence of application of relevant guidelines relating to the use of equipment as it applies to the job role</li> <li>• showing evidence of application of emergency procedures as it applies to the job role</li> <li>• identifying processes to report any workplace incidents and/or problems in accordance with regulations</li> </ul>
<b>Underpinning Knowledge and Attitudes</b>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• relevant legislation and regulations, including OHS and road safety legislation</li> <li>• relevant OHS and environmental procedures and regulations</li> <li>• key elements of industrial relations relevant to the transport industry</li> <li>• workplace procedures, codes of practice, standards and duty of care requirements as they apply to the transport industry</li> <li>• sources of information and documentation needed in the transport industry</li> <li>• workplace structures including roles and responsibilities</li> <li>• depot/company locations</li> <li>• emergency procedures</li> <li>• basic workplace documentation and record keeping procedures and requirements</li> <li>• customer service standards and procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• workplace hazards and related minimisation procedures</li> <li>• personal protective equipment and instructions for its use</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when completing workplace orientation and induction procedures</li> <li>• read and interpret instructions, procedures, information and signs relevant to the job role</li> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete documentation related to job role</li> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others when completing job role activities</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others</li> <li>• promptly report and/or address any identified problems that may occur when completing induction to the transport industry</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• apply fatigue management knowledge and techniques</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• identify workplace products and services and their features</li> <li>• identify and correctly use equipment, processes and procedures</li> <li>• operate and adapt to differences in equipment in accordance with standard operating procedures</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level II	
Unit Title	Carry Out Financial Transactions and Maintain Records
Unit Code	<a href="#">EIS RDR2 06 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to carry out financial transactions and maintain records when providing different services. It includes different tariff structures and taxi hire arrangements, calculating fares and handling payment transactions, and maintaining records for accounting purposes. Licensing, legislative, regulatory or certification requirements may be applicable to this unit.

Element	Performance Criteria
1. Operate a taxi meter in accordance with tariff structures and hiring arrangements	<p>1.1 <b>Tariff structures</b> and the various forms of taxi hire are identified and applied.</p> <p>1.2 Meter functions are identified and applied.</p> <p>1.3 Meter is operated at beginning, throughout and at the end of hiring, in line with regulations and workplace procedures.</p> <p>1.4 Meter is used to access information to complete driver running sheet, end-of-shift reports and reconciliation taking/fares.</p>
2. Calculate fares and handle payment transactions	<p>2.1 <b>Amount owing</b> is calculated and customer is advised.</p> <p>2.2 In the case of cash <b>transactions</b>, amount tendered is checked and the correct change is calculated and given.</p> <p>2.3 Adequate change is maintained for use in transactions.</p> <p>2.4 Adequate supplies of dockets, vouchers and point of sale documents are maintained.</p> <p>2.5 Cash, credit and other non-cash payment transactions are handled in accordance with <b>workplace policy and procedures</b>.</p> <p>2.6 Due security is maintained when handling payments in accordance with workplace security procedures.</p> <p>2.7 Process taxi subsidy scheme transaction according to state requirements.</p> <p>2.8 There are different finance processing methods.</p>
3. Maintain daily records	<p>3.1 Records are completed for all cash, credit and other non-credit transactions in accordance with workplace policy and procedures.</p> <p>3.2 Calculations to complete the driver running sheet are carried</p>

	<p>out.</p> <p>3.3 End-of-shift reconciliation is completed.</p> <p>3.4 Appropriate records are maintained for taxation purposes.</p> <p>3.5 Loading and unloading access and follow producers and polices correctly and consistently according to organization and legal requiems.</p> <p>3.6 All required <b>documentation</b> for the goods is completed in accordance with workplace requirements.</p> <p>3.7 The load is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations</b> permit requirements.</p>
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Variable	Range
Tariff structures and hiring arrangements	<p>May include:</p> <ul style="list-style-type: none"> <li>• various forms of hiring</li> <li>• relevant tariffs, tolls and fees</li> </ul>
Amount owing	<p>May include:</p> <ul style="list-style-type: none"> <li>• in accordance with workplace policy and procedures</li> <li>• in conformance with legal and regulatory requirements</li> </ul>
Transactions	<p>May include:</p> <ul style="list-style-type: none"> <li>• calculators</li> <li>• various forms of cards</li> <li>• manual card imprinting resources</li> </ul>
Finance processing equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• manual and electronic cash registers</li> <li>• credit card facilities</li> <li>• smart card</li> <li>• manual ticketing resources</li> </ul>
Depending on the type of organisation concerned and the local terminology used, workplace policy and procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>
Information/ documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• workplace procedures and policies</li> <li>• job specifications</li> <li>• relevant manufacturers specifications and instructions for the use of transaction equipment</li> <li>• operations manuals</li> </ul>

	<ul style="list-style-type: none"> <li>• induction documentation</li> <li>• competency standards and training materials</li> <li>• supplier and/or client instructions</li> <li>• material safety data sheets</li> <li>• codes of practice including the National Standards for Manual Handling and the Industry Safety Code</li> <li>• award, enterprise bargaining agreement, other industrial arrangements</li> <li>• relevant standards and certification requirements</li> <li>• quality assurance procedures</li> <li>• emergency procedures</li> </ul>
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• regulatory requirements for conducting financial transactions</li> <li>• relevant Ethiopia Standards and certification requirements</li> <li>• relevant state/territory privacy legislation</li> <li>• relevant state/territory OHS regulations and legislation</li> <li>• licensing requirements for driving and carrying particular classes of goods</li> <li>• relevant state/territory road rules and traffic acts</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• applying the underpinning knowledge and skills</li> <li>• applying relevant legislation and workplace procedures</li> <li>• applying tariff structures and taxi hire arrangements</li> <li>• operating a taxi meter</li> <li>• operating manual card equipment in a taxicab</li> <li>• selecting and using appropriate mathematical processes when conducting transactions</li> <li>• selecting and using appropriate aids for carrying out calculations</li> <li>• conducting cash, credit and other non-cash payment transactions</li> <li>• filling out documents, vouchers, point of sale documents and other relevant taxi documentation legibly</li> <li>• responding appropriately to telephone inquiries</li> <li>• identifying required credit card clearances and transaction limits</li> <li>• using appropriate communication methods and strategies</li> <li>• locating, interpreting and applying relevant information</li> </ul>

	<ul style="list-style-type: none"> <li>maintaining transaction records and documentation</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>relevant state and territory regulations and codes of practice related to the conduct of transactions and maintenance of records within taxi operations</li> <li>relevant OHS procedures and guidelines</li> <li>operational procedures for the conduct of direct financial transactions with customers in the taxi industry and the maintenance of records</li> <li>sources of information and documentation needed when conducting financial transactions and maintaining records within the taxi industry</li> <li>typical problems that can occur when carrying out financial transactions and maintaining records, and appropriate action that can be taken to prevent or solve them</li> <li>risks and hazards when carrying out financial transactions and maintaining records, and related precautions to control security threats</li> <li>contingency planning relating to managing and controlling security threats</li> <li>implications of credit and financial institution codes of practice</li> <li>requirements of taxi work systems, operations and relevant equipment</li> <li>tariff structures</li> <li>hiring arrangements</li> <li>taxi meter functions</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>communicate effectively with others when conducting financial transactions and maintaining records</li> <li>read and interpret instructions, procedures and information relevant to the conduct of financial transactions and maintenance of records</li> <li>interpret and follow operational instructions and prioritise work</li> <li>complete documentation related to the conduct of financial transactions and maintenance of records</li> <li>operate electronic communication equipment to required protocol</li> <li>work collaboratively with others when conducting financial transactions and maintaining records</li> <li>adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others</li> <li>promptly report and/or rectify any identified problems that may arise when conducting financial transactions and</li> </ul>

	<p>maintaining records, in accordance with regulatory requirements and workplace procedures</p> <ul style="list-style-type: none"> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist during the conduct of financial transactions and maintenance of records</li> <li>• plan own work including predicting consequences and identifying improvements</li> <li>• apply relevant agreements, codes of practice or other legislative requirements</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing workplace contexts, risk situations and environments</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• identify and correctly use transaction equipment, processes and procedures</li> <li>• adapt to differences in equipment in accordance with standard operating procedures</li> <li>• use basic mathematical calculations</li> <li>• complete documentation and maintain records for taxation purposes</li> <li>• complete a business activity statement</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



Occupational Standard: Rail Driving Level II	
Unit Title	Ensure a Safe On-Board Passenger and Working Environment
Unit Code	<a href="#">EISRDO2 07 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to ensure a safe on-board passenger and working environment in accordance with OHS regulatory and workplace requirements, including performing checks and inspections; rectifying and reporting work hazards and non-compliances; and completing all required documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Perform checks and inspections	<p>1.1 All non-compliances are identified in accordance with OHS procedures and statutory requirements.</p> <p>1.2 Actual and potential hazards are accurately identified.</p> <p>1.3 <b>Work area communication</b> activity is clear, unambiguous and uses appropriate procedures, language, and codes.</p> <p>1.4 <b>Consultative</b> processes proceed according to the procedure.</p> <p>1.5 Loading and unloading access and follow producers and polices correctly and consistently according to organization and legal requiems.</p>
2. Rectify and report work hazards and non-compliances	<p>2.1 <b>Hazards</b> and non-compliances are reported in accordance with workplace instructions.</p> <p>2.2 Appropriate action to minimize or eliminate identified hazards is taken in accordance with <b>workplace procedures</b> and OHS regulations.</p> <p>2.3 <b>Work</b> area is prepared and maintained in accordance with the national standards, safety codes and site operating procedures.</p> <p>2.4 Work is conducted in accordance with industry standards, statutory requirements, safety codes, site operating requirements and any special requirements of the cargo.</p> <p>2.5 Work is conducted in accordance with the requirements of national standards, safety codes and site operating procedures.</p>
3. Complete	3.1 Records, reports and other <b>documentation</b> concerning

documentation	<p>inspections, identified safety hazards and action taken are completed in accordance with workplace and OHS regulatory requirements.</p> <p>3.2 The load is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations</b>/permit requirements.</p>
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Variable	Range
Communication in the work area	<p>May Include:</p> <ul style="list-style-type: none"> <li>• phone</li> <li>• fax</li> <li>• email/internet</li> <li>• Electronic Data Interchange (EDI)</li> <li>• radio</li> <li>• oral, aural or signed communications</li> </ul>
Consultative processes	<p>May Include:</p> <ul style="list-style-type: none"> <li>• customers</li> <li>• other workplace personnel</li> <li>• supervisors and managers</li> <li>• official representatives</li> </ul>
Hazards	<p>May Include:</p> <ul style="list-style-type: none"> <li>• slippery floors</li> <li>• broken glass</li> <li>• self-closing doors</li> <li>• hot food and beverages</li> <li>• faulty equipment</li> <li>• moving trains and vehicles</li> <li>• contaminated or spoiled food or beverages</li> <li>• stairways</li> <li>• sudden and unexpected movement</li> <li>• infectious and contagious diseases</li> <li>• sharp objects</li> <li>• syringes and drugs</li> <li>• human and biological waste</li> </ul>
Depending on the type of organisation concerned and the local terminology used, workplace procedures	<p>May Include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>

<p>Work may be carried out in a range of long-distance passenger vehicles</p>	<p>May Include:</p> <ul style="list-style-type: none"> <li>• in a range of work environments</li> <li>• by day or night</li> <li>• relevant codes of practice</li> <li>• OHS regulatory requirements</li> <li>• insurance requirements</li> <li>• workplace policies and procedures</li> </ul> <p>Including:</p> <ul style="list-style-type: none"> <li>• sleeping cars</li> <li>• sit-up cars</li> <li>• dining cars</li> <li>• lounge and/or entertainment cars</li> <li>• brake vans and staff cars</li> </ul>
<p>Information/ documents</p>	<p>May Include:</p> <ul style="list-style-type: none"> <li>• workplace procedures and policies</li> <li>• work instructions, job description and induction materials</li> <li>• manufacturer's instructions for the use of equipment and materials</li> <li>• relevant OHS and environmental protection requirements and policies</li> <li>• relevant codes of practice and regulations</li> <li>• award, enterprise bargaining agreement and other industrial arrangements</li> <li>• customer service and quality assurance procedures</li> <li>• emergency procedures</li> </ul>
<p>Applicable regulations and legislation</p>	<p>May Include:</p> <ul style="list-style-type: none"> <li>• relevant codes and regulations pertaining to workplace activities</li> <li>• relevant state/territory OHS legislation</li> <li>• relevant state/territory environmental protection legislation</li> <li>• relevant state/territory health and hygiene legislation</li> <li>• workplace relations regulations including equal opportunity, equal employment opportunity and affirmative action legislation</li> <li>• workers compensation regulations</li> </ul>

<p><b>Evidence Guide</b></p>	
<p>Critical Aspects of Competence</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>

<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• regulations and codes of practice relevant to work activities including the Australian Dangerous Goods Code</li> <li>• relevant OHS and environmental protection procedures and guidelines</li> <li>• workplace procedures and policies related to ensuring a safe workplace</li> <li>• the location of safety equipment and procedures for its use</li> <li>• manual handling procedures</li> <li>• emergency procedures</li> <li>• first aid procedures</li> <li>• personal protective equipment and procedures for its use</li> <li>• equipment, and materials used during work activities and precautions and procedures that should be followed in their use</li> <li>• hazards that may occur in the workplace and action that can be taken to control and minimise the risks involved</li> <li>• communication and negotiation requirements</li> <li>• documentation and record requirements</li> </ul>
<p>Underpinning Skills</p>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when taking action to ensure a safe on-board passenger and working environment</li> <li>• read and interpret instructions, procedures, information and signs relevant to ensuring a safe on-board passenger and working environment</li> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete documentation related to ensuring a safe on-board passenger and working environment</li> <li>• write and prepare safety incident reports and other documents required within workplace activities</li> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others when taking action to ensure a safe on-board passenger and working environment</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others</li> <li>• promptly report and/or rectify any identified problems that may arise when taking action to ensure a safe on-board passenger and working environment in accordance with regulatory requirements and workplace procedures</li> <li>• implement contingency plans for unanticipated situations that may occur when taking action to ensure a safe on-board passenger and working environment</li> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities</li> </ul>

	<ul style="list-style-type: none"> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• apply fatigue management knowledge and techniques</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• select and safely use relevant equipment and materials during work activities</li> <li>• operate and adapt to differences in equipment in accordance with standard operating procedures</li> <li>• make appropriate judgements regarding the relative urgency of hazard reports</li> <li>• use correct manual handling procedures</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level II	
Unit Title	Follow Security Procedures when Working with Goods and Cargo
Unit Code	<a href="#">EIS RDR2 08 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to follow security procedures in the transport and logistics industries. It includes checking and maintaining the security of any goods and cargo, identifying and responding to any security threats or situations, and completing all required security records. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Element	Performance Criteria
1. Maintain security of goods and cargo	<p>1.1 <b>Transport and logistics enterprises</b> where applicable, goods and cargo are secured within specified locations, transport vehicles, vessels or aircraft in accordance with workplace security procedures and applicable security regulations.</p> <p>1.2 Seals, tamper proof packaging, locks and other <b>security measures</b> on goods or cargo are checked and maintained in accordance with workplace <b>security procedures</b>.</p> <p>1.3 Signs of pillaging, theft and interference are recognized and reported in accordance with workplace security procedures.</p> <p>1.4 Signs of suspicious goods and cargo are recognized and reported promptly to designated personnel.</p> <p>1.5 Any breaches of security requirements are reported promptly to designated personnel in accordance with workplace security procedures.</p> <p>1.6 <b>Work</b> area is prepared and maintained in accordance with the national standards, safety codes and site operating procedures.</p> <p>1.7 Applications appropriate for team relocation of load are carried in accordance with proper <b>information</b> procedure.</p>
2. Identify a security threat or situation	<p>2.1 Security threat or situation is promptly identified and assessed and response is prioritized in accordance with the workplace security program and procedures.</p> <p>2.2 Implications of the security threat or situation are evaluated in accordance with workplace security program and procedures.</p> <p>2.3 Relevant personnel are alerted to the security threat or</p>

	<p>situation as required within workplace security procedures and program.</p> <p>2.4 <b>Communications</b> are maintained with relevant personnel to determine appropriate course of action.</p> <p>2.5 Access and follow shifting producers and polices correctly and consistently according to organization and legal requiems.</p>
3. Respond to a security threat or situation	<p>3.1 Response to an identified security threat or situation is in accordance with workplace security procedures, received instructions, regulatory requirements and emergency response plan where relevant.</p> <p>3.2 Security threats or incidents are handled appropriately in accordance with established response plan and within limits of responsibility and duty of care.</p> <p>3.3 Responsibilities are fulfilled in accordance with the workplace security program and regulatory requirements.</p> <p>3.4 Assistance is provided in controlling the site both prior to and following arrival of security and/or emergency services.</p> <p>3.5 In the case of a security threat or emergency, assistance is provided to other staff and emergency services personnel conducting an initial survey of the scene.</p> <p>3.6 Directions of the controlling security/emergency authority are followed and all possible assistance is provided in response to those directions.</p>
4. Maintain security records	<p>4.1 Records of security checks and precautions are kept as per <b>workplace procedures</b>.</p> <p>4.2 Reports of security incidents or threats are completed in accordance with workplace requirements and applicable security requirements.</p> <p>4.3 The load is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations</b>/permit requirements.</p>

Variable	Range
Transport and logistics enterprises	<p>May involve:</p> <ul style="list-style-type: none"> <li>• warehousing and distribution</li> <li>• road transport</li> <li>• rail transport</li> <li>• aviation</li> <li>• maritime</li> <li>• freight forwarding and customs broking</li> </ul>

	<ul style="list-style-type: none"> <li>• multimodal transport and logistics</li> </ul>
Security measures	<p>May involve:</p> <ul style="list-style-type: none"> <li>• security guards at access points and gates to secured areas</li> <li>• locked doors, gates and fences</li> <li>• use of personal electronic access cards</li> <li>• recording of carrier and vehicle registration details at gates and checkpoints</li> <li>• bag check points</li> <li>• escorts for visitors in restricted areas</li> <li>• access control into and out of restricted security areas</li> <li>• use of ID cards</li> <li>• video surveillance equipment</li> <li>• X-ray screening of baggage, cargo and goods</li> <li>• explosives trace detection (ETD) screening of passengers, baggage, cargo and goods</li> <li>• screening of passengers using hand-held and walk through magnetometers</li> </ul>
Security procedures	<p>May be aimed at preventing or identifying:</p> <ul style="list-style-type: none"> <li>• persons trespassing on security zones and restricted areas</li> <li>• carriage or storage of prohibited goods</li> <li>• the carriage of improvised explosive devices in cargo and mail</li> <li>• smuggling of goods</li> <li>• pillage, theft and interference with cargo, goods and mail</li> <li>• acts or threats of terrorism</li> <li>• hijacking of a vehicle, train, aircraft or vessel</li> <li>• extortion</li> <li>• assault</li> <li>• fraud</li> <li>• vandalism and graffiti</li> </ul>
Work	<p>May be conducted:</p> <ul style="list-style-type: none"> <li>• in a range of work environments by day or night, including in large, medium or small transport terminals and storage facilities and on vehicles, trains, aircraft and vessels</li> </ul>
Information and documents	<p>May involve:</p> <ul style="list-style-type: none"> <li>• Ethiopia transport security legislation and regulations</li> <li>• Ethiopia and international codes of practice and regulations relevant to the secure transport of passengers and the transfer and storage of cargo and goods</li> <li>• Ethiopia and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances</li> <li>• workplace security program and related policies and procedures</li> <li>• workplace standard operating procedures and policies</li> <li>• signs and instructions pertaining to security matters</li> </ul>



	<ul style="list-style-type: none"> <li>• operations manuals, job specifications and induction documentation</li> <li>• manufacturers specifications for equipment</li> <li>• tickets, labels, manifests, bar codes, and container identification/serial numbers (as applicable)</li> <li>• supplier and/or client instructions</li> <li>• dangerous goods declarations and material safety data sheets (where applicable)</li> </ul>
Communication in the work area	<p>May involve:</p> <ul style="list-style-type: none"> <li>• phone</li> <li>• radio</li> <li>• fax</li> <li>• email</li> <li>• electronic data transfer (EDI)</li> <li>• internet</li> <li>• oral, aural or signed communications</li> </ul>
Depending on the organisation concerned workplace procedures	<p>May be called:</p> <ul style="list-style-type: none"> <li>• standard operating procedures</li> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>
Applicable legislation, regulations and codes	<p>May involve:</p> <ul style="list-style-type: none"> <li>• Ethiopia transport security legislation and regulations</li> <li>• Ethiopia n and international codes of practice and regulations relevant to the secure transport of passengers and the transfer and storage of cargo and goods</li> <li>• Ethiopia and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances</li> <li>• export/import/quarantine/bond regulations</li> <li>• relevant state/territory OHS legislation</li> </ul>
Personal protection equipment	<p>May involve:</p> <ul style="list-style-type: none"> <li>• gloves</li> <li>• safety headwear and footwear</li> <li>• eye and ear protection</li> <li>• two-way radios</li> <li>• high visibility clothing</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p>demonstration of:</p> <ul style="list-style-type: none"> <li>• applying the underpinning knowledge and skills</li> <li>• identifying signs of disruption to goods and cargo</li> <li>• identifying signs of a possible security threat</li> <li>• responding to a possible security threat</li> <li>• applying relevant legislation and workplace procedures</li> </ul>
<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• applicable transport security legislation including relevant international, national, state and territory acts, regulations codes and/or guidelines</li> <li>• relevant workplace security program and policies and procedures for responding to security threats, situations and emergencies</li> <li>• relevant quarantine and bond regulations and requirements</li> <li>• relevant OHS and environmental protection procedures and guidelines</li> <li>• common security threats and incidents that may occur in transport, logistics and allied industries, and related roles and responsibilities of personnel when reporting them and responding to them</li> <li>• applicable measures for the securing of transport terminals, storage facilities, vehicles, trains, aircraft and/or vessels</li> <li>• signs of pillaging, theft and interference with goods, cargo and mail</li> <li>• focus of operation of work systems, equipment, management and site operating systems when carrying out operations in the transport and logistics industries</li> <li>• common security problems that may occur when carrying out operations in the transport and logistics industries, and action that can be taken to address and resolve the problems</li> <li>• relevant documentation and reporting requirements</li> <li>• layout of worksite, vehicle, vessel, train or aircraft and operating procedures</li> <li>• procedures for operating any electronic communications equipment with required protocol</li> </ul>
<p>Underpinning Skills</p>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when following security procedures</li> <li>• read and interpret instructions, procedures, applicable regulatory requirements, labels, markings, id cards and other information relevant to workplace security in the transport and logistics industries</li> <li>• complete required documentation and reports related to security procedures</li> <li>• work collaboratively with others when following security procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• identify and solve and/or report problems that arise when following security procedures</li> <li>• modify activities depending on differing workplace contexts, risk situations and environments</li> <li>• adapt to differences in equipment, facilities, cargo and passengers</li> <li>• apply procedures for security checks and precautions as per limits of role and responsibilities</li> <li>• recognise signs of pillage, theft and interference with goods, cargo and mail</li> <li>• recognise signs of security threats and situations</li> <li>• promptly report and/or rectify any identified problems that may arise when following security procedures in accordance with regulatory requirements and workplace procedures</li> <li>• follow security threat/incident response plan and procedures</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• select and use relevant communications and other equipment required when following security procedures</li> <li>• select and use required personal protective clothing and equipment conforming to industry and OHS standards</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level II	
Unit Title	Use Info Technology Devices in the Workplace
Unit Code	<a href="#">EISRDO2 09 0313</a>
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. Licensing, legislative, regulatory or certification requirements are not applicable to this unit.

Element	Performance Criteria
1. Identify info technology systems	<p>1.1 Types of <b>info technology equipment</b> used in the work area are identified.</p> <p>1.2 Functions of equipment, component parts and accessories are identified.</p> <p>1.3 <b>Applications</b> for workplace activities of the different info technology equipment and systems are interpreted.</p> <p>1.4 Routine faults in operating systems, software applications and operator errors are identified.</p> <p>1.5 Sources of information on rectifying/reporting faults with operating equipment, systems and application are identified.</p>
2. Access and operate computer-based equipment and systems	<p>2.1 <b>Work</b> environments and equipment are adjusted to meet ergonomic requirements and <b>workplace</b> 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 computer application are selected and accessed.</p> <p>2.6 Required file and/or data to be accessed is identified.</p> <p>2.7 Files/data are filed according to workplace.</p> <p>2.8 Shut-down procedures for files, applications and equipment are followed.</p>

<p>3. Input, store and present files/data</p>	<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 <b>Information</b> and disk(s) are stored where appropriate.</p> <p>3.7 Information is presented using computerized projection facilities where required.</p>
<p>4. Implement workplace procedures for management and security of data</p>	<p>4.1 Security procedures are followed in accordance with <b>workplace procedures</b>.</p> <p>4.2 Precautions against the loss or corruption of data are followed in accordance with workplace procedures.</p> <p>4.3 Process for load and unload cargo /goods <b>operation</b> is proposed including predicting and planning for potential difficulties.</p> <p>4.4 <b>Customer</b> inquiries are dealt with respectfully and efficiently.</p> <p>4.5 Loading and unloading are checked to see that it meets work requirements, with any variance(s) reported.</p> <p>4.6 Load and unload materials are set down without damage to goods, personnel or equipment and checked for stability.</p> <p>4.7 <b>Work area communication</b> activity is clear, unambiguous and uses appropriate procedures, language, and codes.</p> <p>4.8 Access and follow shifting producers and polices correctly and consistently according to organization and legal requiems.</p> <p>4.9 The load is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations</b>/permit requirements.</p>

Variable	Range
Info technology equipment	May include: <ul style="list-style-type: none"> <li>• keyboards</li> <li>• monitors</li> <li>• bar code readers</li> </ul>

	<ul style="list-style-type: none"> <li>• printers</li> <li>• central processors</li> <li>• CD-ROM drives</li> <li>• floppy disk drives</li> <li>• zip drives</li> <li>• USB drives</li> <li>• touch screens</li> <li>• Personal Digital Assistant (PDA)</li> <li>• visual display units</li> <li>• desktop computers</li> <li>• laptop computers</li> <li>• radio frequency devices</li> <li>• computer driven projectors</li> </ul>
Computer applications	<p>May include:</p> <ul style="list-style-type: none"> <li>• word processing software</li> <li>• inventory control and stock management systems</li> <li>• Electronic Data Interchange (EDI) systems</li> <li>• information databases and storage systems</li> <li>• invoicing and payment systems</li> <li>• manifests control systems</li> <li>• work organisation systems</li> <li>• networks including intranet/internet browsers</li> <li>• computerised presentation software</li> <li>• computerised control/monitoring systems</li> </ul>
Work	<p>May be conducted:</p> <ul style="list-style-type: none"> <li>• in a range of work contexts</li> </ul>
Workplaces	<p>May comprise:</p> <ul style="list-style-type: none"> <li>• large, medium or small worksites</li> </ul>
Information/ documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• goods identification numbers and codes</li> <li>• manifests, bar codes, goods and container identification/serial number</li> <li>• manufacturer's instructions concerning the use computing equipment</li> <li>• workplace procedures and policies for the use of computer equipment</li> <li>• supplier and/or client instructions</li> <li>• material safety data sheets</li> <li>• relevant codes of practice</li> <li>• safe working or other notices</li> <li>• relevant legislation, regulations and related documentation</li> <li>• award, enterprise bargaining agreement, other industrial arrangements</li> <li>• standards and certification requirements</li> <li>• quality assurance procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• emergency procedures</li> </ul>
Depending on the type of organisation concerned and the local terminology used, workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>
The operations	<p>May be conducted:</p> <ul style="list-style-type: none"> <li>• in a range of work environments</li> <li>• by day or night</li> <li>• in a range of typical weather conditions</li> </ul>
Customers	<p>May include:</p> <ul style="list-style-type: none"> <li>• internal or external</li> </ul>
Communication in the work area	<p>May include:</p> <ul style="list-style-type: none"> <li>• phone/mobile phones</li> <li>• Electronic Data Interchange (EDI)</li> <li>• fax</li> <li>• email</li> <li>• internet</li> <li>• radio</li> <li>• oral, aural or signed communications</li> </ul>
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant state/territory OHS legislation</li> <li>• relevant state/territory environmental protection legislation</li> <li>• workplace relations regulations</li> <li>• workers compensation regulations</li> <li>• Dangerous Goods Code and regulations</li> </ul>
Personnel in the work area	<p>May include:</p> <ul style="list-style-type: none"> <li>• workplace personnel</li> <li>• site visitors</li> <li>• contractors</li> <li>• official representatives</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> <li>• Assessment must include exercises which demonstrate</li> </ul>

	<p>competent performance of the following in a range of situations:</p> <ul style="list-style-type: none"> <li>• correctly operating all info technology devices used within the workplace in accordance with operational requirements</li> <li>• correctly identifying fault finding procedures</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge for:</p> <ul style="list-style-type: none"> <li>• relevant OHS procedures and guidelines concerning the use of computer equipment in the workplace</li> <li>• OHS risks and hazards when using computer equipment for work tasks, and ways of controlling the risks/hazards</li> <li>• workplace procedures for the use of computer equipment and application software appropriate for work role</li> <li>• 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</li> <li>• housekeeping standards and procedures required in the workplace</li> <li>• workplace or site layout</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively with others when using info technology devices in the workplace</li> <li>• Read and interpret instructions, procedures, information and manuals relevant to the use of info technology devices in the workplace</li> <li>• Interpret and follow operational instructions and prioritise work</li> <li>• Access and/or complete electronic documentation through the use of info technology devices in the workplace</li> <li>• Identify and use computer equipment, software, processes and procedures required within the context of the job</li> <li>• Work collaboratively with others when using info technology devices in the workplace</li> <li>• 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</li> <li>• 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</li> <li>• Apply precautions and required action to minimise, control or eliminate hazards that may exist when using info technology devices in the workplace</li> <li>• Monitor work activities in terms of planned schedule</li> <li>• Modify activities depending on differing operational</li> </ul>



	<p>contingencies, risk situations and environments</p> <ul style="list-style-type: none"> <li>• Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• Adapt to differences in software and equipment in accordance with standard operating procedures</li> <li>• Maintain eye-hand coordination</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level II	
Unit Title	Participate in Workplace Communication
Unit Code	<a href="#">EISRDO2 10 0313</a>
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 <b>appropriate sources</b>.</p> <p>1.2 Effective questioning, active listening and speaking skills are used to gather and convey information.</p> <p>1.3 Appropriate <b>medium</b> 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 <b>storage</b> 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 <b>protocols</b>.</p> <p>2.4 <b>Workplace interactions</b> 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 <b>forms</b> relating to conditions of employment is 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	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• suppliers</li> <li>• trade personnel</li> <li>• local government</li> <li>• industry bodies</li> </ul>
Medium	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• memorandum</li> <li>• circular</li> <li>• notice</li> <li>• information discussion</li> <li>• follow-up or verbal instructions</li> <li>• face to face communication</li> </ul>
Storage	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• manual filing system</li> <li>• computer-based filing system</li> </ul>
Protocols	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• observing meeting</li> <li>• compliance with meeting decisions</li> <li>• obeying meeting instructions</li> </ul>
Workplace interactions	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• face to face</li> <li>• telephone</li> <li>• electronic and two way radio</li> <li>• written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams</li> </ul>
Forms	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• personnel forms, telephone message forms, safety reports</li> </ul>

Evidence Guide	
Critical Aspects of Competency	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• prepared written communication following standard format of the organization</li> <li>• accessed information using communication equipment</li> <li>• made use of relevant terms as an aid to transfer information</li> </ul>

	<p>effectively</p> <ul style="list-style-type: none"> <li>• conveyed information effectively adopting the formal or informal communication</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• effective communication</li> <li>• different modes of communication</li> <li>• written communication</li> <li>• organizational policies</li> <li>• communication procedures and systems</li> <li>• technology relevant to the enterprise and the individual's work responsibilities</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• follow simple spoken language</li> <li>• perform routine workplace duties following simple written notices</li> <li>• participate in workplace meetings and discussions</li> <li>• complete work related documents</li> <li>• estimate, calculate and record routine workplace measures</li> <li>• basic mathematical processes of addition, subtraction, division and multiplication</li> <li>• ability to relate to people of social range in the workplace</li> <li>• gather and provide information in response to workplace requirements</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Rail Driving Level II	
Unit Title	Work in Team Environment
Unit Code	<a href="#">EIS RDR2 11 0313</a>
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 <b>role and objective of the team</b> are identified from available <b>sources of information</b>.</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 <b>workplace context</b>.</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	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>work activities in a team environment with enterprise or specific sector</li> <li>limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment</li> </ul>
Sources of information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>standard operating and/or other workplace procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• job procedures</li> <li>• machine/equipment manufacturer's specifications and instructions</li> <li>• organizational or external personnel</li> <li>• client/supplier instructions</li> <li>• quality standards</li> <li>• OHS and environmental standards</li> </ul>
Workplace context	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• work procedures and practices</li> <li>• conditions of work environments</li> <li>• legislation and industrial agreements</li> <li>• standard work practice including the storage, safe handling and disposal of chemicals</li> <li>• safety, environmental, housekeeping and quality guidelines</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• operated in a team to complete workplace activity</li> <li>• worked effectively with others</li> <li>• conveyed information in written or oral form</li> <li>• selected and used appropriate workplace language</li> <li>• followed designated work plan for the job</li> <li>• reported outcomes</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• communication process</li> <li>• team structure</li> <li>• team roles</li> <li>• group planning and decision making</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• communicate appropriately, consistent with the culture of the workplace</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Rail Driving Level II	
Unit Title	Develop Business Practice
Unit Code	<a href="#">EIS RDR2 12 0313</a>
Unit Descriptor	This unit specifies the outcomes required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced.

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

	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 <b>Operational unit</b> 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 <b>Legal documents</b> 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 <b>contracts with relevant people</b>, 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"> <li>• expected financial viability</li> <li>• skills of operator</li> <li>• amount and types of finance available</li> <li>• returns expected or required by owners</li> <li>• likely return on investment</li> <li>• finance required</li> <li>• lifestyle issues</li> </ul>
Business viability	<p>May include:</p> <ul style="list-style-type: none"> <li>• opportunities available</li> <li>• market competition</li> <li>• timing/ cyclical considerations</li> <li>• skills available</li> <li>• resources available</li> <li>• location and/ or premises available</li> </ul>



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

	<p>appropriate software for financial records</p> <ul style="list-style-type: none"> <li>• recordkeeping including personnel, financial, taxation, OHS and environmental</li> </ul>
Contracts with relevant people	<p>May include:</p> <ul style="list-style-type: none"> <li>• owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A person must be able to provide evidence:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Technical or specialist skills relevant to the business operation</li> <li>• Financing options</li> <li>• Business systems and operations</li> <li>• Relevant marketing, management, sales and financial concepts</li> <li>• Methods for researching business opportunities</li> <li>• Principles of risk management relevant to the business</li> <li>• Methods of identifying relevant specialist services to complement the business</li> <li>• Forms and administrative systems</li> <li>• Services available and charges</li> <li>• Planning and control systems (sales,</li> <li>• Advertising and promotion, distribution and logistics</li> <li>• Financial recording systems</li> <li>• Legal rights and responsibilities</li> <li>• Record keeping duties</li> <li>• Operational factors relating to the business (provision of professional services, products)</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• literacy skills to interpret legal requirements, company policies and procedures and immediate, day-to-day demands</li> </ul>

	<ul style="list-style-type: none"> <li>• marketing skills</li> <li>• business planning skills</li> <li>• entrepreneurial skills</li> <li>• problem-solving skills</li> <li>• OHS skills</li> <li>• time management skills</li> <li>• belief in services and products offered by the business</li> <li>• communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback</li> <li>• technical and analytical skills to interpret business documents, reports and financial statements and projections</li> <li>• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• problem solving skills to develop contingency plans</li> <li>• using computers and software packages to record and manage data and to produce reports</li> <li>• literacy skills to enable interpretation of business information, numeracy skills for data analysis to aid research</li> <li>• research skills to identify a business opportunity and to conduct a feasibility study</li> <li>• analytical skills to assess personal attributes and to identify business risks</li> <li>• observation skills for identifying appropriate people, resources and to monitor work</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level II	
Unit Title	Standardize and Sustain 3S
Unit Code	<a href="#">EIS RDR2 13 0313</a>
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 <b>OHS requirements</b>, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 <b>Safety equipment and tools</b> are identified and checked for safe and effective operation.</p> <p>1.5 <b>Tools and equipment</b> 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 <b>Tools and techniques</b> to standardize 3S are prepared and implemented based on <b>relevant procedures</b>.</p> <p>2.3 Checklists are followed for standardize activities and <b>reported</b> to <i>relevant personnel</i>.</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 <b>Tools and techniques</b> 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"> <li>• 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.</li> <li>• Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• 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.</li> </ul>
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• dust masks / goggles</li> <li>• glove</li> <li>• working cloth</li> <li>• first aid</li> <li>• safety shoes</li> </ul>
Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• paint</li> <li>• hook</li> <li>• sticker</li> <li>• signboard</li> <li>• nails</li> <li>• shelves</li> <li>• chip wood</li> <li>• sponge</li> <li>• broom</li> <li>• pencil</li> <li>• shadow board/ tools board</li> </ul>
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• 5S Job Cycle Charts</li> <li>• Visual 5S</li> <li>• The Five Minute 5S</li> <li>• Standardization level checklist</li> </ul>

	<ul style="list-style-type: none"> <li>• 5S checklist</li> <li>• The five Whys and one How approach(5W1H)</li> <li>• Suspension</li> <li>• Incorporation</li> <li>• Use Elimination</li> </ul>
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Assign 3S responsibilities</li> <li>• Integrate 3S duties into regular work duties</li> <li>• Check on 3S maintenance level</li> <li>• OHS measures such as signage, symbols / coding and labeling of workplace and equipment</li> <li>• Creating conditions to sustain your plans</li> <li>• Roles in implementation</li> </ul>
Reporting	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• verbal responses</li> <li>• data entry into enterprise database</li> <li>• brief written reports using enterprise report formats</li> </ul>
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• supervisors, managers and quality managers</li> <li>• administrative, laboratory and production personnel</li> <li>• internal/external contractors, customers and suppliers</li> </ul>
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• 5S slogans</li> <li>• 5S posters</li> <li>• 5S photo exhibits and storyboards</li> <li>• 5S newsletter</li> <li>• 5S maps</li> <li>• 5S pocket manuals</li> <li>• 5S department/benchmarking tours</li> <li>• 5S months</li> <li>• 5S audit</li> <li>• Awarding system</li> <li>• Big cleaning day</li> <li>• Patrolling system may include: <ul style="list-style-type: none"> <li>➤ Top management Patrol</li> <li>➤ 5S Committee members and Promotion office Patrol</li> <li>➤ Mutual patrol</li> <li>➤ Self-patrol</li> <li>➤ Checklist patrol</li> <li>➤ Camera patrol</li> </ul> </li> </ul>

### Evidence Guide

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

## NTQF Level III



Occupational Standard: Rail Driving Level III	
Unit Title	Inspect, Prepare and Start an Electric Tram
Unit Code	<a href="#">EIS RDR3 01 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to inspect, prepare and start an electric tram in accordance with relevant regulations and workplace practices. It includes the checking and preparing of the electric tram, visually examining the electric tram, conducting on-tram checks, and starting and positioning the electric tram for service in accordance with workplace requirements.

Element	Performance Criteria
1. Plan and prepare an electric tram	<p>1.1 Roster is checked and interpreted for day's tram driving activities.</p> <p>1.2 Allocation of electric trams is checked in conjunction with tram controllers and roster clerk.</p> <p>1.3 <b>Electric tram</b> inspection and preparation duties are identified and interpreted.</p> <p>1.4 Tram schedules and notices and other operational and regulatory documentation is accessed and interpreted in accordance with workplace procedures.</p> <p>1.5 Communication equipment required for the day's operations is obtained and checked to ensure that it is functional.</p> <p>1.6 Required personal protective equipment is obtained for use during the day's tram driving activities.</p> <p>1.7 Electric tram to be inspected and prepared is located in the depot.</p> <p>1.8 Depot safety and basic electrical equipment awareness procedures are followed while locating the tram in the depot.</p> <p>1.9 Process for <b>operation</b> is proposed including predicting and planning for potential difficulties.</p> <p>1.10 Access and follow shifting producers and polices correctly and consistently according to <b>organization</b> and legal requiems.</p>
2. Visually inspect and prepare electric tram	<p>2.1 Features, functions and location of electric tram and associated equipment are identified.</p> <p>2.2 One of <b>electric tram start-up sequence</b> may be Log book are checked to confirm serviceability of unit.</p> <p>2.3 Pre-start internal and external safety and maintenance</p>

	<p>checks are conducted, in accordance with OHS and other workplace policies and procedures.</p> <p>2.4 Electric tram and equipment are checked by <b>visual inspection</b> and defects and deficiencies are recorded and rectified, isolated, tagged (where applicable) or reported as per workplace procedures and regulatory requirements.</p> <p>2.5 Availability of traction power and sand if required are checked against journey requirements as per workplace procedures and regulatory requirements.</p> <p>2.6 Relevant OHS and regulatory requirements are followed.</p> <p>2.7 The load is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations</b>/permit requirements.</p>
<p>3. Conduct on-tram checks</p>	<p>3.1 Electric tram is checked in correct sequence and all lights are confirmed operating to optimum requirements.</p> <p>3.2 <b>Pre-operation checks</b> are correctly performed and correct functioning of all equipment is confirmed as per workplace procedures and manufacturers operating requirements.</p> <p>3.3 Supervisory controls and indicators are checked to ensure they are functioning correctly and appropriate action is taken if they are not working correctly.</p> <p>3.4 Communication equipment is checked to ensure that it is functioning correctly and appropriate action is taken if it is not working correctly.</p> <p>3.5 Seat, windows, blinds and other personal <b>in-cab pre-operational checked</b> and adjusted for correct functionality, safety and comfort.</p> <p>3.6 Ancillary equipment is checked and is confirmed to be operational in accordance with operating requirements.</p> <p>3.7 Fire extinguisher, point bars and any other required tools are checked to confirm that they are in position and meet operational requirements.</p> <p>3.8 <b>Action is taken upon the identification</b> of different problems.</p>
<p>4. Start electric tram</p>	<p>4.1 Electric tram is started in accordance with instructions and any operating faults are recognized, diagnosed, reported and recorded in appropriate records for follow-up.</p> <p>4.2 In the case of safety, critical or serious equipment faults that cannot be readily rectified, the electric tram is shut down and reported for rectification in accordance with procedures.</p>

	<p>4.3 All instruments and gauges are observed and readings interpreted to confirm effective operation, including air and electrical. Where a problem is indicated, action is taken to determine the cause and to rectify or report the situation.</p> <p>4.4 Sand operation (if applicable) is checked after starting and appropriate action is taken if not effectively functioning.</p> <p>4.5 Pre-departure checks are carried out to ensure electric tram is braking and powering effectively and is safe to move.</p> <p>4.6 Different <b>risk minimization</b> may require differentiating faults.</p>
5. Position electric tram	<p>5.1 Authority to move and position electric tram is obtained and relevant personnel are advised of intention and procedures.</p> <p>5.2 Electric tram is operated in accordance with standard procedures and regulatory requirements and within operating and operational constraints.</p> <p>5.3 Electric tram is positioned in accordance with operational requirements and directions.</p> <p>5.4 Tram performance is monitored during operation in order to confirm effective operation or to identify defects.</p> <p>5.5 Equipment defects are identified, rectified and recorded or relevant personnel are advised for assistance.</p> <p>5.6 Relevant OHS and regulatory requirements are followed to ensure safety and to prevent injury and damage.</p> <p>5.7 <b>Relevant personnel</b> are advised that the electric tram is secured in the required position and is ready for service.</p>
6. Complete documentation	<p>6.1 All required <b>documentation</b> concerning the inspection, preparation and start-up of the electric tram is completed in accordance with workplace procedures and regulatory requirements.</p>

Variable	Range
Electric trams include all electric trams in service within Ethiopia transport systems	<p>May include:</p> <ul style="list-style-type: none"> <li>• hand-operated or foot pedal control systems or both</li> </ul> <p>May include:</p> <ul style="list-style-type: none"> <li>• ancillary systems</li> <li>• automatic control systems</li> <li>• braking systems</li> <li>• drive systems</li> <li>• instrumentation</li> <li>• manual controls</li> </ul>

	<ul style="list-style-type: none"> <li>• communication systems</li> <li>• warning equipment</li> <li>• power source</li> <li>• vigilance systems</li> <li>• traction systems</li> </ul>
Operations	<p>May be conducted:</p> <ul style="list-style-type: none"> <li>• by day or night</li> <li>• in all relevant weather conditions</li> </ul>
Depending on the organisation concerned workplace procedures	<p>May be called:</p> <ul style="list-style-type: none"> <li>• standard operating procedures</li> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>
Electric tram start-up sequence	<p>May include:</p> <ul style="list-style-type: none"> <li>• check log book</li> <li>• pantograph or trolley pole up</li> <li>• switch on batteries, if any</li> <li>• switch on compressor, if any</li> <li>• close all power control switches</li> <li>• close all light switches and set lights for proposed direction of travel</li> <li>• check sand levels and functions</li> <li>• check handbrake/park brake is functioning correctly</li> <li>• observe and interpret gauges</li> <li>• take appropriate action if gauge readings outside normal operation range</li> <li>• start tram</li> </ul>
Visual inspection of an electric tram	<p>May include:</p> <ul style="list-style-type: none"> <li>• lights</li> <li>• hoses</li> <li>• couplings</li> <li>• destination indicators or signs</li> <li>• doors and door locks</li> <li>• springs</li> <li>• brake equipment</li> <li>• wheels</li> <li>• seals</li> <li>• sand</li> <li>• pantographs or trolley poles</li> <li>• electrical cables</li> <li>• glass windows and doors</li> <li>• audible faults (e.g. hiss of escaping air)</li> <li>• visible faults (e.g. oil leaks, tears and cracks)</li> </ul>

Applicable legislation, regulations and codes	<p>May include:</p> <ul style="list-style-type: none"> <li>• applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant state/territory road rules and tramway codes of practice</li> <li>• relevant Australian Standards and related requirements</li> <li>• relevant state/territory OHS legislation</li> <li>• relevant state/territory environmental protection legislation</li> </ul>
Pre-operation checks	<p>May include:</p> <ul style="list-style-type: none"> <li>• sand levels</li> <li>• brake testing</li> <li>• lights - internal and external</li> <li>• air systems</li> <li>• interlocks and door controls</li> </ul>
In-cab pre-operational checks	<p>May include:</p> <ul style="list-style-type: none"> <li>• brake checks</li> <li>• driver's safety control test</li> <li>• functionality checks of supervisory controls and indicators</li> <li>• traction controls</li> <li>• In-cab check of communication equipment (depending on type of tram this may include radio, Intel com, PA systems, passenger emergency Intel com, passenger emergency systems, etc.)</li> <li>• radio communication check with tram controller</li> <li>• seat (ergonomic setting for safety, function and comfort)</li> <li>• windows and blinds</li> <li>• door locks</li> <li>• fire extinguishers</li> <li>• point bars, any other tools and tool boxes</li> </ul>
Action taken upon the identification of faults, defects or deficiencies	<p>May include:</p> <ul style="list-style-type: none"> <li>• reporting the problem and carrying out repairs (depending on the level and extent of work required), or isolating the faulty equipment and advising appropriate personnel of the fault and need for repair or replacement</li> </ul>
Risk minimisation may require differentiating between faults, defects and deficiencies that:	<p>May include:</p> <ul style="list-style-type: none"> <li>• do not present a hazard and could be attended to under running maintenance or in a normal maintenance schedule</li> <li>• present a potential hazard and need to be attended to under running maintenance or at the next most practical opportunity</li> <li>• present an immediate hazard and require immediate attention</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• tram crew</li> <li>• tram controllers</li> <li>• rostering supervisors and staff</li> </ul>

	<ul style="list-style-type: none"> <li>• other tram drivers and crews</li> <li>• depot coordinators</li> <li>• supervisors and other operational personnel</li> <li>• maintenance personnel</li> <li>• immediate internal or external customers</li> <li>• internal and external suppliers</li> </ul>
Information and documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant national and state or territory transport regulations and codes of practice</li> <li>• notices in drivers' notice board/box</li> <li>• reference cards</li> <li>• tram driver roster sheet and/or table card</li> <li>• operational instructions, policies and procedures:</li> <li>• emergency procedures manual</li> <li>• conditions of service, legislation and industrial agreements including workplace agreements and awards</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant state/territory roads and traffic authority and tramway operating procedures</li> <li>• relevant OHS and environmental procedures and regulations</li> <li>• electric tram controls, instruments and indicators and their purpose, location and use</li> <li>• monitoring devices; braking and power equipment; safety systems; ancillary systems; and any signalling systems</li> <li>• visual inspection procedures for an electric tram</li> <li>• on-tram pre-operational checks for an electric tram</li> <li>• start-up procedures for an electric tram</li> <li>• braking and safety system procedures for electric trams</li> <li>• operating controls to start, accelerate, decelerate and stop an electric tram</li> <li>• procedures for adjusting controls to optimise the operation of</li> </ul>

	<p>an electric tram</p> <ul style="list-style-type: none"> <li>• procedures for managing and controlling hazardous situations when preparing and starting up an electric tram</li> <li>• procedures for starting and operating ancillary systems on an electric tram</li> <li>• functions of sand as used on an electric tram and the procedures for checking and refilling sand levels and carrying out sand system testing processes on an electric tram</li> <li>• principles, purpose and location of controls, monitoring devices, braking, power source and traction systems</li> <li>• external features of an electric tram that must be checked during a pre-operational visual inspection</li> <li>• procedures for minor maintenance including cleaning</li> <li>• procedures for identifying equipment defects and assessing for appropriate action</li> <li>• typical defects that can occur on an electric tram and related action that should be taken</li> <li>• requirements for completing relevant documentation when inspecting, preparing and starting an electric tram</li> <li>• procedures to be followed in the event of an emergency</li> <li>• functions of all supervisory indicators and controls and related checks for correct operation</li> <li>• communication equipment checks</li> <li>• cleaning requirements for an electric tram</li> <li>• functions of ancillary systems on an electric tram and related checks for correct operation</li> <li>• procedures for raising and lowering a pantograph or trolley pole on an electric tram</li> <li>• procedures for operating any electronic communications equipment with required protocol</li> <li>• fatigue management knowledge and techniques including: causes and effects of fatigue; strategies to manage fatigue; factors which increase fatigue-related accidents; and lifestyles which promote the effective long term management of fatigue</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when inspecting, preparing, starting up and positioning an electric tram</li> <li>• operate any electronic communication equipment to required protocol</li> <li>• read and interpret instructions, procedures and information and signs relevant to the visual inspection, preparation, starting and positioning of an electric tram</li> <li>• document outcomes of visual inspection of an electric tram</li> <li>• complete documentation related to the inspection, preparation, start up and positioning of an electric tram</li> </ul>

	<ul style="list-style-type: none"> <li>• work collaboratively with others during the inspection, preparation, start up and positioning of an electric tram</li> <li>• interpret and follow instructions and prioritise work</li> <li>• identify and assess tram defects and deficiencies and take appropriate action to report, isolate, repair or replace any identified defective equipment as per workplace procedures</li> <li>• implement contingency plans for unplanned events</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• adapt to differences in trams and associated equipment and procedures</li> <li>• monitor and anticipate operational problems and hazards and take appropriate action</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> <li>• check and replenish sand (where applicable) on an electric tram</li> <li>• conduct a visual inspection of an electric tram and associated equipment</li> <li>• prepare and start an electric tram prior to service</li> <li>• position an electric tram in readiness for service</li> <li>• apply fatigue management knowledge and techniques</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



Occupational Standard: Rail Driving Level III	
Unit Title	Operate and Monitor a Passenger Electric Tram
Unit Code	<a href="#">EIS RDR3 02 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to operate and monitor a passenger electric tram in accordance with relevant workplace practices, tramway regulations and codes of practice. This includes planning and preparing the tram for passenger service, operating the tram, operating the revenue collection system (where applicable), monitoring the tram's performance during service, and communicating effectively with other personnel.

Element	Performance Criteria
1. Plan and identify a passenger electric tram for operations	<p>1.1 Driving <b>operation</b> requirement is identified and confirmed from roster, shift-card or other authorized documentation.</p> <p>1.2 Sign-on/log-on procedures at the depot are completed and the tram to be driven is correctly identified and located.</p> <p>1.3 Resources are identified and obtained, including documentation.</p> <p>1.4 Procedures for reporting incidents and the cancellation and non-operation of services are identified and followed.</p>
2. Operate a passenger electric tram	<p>2.1 <b>Passenger electric</b> tram is operated within specifications and organizational requirements to meet required schedules, routes, timetables and special services.</p> <p>2.2 On-board equipment is confirmed as being serviceable, and is operated in accordance with specifications and organization's requirements.</p> <p>2.3 Warning devices and gauges are monitored and responded to in accordance with organization's requirements.</p> <p>2.4 Operational restrictions established by the organization and relevant legislation are observed.</p> <p>2.5 Tram is stopped in designated and approved locations and within limitations, to permit safe embarkation and alighting of all kinds of passengers.</p> <p>2.6 Destination signs are adjusted in accordance with work schedules.</p> <p>2.7 Wheelchair equipment where provided is operated when required in accordance with workplace procedures.</p>

<p>3. Respond effectively to external operating factors</p>	<p>3.1 Instructions are verified, when required, interpreted and followed, in accordance with relevant regulatory requirements and organizational policies and procedures, to ensure that actions taken are appropriate and safe.</p> <p>3.2 Fixed traffic and hand signals and verbal movement commands are interpreted and followed, in accordance with regulatory requirements and organizational policies and procedures, to ensure that actions taken are appropriate and safe.</p> <p>3.3 Hazardous situations are recognized and appropriate action is taken to <b>minimize risk</b> to personnel and equipment.</p> <p>3.4 Defensive driving practices are employed at all times.</p>
<p>4. Operate revenue collection systems (where applicable)</p>	<p>4.1 Start-up check is completed in accordance with workplace procedures.</p> <p>4.2 Ticketing system is activated, operated and updated in accordance with workplace procedures.</p> <p>4.3 Ticketing system defects are reported in accordance with workplace procedures.</p> <p>4.4 Ticketing system is closed down, in accordance with authorized organization procedures.</p>
<p>5. Operate and monitor on-board equipment</p>	<p>5.1 <b>Passenger electric tram equipment</b> is monitored and operated to maintain optimum running conditions and identify faults, defects and deficiencies.</p> <p>5.2 Appropriate <b>action</b> is taken in response to identified faults, defects and deficiencies to ensure safe operation of tram, including communications with operations controller where necessary.</p> <p>5.3 Faults, defects and deficiencies are assessed to determine risk of damage to equipment or injury to personnel.</p> <p>5.4 Defects are reported and/or recorded.</p>
<p>6. Work collaboratively with other personnel (where applicable)</p>	<p>6.1 Safe operation and monitoring of the tram is maintained in collaboration with other members of the tram crew, tram controllers and other relevant personnel as per workplace requirements.</p> <p>6.2 Any potential or actual conflicts or grievances with other members of the tram crew, tram controllers and other relevant personnel during the operation of the tram are recognized and resolved in accordance with workplace procedures.</p>

<p>7. Communicate with tram crew and other personnel</p>	<p>7.1 Regular communication is maintained with tram crew, drivers of other passenger electric trams and other <b>relevant personnel</b> in the course of operation of the tram as per workplace procedures and regulatory requirements.</p> <p>7.2 Tram crew, tram controllers, drivers of other passenger electric trams and other relevant personnel are advised of operational problems, delays, safety incidents and emergency situations that may arise in the course of operation of the tram.</p> <p>7.3 <b>Information</b> provided by tram crew, drivers of other passenger electric trams and other relevant personnel relevant to the ongoing operation of the passenger electric tram is interpreted and applied to driving activities as per <b>workplace procedures</b> and applicable regulatory requirements.</p>
<p>8. Follow all applicable tramway regulatory requirements</p>	<p>8.1 Tramway <b>regulatory</b> requirements applicable to the operation of the tram and the track or road concerned are accessed, understood and interpreted.</p> <p>8.2 Relevant tramway regulatory requirements are applied and followed in the course of operation of the passenger electric tram.</p>

Variable	Range
Operations	May be conducted: <ul style="list-style-type: none"> <li>• by day or night in all relevant weather conditions</li> </ul>
Passenger electric trams include all passenger electric trams in service within Ethiopia transport systems and	May include: <ul style="list-style-type: none"> <li>• hand-operated or foot pedal control systems or both</li> </ul>
Risk minimisation may require differentiating between faults, defects and deficiencies	May include: <ul style="list-style-type: none"> <li>• do not present a hazard and could be attended to under running maintenance or in a normal maintenance schedule</li> <li>• present a potential hazard and need to be attended to under running maintenance or at the next most practical opportunity</li> <li>• present an immediate hazard and require immediate attention</li> </ul>
Passenger electric tram equipment	May include: <ul style="list-style-type: none"> <li>• ancillary systems</li> </ul>

	<ul style="list-style-type: none"> <li>• automatic control systems</li> <li>• braking systems</li> <li>• drive systems</li> <li>• instrumentation</li> <li>• manual controls</li> <li>• communication systems</li> <li>• warning equipment</li> <li>• power source</li> <li>• vigilance systems</li> <li>• traction systems</li> </ul>
Action taken upon the identification of faults, defects or deficiencies	<p>May include:</p> <ul style="list-style-type: none"> <li>• reporting the problem and carrying out repairs (depending on the level and extent of work required), or isolating the faulty equipment and advising appropriate personnel of the fault and need for repair or replacement</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• tram crew</li> <li>• tram controllers</li> <li>• rostering supervisors and staff</li> <li>• other tram drivers and crews</li> <li>• depot coordinators</li> <li>• supervisors and other operational personnel</li> <li>• maintenance personnel</li> <li>• immediate internal or external customers</li> <li>• internal and external suppliers</li> </ul>
Information and documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant National and state or territory transport regulations and codes of practice</li> <li>• notices in drivers' notice board/box</li> <li>• reference cards</li> <li>• tram driver roster sheet and/or table card</li> <li>• operational instructions, policies and procedures:</li> <li>• emergency procedures manual</li> <li>• conditions of service, legislation and industrial agreements including workplace agreements and awards</li> </ul>
Workplace procedures	<p>May be called:</p> <ul style="list-style-type: none"> <li>• standard operating procedures</li> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>
Applicable legislation, regulations and codes	<p>May include:</p> <ul style="list-style-type: none"> <li>• applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines</li> </ul>

	<ul style="list-style-type: none"> <li>• relevant state/territory road rules and tramway codes of practice</li> <li>• relevant Ethiopia Standards and related requirements</li> <li>• relevant state/territory OHS legislation</li> <li>• relevant state/territory environmental protection legislation</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• 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"> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul> </li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant road rules of the relevant state/territory roads and traffic authority, where applicable</li> <li>• relevant state/territory roads and traffic authority and tramway operating procedures</li> <li>• relevant OHS and environmental procedures and regulations</li> <li>• relevant driver identification procedures, licences and authorities required to drive an electric tram</li> <li>• passenger electric tram controls, instruments and indicators and their purpose, location and use including controls to start, accelerate, decelerate and stop the tram</li> <li>• passenger electric tram operating characteristics, capabilities and limitations</li> <li>• procedures for operating and monitoring the passenger electric tram</li> <li>• procedures for adjusting controls to maximise efficient and safe running</li> <li>• speed and load limits for the tram</li> <li>• operational instructions</li> <li>• procedures for managing safety incidents and hazardous situations that may arise when operating and monitoring a passenger electric tram</li> <li>• procedures for operating and monitoring ancillary equipment on the tram</li> <li>• functions of sand as used on an electric tram and the procedures for checking and refilling sand levels and carrying out sand system testing processes on a passenger electric</li> </ul>

	<p>tram</p> <ul style="list-style-type: none"> <li>• passenger electric tram knowledge may include monitoring devices, braking and drive equipment, ancillary systems and signalling systems</li> <li>• track, road and route knowledge including: track limitations, speed limitations, curves and gradients and location of any signals, indicators and points</li> <li>• procedures for identifying equipment defects and assessing for appropriate action</li> <li>• typical defects that can occur on a passenger electric tram and related action that should be taken</li> <li>• principles of defensive driving</li> <li>• procedures to be followed in the event of an emergency when operating a passenger electric tram</li> <li>• procedures for operating any electronic communications equipment with required protocol</li> <li>• fatigue management knowledge and techniques including: causes and effects of fatigue; strategies to manage fatigue; factors which increase fatigue-related accidents; and lifestyles which promote the effective long term management of fatigue</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when operating and monitoring a passenger electric tram</li> <li>• operate any electronic communication equipment to required protocol</li> <li>• read and interpret instructions, procedures, information and signs relevant to the operation and monitoring of a passenger electric tram</li> <li>• interpret and follow instructions and prioritise work</li> <li>• complete documentation related to the operation and monitoring of a passenger electric tram</li> <li>• work collaboratively with others when operating and monitoring a passenger electric tram</li> <li>• identify and assess tram defects and deficiencies and take appropriate action to report any identified defective equipment as per workplace procedures</li> <li>• implement contingency plans for unplanned events</li> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist when operating and monitoring a passenger electric tram</li> <li>• recognise problems that may arise when operating and monitoring a passenger electric tram and take appropriate action</li> <li>• check and refill sand boxes where provided and carry out sand system testing processes on a passenger electric Tram</li> <li>• modify activities depending on differing operational</li> </ul>

	<p>contingencies, risk situations and environments</p> <ul style="list-style-type: none"> <li>• adapt to differences in trams and associated equipment and procedures</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> <li>• operate a passenger electric tram and monitor its performance to facilitate optimum safe operation</li> <li>• apply track and road knowledge when driving a passenger electric tram</li> <li>• monitor journey schedule</li> <li>• apply fatigue management knowledge and techniques</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level III	
Unit Title	Drive an Electric Tram to Operational Requirements
Unit Code	<a href="#">EIS RDR3 03 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to drive an electric tram to operational requirements in accordance with relevant regulations and workplace practices. It includes operating the tram efficiently and effectively; driving the tram; completing the journey; and responding effectively to external factors and emergencies.

Element	Performance Criteria
1. Operate tram efficiently and effectively	<p>1.1 <b>Electric tram</b> is operated in accordance with the relevant codes of practice, <b>workplace procedures</b> and instructions.</p> <p>1.2 Electric tram is operated safely in accordance with traffic regulations.</p> <p>1.3 Electric tram is operated with due care of the vehicle.</p> <p>1.4 Movements are within limits of vehicle and road dimensions and in line with specifications.</p> <p>1.5 Movements are smooth and controlled.</p> <p>1.6 Performance of the electric tram is monitored to maintain optimum running condition and <b>identify faults, defects</b> and efficiencies in accordance with organization's requirements.</p>
2. Drive tram	<p>2.1 Traffic flows are anticipated and appropriate defensive action is taken to maintain the efficiency of tram operation.</p> <p>2.2 Electric tram is constantly monitored for any malfunctions or factors which may affect tram performance.</p>
3. Complete tram journey	<p>3.1 Tram documentation is received, interpreted and followed.</p> <p>3.2 Electric tram is operated and maneuvered in accordance with tram documentation and procedures.</p> <p>3.3 Events and circumstances affecting planned running schedule are communicated to <b>relevant personnel</b> en route.</p> <p>3.4 Tram control and other instructions are received, interpreted and applied to ensure safe and effective control of the tram.</p> <p>3.5 Communications are maintained with tram controllers during the tram journey in accordance with the relevant organizational requirements.</p> <p>3.6 Instructions concerning tram <b>operation</b> are given to</p>



	relevant personnel to ensure safe and efficient running.
4. Respond effectively to external operating factors	<p>4.1 Instructions are verified, when required, interpreted and followed, in accordance with relevant regulatory requirements and organizational policies and procedures, to ensure that actions taken are appropriate and safe.</p> <p>4.2 Fixed traffic and hand signals and verbal movement commands are interpreted and followed, in accordance with <b>regulatory</b> requirements and organizational policies and procedures, to ensure that actions taken are appropriate and safe.</p> <p>4.3 Hazardous situations are recognized and appropriate action is taken to <b>minimize risk</b> to personnel and equipment.</p>

Variable	Range
Electric trams include all electric trams in service within Ethiopian transport systems	<p>May include:</p> <ul style="list-style-type: none"> <li>• hand-operated or foot pedal control systems or both</li> <li>• ancillary systems</li> <li>• automatic control systems</li> <li>• braking systems</li> <li>• drive systems</li> <li>• instrumentation</li> <li>• manual controls</li> <li>• communication systems</li> <li>• warning equipment</li> <li>• power source</li> <li>• vigilance systems</li> <li>• traction systems</li> </ul>
workplace procedures	<p>May be called:</p> <ul style="list-style-type: none"> <li>• standard operating procedures</li> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>
Action taken upon the identification of faults, defects or deficiencies	<p>May include:</p> <ul style="list-style-type: none"> <li>• reporting the problem and carrying out repairs (depending on the level and extent of work required), or isolating the faulty equipment and advising appropriate personnel of the fault and need for repair or replacement</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• tram crew</li> <li>• tram controllers</li> <li>• rostering supervisors and staff</li> </ul>

	<ul style="list-style-type: none"> <li>• other tram drivers and crews</li> <li>• depot coordinators</li> <li>• supervisors and other operational personnel</li> <li>• maintenance personnel</li> <li>• immediate internal or external customers</li> <li>• internal and external suppliers</li> </ul>
Operations	<p>May be conducted:</p> <ul style="list-style-type: none"> <li>• by day or night in all relevant weather conditions</li> </ul>
Applicable legislation, regulations and codes	<p>May include:</p> <ul style="list-style-type: none"> <li>• applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant state/territory road rules and tramway codes of practice</li> <li>• relevant Australian Standards and related requirements</li> <li>• relevant state/territory OHS legislation</li> <li>• relevant state/territory environmental protection legislation</li> </ul>
Risk minimisation may require differentiating between faults, defects and deficiencies that:	<p>May include:</p> <ul style="list-style-type: none"> <li>• do not present a hazard and could be attended to under running maintenance or in a normal maintenance schedule</li> <li>• present a potential hazard and need to be attended to under running maintenance or at the next most practical opportunity</li> <li>• present an immediate hazard and require immediate attention</li> </ul>
Information and documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant national and state or territory transport regulations and codes of practice</li> <li>• notices in drivers' notice board/box</li> <li>• reference cards</li> <li>• tram driver roster sheet and/or table card</li> <li>• operational instructions, policies and procedures:</li> <li>• emergency procedures manual</li> <li>• conditions of service, legislation and industrial agreements including workplace agreements and awards</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>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:</p> <ul style="list-style-type: none"> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>
Underpinning	Demonstrate knowledge of:

<p>Knowledge and Attitudes</p>	<ul style="list-style-type: none"> <li>• applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant state/territory roads and traffic authority and tramway operating procedures</li> <li>• where relevant, road rules of the relevant state/territory roads and traffic authority</li> <li>• relevant OHS and environmental procedures and regulations</li> <li>• relevant driver identification procedures, licences and authorities required to drive an electric tram</li> <li>• electric tram controls, instruments and indicators and their purpose, location and use including controls to start, accelerate, decelerate and stop the tram</li> <li>• electric tram operating characteristics, capabilities and limitations</li> <li>• procedures for operating and monitoring the electric tram</li> <li>• procedures for adjusting controls to maximise efficient and safe running</li> <li>• braking and safety system procedures</li> <li>• speed limits for the tram</li> <li>• operational instructions</li> <li>• procedures for managing safety incidents and hazardous situations that may arise when operating and monitoring an electric tram</li> <li>• functions of sand as used on an electric tram and the procedures for checking and refilling sand levels and carrying out sand system testing processes on an electric tram</li> <li>• electric tram knowledge may include monitoring devices, braking and drive equipment, ancillary systems and signalling systems</li> <li>• track, road and route knowledge may include: tram routes, tramway limitations, speed limitations, curves and gradients and location of any signals, indicators and points</li> <li>• procedures for identifying equipment defects and assessing for appropriate action</li> <li>• typical defects that can occur on an electric tram and related action that should be taken</li> <li>• principles of defensive driving</li> <li>• procedures to be followed in the event of an emergency when operating an electric tram</li> <li>• procedures for operating any electronic communications equipment with required protocol</li> <li>• fatigue management knowledge and techniques including: causes and effects of fatigue; strategies to manage fatigue; factors which increase fatigue-related accidents; and lifestyles which promote the effective long term-management</li> </ul>
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	of fatigue
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when driving an electric tram to operational requirements</li> <li>• operate any electronic communication equipment to required protocol</li> <li>• read and interpret instructions, procedures, information and signs relevant to driving an electric tram</li> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete documentation related to the driving of an electric tram to operational requirements</li> <li>• work collaboratively with others as when operating and monitoring an electric tram</li> <li>• identify and assess tram defects and deficiencies and take appropriate action to report, isolate, repair or replace any identified defective equipment as per workplace procedures</li> <li>• implement contingency plans for unplanned events</li> <li>• drive defensively, apply precautions and required action to minimise, control or eliminate hazards that may exist when driving an electric tram to operational requirements</li> <li>• recognise problems that may arise when driving an electric tram and take appropriate action</li> <li>• check and refill sand boxes where provided and carrying out sand system testing processes on a tram</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• adapt to differences in trams, associated trams and ancillary equipment</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> <li>• operate an electric tram and monitor its performance to facilitate optimum safe operation</li> <li>• apply track and road knowledge when driving an electric tram</li> <li>• monitor journey schedule</li> <li>• apply fatigue management knowledge and techniques</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level III	
Unit Title	Berth and Shut Down an Electric Tram
Unit Code	<a href="#">EIS RDR3 04 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to berth and shut down an electric tram including determining the required berthing location; berthing, shutting down and securing the tram; carrying out all required post-operational activities; and completing post-operational paperwork.

Element	Performance Criteria
1. Determine berthing location	<p>1.1 Contact is made with tram controller and depot staff, or information is obtained from an information board, to determine the <b>operational</b> planned location for berthing the tram.</p> <p>1.2 Directions of tram controller and depot staff are interpreted and followed.</p>
2. Berth and shut down an electric tram	<p>2.1 <b>Electric tram</b> is berthed in accordance with organization's and site requirements.</p> <p>2.2 Shut-down procedures are carried out in accordance with specifications and <b>organization's</b> requirements.</p>
3. Carry out post-operational checks	<p>3.1 <b>Visual</b> and other checks are made of tram as per workplace procedures.</p> <p>3.2 Any identified faults and defects are fixed or reported and recorded as per workplace procedures.</p> <p>3.3 Faulty and defective Electric tram equipment that presents a safety risk is reported as per workplace procedures and relevant regulations.</p> <p>3.4 Outcomes of <b>post-operational checks</b> are recorded as per workplace procedures.</p>
4. Secure an electric tram	<p>4.1 Brakes are applied as per workplace procedures.</p> <p>4.2 Electric tram is secured in accordance with depot requirements.</p> <p>4.3 Regular communication is maintained with tram crew, drivers of other passenger electric trams and other <b>relevant personnel</b> in the course of operation of the tram.</p> <p>4.4 Appropriate <b>action</b> is taken in response to identified faults, defects and deficiencies to ensure safe operation of tram, including communications with operations controller where necessary.</p>

	4.5 Hazardous situations are recognized and appropriate action is taken to <b>minimize risk</b> to personnel and equipment.
5. Complete post-operational paperwork	<p>5.1 Timesheet or other work record is completed.</p> <p>5.2 Roster is checked for future work allocation.</p> <p>5.3 Issues and variations are discussed and resolved with roster clerk.</p> <p>5.4 All required <b>documentation</b> is completed as per workplace procedures.</p> <p>5.5 All equipment is returned and stowed as per workplace requirements.</p> <p>5.6 Records of the electric tram are completed in accordance with workplace procedures and regulatory requirements.</p> <p>5.7 The load is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations</b>/permit requirements.</p>

Variable	Range
Operations	May be conducted: <ul style="list-style-type: none"> <li>by day or night in all relevant weather conditions</li> </ul>
Electric trams include all electric trams in service within Ethiopia transport systems and	May include: <ul style="list-style-type: none"> <li>hand-operated or foot pedal control systems or both</li> </ul> May include: <ul style="list-style-type: none"> <li>ancillary systems</li> <li>automatic control systems</li> <li>braking systems</li> <li>drive systems</li> <li>instrumentation</li> <li>manual controls</li> <li>communication systems</li> <li>warning equipment</li> <li>power source</li> <li>vigilance systems</li> <li>traction systems</li> </ul>
Depending on the organisation concerned workplace procedures	May be called: <ul style="list-style-type: none"> <li>standard operating procedures</li> <li>company procedures</li> <li>enterprise procedures</li> <li>organisational procedures</li> <li>established procedures</li> </ul>
Visual inspection of an electric tram	May include: <ul style="list-style-type: none"> <li>lights</li> </ul>

	<ul style="list-style-type: none"> <li>• hoses</li> <li>• couplings</li> <li>• destination indicators or signs</li> <li>• doors and door locks</li> <li>• springs</li> <li>• brake equipment</li> <li>• wheels</li> <li>• seals</li> <li>• sand</li> <li>• pantographs or trolley poles</li> <li>• electrical cables</li> <li>• glass windows and doors</li> <li>• audible faults (e.g. hiss of escaping air)</li> <li>• visible faults (e.g. oil leaks, tears and cracks)</li> </ul>
Post operation checks	<p>May include:</p> <ul style="list-style-type: none"> <li>• sand levels</li> <li>• brake testing</li> <li>• internal and external lights</li> <li>• air systems</li> <li>• interlocks and door controls</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• tram crew</li> <li>• tram controllers</li> <li>• rostering supervisors and staff</li> <li>• other tram drivers and crews</li> <li>• depot coordinators</li> <li>• supervisors and other operational personnel</li> <li>• maintenance personnel</li> <li>• immediate internal or external customers</li> <li>• internal and external suppliers</li> </ul>
Action taken upon the identification of faults, defects or deficiencies	<p>May include:</p> <ul style="list-style-type: none"> <li>• reporting the problem and carrying out repairs (depending on the level and extent of work required), or isolating the faulty equipment and advising appropriate personnel of the fault and need for repair or replacement</li> </ul>
Risk minimisation may require differentiating between faults, defects and deficiencies that:	<p>May include:</p> <ul style="list-style-type: none"> <li>• do not present a hazard and could be attended to under running maintenance or in a normal maintenance schedule</li> <li>• present a potential hazard and need to be attended to under running maintenance or at the next most practical opportunity</li> <li>• present an immediate hazard and require immediate attention</li> </ul>
Information and documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant national and state or territory transport regulations and codes of practice</li> <li>• notices in drivers' notice board/box</li> </ul>

	<ul style="list-style-type: none"> <li>• reference cards</li> <li>• tram driver roster sheet and/or table card</li> <li>• operational instructions, policies and procedures:</li> <li>• emergency procedures manual</li> <li>• conditions of service, legislation and industrial agreements including workplace agreements and awards</li> </ul>
Applicable legislation, regulations and codes	<p>May include:</p> <ul style="list-style-type: none"> <li>• applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant state/territory road rules and tramway codes of practice</li> <li>• relevant Ethiopia Standards and related requirements</li> <li>• relevant state/territory OHS legislation</li> <li>• relevant state/territory environmental protection legislation</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant state/territory roads and traffic authority and tramway operating procedures</li> <li>• relevant OHS and environmental procedures and regulations</li> <li>• electric tram controls, instruments and indicators and their purpose, location and use</li> <li>• monitoring devices; braking and power equipment; safety systems, ancillary systems; and signalling systems</li> <li>• procedures for operating, berthing and shutting down an electric tram</li> <li>• braking and safety system procedures</li> <li>• operating controls to start, accelerate, decelerate and stop an electric tram</li> <li>• speed and load limits compliance requirements</li> <li>• procedures for managing hazardous situations when berthing and shutting down an electric tram</li> <li>• procedures for operating and shutting down ancillary systems</li> </ul>



	<ul style="list-style-type: none"> <li>• procedure for completing relevant documentation when berthing and shutting down an electric tram</li> <li>• procedures to be followed in the event of an emergency</li> <li>• procedures for any other work necessary to berth and shut down a tram</li> <li>• procedures for identifying equipment defects and assessing for appropriate action</li> <li>• typical defects that can occur on an electric tram and related action that should be taken</li> <li>• procedures for operating any electronic communications equipment with required protocol</li> <li>• fatigue management knowledge and techniques including: causes and effects of fatigue; strategies to manage fatigue; factors which increase fatigue-related accidents; and lifestyles which promote the effective long-term management of fatigue</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when berthing and shutting down an electric tram</li> <li>• read and interpret instructions, procedures and information relevant to the berthing and shutting down of an electric tram</li> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete documentation related to the berthing and shutting down of an electric tram</li> <li>• operate electronic communications equipment to required protocol</li> <li>• work collaboratively with others when berthing and shutting down an electric tram</li> <li>• identify and assess tram defects and deficiencies and take appropriate action to report, isolate, repair or replace any identified defective equipment as per workplace procedures</li> <li>• implement contingency plans for unplanned events</li> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist when berthing and shutting down an electric tram</li> <li>• recognise problems that may arise when berthing and shutting down an electric tram and take appropriate action</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• adapt to differences in trams and associated equipment and procedures</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> <li>• conduct a visual inspection of an electric tram</li> <li>• document outcomes of visual inspection of an electric tram</li> <li>• shut down an electric tram after service</li> </ul>

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

Occupational Standard: Rail Driving Level III	
Unit Title	Operate and Monitor a Monorail Train
Unit Code	<a href="#">EIS RDR3 05 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to operate and monitor a monorail train in accordance with relevant workplace practices, regulations and codes of practice. This includes planning and identifying the monorail train for operations, operating the train, monitoring the train's performance during service, and communicating effectively with the Controller and other personnel.

Element	Performance Criteria
1. Plan and identify a monorail train for operations	<p>1.1 <b>Operations</b> driving requirement is identified and confirmed from roster, shift-card or other authorized documentation.</p> <p>1.2 Sign-on/log-on procedures at the depot are completed and the monorail train to be operated is correctly identified.</p> <p>1.3 <b>Essential equipment</b> is identified and obtained.</p> <p>1.4 Applications appropriate for team relocation of load are carried in accordance with proper <b>information</b> procedure.</p>
2. Operate and monitor monorail train in normal operational mode	<p>2.1 Monorail train is operated within specifications and organizational requirements to meet required schedules and special services.</p> <p>2.2 On-board equipment is confirmed as being serviceable, and is operated in accordance with specifications and organization requirements.</p> <p>2.3 Warning devices and gauges are monitored and responded to in accordance with organization requirements.</p> <p>2.4 Operational restrictions established by the <b>organization</b> and relevant <b>legislation</b> are observed.</p> <p>2.5 Monorail train is stopped in designated and approved locations and within limitations, to permit safe embarkation and alighting of all kinds of passengers.</p>
3. Operate monorail train in abnormal situations	<p>3.1 In the event of an <b>abnormal situation</b> occurring, controller is contacted and their instructions are requested.</p> <p>3.2 Appropriate <b>mode of operation</b> is selected and implemented when authorized by the controller.</p> <p>3.3 All instructions from the controller are followed.</p>
4. Monitor on-	4.1 Equipment is monitored to maintain optimum running

board equipment	<p>conditions and identify faults, defects and deficiencies.</p> <p>4.2 Appropriate action is taken in response to identified faults, defects and deficiencies to ensure safe operation of train, including communications with operations controller where necessary.</p> <p>4.3 If instructed by the controller, faults, defects and deficiencies are assessed to determine risk of damage to equipment or injury to personnel.</p> <p>4.4 Defects are reported and/or recorded.</p>
5. Communicate with controller	<p>5.1 Regular communication is maintained with the controller in the course of operation of the monorail train as per workplace procedures and regulatory requirements.</p> <p>5.2 Controller is advised of operational problems, delays, safety incidents and emergency situations that may arise in the course of operation of the monorail train.</p> <p>5.3 Information provided by the controller relevant to the ongoing operation of the monorail train is interpreted and applied to driving activities as per workplace procedures and applicable regulatory requirements.</p>
6. Follow all applicable regulatory requirements	<p>6.1 Regulatory requirements applicable to the operation of the monorail train are accessed and interpreted.</p> <p>6.2 Relevant regulatory requirements are applied and followed in the course of operation of the monorail train.</p> <p>6.3 Regular communication is maintained with tram crew, drivers of other passenger electric trams and other <b>relevant personnel</b> in the course of operation of the tram.</p>

Variable	Range
Operations	<p>May be conducted:</p> <ul style="list-style-type: none"> <li>• by day or night</li> <li>• in all normal weather conditions</li> </ul>
Essential equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• monorail procedures and announcements folder</li> <li>• hand microphone</li> <li>• keys</li> <li>• pre-service sheet</li> <li>• alarm sheet</li> <li>• portable radio</li> <li>• hold at station dial</li> <li>• operator's chair</li> <li>• 'no entry' signs</li> </ul>

	<ul style="list-style-type: none"> <li>• vigilance systems</li> <li>• traction systems</li> <li>• fire extinguisher</li> </ul>
Information and documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant national and state or territory transport regulations and codes of practice</li> <li>• notices in drivers' notice board/box</li> <li>• train driver roster sheet</li> <li>• operational instructions, policies and procedures</li> <li>• emergency procedures manual</li> <li>• conditions of service, legislation and industrial agreements including workplace agreements and awards</li> </ul>
Depending on the organisation concerned workplace procedures	<p>May be called:</p> <ul style="list-style-type: none"> <li>• standard operating procedures</li> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>
Applicable legislation, regulations and codes	<p>May include:</p> <ul style="list-style-type: none"> <li>• legislated rail safety requirements including acts and regulations from each applicable state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant Ethiopia Standards and related requirements</li> <li>• relevant state/territory OHS legislation</li> <li>• relevant state/territory environmental protection legislation</li> </ul>
Abnormal situations	<p>May include:</p> <ul style="list-style-type: none"> <li>• stoppage between stations</li> <li>• computer failure</li> <li>• mechanical failure</li> <li>• electrical failure</li> </ul>
Modes of operation	<p>May include:</p> <ul style="list-style-type: none"> <li>• fully automatic</li> <li>• semi-automatic</li> <li>• manual</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• controllers</li> <li>• rostering supervisors and staff</li> <li>• other monorail train drivers/supervisors</li> <li>• supervisors and other operational personnel</li> <li>• maintenance personnel</li> <li>• immediate internal or external customers</li> </ul>

<b>Evidence Guide</b>	
<b>Critical Aspects of Competence</b>	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> <li>• Assessment must include exercises which demonstrate competent performance of the following in a range of situations: <ul style="list-style-type: none"> <li>• driving monorail train in manual mode to organizational standards</li> <li>• operating monorail train in automatic and semi-automatic modes correctly</li> <li>• communicating appropriately and effectively with the Controller</li> </ul> </li> </ul>
<b>Underpinning Knowledge and Attitudes</b>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• relevant safety, OHS and environmental procedures and regulations</li> <li>• monorail train controls, instruments and indicators and their purpose, location and use including controls to start, accelerate, decelerate and stop the train</li> <li>• monorail train operating characteristics, capabilities and limitations including all modes of operation</li> <li>• procedures for operating and monitoring the monorail train</li> <li>• procedures for adjusting controls to maximise efficient and safe running</li> <li>• operational instructions</li> <li>• procedures for managing safety incidents and hazardous situations that may arise when operating and monitoring a monorail train</li> <li>• procedures for operating and monitoring ancillary equipment on the train</li> <li>• monorail train knowledge may include monitoring devices, braking and drive equipment and ancillary systems</li> <li>• track knowledge including track limitations, speed limitations, curves and gradients and location of any indicators</li> <li>• procedures for identifying equipment defects and assessing for appropriate action</li> <li>• typical defects that can occur on a monorail train and related action that should be taken</li> <li>• procedures to be followed in the event of an emergency</li> </ul>

	<p>when operating a monorail train</p> <ul style="list-style-type: none"> <li>• procedures for operating communications equipment with required protocol</li> <li>• fatigue management knowledge and techniques including causes and effects of fatigue, strategies to manage fatigue, factors which increase fatigue-related accidents, and lifestyles which promote the effective long-term management of fatigue</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with the controller when operating and monitoring a monorail train</li> <li>• operate communication equipment to required protocol</li> <li>• read and interpret instructions, procedures, information and signs relevant to the operation and monitoring of a monorail train</li> <li>• interpret and follow instructions</li> <li>• complete documentation related to the operation and monitoring of a monorail train</li> <li>• work collaboratively with others when operating and monitoring a monorail train</li> <li>• identify and assess train defects and deficiencies and take appropriate action to report any identified defective equipment as per workplace procedures</li> <li>• implement contingency plans for unplanned events</li> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist when operating and monitoring a monorail train</li> <li>• recognise problems that may arise when operating and monitoring a monorail train and take appropriate action</li> <li>• select and use required personal protective equipment</li> <li>• operate a monorail train and monitor its performance to facilitate optimum safe operation</li> <li>• apply track and road knowledge when driving a monorail train</li> <li>• apply fatigue management knowledge and techniques</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Rail Driving Level III	
Unit Title	Manage Disruptive and/or Unlawful Behavior
Unit Code	<a href="#">EIS RDR3 06 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to manage disruptive and/or unlawful behavior on transport systems, including monitoring passenger behavior, identifying and attending to disruptive/unlawful activity, taking appropriate action to control disruptive/unlawful behavior, and reporting and documenting incident(s).

Element	Performance Criteria
1. Monitor passenger behavior	<p>1.1 <b>Facilities and transportation units</b> under surveillance are regularly monitored to identify and record inappropriate behavior.</p> <p>1.2 Potential <b>problem</b> situations are quickly identified and steps taken to defuse the situation in accordance with agreed procedures.</p> <p>1.3 <b>Contingency</b> which breach legislation are identified and appropriate action is taken.</p> <p>1.4 <b>Safety surveillance</b> equipment is operated within legal and workplace parameters.</p> <p>1.5 <b>Customer</b> inquiries are dealt with respectfully and efficiently</p> <p>1.6 <b>Operations</b> may be conducted in different range.</p>
2. Identify and resolve disruptive/unlawful activity	<p>2.1 The nature of disruptive or unlawful behavior is accurately assessed and, if possible, conflict is resolved using relevant conflict resolution strategies.</p> <p>2.2 Procedures are followed to isolate the offender(s) and minimize disruption to other passengers where appropriate.</p> <p>2.3 Assistance is sought from other staff and external support services where necessary.</p> <p>2.4 The situation is resolved and follow-up action is implemented according to the appropriate workplace rules, regulations and guidelines.</p> <p>2.5 Different types of <b>equipments</b> are used.</p>
3. Take action to control unlawful behavior	<p>3.1 Assistance is sought from other staff and external support services where necessary.</p> <p>3.2 The nature of the offence and the consequences of the</p>



	<p>behavior are clearly communicated to the offender.</p> <p>3.3 Staff involvement in the apprehension of offenders is undertaken within legal and workplace parameters.</p>
4. Report and document incident(s)	<p>4.1 Incidents are reported using the appropriate document format in accordance with workplace policies and procedures.</p> <p>4.2 All <b>documentation</b> is drafted in accordance with workplace rules, <b>regulations</b> and <b>legislations</b>.</p> <p>4.3 Different organization can be involved for <b>consultancy</b>.</p> <p>4.4 Work area <b>communication</b> activity is clear, unambiguous and uses appropriate procedures, language, and codes.</p> <p>4.5 Access and follow shifting producers and polices correctly and consistently according to <b>organization</b> and legal requiems.</p> <p>4.6 Regular communication is maintained with tram crew, drivers of other passenger electric trams and other <b>relevant personnel</b> in the course of operation of the tram.</p>

Variable	Range
Facilities and transportation units	<p>May include:</p> <ul style="list-style-type: none"> <li>• stations/interchanges/stops</li> <li>• carriages</li> <li>• buses/coaches</li> <li>• amenities</li> <li>• depots/other transport facilities</li> <li>• cafeterias</li> <li>• toilets</li> <li>• ticket offices</li> </ul>
Problems	<p>May include:</p> <ul style="list-style-type: none"> <li>• arguments</li> <li>• hostilities</li> <li>• fare evasion</li> <li>• verbal abuse</li> <li>• physical abuse</li> <li>• graffiti</li> <li>• lack of compliance with no smoking signs</li> <li>• lack of compliance with transport regulations</li> <li>• drunken behaviour</li> </ul>
Contingency processes	<p>May include:</p> <ul style="list-style-type: none"> <li>• Notification of external agencies where necessary e.g. police, security guards etc.</li> <li>• assistance from other staff if necessary</li> </ul>

Customer safety surveillance	<p>May include:</p> <ul style="list-style-type: none"> <li>• foot patrol</li> <li>• automatic camera monitoring</li> <li>• local and remote monitoring</li> <li>• vehicle patrol</li> </ul>
Customers	<p>May include:</p> <ul style="list-style-type: none"> <li>• internal or external</li> </ul>
Operations	<p>May be conducted in:</p> <ul style="list-style-type: none"> <li>• in a range of work environments and weather conditions</li> <li>• by day or night</li> </ul>
Equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• video/audio equipment</li> <li>• security services (internal or external)</li> <li>• warning lighting</li> <li>• security mirrors</li> <li>• alarms</li> </ul>
Information/documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• workplace procedures, regulations, guidelines practices and policies</li> <li>• job specifications</li> <li>• organisation insurance requirements</li> <li>• reports of incidents</li> <li>• documentation and records of security breaches</li> <li>• conflict resolution documentation</li> <li>• relevant manufacturers specifications for equipment used</li> <li>• competency standards and training materials</li> <li>• codes of practice and regulations concerning transport security</li> <li>• award, enterprise bargaining agreement, other industrial arrangements</li> <li>• standards and certification requirements</li> <li>• quality assurance procedures</li> <li>• emergency response procedures</li> <li>• rules and regulations in regard to disruptive/unlawful behaviour</li> </ul>
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• state/territory OHS regulations and legislation concerning transport security</li> <li>• relevant Ethiopia Standards and certification requirements</li> <li>• relevant state/territory privacy legislation</li> <li>• relevant state/territory firearms legislation</li> <li>• licensing and permits for firearms and security occupations</li> <li>• relevant state/territory road rules and traffic acts</li> </ul>

Consultative processes	<p>May involve:</p> <ul style="list-style-type: none"> <li>• customers</li> <li>• private and public sector security personnel</li> <li>• police</li> <li>• security consultants</li> <li>• other employees and supervisors</li> <li>• management</li> </ul>
Communication in the work area	<p>May include:</p> <ul style="list-style-type: none"> <li>• mobile and fixed phones</li> <li>• radio</li> <li>• oral, aural or signed communications</li> </ul>
Depending on the type of organisation concerned and the local terminology used, workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• workplace procedures</li> <li>• established procedures</li> </ul>
Personal protective equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• gloves</li> <li>• safety headwear and footwear</li> <li>• firearms</li> <li>• two-way radios</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> <li>• relevant state and territory regulations and requirements pertaining to the management of disruptive and unlawful behaviour on transport systems</li> <li>• relevant OHS and environmental protection procedures and guidelines</li> <li>• Risks and hazards when managing disruptive behaviour on a transport system and related precautions to control the risk</li> <li>• Transport services provided</li> <li>• Procedures for the management of disruptive and unlawful behaviour</li> <li>• Legal and workplace parameters with regard to unlawful behaviour</li> </ul>

	<ul style="list-style-type: none"> <li>• by-laws and service rules as they apply to disruptive behaviour on transport systems</li> <li>• common law as it applies to disruptive and unlawful behaviour on transport systems</li> <li>• customer service requirements</li> <li>• typical problems that can occur when managing disruptive and unlawful behaviour on transport systems and appropriate action that can be taken to prevent or solve them</li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• communicate and negotiate effectively with others when managing disruptive and unlawful behaviour on transport systems</li> <li>• resolve conflict situations</li> <li>• read and interpret instructions, procedures, guidelines and information relevant to the management of disruptive and unlawful behaviour on transport systems</li> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete documentation related to work activities</li> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others when managing disruptive and unlawful behaviour on transport systems</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others</li> <li>• promptly report and/or rectify any identified problems that may occur when managing disruptive and unlawful behaviour on transport systems in accordance with regulatory requirements and workplace procedures</li> <li>• implement contingency plans for unanticipated situations that may arise when managing disruptive and unlawful behaviour on transport systems</li> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist during the management of disruptive and unlawful behaviour on transport systems</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• identify and correctly use equipment, processes and procedures</li> <li>• adapt to differences in equipment in accordance with standard operating procedures</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> </ul>

Resource Implications	The following resources must be provided: <ul style="list-style-type: none"> <li>workplace or fully equipped assessment location with necessary tools, equipment and consumable materials</li> </ul>
Methods of Assessment	Competence may be accessed through: <ul style="list-style-type: none"> <li>Interview/ Written exam</li> <li>Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in simulated workplace environment

Occupational Standard: Rail Driving Level III	
Unit Title	Test Equipment and Isolate Faults
Unit Code	<a href="#">EISRDO3 07 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to test equipment and isolate faults in accordance with workplace requirements, including identifying scope of the operational test; planning operational tests; checking the equipment through full operating range; and isolating faults and/or formulating recommendations for adjustment, repair or replacement in accordance with workplace procedures and relevant regulatory requirements.

Element	Performance Criteria
1. Identify scope of operational check	<p>1.1 Physical condition of equipment is observed.</p> <p>1.2 Test procedures and parameters are identified in accordance with <b>workplace</b> procedures and manufacturers specifications.</p> <p>1.3 Preliminary observations are recorded.</p> <p>1.4 Test procedures are discussed with appropriate staff and necessary permission obtained.</p>
2. Plan operational checks	<p>2.1 Specifications and notes from preliminary observations are checked and areas to be clarified are identified.</p> <p>2.2 Sequence of tests is planned noting areas where results and observations should be recorded.</p> <p>2.3 Safe <b>work</b> area for testing is identified.</p> <p>2.4 Arrangements are made for any additional resources (including staff).</p> <p>2.5 Work conducted in different situations.</p> <p>2.6 Different organization can be involved for <b>consultancy</b>.</p>
3. Check unit through full operating range	<p>3.1 <b>Test</b> is undertaken observing relevant safety and operational requirements.</p> <p>3.2 <b>Results</b> are <b>recorded</b> and findings confirmed.</p> <p>3.3 Access and follow shifting producers and polices correctly and consistently according to <b>organization</b> and legal requiems.</p> <p>3.4 All required <b>documentation</b> should be completed in accordance with workplace required.</p>

4. Isolate fault and/or formulate recommendations	<p>4.1 Proposals for equipment repair are recorded based on <b>isolation faults</b> found, cost/time implications and workplace approval systems.</p> <p>4.2 Report is explained to relevant workplace <b>personnel</b> including any options and recommendations.</p> <p>4.3 Parts are procured and/or repairs undertaken in accordance with enterprise procedures.</p> <p>4.4 There are different types of <b>hazards</b>.</p> <p>4.5 Work area <b>communication</b> activity is made clear, unambiguous and uses appropriate procedures, language, and codes.</p>

Variable	Range
Workplaces	may comprise: <ul style="list-style-type: none"> <li>• large, medium or small worksites</li> </ul>
Work	may be conducted: <ul style="list-style-type: none"> <li>• in a range of work environments by day or night</li> </ul> may be conducted in: <ul style="list-style-type: none"> <li>• limited or restricted spaces</li> <li>• exposed conditions</li> <li>• controlled or open environments</li> </ul>
Consultative processes	may involve: <ul style="list-style-type: none"> <li>• workplace personnel</li> <li>• supervisors and managers</li> <li>• equipment manufacturers</li> <li>• site visitors</li> <li>• contractors</li> <li>• official representatives</li> </ul>
Tests	may include but are not limited to: <ul style="list-style-type: none"> <li>• tests of operational performance</li> <li>• tests as part of routine servicing</li> <li>• identification of causes of poor or out-of-specification performance</li> <li>• tests following servicing and/or adjustment of equipment</li> </ul>
Records/results of tests	may include: <ul style="list-style-type: none"> <li>• details of faulty equipment or specific components</li> <li>• details of action taken</li> <li>• results of testing and associated recommendations</li> <li>• details of repair and maintenance work to be undertaken</li> </ul>
Depending on the	may include:

type of organisation concerned and the local terminology used, workplace procedures	<ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>
Information/documents	<p>may include:</p> <ul style="list-style-type: none"> <li>• workplace procedures and policies for the checking and assessment of the equipment concerned</li> <li>• manufacturers specifications for equipment/tools</li> <li>• equipment identification labels, barcodes and serial numbers</li> <li>• supplier and/or client instructions</li> <li>• relevant OHS requirements and policies</li> <li>• relevant Ethiopia standards and certification requirements</li> <li>• material safety data sheets where applicable</li> <li>• codes of practice including the National Standards for Manual Handling and the Industry Safety Code</li> <li>• relevant legislation, regulations and related documentation</li> <li>• award, enterprise bargaining agreement and other industrial arrangements</li> <li>• quality assurance procedures</li> <li>• emergency procedures</li> </ul>
Tests and the isolation of faults	<p>may be performed:</p> <ul style="list-style-type: none"> <li>• on a range of equipment used in the stevedoring, transport, warehousing, distribution and/or storage industries</li> </ul>
Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> <li>• gloves</li> <li>• safety headwear and footwear</li> <li>• safety glasses</li> <li>• two-way radios</li> <li>• high visibility clothing</li> </ul>
Hazards in the work area	<p>may include exposure to:</p> <ul style="list-style-type: none"> <li>• chemicals</li> <li>• dangerous or hazardous substances</li> <li>• movements of equipment, goods and materials</li> <li>• a fire or explosion</li> <li>• faulty equipment/tools</li> </ul>
Communication in the work area	<p>may include:</p> <ul style="list-style-type: none"> <li>• phone</li> <li>• fax</li> <li>• email</li> <li>• internet</li> <li>• RF communications</li> <li>• barcode readers</li> </ul>



	<ul style="list-style-type: none"> <li>oral, aural or signed communications</li> </ul>
Customers	<p>may be:</p> <ul style="list-style-type: none"> <li>internal or external</li> </ul>
Applicable regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> <li>relevant codes and regulations pertaining to the checking and operation of the equipment concerned</li> <li>relevant state/territory OHS legislation</li> <li>relevant state/territory environmental protection legislation</li> <li>licence, patent or copyright arrangements</li> <li>water and road use and licence arrangements</li> <li>export/import/quarantine/bond requirements</li> <li>workplace relations regulations including equal opportunity, equal employment opportunity and affirmative action legislation</li> <li>workers compensation regulations</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>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"> <li>the underpinning knowledge and skills</li> <li>relevant legislation and workplace procedures</li> <li>other relevant aspects of the range statement</li> </ul> </li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>relevant sections of regulatory requirements applicable to the testing of equipment and the isolation of faults</li> <li>relevant OHS and environmental procedures and regulations</li> <li>workplace procedures and policies for the testing of equipment and the isolation of faults, including the tagging and reporting of faulty equipment and components</li> <li>focus of operation of work systems, equipment, management and site operating systems for the testing of equipment and the isolation of faults</li> <li>fault-finding techniques including identification of cost/time effective rectification procedures</li> <li>tools, meters, gauges and equipment used during the testing of equipment and the isolation of faults and the precautions and procedures that should be followed in their use</li> <li>guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items</li> <li>faults that may occur with equipment, and appropriate action that can be taken to report and/or rectify the identified faults in</li> </ul>

	<p>the equipment or its components</p> <ul style="list-style-type: none"> <li>• the characteristics, capabilities and limitations of the equipment</li> <li>• operational safety requirements for the equipment concerned</li> <li>• housekeeping standards procedures required in the workplace</li> <li>• site layout and obstacles</li> <li>• documentation and record requirements</li> </ul>
<p>Underpinning Skills</p>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when testing equipment and isolating faults</li> <li>• read and comprehend simple statements in english</li> <li>• read and interpret instructions, procedures, information and signs relevant to the testing of equipment and the isolation of faults</li> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete documentation related to the testing of equipment and the isolation of faults</li> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others when testing equipment and isolating faults</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others</li> <li>• promptly report and/or rectify any identified problems, faults or malfunctions that may occur when testing equipment and isolating faults in accordance with regulatory requirements and workplace procedures</li> <li>• implement contingency plans for unplanned events</li> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• adapt to differences in equipment in accordance with standard operating procedures</li> <li>• select and use relevant meters, gauges, equipment and tools when testing equipment and isolating faults</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> <li>• apply basic mechanical, hydraulic, electrical and electronic principles to testing and fault identification activities</li> </ul>

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

Occupational Standard: Rail Driving Level III	
Unit Title	Transport Passengers With Disabilities
Unit Code	<a href="#">EIS RDR3 08 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to operate vehicles used for the transport of people with disabilities including pre-operational checks of the vehicle and its ancillary equipment; assistance to passengers in the use of restraints and ancillary equipment; provision of appropriate support to passengers during their journey; and maneuvering the vehicle with due consideration of passengers' disabilities and the requirements of relevant government regulations.

Element	Performance Criteria
1. Carry out pre-operational checks on vehicles	<p>1.1 The <b>pre-operational checks</b> for the vehicle and its associated ancillary equipment are carried out in accordance with manufacturer's requirements, government regulations and workplace policies and procedures.</p> <p>1.2 All faults and defects identified during checks are repaired or reported in accordance with workplace procedures.</p> <p>1.3 Different types of <b>driving hazards</b> should be handled properly.</p> <p>1.4 <b>Minor routine repairs</b> could be seen according to the procedure.</p> <p>1.5 <b>Traffic delays and diversions</b> should be handled.</p> <p>1.6 Access and follow shifting producers and polices correctly and consistently according to <b>organization</b> and legal requiems.</p> <p>1.7 All required <b>documentation</b> should be completed in accordance with workplace required.</p> <p>1.8 <b>Applicable procedures and codes may</b> be relevant state/territory road rules.</p>
2. Drive a vehicle used by passengers with disabilities	<p>2.1 <b>Passengers</b> are assisted in a courteous manner, sensitive to the disability.</p> <p>2.2 Passengers are assisted to use restraints, and the ancillary equipment which accompanies them, where appropriate.</p> <p>2.3 Ongoing support is provided to the passenger to maximize their travelling comfort.</p> <p>2.4 Ancillary equipment is stowed safely in vehicle following relevant regulations, where appropriate.</p>

	<p>2.5 The <b>vehicle</b> is maneuvered in accordance with the regulations for the class of vehicle involved.</p> <p>2.6 The vehicle is maneuvered with due consideration to any required precautions related to the disability of the passengers or relevant government regulations pertaining to the special load.</p> <p>2.7 Signs or indicators are fixed to the vehicle if required.</p>
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Variable	Range
Pre-operational checks	<p>May include:</p> <ul style="list-style-type: none"> <li>• visual check of vehicle and ancillary equipment</li> <li>• checking and topping up of fluid levels</li> <li>• checks of tyre pressures</li> <li>• checks of operation of vehicle lights and indicators</li> <li>• checks of brakes</li> </ul>
Driving hazards	<p>May include:</p> <ul style="list-style-type: none"> <li>• wet and iced roads</li> <li>• oil on road</li> <li>• animals and objects on road</li> <li>• fire in vehicle</li> <li>• leaking fuel</li> <li>• faulty brakes</li> <li>• parked vehicles on the road</li> <li>• faulty steering mechanism on vehicle</li> <li>• pedestrians crossing the road</li> <li>• flooded sections of road</li> <li>• windy sections of road</li> <li>• foggy conditions</li> </ul>
Minor routine repairs	<p>May include:</p> <ul style="list-style-type: none"> <li>• replacement of blown globes in vehicle lights</li> <li>• replacement of broken fan belt</li> <li>• replacement of blown fuse</li> <li>• replacement of door mirrors</li> <li>• repairs to rear tail-light lens</li> <li>• changing of tyres</li> <li>• repair of tyre punctures</li> <li>• replacement of broken coolant hose</li> </ul>
Factors that can cause traffic delays and diversions	<p>May include:</p> <ul style="list-style-type: none"> <li>• traffic accidents</li> <li>• flooded sections of road</li> <li>• road damage</li> <li>• bridge/tunnel damage</li> <li>• road works</li> </ul>

	<ul style="list-style-type: none"> <li>• building construction</li> <li>• emergency situations such as bushfires, building fires, etc</li> <li>• road closures for special events such as marches, parades, sporting events, etc</li> <li>• holiday traffic</li> <li>• road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc.</li> </ul>
Depending on the type of organisation concerned and the local terminology used, workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> <li>• established procedures</li> </ul>
Documentation/records	<p>May include:</p> <ul style="list-style-type: none"> <li>• state/territory driving licence requirements</li> <li>• state/territory road rules</li> <li>• workplace instructions and procedures for the transport of passengers with disabilities</li> <li>• manufacturer's instructions, specifications and recommended operating procedures for both vehicle and ancillary equipment, including pre-operational checks</li> <li>• emergency procedures</li> <li>• vehicle log book or record book (where required)</li> </ul>
Applicable procedures and codes	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant state/territory roads and traffic authority driving regulations and licence requirements pertaining to the class of vehicle</li> <li>• relevant state/territory road rules</li> <li>• relevant state/territory OHS legislation</li> <li>• relevant anti-discrimination legislation</li> <li>• relevant state/territory environmental protection legislation</li> </ul>
Transporting of passengers may be carried out in typical road transport situations,	<p>May include:</p> <ul style="list-style-type: none"> <li>• operations conducted at day or night</li> <li>• typical weather conditions</li> <li>• on the open road</li> <li>• on a private road</li> <li>• while at a depot, base or warehouse</li> <li>• while at a client's workplace or worksite</li> </ul>
Type of vehicle	<p>May include:</p> <ul style="list-style-type: none"> <li>• cars and vehicles designed to transport passengers with disabilities</li> </ul>
Vehicle handling procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• starting a vehicle</li> </ul>

	<ul style="list-style-type: none"> <li>• steering and manoeuvring a vehicle</li> <li>• accelerating and braking</li> <li>• positioning and stopping a vehicle</li> <li>• reversing a vehicle</li> <li>• operating the controls, instruments and indicators of the vehicle and ancillary equipment</li> <li>• using defensive driving techniques</li> <li>• managing engine performance</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• relevant road rules, regulations and licence requirements of the relevant state/territory road traffic authority</li> <li>• relevant OHS and environmental procedures and regulations</li> <li>• relevant anti-discrimination legislation</li> <li>• duty of care responsibilities when driving vehicles used by passengers with disabilities</li> <li>• vehicle and ancillary equipment controls, instruments and indicators and their use</li> <li>• vehicle handling procedures and procedures for operating ancillary equipment</li> <li>• techniques for driving vehicles used by passengers with disabilities</li> <li>• pre-operational checks carried out on vehicle and ancillary equipment and related action</li> <li>• driving hazards and related defensive driving techniques</li> <li>• factors which may cause traffic delays and diversions and related action that can be taken by a driver</li> <li>• workplace driving and operational instructions</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when transporting passengers with disabilities</li> <li>• read and interpret instructions, procedures, information and signs relevant to the transporting of passengers with disabilities</li> <li>• interpret and follow operational instructions and prioritise work</li> </ul>

	<ul style="list-style-type: none"> <li>• interact with passengers with disabilities</li> <li>• complete documentation related to the transporting of passengers with disabilities</li> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others when transporting passengers with disabilities</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others</li> <li>• promptly report and/or rectify any identified problems that may occur when transporting passengers with disabilities in accordance with regulatory requirements and workplace procedures</li> <li>• implement contingency plans for unplanned events</li> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• operate and adapt to differences in equipment in accordance with standard operating procedures</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



Occupational Standard: Rail Driving Level III	
Unit Title	Apply Safe Car Driving Behaviors
Unit Code	<a href="#">EIS RDR3 09 0313</a>
Unit Descriptor	This unit involves the high-level safe driving skills and knowledge required by car drivers to enable them to apply safe driving behaviors. This includes higher order skills, such as hazard perception, risk control and safe driving judgment, decision making and multi-tasking.

Element	Performance Criteria
1. Define and apply safe car behaviors	<p>1.1 Requirements for safe car driving are acknowledged, interpreted and applied.</p> <p>1.2 Importance of attitude in abiding by the road rules in relation to level of risk faced by a driver is understood and taken into account in car driving activities.</p> <p>1.3 Importance of cooperation with other road users in order to drive safely is understood and taken into account in car driving activities.</p> <p>1.4 Motivation to drive safely is interpreted and described, including values, emotions and personal needs.</p> <p>1.5 Principles of proactive driving, also known as low-risk driving, that keep the driver at a low-level risk are interpreted and applied.</p> <p>1.6 Specific <b>factors</b> that constitute an actual risk of a collision are understood and applied, including options for avoiding a collision; crash avoidance space; variables affecting minimum space; effects of observation, perception and response time; and consequences related to crash avoidance spaces.</p> <p>1.7 The load is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations/</b> permit requirements.</p> <p>1.8 <b>Characteristics of car driving instructors</b> may include information in relation to different criteria.</p> <p>1.9 <b>High level of driving competence</b> is needed.</p> <p>1.10 <b>Resources</b> must be handled properly.</p>
2. Interpret and apply low-risk driving strategies	<p>2.1 Risk factors contributing to the formation of opinions and beliefs about low-risk driving are understood and applied.</p> <p>2.2 <b>Road</b> safety information that reflects the changing road</p>

	<p>environment is clarified and taken into account in car driving activities.</p> <p>2.3 Human psychological and physiological aspects that can influence low-risk driving are acknowledged and taken into account in car driving activities.</p> <p>2.4 Low-risk driving strategies are understood, interpreted and applied consistently.</p>
3. Interpret and apply road rules applicable to safe car driving	<p>3.1 Relevant rules and regulations are identified, interpreted correctly and consistently applied.</p> <p>3.2 Road signs, signals and markings are identified and taken into account in car driving activities.</p> <p>3.3 Purpose of road rules and traffic safety laws in ensuring safe and efficient regulation of traffic flow is understood and taken into account in car <b>learning activities</b>.</p> <p>3.4 <b>Road users</b> should be managed properly.</p> <p>3.5 Different <b>specific needs</b> should apply according to road rules.</p>
4. Manage collision when driving a car	<p>4.1 Common contributing collision factors, including age, experience, speed, drugs, alcohol, road conditions, fatigue and time of day are recognized, and appropriate actions are managed.</p> <p>4.2 External factors that could lead to collisions, including speed, space, vision, road conditions, vehicle condition and environmental conditions are understood and managed.</p> <p>4.3 Internal factors that could lead to collisions, including emotional factors, driver's own behaviors and driver's operation at high levels of risk are acknowledged and managed.</p> <p>4.4 Consequences of collisions in relation to relevant traffic laws and physical, financial and psychological costs to the individual and society are understood and managed.</p> <p>4.5 Functions of vehicle controls and how to recover control of the vehicle are understood and demonstrated.</p> <p>4.6 Corrective actions to be taken after a collision are understood and applied if required.</p> <p>4.7 Work area <b>communication</b> activity is clear, unambiguous and uses appropriate procedures, language, and codes.</p> <p>4.8 <b>Driving</b> is doing at different situation.</p>
5. Demonstrate and maintain a	<p>5.1 Appropriate action is taken to respond to various types of adverse conditions.</p>

<p>high level of competence in car control skills</p>	<p>5.2 Principles of braking are applied at a high level of competence.</p> <p>5.3 Principles of steering are applied at a high level of competence.</p> <p>5.4 Slow speed maneuvers are carried out at a high level of competence.</p> <p>5.5 Vehicle is guided and controlled at a high level of competence.</p> <p>5.6 <b>Workplace documents</b> are used for different works.</p>
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Variable	Range
<p>Factors that affect learning progress</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>• effects of previous and current learning</li> <li>• decision making skills in a range of driving situations</li> <li>• optimism bias (tendency to view negative incidents such as road accidents as unlikely to happen to them; overestimation of driving ability; and underestimation of accident risk)</li> <li>• causal attribution (explains that driver's actions often depend upon their interpretation of the cause of events, limiting the ability to make objective risk assessments and resulting in a tendency to blame external causes)</li> <li>• learner characteristics and attitudes</li> <li>• resources, e.g. time, location, space, people and costs</li> <li>• vehicle type</li> </ul>
<p>Applicable regulations and legislation</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>• road transport law, for example:</li> <li>• legislation and related regulations applicable to driving and using motor vehicles in relevant state or territory</li> <li>• motor vehicle driver learner permit, driver license requirements and issue procedures applicable in relevant state or territory</li> <li>• occupational health and safety legislation in relevant state or territory</li> <li>• equal opportunity legislation in relevant state or territory</li> <li>• workplace relations legislation in relevant state or territory</li> </ul>
<p>Characteristics of car driving instructors</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>• gender</li> <li>• age (within regulatory guidelines)</li> <li>• driving experience</li> <li>• fluency in English</li> <li>• educational background and general knowledge</li> <li>• diverse social and economic backgrounds and attitudes</li> </ul>

	<ul style="list-style-type: none"> <li>• effects of prior and current learning</li> <li>• individual learning styles</li> </ul>
High level of driving competence	<p>Is defined as:</p> <ul style="list-style-type: none"> <li>• ability to consistently carry out car driving tasks across a wide range of simple and complex situations and conditions, including different types of vehicles, weather conditions, road conditions and diverse potential hazards. This also includes the management of attitude, motivation, fatigue, anger and concentration</li> </ul>
Resources	<p>May include:</p> <ul style="list-style-type: none"> <li>• training materials and publications</li> <li>• location</li> <li>• personnel</li> <li>• dual control vehicle</li> <li>• OHS and other workplace resource requirements</li> <li>• enterprise/industry standard operating procedures</li> <li>• funding for training facilities, resources and staff</li> </ul>
Road positioning skills	<ul style="list-style-type: none"> <li>• Those required maintaining a safe legal position on the road when driving a vehicle. This includes observation, speed management, decision making, hazard perception and response to hazards, buffering from other vehicles, maintaining space when making turns at intersections, maintaining space from other vehicles when stopped, or reducing speed and maintaining space requirements during manoeuvres, such as kerb-side stopping, hill starts, u-turns, three-point turns and reverse parking</li> </ul>
Learning activities	<p>May include:</p> <ul style="list-style-type: none"> <li>• demonstrations</li> <li>• explanations</li> <li>• problem solving</li> <li>• mentoring</li> <li>• coaching while driving</li> <li>• self-paced learning</li> <li>• assessment with feedback</li> <li>• combinations of the above</li> </ul>
Road users	<p>May include:</p> <ul style="list-style-type: none"> <li>• pedestrians</li> <li>• cyclists</li> <li>• drivers or riders of trams and trains, and motor vehicles, including motorcycles, light vehicles and heavy vehicles</li> </ul>
Specific needs	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• age (within regulatory guidelines)</li> <li>• disability (within regulatory guidelines)</li> <li>• language, literacy and numeracy needs</li> <li>• those requiring refresher training</li> </ul>

Communication	<p>May include:</p> <ul style="list-style-type: none"> <li>• oral and aural</li> <li>• written communication</li> <li>• reading and interpreting maps, street directories and GPS navigation devices</li> <li>• using own vehicle horn, indicators, brake lights and road positioning</li> <li>• recognising and responding to signals from other vehicles</li> <li>• recognising and responding to road signs, traffic signals and other authorised signalling systems</li> <li>• non-verbal communication with other drivers and motorcycle riders e.g. gestures and nods</li> </ul>
Driving	<p>May be undertaken in/at:</p> <ul style="list-style-type: none"> <li>• a range of vehicle types</li> <li>• restricted spaces</li> <li>• open roads, e.g. freeways, main and busy roads, country roads and suburban roads</li> <li>• controlled or open environments</li> <li>• a simulated environment</li> <li>• a range of weather conditions</li> <li>• time of day</li> </ul>
Workplace documents and procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• company/enterprise/organisational procedures and policies</li> <li>• record of driving skills, knowledge and abilities</li> <li>• standards and certification requirements</li> <li>• quality assurance procedures</li> <li>• emergency procedures</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>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:</p> <ul style="list-style-type: none"> <li>• compliance with appropriate legislative, regulatory and procedural requirements while driving a vehicle</li> <li>• identification of risk factors which might impact on driving behaviors and implementing appropriate low-risk driving response measures</li> <li>• selection and use of vehicle controls and safety devices to enable safe car driving</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Ethiopian road law enforcement methodology</li> <li>• common external risk factors in collisions or crashes, such as speed, space, vision, road conditions, vehicle conditions and environmental conditions</li> </ul>

	<ul style="list-style-type: none"> <li>• common internal risk factors in collisions or crashes, such as age, experience, speed, drugs, alcohol, fatigue, time of driving (day or night), attitude, motivation, and beliefs or values</li> <li>• consequences of collisions or crashes in relation to physical, financial and psychological costs to individuals and to society</li> <li>• critical factors underpinning high-level driving competence</li> <li>• low-risk driving principles</li> <li>• driving hazards and related low-risk driving techniques</li> <li>• established and reviewed laws and penalties in relation to demerit point offences, such as driving while disqualified or under the influence of drugs and alcohol</li> <li>• importance of attitude in abiding by the road rules</li> <li>• importance of cooperation with other road users</li> <li>• importance of space and speed management to avoid a collision</li> <li>• importance of vision to avoid collision</li> <li>• processes for identifying and responding to hazards</li> <li>• purpose and benefits of road rules enforcement for safe car driving</li> <li>• rationale for ongoing development of traffic regulations to meet changing traffic conditions</li> <li>• risk management and low-risk driving</li> <li>• road safety issues, including fatigue management and effects of drugs, alcohol and medication on driving performance</li> <li>• road signs, signals and markings</li> <li>• road transport law (state or territory road rules and traffic safety legislation, e.g. driver licensing, vehicle registration, alcohol and drugs, and vehicle standards)</li> <li>• rules of braking</li> <li>• rules of observation</li> <li>• rules of steering</li> <li>• safe, proactive and responsible car driving behaviours</li> <li>• types of adverse driving conditions commonly encountered during driving activities</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• adapt appropriately to differences in vehicles, including their controls and safety devices, and the driving environment</li> <li>• apply basic and high-level road skills when driving a car</li> <li>• apply fatigue, attitude, motivation, concentration and anger management knowledge and techniques</li> <li>• apply observation skills in the course of vehicle operations</li> <li>• apply precautions and act to minimise, control or eliminate hazards that may exist while driving a vehicle</li> <li>• apply road positioning skills</li> <li>• apply safe car driving strategies</li> </ul>

	<ul style="list-style-type: none"> <li>• apply traffic management skills</li> <li>• carry out pre-operational checks and related action on vehicles</li> <li>• communicate effectively with others when applying safe car driving behaviours</li> <li>• deal effectively with adverse conditions while driving a vehicle</li> <li>• evaluate risk and behave accordingly</li> <li>• guide and control vehicles</li> <li>• implement contingency plans for unexpected events that may occur while driving a vehicle</li> <li>• interpret and follow operational instructions when applying safe car driving behaviours</li> <li>• manage speed and space while driving a vehicle</li> <li>• manoeuvre a vehicle at slow speed</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• monitor and anticipate traffic hazards and take appropriate action</li> <li>• monitor performance of vehicle and take appropriate action where required</li> <li>• monitor traffic and road conditions and react appropriately</li> <li>• negotiate complex traffic and road conditions and make appropriate decisions</li> <li>• promptly report and/or rectify identified problems, faults or malfunctions that may arise when applying safe car driving behaviours</li> <li>• read and interpret instructions, road rules, procedures, jurisdictional requirements, information and signs relevant to safe car driving behaviours</li> <li>• work collaboratively with other road users when driving a vehicle</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level III	
Unit Title	Apply Safe working Rules and Regulations to Rail Functions
Unit Code	<a href="#">EIS RDR3 10 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to apply applicable safe working rules and regulations to rail functions carried out on rail networks. It includes the correct use of communication protocols; interpreting and responding to radio, hand signal and light commands; interpreting and following relevant safe working rules and protocols; and taking appropriate action in the event of safety incidents, unsafe situations or emergencies.

Element	Performance Criteria
1. Apply safe working rules and regulations	<p>1.1 Relevant safe working system for the area where work activities are to be carried out is identified prior to commencing <b>work</b>.</p> <p>1.2 Relevant rules for the applicable safe working system are followed when carrying out activities as part of rail operation.</p> <p>1.3 All work activities are conducted in compliance with the relevant state/territory safe working regulations pertaining to the activities concerned.</p>
2. Apply communication protocols	<p>2.1 <b>Communication protocols</b> are followed in accordance with the applicable safe working system requirements.</p> <p>2.2 Appropriate records of <b>communications</b> are maintained as required within the applicable safe working system rules and procedures.</p>
3. Use and interpret radio, hand, light and flag commands	<p>3.1 The applicable safe working system rules and procedures are applied in the use and interpretation of <b>radio, hand, light and flag commands</b>.</p> <p>3.2 Hand signals are only used in conditions of good visibility.</p> <p>3.3 Any command not clearly understood is regarded as a 'STOP' command in accordance with applicable safe working system rules and regulations.</p>
4. Follow safe working protocols	<p>4.1 Where applicable, relevant <b>track work protocols</b> are followed as specified in the safe working system rules and procedures.</p> <p>4.2 Appropriate <b>information and documentation</b> are completed in accordance with the requirements of the applicable safe working system rules and procedures.</p>



5. Take action in the event of unsafe situations or emergencies	<p>5.1 Unsafe situations are identified in accordance with the requirements of the applicable safe working system rules and procedures.</p> <p>5.2 Where a safety incident, unsafe situation or emergency has been identified, appropriate action is taken to report and/or control the incident or situation in accordance with the limits of responsibility of the worker concerned and the requirements of the applicable safe working system rules and procedures</p>
6. Record unsafe situations or emergencies	<p>6.1 Appropriate records and documentation of an identified unsafe situation, an emergency, or a safety incident are completed in accordance with the requirements of the applicable safe working system rules and procedures.</p> <p>6.2 Records of identified unsafe situations, emergencies, or safety incidents are maintained in accordance with the requirements of the applicable <b>safety clothing</b> working system rules and procedures.</p> <p>6.3 The rail function is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations</b>/permit requirements.</p>

Variable	Range
Work	<p>May include:</p> <ul style="list-style-type: none"> <li>• rail operations carried out in the state/territory concerned and covered by the legislated rail safety requirements including acts and regulations from each applicable state and territory together with any nationally approved compliance codes and/or guidelines</li> </ul> <p>May occur:</p> <ul style="list-style-type: none"> <li>• by day or night</li> <li>• in both normal and emergency situations</li> <li>• in all weather conditions</li> </ul>
Communication protocols will be as specified within applicable safe working system and	<p>May include:</p> <ul style="list-style-type: none"> <li>• general safety</li> <li>• emergency messages</li> <li>• testing communications equipment</li> <li>• transmitting and receiving messages</li> <li>• identification</li> <li>• standard radio terms</li> <li>• phonetic alphabet</li> <li>• spoken figures</li> </ul>
Communication	<p>May include:</p> <ul style="list-style-type: none"> <li>• hand-held or portable equipment</li> </ul>

s equipment	<ul style="list-style-type: none"> <li>• fixed equipment</li> <li>• mobile/satellite phones</li> <li>• specialised testing facilities</li> </ul>
Radio, hand, light and flag commands	<p>May be:</p> <ul style="list-style-type: none"> <li>• defined within the applicable safe working system</li> </ul>
Track work protocols	<p>May be:</p> <ul style="list-style-type: none"> <li>• defined within the applicable safe working system</li> </ul>
Information and documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• instructions of relevant rail authorities concerning rail safety and operations</li> <li>• workplace procedures, policies and work instructions</li> <li>• relevant occupancy authorities (where applicable)</li> <li>• train authorities (where applicable)</li> <li>• worksite safety plan (where applicable)</li> <li>• Emergency Response Plan (ER Plan) and emergency procedure manuals</li> <li>• train running information (TRI)</li> <li>• train notices</li> <li>• train register books</li> <li>• failure reports</li> <li>• local instructions</li> <li>• take-off location documents</li> <li>• level crossing location documents</li> <li>• track and infrastructure drawings and diagrams</li> <li>• plant, equipment, track vehicle and communications equipment registers</li> <li>• operating and maintenance instructions of relevant equipment manufacturers</li> <li>• repair cards and books</li> <li>• voice communications log</li> <li>• safe working forms</li> </ul>
Safety clothing and equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• high visibility clothing</li> <li>• end of train markers</li> <li>• gloves</li> <li>• sunscreen</li> <li>• sunglasses</li> <li>• safety glasses</li> <li>• insect repellent</li> <li>• safety headwear</li> <li>• safety footwear</li> <li>• portable radios/mobile phones</li> <li>• hand lamps</li> </ul>

	<ul style="list-style-type: none"> <li>• flags</li> <li>• safety devices</li> <li>• hearing protection</li> </ul>
Applicable legislation, regulations and codes	<p>May include:</p> <ul style="list-style-type: none"> <li>• legislated rail safety requirements including acts and regulations from each applicable state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant Ethiopia Standards and related requirements relevant state/territory OHS regulations</li> <li>• state, federal or territory environmental protection legislation</li> <li>• conditions of service, legislation and industrial agreements, including workplace agreements and awards</li> </ul>
Terminology and related meanings	<p>May be:</p> <ul style="list-style-type: none"> <li>• defined within the applicable safe working system</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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"> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul> </li> <li>• Assessment must include exercises which demonstrate competent performance of the following in a range of situations: <ul style="list-style-type: none"> <li>• identifying all applicable safe working systems for their applicable occupation</li> <li>• using and responding appropriately to a range of radio, hand, light and flag signals as used for their applicable occupation</li> <li>• identifying unsafe or emergency situations that could occur in their workplace and appropriate responses</li> </ul> </li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• legislated rail safety requirements including acts and regulations from each applicable state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant OHS and environmental protection legislation and policies</li> <li>• basic understanding of applicable safe working systems, requirements and limitations</li> <li>• rail terminology as defined in the applicable safe working system</li> <li>• action to be taken in the event of safety incidents, identified</li> </ul>

	unsafe situations and emergencies within the limits of responsibility under the applicable safe working systems
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when applying safe working rules and regulations to rail functions</li> <li>• read and interpret relevant safe working rules, regulations and instructions applicable to the rail operations concerned</li> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete documentation related to safe working requirements applicable to the rail operations concerned</li> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others to fulfil safe working requirements applicable to the rail operations concerned</li> <li>• implement contingency plans for unplanned events</li> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities</li> <li>• recognise problems and hazards that may arise during rail operations and take appropriate action</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> <li>• check compliance between work and safe working rules and regulations and take appropriate action as per standard operating procedures when non-compliance is identified</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	<a href="#">EIS RDR3 11 0313</a>
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 <b>problems</b> and issues are promptly identified and adjustments are made accordingly.</p> <p>1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5 Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organise workflow	<p>2.1 Current workload of colleagues is accurately assessed.</p> <p>2.2 Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.3 Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5 Input is provided to appropriate management regarding staffing needs.</p>
3. Maintain workplace records	<p>3.1 <b>Workplace records</b> are accurately completed and submitted within required timeframes.</p> <p>3.2 Where appropriate completion of records is delegated and monitored prior to submission.</p>
4. Solve problems and make decisions	<p>4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.2 Short term action is initiated to resolve the immediate problem where appropriate.</p> <p>4.3 Problems are analysed for any long term impact and</p>

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

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

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

Occupational Standard: Rail Driving Level III	
Unit Title	Apply Quality Control
Unit Code	<a href="#">EIS RDR3 12 0313</a>
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 <b>quality checked</b> against organization <b>quality standards</b> and specifications.</p> <p>2.2 Service delivered are evaluated using the appropriate evaluation <b>quality parameters</b> and in accordance with organization standards.</p> <p>2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures.</p>
3. Record information	<p>3.1 Basic information on the quality performance is recorded in accordance with organization procedures.</p> <p>3.2 Records of work quality are maintained according to the requirements of the organization.</p>
4. Study causes of quality deviations	<p>4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures.</p> <p>4.2 Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output.</p>
5. Complete documentation	<p>5.1 Information on quality and other indicators of service performance is recorded.</p> <p>5.2 All service processes and outcomes are recorded.</p>



Variable	Range
Quality check	May include but not limited to: <ul style="list-style-type: none"> <li>• Check against design / specifications</li> <li>• Visual inspection and Physical inspection</li> </ul>
Quality standards	May include but not limited to: <ul style="list-style-type: none"> <li>• Materials</li> <li>• Components</li> <li>• Process</li> <li>• Procedures</li> </ul>
Quality parameters	May include but not limited to: <ul style="list-style-type: none"> <li>• Standard Design / Specifications</li> <li>• Material Specification</li> </ul>

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

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

Occupational Standard: Rail Driving Level III	
Unit Title	Lead Workplace Communication
Unit Code	<a href="#">EIS RDR3 13 0313</a>
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 <b>communication method</b> 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 Responses 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	May include but not limited to: <ul style="list-style-type: none"> <li>• Non-verbal gestures</li> <li>• Verbal</li> </ul>

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

Occupational Standard: Rail Driving Level III	
Unit Title	Lead Small Teams
Unit Code	<a href="#">EIS RDR3 14 0313</a>
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 <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b>.</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 <b>Feedback on performance</b> 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 <b>Learning delivery methods</b> 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</p>

	organizational requirement.
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 Team's 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	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• coaching, mentoring and/or supervision</li> <li>• formal/informal learning program</li> <li>• internal/external training provision</li> <li>• work experience/exchange/opportunities</li> <li>• personal study</li> <li>• career planning/development</li> <li>• performance appraisals</li> <li>• workplace skills assessment</li> <li>• recognition of prior learning</li> </ul>
Organizational requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• quality assurance and/or procedures manuals</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organizational policy/guidelines and requirements</li> <li>• safety policies, procedures and programs</li> <li>• confidentiality and security requirements</li> <li>• business and performance plans</li> <li>• ethical standards</li> <li>• quality and continuous improvement processes and standards</li> </ul>
Feedback on performance	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• obtaining feedback from clients</li> <li>• personal and reflective behavior strategies</li> <li>• routine and organizational methods for monitoring service delivery</li> </ul>

Learning delivery methods	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• on the job coaching or mentoring</li> <li>• problem solving</li> <li>• presentation/demonstration</li> <li>• formal course participation</li> <li>• work experience and involvement in professional networks</li> <li>• conference/seminar attendance and induction</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• identified and implemented learning opportunities for others</li> <li>• gave and received feedback constructively</li> <li>• facilitated participation of individuals in the work of the team</li> <li>• negotiated learning plans to improve the effectiveness of learning</li> <li>• prepared learning plans to match skill needs</li> <li>• accessed and designated learning opportunities</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• coaching and mentoring principles</li> <li>• understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• understanding how to facilitate team development and improvement</li> <li>• understanding methods and techniques for eliciting and interpreting feedback</li> <li>• understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• knowledge of career paths and competence standards in the industry</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• planning skills to organize required resources and equipment to meet learning needs</li> <li>• coaching and mentoring skills to provide support to colleagues</li> <li>• reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> </ul>

	<ul style="list-style-type: none"> <li>• facilitation skills to conduct small group training sessions</li> <li>• ability to relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



Occupational Standard: Rail Driving Level III	
Unit Title	Improve Business Practice
Unit Code	<a href="#">EIS RDR3 15 0313</a>
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 <b>Data required</b> for diagnosis is determined and acquired. 1.2 <b>Competitive advantage</b> of the business is determined from the data. 1.3 <b>SWOT analysis</b> of the data is undertaken.
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified. 2.2 <b>Key indicators</b> 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 <b>Organizational structures</b> are checked to ensure they are suitable.
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed. 4.2 Practice <b>objectives</b> are developed/ reviewed. 4.3 Target markets are identified/ refined. 4.4 <b>Market research data</b> is obtained. 4.5 <b>Competitor analysis</b> is obtained.

	<p>4.6 <b>Market position</b> is developed/ reviewed.</p> <p>4.7 <b>Practice brand</b> is developed.</p> <p>4.8 <b>Benefits</b> of practice/practice products/services are identified.</p> <p>4.9 <b>Promotion tools</b> are selected/ developed.</p>
5. Develop business growth plans	<p>5.1 Plans are developed to increase <b>yield per existing client</b>.</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	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• organization capability</li> <li>• appropriate business structure</li> <li>• level of client service which can be provided</li> <li>• internal policies, procedures and practices</li> <li>• staff levels, capabilities and structure</li> <li>• market, market definition</li> <li>• market changes/market segmentation</li> <li>• market consolidation/fragmentation</li> <li>• revenue</li> <li>• level of commercial activity</li> <li>• expected revenue levels, short and long term</li> <li>• revenue growth rate</li> <li>• break even data</li> <li>• pricing policy</li> <li>• revenue assumptions</li> <li>• business environment</li> <li>• economic conditions</li> <li>• social factors</li> <li>• demographic factors</li> </ul>

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

	<ul style="list-style-type: none"> <li>➤ Internet</li> <li>➤ Chamber of Commerce</li> <li>➤ client surveys</li> <li>➤ industry reports</li> <li>➤ secondary market research</li> <li>• primary market research such as: <ul style="list-style-type: none"> <li>➤ telephone surveys</li> <li>➤ personal interviews</li> <li>➤ mail surveys</li> </ul> </li> </ul>
Competitor analysis	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• competitor offerings</li> <li>• competitor promotion strategies and activities</li> <li>• competitor profile in the market place</li> </ul>
Market position	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• product</li> <li>• the good or service provided</li> <li>• product mix</li> <li>• the core product - what is bought</li> <li>• the tangible product - what is perceived</li> <li>• the augmented product - total package of consumer</li> <li>• features/benefits</li> <li>• product differentiation from competitive products</li> <li>• new/changed products</li> <li>• Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.)</li> <li>• Pricing objectives (profit, market penetration, etc.)</li> <li>• cost components</li> <li>• market position</li> <li>• distribution strategies</li> <li>• marketing channels</li> <li>• promotion</li> <li>• promotional strategies</li> <li>• target audience</li> <li>• communication</li> <li>• promotion budget</li> </ul>
Practice brand	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• practice image</li> <li>• practice logo/letter head/signage</li> <li>• phone answering protocol</li> <li>• facility decor</li> <li>• slogans</li> <li>• templates for communication/invoicing</li> <li>• style guide</li> <li>• writing style</li> <li>• AIDA (attention, interest, desire, action)</li> </ul>

Benefits	May include but not limited to: <ul style="list-style-type: none"> <li>• features as perceived by the client</li> <li>• benefits as perceived by the client</li> </ul>
Promotion tools	May include but not limited to: <ul style="list-style-type: none"> <li>• networking and referrals</li> <li>• seminars</li> <li>• advertising</li> <li>• press releases</li> <li>• publicity and sponsorship</li> <li>• brochures</li> <li>• newsletters (print and/or electronic)</li> <li>• websites</li> <li>• direct mail</li> <li>• telemarketing/cold calling</li> </ul>
Yield per existing client	May include but not limited to: <ul style="list-style-type: none"> <li>• raising charge out rates/fees</li> <li>• packaging fees</li> <li>• reduce discounts</li> <li>• sell more services to existing clients</li> </ul>

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

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

Occupational Standard: Rail Driving Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	<a href="#">EIS RDR3 16 0313</a>
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 <b>OHS requirements</b>, 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 <b>Safety equipment and tools</b> 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 <b>Tools and techniques</b> are used to draw and analyze current situation of the work place.</p> <p>2.4 Wastes/MUDA are identified and measured based on <b>relevant procedures</b>.</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 <b>the ten basic principles for improvement</b> are adopted to eliminate waste/MUDA.</p> <p>3. 3. Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS.</p> <p>3. 4. Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements.</p> <p>3. 5. Improvements gained by elimination of waste/MUDA are reported to relevant bodies.</p>

<p>4. Prevent occurrence of wastes/MUDA.</p>	<p>4.1 Plan of MUDA prevention is prepared and implemented.</p> <p>4.2 Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.</p> <p>4.3 Occurrences of wastes/MUDA are prevented by using <b>visual and auditory control methods</b>.</p> <p>4.4 Waste-free workplace is created using <b>5W and 1H</b> sheet.</p> <p>4.5 The completion of required operation is done in accordance with standard procedures and practices.</p> <p>4.6 The updating of standard procedures and practices is facilitated.</p> <p>4.7 The capability of the work team that aligns with the requirements of the procedure is ensured.</p>
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Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• 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.</li> </ul>
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• dust masks / goggles</li> <li>• glove</li> <li>• working cloth</li> <li>• first aid</li> <li>• safety shoes</li> </ul>
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Plant Layout</li> <li>• Process flow</li> <li>• Other Analysis tools</li> <li>• Do time study by work element</li> </ul>



	<ul style="list-style-type: none"> <li>• Measure Travel distance</li> <li>• Take a photo of workplace</li> <li>• Measure Total steps</li> <li>• Make list of items/products, who produces them and who uses them &amp; those in warehouses, storages etc.</li> <li>• Focal points to Check and find out existing problems</li> <li>• 5S</li> <li>• Layout improvement</li> <li>• Brainstorming</li> <li>• Andon</li> <li>• U-line</li> <li>• In-lining</li> <li>• Unification</li> <li>• Multi-process handling &amp; Multi-skilled operators</li> <li>• A.B. control (Two point control)</li> <li>• Cell production line</li> <li>• TPM (Total Productive Maintenance)</li> </ul>
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Make waste visible</li> <li>• Be conscious of the waste</li> <li>• Be accountable for the waste.</li> <li>• Measure the waste.</li> </ul>
The ten basic principles for improvement	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Throw out all of your fixed ideas about how to do things.</li> <li>• Think of how the new method will work- not how it won.</li> <li>• Don't accept excuses. Totally deny the status quo.</li> <li>• Don't seek perfection. A 50 percent implementation rate is fine as long as it's done on the spot.</li> <li>• Correct mistakes the moment they are found.</li> <li>• Don't spend a lot of money on improvements.</li> <li>• Problems give you a chance to use your brain.</li> <li>• Ask "why?" at least five times until you find the ultimate cause.</li> <li>• Ten people's ideas are better than one person's.</li> <li>• Improvement knows no limits.</li> </ul>
Visual and auditory control methods	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Red Tagging</li> <li>• Sign boards</li> <li>• Outlining</li> <li>• Andons</li> <li>• Kanban, etc.</li> </ul>

5W and 1H	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Who</li> <li>• What</li> <li>• Where</li> <li>• When</li> <li>• Why</li> <li>• How</li> </ul>
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<b>Evidence Guide</b>	
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Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• discuss why wastes occur in the workplace</li> <li>• discuss causes and effects of wastes/MUDA in the workplace</li> <li>• analyze the current situation of the workplace by using appropriate tools and techniques</li> <li>• identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques</li> <li>• use 5W and 1H sheet to prevent</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Targets of customers and manufacturer/service provider</li> <li>• Traditional and kaizen thinking of price setting</li> <li>• Kaizen thinking in relation to targets of manufacturer/service provider and customer</li> <li>• value</li> <li>• The three categories of operations</li> <li>• the 3“MU”</li> <li>• waste/MUDA</li> <li>• wastes occur in the workplace</li> <li>• The 7 types of MUDA</li> <li>• The Benefits of identifying and eliminating waste</li> <li>• Causes and effects of 7 MUDA</li> <li>• Procedures to identify MUDA</li> <li>• Necessary attitude and the ten basic principles for improvement</li> <li>• Procedures to eliminate MUDA</li> <li>• Prevention of wastes</li> <li>• Methods of waste prevention</li> <li>• Definition and purpose of standardization</li> <li>• Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement</li> <li>• Methods of visual and auditory control</li> <li>• TPM concept and its pillars.</li> <li>• Relevant Occupational Health and Safety (OHS) and environment requirements</li> </ul>

	<ul style="list-style-type: none"> <li>• Plan and report</li> <li>• Method of communication</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• draw &amp; analyze current situation of the work place</li> <li>• use measurement apparatus (stop watch, tape, etc.)</li> <li>• calculate volume and area</li> <li>• use and follow checklists to identify, measure and eliminate wastes/MUDA</li> <li>• identify and measure wastes/MUDA in accordance with OHS and procedures</li> <li>• use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure</li> <li>• apply 5W and 1H sheet</li> <li>• update and use standard procedures for completion of required operation</li> <li>• work with others</li> <li>• read and interpret documents</li> <li>• observe situations</li> <li>• solve problems</li> <li>• communicate</li> <li>• gather evidence by using different means</li> <li>• report activities and results using report formats</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

## NTQF Level IV

Occupational Standard: Rail Driving Level IV	
Unit Title	Drive Train to Operational Requirements
Unit Code	<a href="#">EIS RDR4 01 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to drive a train to operational requirements in accordance with safe working and regulatory requirements and workplace procedures. This includes applying train management techniques to manage the movement of a train and, as the driver of a motive power unit, to conduct all movements and related activities required to achieve operational requirements. It also includes responding effectively to external factors and emergencies, handing over a train to a relief crew and stabling it at the end of a journey.

Element	Performance Criteria
1. Drive train efficiently and effectively	<p>1.1 <b>Motive power unit</b> is operated in accordance with the relevant codes of practice, workplace procedures and instructions.</p> <p>1.2 Motive power unit is operated safely within track/road characteristics and conditions and to minimize wear and fuel use and avoid damage.</p> <p>1.3 Train is driven with due care for passenger comfort and/or condition of freight.</p> <p>1.4 Performance of equipment and <b>rolling stock</b> is monitored to maintain optimum running conditions and identify faults, defects and inefficiencies.</p> <p>1.5 Relevant codes of practice, OHS and environmental requirements are followed to prevent injury and damage.</p>
2. Complete train journey in accordance with operational requirements	<p>2.1 Train documentation is received, interpreted and followed.</p> <p>2.2 Train is operated in accordance with <b>documentation</b> and procedures.</p> <p>2.3 Events and circumstances affecting planned running schedule are communicated to relevant personnel en route.</p> <p>2.4 Relevant codes of practice, safe working and signaling requirements are followed throughout train <b>operations</b>.</p> <p>2.5 Train control other instructions are received, interpreted and applied to ensure safe and effective control of the train.</p> <p>2.6 <b>Communications</b> are maintained with train control and other relevant personnel during the train journey in accordance with the relevant codes of practice and safe working systems.</p>

	2.7 Instructions concerning train operation are given to relevant personnel to ensure safe and efficient running.
3. Respond to changed external operating factors	<p>3.1 Instructions regarding changed external operating factors are verified, interpreted and followed, in accordance with relevant codes of practice, safe working systems and organizational policies and procedures, to ensure that actions taken are appropriate and safe.</p> <p>3.2 Fixed and hand signals and verbal movement commands are interpreted and followed, in accordance with relevant codes of practice, safe working systems &amp; organizational policies &amp; procedures, to ensure that actions taken are appropriate and safe.</p> <p>3.3 Hazardous situations are recognized and appropriate action is taken to minimize risk to passengers/freight and equipment.</p> <p>3.4 Emergency situations are recognized and actions are taken that are appropriate and safe.</p>
4. Prepare train for crew hand-over	<p>4.1 <b>Relevant personnel</b> are advised of condition and location of the train.</p> <p>4.2 Documentation is updated and faults identified en route are reported to relevant personnel in accordance with established policies and procedures.</p> <p>4.3 Incidents or unusual occurrences are recorded and reported to relevant personnel in accordance with workplace policies and procedures.</p> <p>4.4 Different <b>communications equipment</b> are handling properly.</p>
5. Stable train	<p>5.1 Location for stabling of the train is confirmed with relevant personnel.</p> <p>5.2 Train is shunted and secured in accordance with directions, workplace procedures and relevant rail <b>regulations</b>.</p> <p>5.3 <b>Safety devices</b> are activated or put in position to ensure the safety of personnel and equipment.</p> <p>5.4 Applications appropriate for team relocation of load are carried in accordance with proper information procedure.</p>

Variable	Range
Motive power units may include all motive power	May include: <ul style="list-style-type: none"> <li>• diesel locomotives</li> <li>• electric locomotives</li> </ul>

units in service within Ethiopia rail systems	<ul style="list-style-type: none"> <li>• railcars</li> <li>• multiple units</li> <li>• electric multiple units</li> </ul>
Rolling stock	<p>May include:</p> <ul style="list-style-type: none"> <li>• any rolling stock in service within Australian rail systems</li> </ul>
Information and documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• motive power unit log book</li> <li>• train running sheets</li> <li>• time sheets</li> <li>• roadworthy certificate</li> <li>• equipment operation manuals and maintenance specifications</li> <li>• emergency procedure manuals relevant maintenance specifications</li> <li>• two-way radio operation procedures</li> <li>• maintenance notices, records and requests</li> <li>• isolation and lock-out procedures</li> <li>• procedures for using protective clothing and equipment</li> <li>• specified operating limits for motive power units</li> <li>• local instructions</li> <li>• emergency procedures manual</li> </ul>
Operations	<p>May be conducted:</p> <ul style="list-style-type: none"> <li>• by day or night</li> <li>• in all weather conditions</li> </ul>
Communication protocols	<p>May include:</p> <ul style="list-style-type: none"> <li>• general safety</li> <li>• emergency messages</li> <li>• testing communications equipment</li> <li>• transmitting and receiving messages</li> <li>• identification</li> <li>• standard radio terms</li> <li>• phonetic alphabet</li> <li>• spoken figures</li> </ul>
Relevant personnel can	<p>May include:</p> <ul style="list-style-type: none"> <li>• train controllers</li> <li>• train examiners</li> <li>• maintenance personnel</li> <li>• train crews</li> <li>• yard and other operational personnel</li> <li>• those providing operational assistance</li> <li>• signals staff</li> <li>• passengers</li> <li>• station staff</li> </ul>
Communications equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• oral, aural or signed communications</li> <li>• hand-held or portable two-way radio equipment</li> </ul>

	<ul style="list-style-type: none"> <li>• fixed and mobile telephone equipment</li> <li>• Direct Traffic Control (DTC) communications</li> </ul>
Applicable legislation, regulations and codes	<p>May include:</p> <ul style="list-style-type: none"> <li>• legislated rail safety requirements including acts and regulations from each applicable state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant Ethiopia Standards and related requirements</li> <li>• relevant state/territory OHS legislation</li> <li>• relevant state/territory environmental legislation</li> </ul>
Safety devices can	<p>May include:</p> <ul style="list-style-type: none"> <li>• power brakes</li> <li>• hand brakes</li> <li>• chocks</li> <li>• lock-out equipment to prevent train from moving</li> <li>• emergency and safety equipment such as vigilance control and dead man relays</li> </ul>
Track and road characteristics	<p>May include:</p> <ul style="list-style-type: none"> <li>• track and bridge limitations</li> <li>• speed limitations</li> <li>• gauge limitation</li> <li>• curves and gradients</li> <li>• curfews</li> <li>• location of signals and crossings</li> <li>• emergency cross-overs</li> </ul>
Depending on the type of organization concerned workplace procedures	<p>May be called:</p> <ul style="list-style-type: none"> <li>• standard operating procedures</li> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organizational procedures</li> <li>• established procedures</li> <li>• site procedures</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• requirements of the elements and performance criteria of this unit and include demonstration of applying:</li> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> <li>• assessment must include exercises which demonstrate competent performance of the following in a range of situations:</li> <li>• driving train according to equipment and track/road characteristics</li> </ul>



	<ul style="list-style-type: none"> <li>• identifying typical faults/defects that may occur</li> <li>• monitoring equipment in accordance with organizational requirements</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• legislated rail safety requirements including acts and regulations from each applicable state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant OHS and environmental procedures and regulations</li> <li>• operational instructions</li> <li>• motive power unit controls, instruments and indicators and their purpose, location and use</li> <li>• starting-up and shutting-down procedures</li> <li>• train driving procedures</li> <li>• braking and safety system procedures</li> <li>• operating controls to start, accelerate, decelerate and stop</li> <li>• techniques and procedures for complying with speed and load limits</li> <li>• processes for adjusting controls to maximize efficient and safe running</li> <li>• procedures for responding to hazardous situations and emergencies</li> <li>• procedures for operating and monitoring the performance of ancillary systems on a train</li> <li>• procedures for refueling and lubricating a motive power unit (as applicable for various types of mpus)</li> <li>• procedures for minor maintenance, cleaning, lubricating and servicing of motive power unit (as applicable)</li> <li>• procedures for identifying equipment faults and defects and assessing for appropriate action</li> <li>• requirements for completing relevant documentation</li> <li>• train operating characteristics including: track and train dynamics, monitoring principles and procedures, load types and security, and signaling systems</li> <li>• motive power unit equipment and systems including: monitoring devices, braking and drive equipment, and ancillary systems</li> <li>• track and road characteristics including: track and bridge limitations, speed limitations, gauge limitation, curves and gradients, curfews, location of signals and crossings, emergency cross-over's, and yard and siding layouts</li> <li>• local procedures and operating requirements</li> <li>• typical defects that can occur on a motive power unit and related action that should be taken</li> <li>• procedures for operating electronic communications equipment with required protocol</li> </ul>

	<ul style="list-style-type: none"> <li>fatigue management knowledge and techniques including: causes and effects of fatigue, strategies to manage fatigue, factors which increase fatigue-related accidents, and lifestyles which promote the effective long-term management of fatigue</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>communicate effectively with others when driving a train to operational requirements</li> <li>read and interpret instructions, procedures, information and signs relevant to driving a train</li> <li>interpret and follow operational instructions and prioritize work</li> <li>complete documentation related to the driving of a train to operational requirements</li> <li>operate electronic communication equipment to required protocol</li> <li>work collaboratively with others</li> <li>identify and assess motive power unit defects and deficiencies and take appropriate action to report, isolate, repair or replace any identified defective equipment as per workplace procedures</li> <li>implement contingency plans for unplanned events</li> <li>apply precautions and required action to minimize, control or eliminate hazards that may exist when driving a train to operational requirements</li> <li>recognize problems that may arise when driving a train, and take appropriate action</li> <li>check and replenish fluids and carry out lubrication processes in the course of train operations as per workplace requirements</li> <li>modify activities depending on differing operational contingencies, risk situations and environments</li> <li>work systematically with required attention to detail without injury to self or others, or damage to goods, vehicles or equipment</li> <li>adapt to differences in trains, associated motive power units and ancillary equipment</li> <li>select and use required personal protective equipment conforming to industry and OHS standards</li> <li>monitor train performance and security of load to facilitate optimum safe operation</li> <li>apply information about the track or road to train operations</li> <li>stable and secure a train</li> <li>monitor journey schedule as per train documentation</li> <li>apply fatigue management knowledge and techniques</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level IV	
Unit Title	Operate Train with Due Consideration of Route Conditions
Unit Code	<a href="#">EIS RDR4 02 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to operate a train with due consideration of route conditions in accordance with safe working and regulatory requirements and workplace procedures. This includes identifying route requirements, applying route knowledge to the planning of a train journey, and using route knowledge during a train journey in accordance with workplace requirements and standards.

Element	Performance Criteria
1. Identify and interpret route information	<p>1.1 Information on anything likely to affect critical aspects of a train route is accessed in accordance with workplace procedures.</p> <p>1.2 Information on critical aspects of a train route is interpreted and analyzed for use when planning a train journey and operating a <b>train</b> during a journey.</p> <p>1.3 Applications appropriate for team relocation of load are carried in accordance with proper <b>information</b> procedure.</p> <p>1.4 Producers and polices are accessed and followed shifting correctly and consistently according to <b>organization</b> and legal requiems.</p> <p>1.5 The route is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations</b>/permit requirements.</p>
2. Apply route knowledge when planning a train journey	<p>2.1 <b>Critical route information</b> is applied to the planning of a train journey in accordance with workplace procedures and safe working codes of practice and regulations.</p> <p>2.2 Events and circumstances likely to affect planned running schedule are communicated to <b>relevant personnel</b>.</p> <p>2.3 Relevant codes of practice, safe working and signaling requirements are applied when planning train operations.</p> <p>2.4 Instructions concerning planned train operation are communicated to relevant personnel to ensure safe and efficient on-time running.</p> <p>2.5 Performance of equipment and <b>rolling stock</b> is monitored to maintain optimum running conditions and identify faults, defects and inefficiencies.</p>

<p>3. Use route knowledge during a train journey</p>	<p>3.1 <b>Route information</b> is evaluated and applied to the management of train <b>operations</b> during a train journey in accordance with workplace procedures and safe working codes of practice and regulations.</p> <p>3.2 Hazardous situations along the train route are recognized and appropriate action is taken to minimize risk to personnel and equipment.</p> <p>3.3 <b>Communications</b> are maintained with traffic control and other relevant personnel during the train journey in accordance with the relevant codes of practice, safe working systems and workplace procedures.</p> <p>3.4 Different <b>communications equipment</b> are handling properly</p> <p>3.5 Train control and other instructions are received, interpreted and applied to ensure safe and effective operation of the train.</p>
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Variable	Range
Trains	May be operated: <ul style="list-style-type: none"> <li>• over tracks owned and maintained by different organizations</li> </ul>
Information/documents	May include: <ul style="list-style-type: none"> <li>• motive power unit log book</li> <li>• train running sheets</li> <li>• route information</li> <li>• local instructions</li> <li>• track speed, length and load limitations</li> <li>• train notices, records and requests</li> <li>• weather information and alerts</li> <li>• specified operating limits and optimum efficiency running speeds for motive power units</li> <li>• operational instructions, protocols, policies and procedures, including:               <ul style="list-style-type: none"> <li>• those related to preventing trains from moving</li> <li>• track speed, length and load limitations</li> <li>• monitoring and complying with signals</li> <li>• operating in accordance with track condition</li> <li>• equipment operation manuals and maintenance specifications</li> <li>• emergency procedure manuals</li> <li>• two-way radio operation procedures</li> <li>• procedures for using protective clothing and equipment</li> <li>• emergency procedures manual</li> <li>• conditions of service, legislation and industrial agreements including workplace agreements and awards</li> </ul> </li> </ul>

Depending on the type of organization concerned and the local terminology used, workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organizational procedures</li> <li>• established procedures</li> </ul>
Applicable regulations, legislation and codes	<p>May include:</p> <ul style="list-style-type: none"> <li>• legislated rail safety requirements including acts and regulations from each applicable state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant state/territory codes of practice and safe working system requirements</li> <li>• relevant Ethiopia standards and related requirements</li> <li>• relevant state/territory OHS legislation</li> <li>• relevant state/territory environmental protection legislation</li> </ul>
Critical route information	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• track/bridge limitations</li> <li>• speed limitations</li> <li>• gauge limitation</li> <li>• curves and gradients</li> <li>• curfews</li> <li>• location of signals and crossings</li> <li>• stations and platforms</li> <li>• emergency cross-over's</li> <li>• abnormal weather conditions along the route</li> <li>• track work along the route</li> <li>• reports of accidents or breakdowns along the route</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• train controllers</li> <li>• train examiners</li> <li>• maintenance personnel</li> <li>• train crews</li> <li>• yard and other operational personnel</li> <li>• those providing operational assistance</li> <li>• signals staff</li> <li>• passengers</li> <li>• station staff</li> </ul>
Rolling stock	<p>May include:</p> <ul style="list-style-type: none"> <li>• any rolling stock in service within Ethiopia rail systems</li> </ul>
Depending on context, train management	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• safety of the train and passengers/freight</li> <li>• comfort and quality of ride of passengers</li> </ul>

considerations to which route information may be applied	<ul style="list-style-type: none"> <li>• use of track terrain for the advantage of train operations</li> <li>• optimization of the efficiency of operations</li> <li>• on-time running</li> <li>• wear and tear on rolling stock and motive power units</li> <li>• security of freight in the case of a freight train</li> <li>• size and dimensions of a freight train and its load</li> </ul>
Operations	<p>May be conducted:</p> <ul style="list-style-type: none"> <li>• by day or night</li> <li>• in all weather conditions</li> </ul>
Communication protocols	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• general safety</li> <li>• emergency messages</li> <li>• testing communications equipment</li> <li>• transmitting and receiving messages</li> <li>• identification</li> <li>• standard radio terms</li> <li>• phonetic alphabet</li> <li>• spoken figures</li> </ul>
Communications equipment	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• train intercom</li> <li>• hand-held or portable radio equipment</li> <li>• fixed radio equipment</li> <li>• computer-based communications equipment</li> <li>• mobile/satellite phone</li> </ul>
Motive power units include any motive power units in service within Ethiopia rail systems and	<p>May include:</p> <ul style="list-style-type: none"> <li>• diesel locomotives</li> <li>• electric locomotives</li> <li>• railcars</li> <li>• multiple units</li> <li>• electric multiple units</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> <li>• Assessment must include exercises which demonstrate competent performance of the following in a range of situations:</li> </ul>

	<ul style="list-style-type: none"> <li>• identifying and interpreting information relevant to a number of routes</li> <li>• applying identified information to route planning</li> <li>• maintaining effective communications with appropriate personnel</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• legislated rail safety requirements including acts and regulations from each applicable state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant OHS and environmental procedures and regulations</li> <li>• route information including track/bridge limitations, speed limitations, gauge limitation, curves and gradients, curfews, location of signals and crossings, emergency cross-over's, end of safe working system locations, stations and platforms, abnormal weather conditions along the route, track work along the route, reports of accidents or breakdowns along the route, yard and siding layouts and typical problems that can occur along a train route</li> <li>• procedures for identifying and/or anticipating route problems and related action that can be taken</li> <li>• operational instructions</li> <li>• local procedures and operating requirements</li> <li>• safe operational procedures and techniques for optimizing efficiency, minimizing wear and tear on rolling stock and motive power units, using route knowledge and terrain for advantage and optimizing the quality of ride for passengers</li> <li>• procedures for operating electronic communications equipment with required protocol</li> <li>• motive power unit controls, instruments and indicators and their purpose, location and use</li> <li>• driving procedures</li> <li>• braking and safety system procedures</li> <li>• procedures for operating controls to start, accelerate, decelerate and stop</li> <li>• procedures for complying with speed and load limits</li> <li>• procedures for adjusting controls to maximize efficient and safe running</li> <li>• procedures for managing hazardous situations</li> <li>• procedures for operating ancillary systems</li> <li>• motive power unit systems and equipment including monitoring devices, braking and drive equipment, ancillary systems and signaling systems</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when operating a train with due consideration of route conditions including fixed and</li> </ul>



	<p>hand signals and the use of train communications equipment</p> <ul style="list-style-type: none"> <li>• read and interpret instructions, procedures, route information and signs relevant to the operation of a train with due consideration of route conditions</li> <li>• interpret and follow operational instructions and priorities work</li> <li>• complete documentation related to the operation of a train with due consideration of route conditions</li> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others when operating a train with due consideration of route conditions</li> <li>• promptly report and/or rectify any identified problems that may occur when operating a train with due consideration of route conditions in accordance with regulatory requirements and workplace procedures</li> <li>• implement contingency plans for unexpected events when operating a train with due consideration of route conditions</li> <li>• apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• apply fatigue management knowledge and techniques</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• operate and adapt to differences in equipment in accordance with standard operating procedures</li> <li>• apply route knowledge to train operations</li> <li>• monitor train performance and its security to facilitate optimum safe operation and quality of ride to passengers (where applicable)</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level IV	
Unit Title	Operate Urban Passenger Train
Unit Code	<a href="#">EIS RDR4 03 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to operate an urban passenger train in accordance with safe working and regulatory requirements and workplace procedures. This includes driving an urban train efficiently and effectively; assisting passengers as required; carrying out pre- and post-operation checks and terminus inspections; responding effectively to abnormal situations, incidents and external operating factors; and stabling an urban train in accordance with workplace requirements.

Element	Performance Criteria
1. Drive urban train efficiently and effectively	<p>1.1 <b>Train</b> is operated in accordance with the relevant codes of practice, workplace procedures and instructions.</p> <p>1.2 Train is operated safely within <b>track/road characteristics</b> and route conditions.</p> <p>1.3 Train <b>operations</b> are controlled to minimize wear and fuel use and avoid damage.</p> <p>1.4 Train is operated with due care for passenger comfort and quality of ride.</p> <p>1.5 Train is safely operated to specified timetable and schedule in accordance with on-time running standards.</p> <p>1.6 Performance of equipment and rolling stock is monitored to maintain optimum running conditions and identify faults, defects and efficiencies.</p> <p>1.7 Relevant codes of practice, OHS and environmental requirements are followed to prevent injury and damage.</p> <p>1.8 Access and follow shifting producers and polices correctly and consistently according to <b>organization</b> and legal requiems.</p>
2. Assist passengers	<p>2.1 Passenger needs when boarding the train are monitored and identified in accordance with workplace procedures and customer service standards.</p> <p>2.2 Passengers are given appropriate assistance in accordance with workplace procedures.</p> <p>2.3 Passengers with disabilities and/or difficulties are identified and given appropriate assistance when embarking/disembarking to/from the train.</p>

	<p>2.4 Where applicable, passengers are advised of station identification, emergency situations and other critical information, using the train <b>communications equipment</b> system.</p> <p>2.5 Train control and other instructions are received, interpreted and applied to ensure safe and effective control of the train</p> <p>2.6 <b>Communications</b> are maintained with traffic control and other relevant officers during the train journey in accordance with the workplace procedures, relevant codes of practice and safe working systems.</p> <p>2.7 Instructions concerning train operation are given to relevant personnel to ensure safe and efficient on-time running.</p>
<p>3. Carry out train inspections</p>	<p>3.1 Pre- and post-operation checks and terminus inspections are carried out in accordance with workplace procedures.</p> <p>3.2 Train visual checks are made in accordance with workplace procedures.</p> <p>3.3 Problems and defects are identified and reported/rectified in accordance with workplace procedures, other regulatory requirements and manufacturer's instructions.</p> <p>3.4 Cleanliness and tidiness of train are checked, if required, and appropriate action is taken to maintain quality standards in accordance with workplace procedures.</p> <p>3.5 Incidents or unusual occurrences are recorded and reported to relevant personnel in accordance with established policies and procedures.</p> <p>3.6 All required <b>documentation/Information</b> is completed in accordance with workplace required.</p>
<p>4. Respond effectively to abnormal situations and external operating factors</p>	<p>4.1 <b>Abnormal</b> operating <b>situations</b> are identified and appropriate action is taken to report and/or respond to the situations in accordance with workplace procedures and regulatory requirements.</p> <p>4.2 Hazardous situations are recognized and appropriate action is taken to minimize risk to personnel and equipment in accordance with workplace procedures and OHS and regulatory requirements.</p> <p>4.3 Safety and other incidents are identified and dealt with in accordance with workplace procedures and OHS and regulatory requirements.</p> <p>4.4 Appropriate communications are maintained with relevant personnel during safety and other incidents in accordance</p>

	<p>with workplace procedures and OHS and regulatory requirements.</p> <p>4.5 Instructions are verified, when required, interpreted and followed, in accordance with relevant codes of practice, safe working systems and requirements and workplace policies and procedures, to ensure that actions taken are appropriate and safe.</p> <p>4.6 Fixed and hand signals and verbal movement commands are interpreted and followed, in accordance with relevant codes of practice, safe working systems and workplace policies and procedures, to ensure that actions taken are appropriate and safe.</p> <p>4.7 Reports on safety and other incidents are completed and referred to appropriate personnel in accordance with workplace procedures and regulatory requirements.</p>
5. Stable urban train	<p>5.1 Urban train is stabled in accordance with workplace instructions and procedures.</p> <p>5.2 Post-operational checks of the train are conducted in accordance with workplace procedures.</p> <p>5.3 If required, problems and defects are identified and reported/rectified in accordance with workplace <b>Applicable procedures</b>, regulatory requirements and manufacturer's instructions.</p> <p>5.4 <b>Safety devices</b> are activated or put in position to ensure the safety of personnel and equipment.</p> <p>5.5 Required documentation on train operations is completed in accordance with workplace procedures.</p>

Variable	Range
Trains	May be: <ul style="list-style-type: none"> <li>any urban train operated in the Ethiopia rail system</li> </ul>
Track/road characteristics	May include: <ul style="list-style-type: none"> <li>track/bridge limitations</li> <li>speed limitations</li> <li>gauge limitation</li> <li>curves and gradients</li> <li>curfews</li> <li>location of signals and crossings</li> <li>emergency cross-over's</li> </ul>
Operations	May be conducted: <ul style="list-style-type: none"> <li>by day or night in all relevant weather conditions</li> </ul>

Depending on the type of organization concerned and the local terminology used, workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organizational procedures</li> <li>• established procedures</li> </ul>
Communications equipment	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• train intercom</li> <li>• hand-held or portable radio equipment</li> <li>• fixed radio equipment</li> <li>• computer-based communications equipment</li> <li>• specialized testing facilities</li> </ul>
Communication protocols	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• general safety</li> <li>• emergency messages</li> <li>• testing communications equipment</li> <li>• sending and receiving messages</li> <li>• identification</li> <li>• standard radio terms</li> <li>• phonetic alphabet</li> <li>• spoken figures</li> </ul>
Relevant personnel can	<p>May include:</p> <ul style="list-style-type: none"> <li>• train controllers</li> <li>• train examiners</li> <li>• maintenance personnel</li> <li>• those providing operational assistance</li> <li>• signals staff</li> <li>• passengers</li> <li>• station staff</li> </ul>
Information/documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• operational instructions, protocols, policies and procedures, including: <ul style="list-style-type: none"> <li>• train operation procedures</li> <li>• pre- and post-operation and terminus inspection procedures</li> <li>• procedures to prevent trains from moving unintentionally or against safe working rules</li> <li>• track speed, length and limitations</li> <li>• procedures for monitoring and complying with signals</li> <li>• procedures for operating in accordance with track/route conditions</li> </ul> </li> <li>• train log or record book</li> </ul>

	<ul style="list-style-type: none"> <li>• train running sheets</li> <li>• procedures/instructions for dealing with emergencies or abnormal situations</li> <li>• quality and customer service standards, policies and procedures</li> <li>• maintenance notices, records and requests</li> <li>• specified operating limits for trains</li> <li>• local instructions</li> <li>• communication equipment procedures</li> <li>• equipment operation manuals and maintenance specifications</li> <li>• conditions of service, legislation and industrial agreements including workplace agreements and awards</li> </ul>
Abnormal situations	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• technology failure</li> <li>• illness</li> <li>• signals in stop mode</li> <li>• assault</li> <li>• brawls</li> <li>• false alarm</li> <li>• passenger initiated alarm</li> <li>• track obstructions</li> <li>• passenger caught in self-closing doors</li> <li>• pedestrians crossing the track</li> <li>• suicide on the track</li> <li>• level crossing accidents</li> <li>• incorrect information or failure in communications</li> <li>• overhead wiring failure</li> </ul>
Applicable procedures and codes	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant state/territory codes of practice and safe working system requirements</li> <li>• relevant Ethiopian standards and related requirements</li> <li>• relevant state/territory OHS legislation</li> <li>• relevant state/territory environmental protection legislation</li> </ul>
Safety devices	<p>May include:</p> <ul style="list-style-type: none"> <li>• power brakes</li> <li>• hand brakes</li> <li>• chocks</li> <li>• lock-out equipment to prevent train from moving</li> <li>• emergency and safety equipment such as vigilance control and dead man relays</li> </ul>

<b>Evidence Guide</b>	
<b>Critical Aspects of Competence</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>
<b>Underpinning Knowledge and Attitudes</b>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• applicable legislated rail safety requirements including acts and regulations from each state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant OHS and environmental procedures and regulations</li> <li>• operational instructions including start-up and shut-down procedures</li> <li>• urban train operating procedures including driving procedures, braking and safety system procedures, operating controls to start, accelerate, decelerate and stop, complying with speed and load limits, adjusting controls to maximize efficient and safe running, managing hazardous situations and ancillary system procedures</li> <li>• procedures for operating electronic communications equipment with required protocol</li> <li>• procedures for pre-and post-operational checks</li> <li>• procedures for carrying out terminus checks</li> <li>• procedures for fuelling (where relevant) and lubrication of motive power units</li> <li>• procedures to be followed in the event of an emergency</li> <li>• train controls, instruments and indicators and their purpose, location and use</li> <li>• safe operational procedures and techniques for optimizing efficiency, minimizing wear and tear on rolling stock and motive power units, using route knowledge and terrain for advantage and optimizing the quality of ride for passengers</li> <li>• route information including track/bridge limitations, speed limitations, gauge limitation, curves and gradients, location of signals and crossings, emergency cross-over's, track work along the route, reports of accidents or breakdowns along the route, typical problems that can occur along an urban train route and procedures for identifying and/or anticipating route problems and related action that can be taken</li> <li>• Urban train operating equipment and systems including monitoring devices, braking and drive equipment, ancillary systems and signaling systems</li> </ul> <p>Customer services policies, standards and procedures</p>

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when operating an urban passenger train including the use of train communications equipment</li> <li>• read and interpret instructions, procedures, information and signs relevant to work activities</li> <li>• interpret and follow operational instructions and priorities work</li> <li>• complete documentation related to urban passenger train operations</li> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others when operating an urban passenger train</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others</li> <li>• promptly report and/or rectify any identified problems, faults or malfunctions when operating an urban passenger train in accordance with regulatory requirements and workplace procedures</li> <li>• implement contingency plans for unexpected events when operating an urban passenger train</li> <li>• respond appropriately to abnormal situations, safety incidents and emergencies</li> <li>• apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities</li> <li>• monitor and anticipate operational hazards and take appropriate action</li> <li>• modify activities to cater for variations in workplace contexts, route conditions and environment</li> <li>• apply fatigue management knowledge and techniques</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• operate and adapt to differences in equipment in accordance with standard operating procedures</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> <li>• monitor train performance to facilitate optimum safe operation and quality of ride to passengers (where applicable)</li> <li>• carry out required pre-operational, terminus and post-operational checks of train</li> <li>• apply route information to train operations</li> </ul> <p>check and replenish fluids and carry out lubrication processes in the course of work activities</p>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level IV	
Unit Title	Respond to Train-Driving Emergencies and Abnormal Situations
Unit Code	<a href="#">EIS RDR4 04 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to respond to emergencies and abnormal situations when driving a train in accordance with regulatory requirements, relevant codes of practice and workplace procedures. It includes identifying and responding to emergencies and abnormal situations; arranging follow-on support and assistance; and communicating with personnel and customers in accordance with workplace procedures and relevant safe working requirements.

Element	Performance Criteria
1. Identify emergency or abnormal situation	<p>1.1 <b>Emergency</b>, potential emergency or abnormal train-driving situations are identified and assessed and needs are prioritized in accordance with the workplace emergency response plans and safe working requirements and procedures.</p> <p>1.2 Implications of the emergency, potential emergency or abnormal <b>train</b>-driving situation are evaluated in accordance with workplace requirements and safe working requirements and procedures.</p> <p>1.3 Options for reporting the situation and/or taking action are considered in accordance with workplace procedures and regulatory requirements.</p> <p>1.4 Relevant personnel are alerted to the emergency, potential emergency or abnormal situation in accordance with workplace operating and emergency procedures and plans.</p> <p>1.5 <b>Communications</b> are maintained with relevant personnel to determine appropriate course of action.</p>
2. Respond to emergency or abnormal situations	<p>2.1 Response to emergency, potential emergency or <b>abnormal situation</b> is in accordance with workplace procedures, received instructions from relevant personnel, regulatory requirements and emergency response plan where relevant.</p> <p>2.2 Safety incidents and emergencies are handled appropriately in accordance with established response plan and within limits of responsibility and duty of care.</p> <p>2.3 Responsibilities are fulfilled in accordance with the <b>information /document</b> workplace procedures, emergency response plan and safe working and/or regulatory</p>

	<p>requirements.</p> <p>2.4 If required, assistance is provided in controlling the site both prior to and following arrival of emergency services.</p> <p>2.5 In the case of an emergency, if requested, assistance is provided to other staff and emergency service personnel conducting an initial survey of the scene.</p> <p>2.6 Directions of the controlling emergency authority are followed and all possible assistance is provided in response to those directions.</p> <p>2.7 If requested, information is provided to relevant emergency service personnel in accordance with regulatory and workplace procedures.</p> <p>2.8 The route is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations/</b> permit requirements.</p>
3. Provide first aid support and assistance	<p>3.1 In the case of accidents or illnesses, medical assistance and support is arranged as required in accordance with workplace procedures.</p> <p>3.2 First aid is provided pending the arrival of medical assistance within limits of responsibility and competence in accordance with workplace procedures and regulatory requirements.</p>
4. Communicate with staff and/or passengers	<p>4.1 Staff and/or passengers are provided with relevant, appropriate and timely advice on abnormal and <b>hazards</b> situations.</p> <p>4.2 Instructions are provided to <b>relevant personnel</b> and/or passengers in accordance with workplace procedures and consistent with the nature of the abnormal situation or emergency.</p> <p>4.3 Where applicable, evacuation procedures for personnel and/or customers are explained and/or demonstrated in accordance with workplace procedures.</p> <p>4.4 Customer service and safety needs arising from abnormal situations and emergency situations are identified and acted upon in accordance with regulatory and workplace requirements.</p> <p>4.5 <b>Work</b> may be conducted by day and night.</p> <p>4.6 Different organizations can be involved for <b>consultancy</b>.</p>
5. Complete incident reports	<p>5.1 Incident reports are completed accurately in accordance with regulatory requirements and <b>workplace procedures</b>.</p>

Variable	Range
Emergency situations	May include but are not limited to: <ul style="list-style-type: none"> <li>• suicide on the track</li> <li>• derailments</li> <li>• collision</li> <li>• customer emergency</li> <li>• chemical spills</li> <li>• fire and explosion</li> <li>• bomb threats</li> </ul> May include: <ul style="list-style-type: none"> <li>• fire brigade</li> <li>• police</li> <li>• ambulance</li> <li>• medical services</li> <li>• rescue services</li> <li>• state emergency services</li> <li>• security services</li> </ul>
Trains	May be: <ul style="list-style-type: none"> <li>• passenger or freight trains operated over tracks owned and maintained by different organizations</li> </ul>
Communication in the work area	May include: <ul style="list-style-type: none"> <li>• radio</li> <li>• mobile/satellite phone</li> <li>• Electronic Data Interchange (EDI)</li> <li>• RF (radio frequency) systems</li> <li>• oral, aural or signed communications</li> </ul>
Abnormal situations	May include but are not limited to: <ul style="list-style-type: none"> <li>• technology failure</li> <li>• wheel slip and uncontrolled slide</li> <li>• signals in stop mode</li> <li>• assault on passengers or personnel</li> <li>• brawls between passengers</li> <li>• false alarm</li> <li>• passenger initiated alarm</li> <li>• track obstructions</li> <li>• passenger caught in self-closing doors</li> <li>• pedestrians crossing the track</li> <li>• illness</li> <li>• incorrect information or failure in communications</li> </ul>
Information/documents	May include: <ul style="list-style-type: none"> <li>• workplace procedures and policies for the management of emergencies and abnormal situations, including the relevant emergency response plan where applicable</li> <li>• operations manuals, job specifications and induction</li> </ul>

	<p>documentation including first aid manual</p> <ul style="list-style-type: none"> <li>• emergency procedures</li> <li>• agent/supplier/customer instructions and advice in the case of freight</li> <li>• dangerous goods declarations and material safety data sheets (where applicable)</li> <li>• manifests, goods identification numbers and codes train timetables and schedules</li> <li>• quality assurance and customer service standards and procedures including passenger comfort and on-time running standards</li> <li>• communication equipment procedures and protocols</li> <li>• equipment operation manuals and maintenance specifications</li> <li>• conditions of service, legislation and industrial agreements including workplace agreements and awards</li> </ul>
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• legislated rail safety requirements including acts and regulations from each applicable state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• Ethiopia and international regulations and codes of practice for the transport of dangerous goods and hazardous substances</li> <li>• Railways of Ethiopia Code of Practices and Conditions for the Carriage of Dangerous Goods</li> <li>• relevant state/territory OHS and environmental protection legislation</li> <li>• workplace relations regulations</li> <li>• workers compensation regulations</li> </ul>
Hazards that may occur in rail transport that can lead to emergency situations	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• handling of hot food and equipment</li> <li>• sudden and unexpected movement</li> <li>• infectious and contagious diseases</li> <li>• self-closing doors</li> <li>• sharp objects</li> <li>• syringes and drugs</li> <li>• contact with human and biological waste</li> <li>• faulty or out of specification track</li> <li>• faulty rolling stock or motive power units</li> <li>• handling, storage and carriage of dangerous goods and other hazardous substances</li> <li>• handling, storage and carriage of explosives</li> </ul>
Relevant personnel can	<p>May include:</p> <ul style="list-style-type: none"> <li>• train controllers</li> <li>• train examiners</li> </ul>

	<ul style="list-style-type: none"> <li>• maintenance personnel</li> <li>• those providing operational assistance</li> <li>• signals staff</li> <li>• passengers</li> <li>• station staff</li> </ul>
Work	<p>May be conducted:</p> <ul style="list-style-type: none"> <li>• in a range of work environments</li> <li>• by day or night</li> </ul>
Consultative processes	<p>May involve:</p> <ul style="list-style-type: none"> <li>• other employees, supervisors and managers</li> <li>• emergency services</li> <li>• affected customers</li> <li>• official representatives</li> <li>• relevant authorities and institutions</li> <li>• union representatives</li> <li>• industrial relations and OHS specialists</li> </ul>
Depending on the type of organization concerned and the local terminology used, workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organizational procedures</li> <li>• established procedures</li> </ul>
Personal protective equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• gloves</li> <li>• safety headwear and footwear</li> <li>• safety glasses</li> <li>• two-way radios</li> <li>• high visibility clothing</li> <li>• end of train markers</li> <li>• sunscreen</li> <li>• sunglasses</li> <li>• hand lamps</li> <li>• flags</li> <li>• safety devices</li> <li>• hearing protection</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> </ul>
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	<ul style="list-style-type: none"> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> <li>• assessment must include exercises which demonstrate competent performance of the following in a range of situations: <ul style="list-style-type: none"> <li>• identifying typical train-driving emergencies or abnormal situations that may occur within the workplace</li> <li>• identifying possible responses to identified emergency or abnormal situations</li> <li>• communicating effectively with relevant personnel when responding to a train-driving emergency or abnormal situation</li> </ul> </li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• legislated rail safety requirements including acts and regulations from each applicable state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant OHS and environmental protection procedures and guidelines</li> <li>• workplace procedures and policies for identifying and responding to train-driving emergencies and abnormal situations</li> <li>• focus of operation of work systems, equipment, management and site operating systems when responding to train-driving emergencies and abnormal situations</li> <li>• problems that may occur when responding to train-driving emergencies and abnormal situations and action that can be taken to resolve the problems</li> <li>• relevant documentation and reporting requirements</li> <li>• hazards that may occur that can lead to emergency situations, and related hazard control strategies</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when responding to train-driving emergencies and abnormal situations</li> <li>• read and interpret instructions, procedures, information and signs relevant to train-driving emergencies and abnormal situations</li> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete documentation and reports related to train-driving emergencies and abnormal situations</li> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others when responding to train-driving emergencies and abnormal situations</li> <li>• implement contingency plans for unanticipated developments when responding to train-driving emergencies and abnormal situations</li> <li>• work systematically with required attention to detail without</li> </ul>

	<p>injury to self or others, or damage to goods or equipment</p> <ul style="list-style-type: none"> <li>• Select And Use Relevant Communications And Other Equipment Required When Identifying And Responding To Train-Driving Emergencies And Abnormal Situations</li> <li>• Operate And Adapt To Differences In Equipment In Accordance With Standard Operating Procedures</li> <li>• Provide First Aid Within Limits Of Responsibility And Competence</li> <li>• Select And Use Required Personal Protective Equipment Conforming to industry and OHS standards</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



Occupational Standard: Rail Driving Level IV	
Unit Title	Drive and Operate Electric Passenger Train
Unit Code	<a href="#">EIS RDR4 05 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to drive and operate an electric passenger train to operational requirements in accordance with safe working and regulatory requirements and workplace procedures. This includes applying train management techniques to manage the movement of a train, conducting all movements and related activities required to meet operational requirements, changing ends, and handing over a train to a relief crew.

Element	Performance Criteria
1. Drive train efficiently and effectively	<p>1.1 <b>Train</b> is operated in accordance with the relevant codes of practice, workplace procedures and instructions.</p> <p>1.2 Train is operated safely within <b>track/road</b> characteristics and route conditions.</p> <p>1.3 Train <b>operations</b> are controlled to minimize wear, maximize efficiency and avoid damage.</p> <p>1.4 Train is operated with due care for passenger comfort and quality of ride.</p> <p>1.5 Train is secured for safely operated specified timetable and schedule in accordance with on-time running standards.</p> <p>1.6 Performance of equipment and rolling stock is monitored to maintain optimum running conditions and identify faults, defects and efficiencies.</p> <p>1.7 Relevant codes of practice, OHS and environmental requirements are followed to prevent injury and damage.</p>
2. Operate train according to standard operating procedures	<p>2.1 Train <b>documentation</b> is received, interpreted and followed.</p> <p>2.2 Relevant codes of practice, safe working and signaling requirements are adhered to throughout train operations.</p> <p>2.3 Train control instructions and other instructions are received, interpreted and applied to ensure safe and effective control of the train.</p> <p>2.4 Communications are maintained with relevant personnel during the train journey in accordance with the relevant codes of practice and safe working systems.</p> <p>2.5 Instructions concerning train operation are given to <b>relevant personnel</b> to ensure safe and efficient running.</p>

3. Maintain/ manage communications	<p>3.1 Where applicable, passengers are advised of station identification, emergency situations and other critical information, using the train <b>communications</b> system.</p> <p>3.2 Train control and other instructions are received, interpreted and applied to ensure safe and effective control of the train.</p> <p>3.3 Communications are maintained with train control and other relevant personnel during the train journey in accordance with the workplace procedures, relevant codes of practice and safe working systems.</p> <p>3.4 Instructions concerning train operation are given to relevant personnel to ensure safe and efficient on-time running.</p> <p>3.5 Instructions are verified, when required, interpreted and followed, in accordance with relevant codes of practice, safe working systems and requirements and organizational policies and procedures, to ensure that actions taken are appropriate and safe.</p> <p>3.6 Fixed and hand signals and verbal movement commands are interpreted and followed, in accordance with relevant codes of practice, safe working systems and <b>organizational</b> policies and procedures, to ensure that actions taken are appropriate and safe.</p>
4. Change ends	<p>4.1 Arrival procedures are carried according to organizational policies and procedures.</p> <p>4.2 Checks and terminus inspections are carried out according to organizational policies and procedures.</p> <p>4.3 Departure procedures are carried out according to organizational policies and procedures.</p>
5. Carry out in-service inspections	<p>5.1 Train checks are made in accordance with workplace procedures.</p> <p>5.2 Problems and defects are identified and reported/rectified in accordance with workplace procedures, other regulatory requirements and manufacturer's instructions.</p> <p>5.3 Incidents or unusual occurrences are reported to relevant personnel in accordance with established policies and procedures.</p>
6. Hand over train to relieving driver	<p>6.1 If required, identity of relieving driver is checked and confirmed.</p> <p>6.2 Relieving driver is advised of condition and, if applicable, location of the train.</p> <p>6.3 Relieving driver is updated and, where applicable, is made</p>

	<p>aware of any relevant documentation.</p> <p>6.4 The route is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations/</b> permit requirements.</p>
7. Accept train hand-over as relief driver	<p>7.1 Relieving driver is positioned at correct time and location as per organizational requirements.</p> <p>7.2 If required, present identification to train driver being relieved.</p> <p>7.3 If required, relevant documentation is identified and referred to as per organizational requirements.</p>

Variable	Range
Train	<p>May be secured by:</p> <ul style="list-style-type: none"> <li>• power brakes</li> </ul> <p>hand/park brakes may be:</p> <ul style="list-style-type: none"> <li>• any electric passenger train operated in the Ethiopia rail system</li> </ul>
Track/road characteristics	<p>May include:</p> <ul style="list-style-type: none"> <li>• track limitations</li> <li>• speed limitations</li> <li>• gauge limitation</li> <li>• curves and gradients</li> <li>• location of signals and crossings</li> <li>• cross-over's</li> </ul>
Operations	<p>May be conducted:</p> <ul style="list-style-type: none"> <li>• by day or night</li> <li>• in all weather conditions</li> </ul>
Information/documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• operational instructions, protocols, policies and procedures, including:</li> <li>• train operation procedures</li> <li>• procedures to prevent trains from moving unintentionally or against safe working rules</li> <li>• track speed</li> <li>• procedures for monitoring and complying with signals</li> <li>• procedures for operating in accordance with track/route conditions</li> <li>• train log or record book</li> <li>• train timetables</li> <li>• procedures/instructions for dealing with emergencies or abnormal situations</li> <li>• quality and customer service standards, policies and</li> </ul>

	<p>procedures</p> <ul style="list-style-type: none"> <li>• maintenance notices, records and requests</li> <li>• communication equipment procedures</li> <li>• equipment operation manuals and maintenance specifications</li> <li>• conditions of service, legislation and industrial agreements including workplace agreements and awards</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• train controllers</li> <li>• those providing operational assistance</li> <li>• signals staff</li> <li>• passengers</li> <li>• station staff</li> <li>• train crew</li> </ul>
Communication protocols	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• general safety</li> <li>• emergency messages</li> <li>• identification</li> </ul> <p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• train intercom</li> <li>• hand-held or portable radio equipment</li> <li>• fixed radio equipment</li> <li>• computer-based communications equipment</li> <li>• mobile phones</li> <li>• standard radio terms</li> <li>• phonetic alphabet</li> <li>• spoken figures</li> </ul>
Depending on the type of organization concerned and the local terminology used, workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organizational procedures</li> <li>• established procedures</li> </ul>
Applicable regulations, legislation and codes	<p>may include:</p> <ul style="list-style-type: none"> <li>• legislated rail safety requirements including acts and regulations from the applicable state/territory together with any nationally approved compliance codes and/or guidelines</li> <li>• relevant state codes of practice and safe working system requirements</li> <li>• relevant Ethiopia Standards and related requirements</li> <li>• relevant state OHS legislation</li> <li>• relevant state environmental protection legislation</li> </ul>

<b>Evidence Guide</b>	
<b>Critical Aspects of Competence</b>	<p>Demonstrates a knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> <li>• Assessment must include exercises which demonstrate competent performance of the following in a range of situations:</li> <li>• correctly operating the electric passenger train in accordance with operational requirements</li> <li>• appropriately using communication equipment including use of correct protocols</li> <li>• carrying out correct train hand over</li> <li>• changing ends correctly</li> </ul>
<b>Underpinning Knowledge and Attitudes</b>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Legislated rail safety requirements including acts and regulations from the applicable state and territory together with any nationally approved compliance codes and/or guidelines</li> <li>• Relevant OHS and environmental procedures and regulations</li> <li>• Operational instructions</li> <li>• Train controls, instruments and indicators and their purpose, location and use</li> <li>• Train operating procedures</li> <li>• Procedures for carrying out in-service checks</li> <li>• Requirements for completing relevant documentation</li> <li>• Train characteristics including: track and train dynamics, and monitoring principles and procedures</li> <li>• Train equipment and systems including: monitoring devices, braking and drive equipment, ancillary systems, and signalling systems</li> <li>• Track and road characteristics including: track limitations, speed limitations, gauge limitation, curves and gradients, location of signals and crossings, cross-over's, and yard and siding layouts</li> <li>• Local procedures and operating requirements</li> <li>• Procedures for operating electronic communications equipment with required protocol</li> <li>• Fatigue management knowledge and techniques including: causes and effects of fatigue, strategies to manage fatigue, factors which increase fatigue-related accidents, and lifestyles which promote the effective long-term management of fatigue</li> </ul>
<b>Underpinning Skills</b>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively with others when driving and operating</li> </ul>

	<p>an electric passenger train to operational requirements</p> <ul style="list-style-type: none"> <li>• Read and interpret instructions, procedures, information and signs relevant to driving and operating an electric passenger train</li> <li>• Interpret and follow operational instructions and prioritize work</li> <li>• Complete documentation related to the driving and operating of an electric passenger train to operational requirements</li> <li>• Operate electronic communication equipment to required protocol</li> <li>• Work collaboratively with others as part of a train crew</li> <li>• Identify and assess train defects and deficiencies and take appropriate action to report, isolate, repair or replace any identified defective equipment as per workplace procedures</li> <li>• Implement contingency plans for unplanned events</li> <li>• Apply precautions and required action to minimize, control or eliminate hazards that may exist when driving and operating an electric passenger train to operational requirements</li> <li>• Recognize problems that may arise when driving and operating an electric passenger train, and take appropriate action</li> <li>• Modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• Work systematically with required attention to detail without injury to self or others, or damage to vehicles or equipment</li> <li>• Adapt to differences in trains, associated trains and ancillary equipment</li> <li>• Select and use required personal protective equipment conforming to industry and OHS standards</li> <li>• Monitor train performance to facilitate optimum safe operation</li> <li>• Apply information about the track or road to train operations</li> <li>• Secure a train</li> <li>• Maintain on-time running</li> <li>• Apply fatigue management knowledge and techniques</li> </ul>
Resource Implications	The following resources must be provided: workplace or fully equipped assessment location with necessary tools, equipment and consumable materials
Methods of Assessment	Competence may be accessed through: Interview/ Written exam Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in simulated workplace environment

Occupational Standard: Rail Driving Level IV	
Unit Title	Develop Rosters
Unit Code	<a href="#">EIS RDR4 06 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to develop rosters in accordance with regulatory and workplace requirements, including identifying operating requirements, identifying tasks and responsibilities and work requirements, and establishing and finalizing work rosters.

Element	Performance Criteria
1. Identify operating requirements	<p>1.1 Transport timetables and running times for each line or service are identified and kept updated within roster operations.</p> <p>1.2 Transport running <b>times</b> are identified for each line or <b>service</b> to ensure all crewing requirements are <b>planned</b>.</p> <p>1.3 Set working or <b>work</b> tasks to be performed are identified for each transport service.</p> <p>1.4 Contingency plans covering operational problems are identified and impact on crewing needs analyzed.</p>
2. Identify tasks and responsibilities and work requirements	<p>2.1 <b>Support activities</b>, where required to facilitate transport arrival and activities, are identified to ensure all crewing requirements are planned.</p> <p>2.2 <b>Set workings</b> or required work tasks in support activities are identified.</p> <p>2.3 <b>Staff covered by work rosters</b> may include shunting, marshalling crews and terminal personnel.</p> <p>2.4 The route is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations/</b> permit requirements.</p> <p>2.5 Fixed and hand signals and verbal movement commands are interpreted and followed, in accordance with relevant codes of practice, safe working systems and <b>organizational</b> policies and procedures, to ensure that actions taken are appropriate and safe.</p> <p>2.6 Regular communication is maintained with tram crew, drivers of other passenger electric trams and other <b>relevant personnel protective equipment</b> in the course of operation of the tram.</p> <p>2.7 Communications are maintained with train control and other relevant personnel during the train journey in accordance with the workplace procedures, relevant codes of practice</p>

	and safe working systems.
3. Establish work rosters	<p>3.1 Rosters are developed to cover all work requirements with regard to relevant industrial/workplace conditions, absenteeism levels and planned leave.</p> <p>3.2 Rosters are arranged to allow sufficient flexibility to allow <b>contingency</b> plans to be implemented.</p> <p>3.3 Rosters are circulated in accordance with workplace policies and procedures for review by affected personnel.</p> <p>3.4 Relevant OHS requirements are identified and addressed in the rosters developed.</p> <p>3.5 Relevant safe working systems and requirements are identified and addressed in the rosters developed.</p>
4. Finalize work rosters	<p>4.1 Feedback from personnel associated with rosters is addressed and acceptable modifications agreed.</p> <p>4.2 Final rosters are <b>documented</b> and distributed to ensure work requirements are accurately <b>communicated</b>.</p>

Variable	Range
Real time issues	May include: <ul style="list-style-type: none"> <li>• absenteeism</li> <li>• additional support services due to injury</li> <li>• emergencies</li> </ul>
Changes to planned services	May include: <ul style="list-style-type: none"> <li>• changes in demand</li> <li>• response to emergencies</li> </ul>
Work	May be conducted in: <ul style="list-style-type: none"> <li>• in a range of work environments</li> <li>• by day or night</li> </ul>
Support activities	May include: <ul style="list-style-type: none"> <li>• shunting and marshalling</li> <li>• freight loading and unloading</li> <li>• luggage loading and unloading</li> <li>• vehicle loading and unloading</li> <li>• station support activities</li> <li>• interchange support activities</li> <li>• crew transport</li> <li>• training personnel</li> <li>• revenue processing</li> <li>• operations control</li> </ul>
Work outcomes or set workings	May apply to: <ul style="list-style-type: none"> <li>• transport crews</li> <li>• personnel required for support activities</li> </ul>



	<ul style="list-style-type: none"> <li>• transport control personnel</li> <li>• transport planning personnel</li> </ul>
Staff covered by work rosters	<p>May include:</p> <ul style="list-style-type: none"> <li>• driving and driving support crews</li> <li>• shunting and marshalling crews</li> <li>• terminal personnel</li> <li>• freight handling personnel</li> <li>• station personnel</li> <li>• interchange personnel</li> <li>• transit officers</li> <li>• security officers</li> <li>• revenue collection officers</li> <li>• passenger assist/customer service personnel</li> <li>• yard support personnel</li> <li>• crew transport personnel</li> <li>• transport control centre personnel</li> <li>• traffic officers</li> </ul>
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant state/territory regulations, safe working systems and codes of practice relevant to the development of rosters, and the Code of Practice for the Defined Interstate Rail Network in situations where the trains are operating on that network</li> <li>• relevant state/territory privacy legislation</li> <li>• relevant state/territory OHS and environmental protection legislation</li> <li>• state, federal or Territory award legislation</li> <li>• workplace relations regulations including equal opportunity, equal employment opportunity and affirmative action legislation</li> </ul>
Depending on the type of organization concerned and the local terminology used, workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organizational procedures</li> <li>• established procedures</li> </ul>
Personal protective equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• gloves</li> <li>• safety headwear and footwear</li> <li>• safety glasses</li> <li>• two-way radios</li> <li>• high visibility clothing</li> </ul>
Contingency plans	<p>May include:</p> <ul style="list-style-type: none"> <li>• non-availability of rolling stock</li> <li>• additional services</li> </ul>

	<ul style="list-style-type: none"> <li>• non-availability of personnel</li> <li>• non-availability of material handling equipment</li> <li>• non-availability of freight handling equipment</li> <li>• late arrival or cancellation of services</li> </ul>
Information/documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• regulatory and/or code requirements relevant to the development of rosters</li> <li>• workplace procedures and policies for the development of rosters</li> <li>• work rosters</li> <li>• transport graphs</li> <li>• hard copy documentation</li> <li>• safe working forms</li> <li>• dangerous goods manifest</li> <li>• operations manuals, job specifications and induction documentation</li> <li>• manufacturers specifications for office equipment</li> <li>• conditions of service, award, enterprise bargaining agreement, and other industrial arrangements</li> <li>• relevant Ethiopia standards and certification requirements</li> <li>• quality assurance procedures</li> <li>• emergency procedures</li> </ul>
Communication in the work area	<p>May include:</p> <ul style="list-style-type: none"> <li>• phone</li> <li>• Electronic Data Interchange (EDI)</li> <li>• fax</li> <li>• email</li> <li>• internet</li> <li>• RF systems</li> <li>• oral, aural or signed communications</li> </ul>
Work rosters	<p>May cover:</p> <ul style="list-style-type: none"> <li>• long distance passenger services</li> <li>• urban passenger services</li> <li>• long distance freight services</li> <li>• short distance freight services</li> <li>• maintenance vehicle operations</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>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:</p> <ul style="list-style-type: none"> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• other relevant aspects of the range statement</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• regulations, safe working systems and codes of practice relevant to the development of rosters</li> <li>• relevant OHS and environmental protection procedures and guidelines</li> <li>• workplace procedures and policies for development of rosters</li> <li>• focus of operation of work systems, equipment, management and site operating systems for the development of rosters</li> <li>• elements of operations relevant to the development of rosters, including: embarkation and disembarkation requirements; equipment capacities and limitations; passenger service needs; personnel capabilities; requirements for absentee coverage; safe working systems and requirements; station, interchange and terminal operations; support services; and transport services offered by the organization</li> <li>• problems that may occur when developing rosters and appropriate action that can be taken to resolve the problems</li> <li>• documentation and reporting requirements for the</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when developing rosters</li> <li>• read and interpret instructions, procedures and information relevant to the development of rosters</li> <li>• interpret set workings and combined set workings</li> <li>• interpret transport timetables and service details</li> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete documentation related to the development of rosters</li> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others when developing rosters</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others</li> <li>• promptly report and/or rectify any identified problems that may arise when developing rosters in accordance with workplace procedures</li> <li>• interpret conditions of employment and industrial agreements and awards</li> <li>• prepare roster documentation in line with workplace format</li> <li>• allocate suitably qualified personnel to tasks</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• select and use relevant computer/communication/office</li> </ul>

	<p>equipment required when developing rosters</p> <ul style="list-style-type: none"> <li>• adapt to differences in equipment in accordance with standard operating procedures</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level IV	
Unit Title	Promote Effective Workplace Practice
Unit Code	<a href="#">EIS RDR4 07 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to promote effective workplace practice, including contributing positively to the work team environment, observing and promoting work safety procedures, maintaining and promoting the well being of workplace team(s), and participating in competency development activities.

Element	Performance Criteria
1. Contribute positively to the work team environment	<p>1.1 <b>Workplace</b> objectives are identified, interpreted and positively promoted to associated personnel and/or <b>work</b> team members.</p> <p>1.2 <b>Communications</b> with associated personnel and/or work team members are effectively established.</p> <p>1.3 Disputes are resolved through effective negotiation with the relevant individuals or groups.</p> <p>1.4 Quality assurance measures are maintained, systems improvement suggestions are encouraged, and proposals submitted to relevant authorities.</p>
2. Observe and promote work safety procedures	<p>2.1 Relevant statutory and workplace requirements for Occupational Health and Safety are communicated to all personnel and implemented at all worksites.</p> <p>2.2 Accidents and injuries are reported and investigated in accordance with workplace policy.</p> <p>2.3 Potential hazards and safety risks are identified, investigated and recommendations for preventative action referred to appropriate authorities.</p> <p>2.4 Training in programs of Occupational Health and Safety and First Aid are implemented.</p> <p>2.5 <b>Equipment</b> may include customer information guidelines</p> <p>2.6 Different organization can be involved for <b>consultancy</b>.</p> <p>2.7 Staff covered by work rosters may include shunting , marshalling crews and terminal personnel the route is inspected and checked for security to travel in accordance with relevant <b>regulations and legislations</b>/permit requirements.</p> <p>2.8 Incidents or unusual occurrences are recorded and reported to relevant <b>personnel protective equipment</b> in</p>

	accordance with <b>workplace policies and procedures</b> .
3. Maintain and promote well being of team	<p>3.1 Prescribed medical and physical fitness criteria are promoted and maintained within the work environment.</p> <p>3.2 Situations threatening safety arising from physical/psychological incompatibility with the <b>work environment</b> are identified and resolved.</p>
4. Participate in competency development	<p>4.1 Competencies required for work are identified, attained and maintained.</p> <p>4.2 Personal development and other competency development programs are accessed and undertaken.</p> <p>4.3 Competency deficiencies in personnel are identified and remedial action, including counseling, is initiated where necessary.</p> <p>4.4 Workplace trainer and assessor requirements are identified and satisfied.</p> <p>4.5 Work may be made to involve exposure to movements of equipment, goods and vehicular traffic.</p> <p>4.6 Work safety procedures are <b>documented</b> and distributed to ensure work requirements are accurately communicated.</p>

Variable	Range
Workplaces	May comprise: <ul style="list-style-type: none"> <li>• large, medium or small worksites</li> </ul>
Work	May be conducted: <ul style="list-style-type: none"> <li>• in a range of work environments</li> <li>• by day or night</li> </ul> May involve exposure to: <ul style="list-style-type: none"> <li>• chemicals</li> <li>• dangerous or hazardous substances</li> <li>• movements of equipment, goods and vehicular traffic</li> </ul>
Communication in the work area	May include: <ul style="list-style-type: none"> <li>• phone</li> <li>• Electronic Data Interchange (EDI)</li> <li>• fax</li> <li>• email</li> <li>• internet</li> <li>• RF systems</li> <li>• oral, aural or signed communications</li> </ul>
Equipment	May include: <ul style="list-style-type: none"> <li>• customer information</li> </ul>

	<ul style="list-style-type: none"> <li>• workplace procedures</li> <li>• quality assurance policy</li> <li>• relevant OHS guidelines</li> <li>• relevant competency guidelines</li> </ul>
Consultative processes	<p>May involve:</p> <ul style="list-style-type: none"> <li>• employees, supervisors and managers</li> <li>• customers</li> <li>• suppliers and contractors</li> <li>• industrial relations and OHS specialists</li> </ul>
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• federal and state/territory regulations and codes of practice relevant to workplace activities</li> <li>• relevant state/territory OHS and environmental protection legislation</li> <li>• workplace relations regulations including equal opportunity, equal employment opportunity and affirmative action legislation</li> <li>• workers compensation regulations</li> </ul>
Personal protective equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• gloves</li> <li>• safety headwear and footwear</li> <li>• safety glasses</li> <li>• two-way radios</li> <li>• high visibility clothing</li> </ul>
workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organizational procedures</li> <li>• established procedures</li> </ul>
Work environment	<p>May be:</p> <ul style="list-style-type: none"> <li>• in a depot, a worksite or a store, either as an individual, a team leader or a coordinator</li> </ul>
Information/ documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• regulatory and/or code requirements relevant to workplace activities</li> <li>• workplace procedures and policies</li> <li>• workplace objectives</li> <li>• customer enquiries, responses and records</li> <li>• quality assurance measures relevant to workplace activities</li> <li>• training materials</li> <li>• competency guidelines</li> <li>• operations manuals, job specifications and induction</li> </ul>

	<p>documentation</p> <ul style="list-style-type: none"> <li>• manufacturers specifications for workplace equipment</li> <li>• conditions of service, award, enterprise bargaining agreement, and other industrial arrangements</li> <li>• Ethiopian standards and certification requirements relevant to workplace activities</li> <li>• emergency procedures</li> </ul>
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<b>Evidence Guide</b>	
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Critical Aspects of Competence	<p>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:</p> <ul style="list-style-type: none"> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• regulations and codes of practice relevant to the workplace practices</li> <li>• relevant OHS and environmental protection procedures and guidelines</li> <li>• workplace procedures and policies for the promotion of effective work practices</li> <li>• focus of operation of work systems, equipment, management and site operating systems</li> <li>• elements of workplace operations relevant to effective work practice, including: workplace corporate plans, goals and objectives and industrial relations, communication and negotiation techniques and the benefits, advantages and disadvantages associated with them, group work practices and group dynamics, corporate customer service objectives, workplace procedures related to recording of customer enquiries and actions, dispute settlement processes, workplace OHS and physical fitness requirements and related first-aid policies, and competencies and skills required for workplace career path levels,</li> <li>• problems that may occur during work activities and appropriate action that can be taken to resolve the problems,</li> <li>• documentation and reporting requirements in the workplace</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with customers, associated personnel and all work team members when completing work activities</li> <li>• read and interpret instructions, procedures, information and</li> </ul>



	<p>workplace publications relevant to work activities</p> <ul style="list-style-type: none"> <li>• interpret statistics related to workloads and quality assurance measures</li> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete documentation related to work activities</li> <li>• operate electronic communication equipment to required protocol</li> <li>• lead and coordinate the activities of multi-disciplinary work teams or specialist work groups</li> <li>• apply principles of time management</li> <li>• counsel personnel on work related issues</li> <li>• settle disputes through face-to-face and group-based negotiation</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others</li> <li>• promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures</li> <li>• implement contingency plans for unplanned events</li> <li>• apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities</li> <li>• monitor work activities in terms of planned schedule</li> <li>• coordinate the promotion of safe work practices, competency enhancement and work practice improvements throughout the work groups</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• apply fatigue management knowledge and techniques</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• operate and adapt to differences in equipment in accordance with standard operating procedures</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> <li>• work at heights or in confined spaces as required by the job</li> <li>• maintain the required level of physical fitness in team members</li> <li>• check and replenish fluids and carry out lubrication processes in the course of work activities</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>

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 Driving Level IV	
Unit Title	Apply Conflict/Grievance Resolution Strategies
Unit Code	<a href="#">EIS RDR4 08 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to apply conflict resolution strategies to resolve grievances that may occur in the course of work, including identifying potential conflict situations, implementing appropriate conflict resolution strategies, and using effective interpersonal skills. Grievances and conflict situations may include those between employees in the workplace, between employees and managers, as well as grievances that might be raised by customers.

Element	Performance Criteria
1. Identify potential conflict situations	<p>1.1 Signs, stages and possible causes of conflict/grievance are identified.</p> <p>1.2 Potential conflict situations are identified.</p>
2. Implement conflict resolution strategies	<p>2.1 Factors and issues relevant to <b>conflict/grievance</b> are clarified.</p> <p>2.2 Strategies for dealing with conflict/grievance situations are developed.</p> <p>2.3 Options for resolution of the conflict/grievance are identified which allow for constructive responses to be negotiated and enable established relationships to continue.</p> <p>2.4 Strategies are implemented for the resolution of the source of conflict.</p> <p>2.5 Outcomes of the process are monitored to ensure objectives continue to be met.</p> <p>2.6 <b>Operations</b> can be done internally /externally.</p> <p>2.7 Conflict resolutions is inspected and checked to travel in accordance with relevant <b>regulations and legislations</b>/permit requirements.</p>
3. Use effective interpersonal skills	<p>3.1 Effective verbal and non-verbal communication is used during negotiations, including body language, questioning, language style, active listening and reflection.</p> <p>3.2 Feedback is given assertively and received non-defensively during negotiations.</p> <p>3.3 The <b>workplace environment</b> may involve twenty-four hour operation.</p>

	<p>3.4 <b>Services</b>, products, risks, work systems may vary.</p> <p>3.5 Work area <b>communication</b> activities is clear, unambiguous and uses appropriate procedures, language, and codes.</p> <p>3.5 According to the organization/company situation there is different workplace procedure.</p> <p>3.6 Different organization can be involved for <b>consultancy</b>.</p>
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Variable	Range
Conflicts/ grievances may arise at all levels of the organization in a range of possible situations	Including: <ul style="list-style-type: none"> <li>• amongst internal personnel</li> <li>• Between internal personnel and external personnel such as customers, suppliers, contractors, equipment manufacturers, etc.</li> <li>• between external personnel and the organization</li> <li>• between internal personnel and management</li> </ul>
Operations	<ul style="list-style-type: none"> <li>• internal and external customer contact and coordination</li> </ul>
Applicable regulations and legislation	May Include: <ul style="list-style-type: none"> <li>• relevant regulations, standards and codes of practice</li> <li>• trading regulations relevant to business operations</li> <li>• relevant Ethiopia and state/territory OHS legislation</li> <li>• environmental protection regulations</li> <li>• hazardous substances and dangerous goods codes</li> <li>• relevant Ethiopia standards and certification requirements</li> <li>• license, patent or copyright arrangements</li> </ul>
The workplace environment may involve twenty-four hour operation and	May include: <ul style="list-style-type: none"> <li>• single and multi-site locations</li> <li>• large, medium and small companies</li> </ul>
Services, products, risks, work systems and requirements	May: <ul style="list-style-type: none"> <li>• potentially vary across different sections of the workplace</li> </ul>
Communications systems	May involve: <ul style="list-style-type: none"> <li>• face-to-face conversations and meetings</li> <li>• telephone</li> <li>• fax</li> <li>• email</li> <li>• mail</li> </ul>
Workplace plans/procedures	May include: <ul style="list-style-type: none"> <li>• company plans/procedures</li> <li>• enterprise plans/procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• organizational plans/procedures</li> <li>• established plans/procedures</li> </ul>
Consultative processes	<p>May involve:</p> <ul style="list-style-type: none"> <li>• other employees and supervisors</li> <li>• management</li> <li>• customers/clients</li> <li>• suppliers of goods/materials</li> <li>• manufacturers of equipment</li> <li>• contractors</li> <li>• relevant authorities</li> <li>• union representatives</li> <li>• OHS specialists</li> <li>• other maintenance, professional or technical staff</li> </ul>
Information/documentation	<p>May include:</p> <ul style="list-style-type: none"> <li>• workplace procedures for the resolution of conflicts/grievances</li> <li>• records of action to resolve conflicts/grievances and documentation of agreements reached</li> <li>• job specifications</li> <li>• conditions of service, relevant legislation, regulations and related documentation</li> <li>• award, enterprise bargaining agreement, workers compensation, and other industrial arrangements</li> <li>• relevant codes of practice including the national standards for manual handling and the industry safety code</li> <li>• supplier and/or client instructions</li> <li>• manifests, bar codes, goods and container identification</li> <li>• goods identification numbers and codes</li> <li>• manufacturers specifications</li> <li>• material safety data sheets</li> <li>• relevant Ethiopia standards and certification requirements</li> <li>• quality assurance procedures</li> <li>• emergency procedures</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>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:</p> <ul style="list-style-type: none"> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>

<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• relevant and regulatory and code requirements</li> <li>• relevant OHS and environmental protection policies and procedures</li> <li>• workplace protocols and procedures for the identification and resolution of conflicts/grievances</li> <li>• relevant workplace business marketing policies and practices, including requirements for the maintenance of security and confidentiality</li> <li>• signs, stages and possible causes of conflict in the workplace</li> <li>• options for constructive responses to typical conflict/grievance situations</li> <li>• typical problems that can occur when applying conflict/grievance resolution strategies and related appropriate action that can be taken</li> </ul>
<p>Underpinning Skills</p>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when applying conflict and grievance resolution strategies</li> <li>• negotiate effectively with others when applying conflict and grievance resolution strategies</li> <li>• read and interpret instructions, procedures, information and signs relevant to the application of conflict and grievance resolution strategies</li> <li>• interpret and follow operational instructions and prioritize work</li> <li>• gather, record and convey simple and routine work-related information</li> <li>• complete documentation related to the application of conflict and grievance resolution strategies</li> <li>• operate electronic communication equipment to required protocol</li> <li>• identify existing and potential conflicts/grievances</li> <li>• participate in small informal work groups</li> <li>• apply interpersonal skills</li> <li>• work collaboratively with others when applying conflict and grievance resolution strategies</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others</li> <li>• promptly report and/or rectify any identified problems that may arise when applying conflict and grievance resolution strategies in accordance with regulatory requirements and workplace procedures</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• select and appropriately apply technology, information systems and procedures to complete workplace tasks</li> </ul>

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

Occupational Standard: Rail Driving Level IV	
Unit Title	Manage Personal Work Priorities and Professional Development
Unit Code	<a href="#">EIS RDR4 09 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to manage personal work priorities and own professional development, including managing own qualities, goals, plans and performance; setting and meeting own work priorities; and developing and maintaining own professional competence.

Element	Performance Criteria
1. Manage self	<p>1.1 Personal qualities and performance are made to serve as a role model in the <b>workplace environment</b>.</p> <p>1.2 Personal goals and plans are made to reflect the <b>organization's</b> plans and personal roles, responsibilities and accountabilities.</p> <p>1.3 Action is taken to achieve and extend personal goals beyond those planned.</p> <p>1.4 Consistent personal performance is maintained in varying work conditions and work contexts.</p>
2. Set and meet own work priorities	<p>2.1 Competing demands are prioritized to achieve personal, team and the organization's goals and objectives.</p> <p>2.2 Technology is used efficiently and effectively to manage <b>work priorities</b> and commitments.</p>
3. Develop and maintain professional competence	<p>3.1 Personal knowledge and skills are assessed against competency standards to determine development needs and priorities.</p> <p>3.2 Feedback from clients and colleagues is used to identify and develop ways to improve competence.</p> <p>3.3 Management development opportunities suitable to personal learning style(s) are selected and used to develop competence.</p> <p>3.4 Participation in professional networks and associations enhances personal knowledge, skills and relationships.</p> <p>3.5 New skills are identified and developed to achieve and maintain a competitive edge.</p> <p>3.6 <b>Services</b>, products, risks, work systems may be made vary.</p> <p>3.7 Work area <b>communication</b> activities are made clear, unambiguous and used appropriate procedures, language, and codes.</p>



	<p>3.8 Different organization can be involved for <b>consultancy</b>.</p> <p>3.9 <b>Operations</b> can be done internally and externally.</p> <p>3.10 Conflict resolution is inspected and checked to travel in accordance with relevant <b>regulations and legislations</b>/permit requirements.</p> <p>3.11 <b>Professional</b> is identified where required to facilitate transport arrival and activities, to ensure all crewing requirements are planned.</p>
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Variable	Range
The workplace environment may involve twenty-four hour operation and	May include: <ul style="list-style-type: none"> <li>• single and multi-site locations</li> <li>• large, medium and small companies</li> </ul>
Depending on the type of organization concerned and the local terminology used, workplace plans/procedures	May include: <ul style="list-style-type: none"> <li>• company plans/procedures</li> <li>• enterprise plans/procedures</li> <li>• organizational plans/procedures</li> <li>• established plans/procedures</li> </ul>
Work priorities and professional development	Are: <ul style="list-style-type: none"> <li>• directed at maximizing achievement of the individual in accordance with the enterprise's objectives and strategic plans</li> </ul>
Services, products, risks, work systems and requirements	May be: <ul style="list-style-type: none"> <li>• potentially vary across different sections of the workplace</li> </ul>
Communications systems	May involve: <ul style="list-style-type: none"> <li>• face-to-face conversation, meetings and workshops</li> <li>• telephone</li> <li>• fax</li> <li>• email</li> <li>• electronic data transfer of information (EDI)</li> <li>• mail</li> </ul>
Consultative processes	May involve: <ul style="list-style-type: none"> <li>• customers/clients</li> <li>• other employees and supervisors</li> <li>• supplier representatives</li> <li>• manufacturers representatives</li> <li>• trainers</li> </ul>

	<ul style="list-style-type: none"> <li>• management</li> <li>• union representatives</li> <li>• OHS specialists</li> <li>• other maintenance, professional or technical staff</li> </ul>
Operations	<p>May include:</p> <ul style="list-style-type: none"> <li>• internal and external customer/supplier contact and coordination</li> </ul>
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant regulations, standards and codes of practice</li> <li>• trading regulations relevant to business operations</li> <li>• relevant Ethiopia and state/territory OHS legislation</li> <li>• environmental protection regulations</li> <li>• hazardous substances and dangerous goods codes</li> <li>• relevant Ethiopia standards and certification requirements</li> <li>• license, patent or copyright arrangements</li> </ul>
Professional development activities	<p>May include:</p> <ul style="list-style-type: none"> <li>• attendance at formal education/training programs</li> <li>• completion of internal short training programs</li> <li>• attendance at relevant conferences, seminars and workshops</li> <li>• reading of relevant journals and literature</li> <li>• networking with other technical, managerial and professional staff</li> <li>• coaching/mentoring on the job</li> <li>• workplace training projects</li> </ul>
Information/documentation	<p>May include:</p> <ul style="list-style-type: none"> <li>• workplace procedures and policies</li> <li>• job specifications</li> <li>• training notes and materials</li> <li>• journals and work-related literature</li> <li>• competency standards</li> <li>• customer/client instructions</li> <li>• customer service standards and procedures</li> <li>• workplace products and services information</li> <li>• quality assurance standards and procedures</li> <li>• relevant agreements, codes of practice including the national standards for services and operations</li> <li>• manufacturers/suppliers specifications, advice, recommended procedures, policies and instructions</li> <li>• workplace guidelines on appropriate workplace language and communication strategies and interpretation of relevant information</li> </ul>

	<ul style="list-style-type: none"> <li>• legislation, regulations and related documentation relevant to business operations</li> <li>• regulations and policies relating to minimizing risks to the environment and ensuring compliance with OHS requirements</li> <li>• emergency procedures</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>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:</p> <ul style="list-style-type: none"> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• relevant regulatory and code requirements</li> <li>• relevant OHS and environmental protection policies and procedures</li> <li>• workplace protocols and procedures for the management of personal work priorities and professional development</li> <li>• competencies required to increase participation in the planning and development of the organization</li> <li>• appropriate learning methods to maintain current competence or develop new competencies</li> <li>• resource availability including the competencies of individuals in the team/group</li> <li>• coaching and mentoring approaches to support team members to share knowledge and skills</li> <li>• workplace business policies and plans including procedures for undertaking professional development</li> <li>• typical problems that can occur when managing personal work priorities and professional development and related action that can be taken</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when managing personal work priorities and professional development</li> <li>• read and interpret instructions, procedures, information and signs relevant to the management of personal work priorities and professional development</li> <li>• interpret and follow operational instructions and prioritize work</li> <li>• complete documentation related to the management of personal work priorities and professional development</li> </ul>

	<ul style="list-style-type: none"> <li>• operate electronic communication equipment to required protocol</li> <li>• work collaboratively with others when managing personal work priorities and professional development</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others</li> <li>• promptly report and/or rectify any identified problems that may arise when managing personal work priorities and professional development in accordance with workplace procedures</li> <li>• plan work activities, including predicting consequences and identifying improvements</li> <li>• take advantage of learning opportunities both in the workplace and within training programs and workshops</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• apply fatigue management knowledge and techniques</li> <li>• work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> <li>• select and appropriately apply technology, information systems and procedures to complete workplace tasks</li> <li>• adapt to differences in equipment in accordance with standard operating procedures</li> <li>• select and use required personal protective equipment conforming to industry and OHS standards</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level IV	
Unit Title	Collect, Analyze and Present Workplace Data and Information
Unit Code	<a href="#">EIS RDR4 10 0313</a>
Unit Descriptor	This unit involves the skills and knowledge required to collect, analyze and present workplace data and information including identifying required information, analyzing and preparing information for use, explaining information, and presenting workplace information to others.

Element	Performance Criteria
1. Identify required information	1.1 Purpose of the information/data collection is identified. 1.2 Sources of information are established. 1.3 Appropriate information is collected.
2. Prepare information for use	2.1 Information is collated and analyzed in accordance with workplace procedures. 2.2 Processed information is organized and presented in a logical manner. 2.3 Checks for accuracy are made. 2.4 Work area <b>communication</b> activity is made clear, unambiguous and used appropriate procedures, language, and codes. 2.5 According to the <b>organization</b> /company situation there are different workplace procedures. 2.6 Different organization can be involved for <b>consultancy</b> . 2.7 Work place data and information is inspected and checked to travel in accordance with relevant <b>regulations and legislations</b> /permit requirements. 2.8 <b>Customers</b> should be handled according to the procedure.
3. Explain information	3.1 <b>Data collection and analysis</b> is explained to others in a way that effectively contributes to the workplace operations. 3.2 Outcomes of data/ <b>information</b> analysis are presented to others using appropriate presentation modes and resources. 3.3 Questions are answered and appropriate clarifications are

	given.
4. Present workplace information	<p>4.1 Processed information is forwarded to appropriate personnel in accordance with workplace procedures.</p> <p>4.2 Processed information is collated and stored in accordance with workplace procedures.</p> <p>4.3 <b>Presentation modes</b> are differentiated.</p> <p>4.4 <b>Communication problems</b> are identified to have different types like misunderstanding, illegible writing.</p>

Variable	Range
Presentations/communications	<p>May involve:</p> <ul style="list-style-type: none"> <li>• English-speaking persons</li> <li>• multilingual staff</li> <li>• persons with limited ability to communicate in English</li> </ul> <p>May involve the use of a range of technology, including:</p> <ul style="list-style-type: none"> <li>• phone</li> <li>• Electronic Data Interchange (EDI)</li> <li>• fax</li> <li>• email</li> <li>• internet</li> <li>• radio</li> <li>• overhead or computer controlled projector</li> <li>• plain or electronic white board</li> <li>• flip charts</li> <li>• microphone and amplifier</li> <li>• video player and monitor</li> </ul>
Depending on the type of organisation concerned and the local terminology used, workplace procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organizational procedures</li> <li>• established procedures</li> </ul>
Depending on workplace context, consultative processes	<p>May involve</p> <ul style="list-style-type: none"> <li>• managers</li> <li>• supervisors/team leaders</li> <li>• workplace personnel</li> <li>• clients</li> <li>• private and/or public sector security personnel</li> <li>• police</li> <li>• security consultants</li> <li>• visitors</li> <li>• contractors</li> </ul>

	<ul style="list-style-type: none"> <li>• official representatives</li> <li>• union representatives</li> <li>• industrial relations</li> <li>• OHS specialists</li> <li>• other professional or technical staff</li> </ul>
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant regulations, standards and codes of practice, including the national standards for manual handling and industry safety codes</li> <li>• dangerous goods and freight regulations and codes</li> <li>• relevant Ethiopia and state/territory standards and certification requirements</li> <li>• relevant Ethiopia and state/territory OHS legislation</li> <li>• equal employment legislation and related policies</li> <li>• environmental protection regulations</li> </ul>
Customers	<p>May be:</p> <ul style="list-style-type: none"> <li>• internal or external</li> </ul>
Data collection, analysis and presentation	<p>Will be:</p> <ul style="list-style-type: none"> <li>• that required for workplace operations</li> <li>• may occur by day or night and in a variety of work contexts</li> </ul>
Information/documentation	<p>May include:</p> <ul style="list-style-type: none"> <li>• workplace procedures, checklists and instructions</li> <li>• operations manuals</li> <li>• induction documentation</li> <li>• competency standards and training materials</li> <li>• job specifications</li> <li>• manufacturers specifications</li> <li>• goods identification numbers and codes</li> <li>• manifests, bar codes, goods and container identification</li> <li>• manufacturers specifications</li> <li>• workplace policies</li> <li>• supplier and/or client instructions</li> <li>• material safety data sheets</li> <li>• relevant codes of practice including the national standards for manual handling and the industry safety code</li> <li>• legislation, regulations and related documentation</li> <li>• award, enterprise bargaining agreement, other industrial arrangements</li> <li>• standards and certification requirements</li> <li>• quality assurance procedures</li> <li>• emergency procedures</li> </ul>
Presentation modes	<p>May include:</p> <ul style="list-style-type: none"> <li>• written documentation</li> <li>• oral reports</li> <li>• group presentations using appropriate technology</li> </ul>

	<ul style="list-style-type: none"> <li>• completion of standard forms and checklists</li> <li>• routine written reporting</li> <li>• entry of collected/processed information into a computer</li> <li>• participation in workplace discussions</li> </ul>
Presentation/ communication problems	<p>May include:</p> <ul style="list-style-type: none"> <li>• misunderstanding</li> <li>• limited ability of others to communicate in English</li> <li>• noisy environments or communications channels</li> <li>• illegible writing or print</li> <li>• use of non-standard vocabulary</li> <li>• incorrect assumption that information has been received and/or correctly understood</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>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:</p> <ul style="list-style-type: none"> <li>• the underpinning knowledge and skills</li> <li>• relevant legislation and workplace procedures</li> <li>• other relevant aspects of the range statement</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• relevant procedures and duty of care requirements</li> <li>• relevant OHS responsibilities</li> <li>• sources of information and data and procedures for processing the information for workplace use</li> <li>• protocols and procedures for the collection, analysis and presentation of workplace information and data using relevant technology</li> <li>• presentation and communication techniques including an understanding of barriers to effective communication and how to overcome them</li> <li>• basic principles of effective presentation and communication of information</li> <li>• techniques for communicating effectively with a multilingual persons or persons with a limited ability to speak or understand English</li> <li>• typical presentation and communication problems and appropriate action and solutions</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communicate effectively with others when collecting, analyzing and presenting workplace data and information</li> <li>• read and interpret instructions and procedures relevant to the collection, analysis and presentation of workplace data</li> </ul>



	<p>and information</p> <ul style="list-style-type: none"> <li>• interpret and follow operational instructions and prioritise work</li> <li>• complete documentation related to the collection, analysis and presentation of workplace data and information</li> <li>• identify and use required communication and presentation technology</li> <li>• work collaboratively with others when collecting, analysing and presenting workplace data and information</li> <li>• adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others</li> <li>• promptly report and/or rectify any identified problems that may arise when collecting, analyzing and presenting workplace data and information in accordance with regulatory requirements and workplace procedures</li> <li>• plan own work including predicting consequences and identifying improvements</li> <li>• implement contingency plans for unanticipated situations that may arise when collecting, analyzing and presenting workplace data and information</li> <li>• monitor work activities in terms of planned schedule</li> <li>• modify activities depending on differing operational contingencies, risk situations and environments</li> <li>• work systematically with required attention to detail</li> <li>• operate and adapt to differences in equipment in accordance with standard operating procedures</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level IV	
Unit Title	Plan and Organize Work
Unit Code	<a href="#">EIS RDR4 11 0313</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

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

	4.6 Files are established and maintained in accordance with standard operating procedures.
5. Review and evaluate work plans and activities	<p>5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information.</p> <p>5.2 Review is done based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback.</p> <p>5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities.</p> <p>5.4 Performance appraisal is conducted in accordance with organization rules and regulations.</p> <p>5.5 Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.6 Recommendations are prepared and presented to <b>appropriate personnel/authorities</b>.</p> <p>5.7 <b>Feedback mechanisms</b> are implemented in line with organization policies.</p>

Variable	Range
Objectives	May include but not limited to: <ul style="list-style-type: none"> <li>• Specific</li> <li>• General</li> </ul>
Resources	May include but not limited to: <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Equipment and technology</li> <li>• Services</li> <li>• Supplies and materials</li> <li>• Sources for accessing specialist advice</li> <li>• Budget</li> </ul>
Schedule of work activities	May include but not limited to: <ul style="list-style-type: none"> <li>• Daily</li> <li>• Work-based</li> <li>• Contractual Regular</li> </ul>
Work methods and practices	May include but not limited to: <ul style="list-style-type: none"> <li>• Legislated regulations and codes of practice</li> <li>• Industry regulations and codes of practice</li> <li>• Occupational health and safety practices</li> </ul>

Work plans	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Daily work plans</li> <li>• Project plans</li> <li>• Program plans</li> <li>• Resource plans</li> <li>• Skills development plans</li> <li>• Management strategies and objectives</li> </ul>
Standards	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Performance targets</li> <li>• Performance management and evaluation systems</li> <li>• Occupational standards</li> <li>• Employment contracts</li> <li>• Client contracts</li> <li>• Discipline procedures</li> <li>• Workplace assessment guidelines</li> <li>• Internal quality assurance</li> <li>• Internal and external accountability and auditing requirements</li> <li>• Training Regulation Standards</li> <li>• Safety Standards</li> </ul>
Appropriate personnel/ authorities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate personnel include:</li> <li>• Management</li> <li>• Line Staff</li> </ul>
Feedback mechanisms	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Informal feedback</li> <li>• Formal feedback</li> <li>• Questionnaire</li> <li>• Survey</li> <li>• Group discussion</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• set objectives</li> <li>• planned and scheduled work activities</li> <li>• implemented work plans</li> <li>• monitored work activities</li> <li>• reviewed and evaluated work plans and activities</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>• organizations policies, strategic plans, guidelines related to the role of the work unit</li> </ul>

	<ul style="list-style-type: none"> <li>• team work and consultation strategies</li> </ul>
Underpinning Skills	<p>Demonstrates skill to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• lead</li> <li>• organize</li> <li>• coordinate</li> <li>• communicate</li> <li>• inter-and intra-person/motivation skills</li> <li>• present</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level IV	
Unit Title	Migrate to New Technology
Unit Code	<a href="#">EIS RDR4 12 0313</a>
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

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

<b>Variables</b>	<b>Range</b>
Environmental Considerations	May include but is not limited to: <ul style="list-style-type: none"> <li>• recycling, safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) and correct disposal of waste materials by an authorized body</li> </ul>
Feedback	May include but is not limited to: <ul style="list-style-type: none"> <li>• surveys,</li> <li>• questionnaires,</li> <li>• interviews and meetings</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols)</li> <li>• Knowledge of vendor product directions</li> <li>• Ability to locate appropriate sources of information regarding metal manufacturing and new technologies</li> <li>• Current industry products/services, procedures and techniques with knowledge of general features</li> <li>• Information gathering techniques</li> </ul>
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> <li>• Research skills for identifying broad features of new technologies</li> <li>• Ability to assist in the decision making process</li> <li>• Literacy skills in regard to interpretation of technical manuals</li> <li>• Ability to solve known problems in a variety of situations and locations</li> <li>• Evaluate and apply new technology to assist in solving organizational problems</li> <li>• General analytical skills in relation to known problems</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level IV	
Unit Title	Establish Quality Standards
Unit Code	<a href="#">EIS RDR4 13 0313</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

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



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

Variable	Range
Sourced	May include but is not limited to: <ul style="list-style-type: none"> <li>• End-users</li> <li>• Customers or stakeholders</li> </ul>
Legislated requirements	May include but is not limited to: <ul style="list-style-type: none"> <li>• Verification of product quality as part of consumer legislation or specific legislation related to product content or composition.</li> </ul>
Safety procedures	May include but is not limited to: <ul style="list-style-type: none"> <li>• Use of tools and equipment for fabrication/production/manufacturing works</li> <li>• Workplace environment and handling of material safety,</li> <li>• Following occupational health and safety procedures designated for the task</li> <li>• Respect the policies, regulations, legislations, rule and procedures for manufacturing/production/fabrication works</li> </ul>

<b>Evidence Guide</b>	
Critical Aspect of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• Monitored quality of work</li> <li>• Established quality specifications for product</li> <li>• Participated in maintaining and improving quality at work</li> <li>• Identified hazards and critical control points in the production of quality product</li> <li>• Assisted in planning of quality assurance procedures</li> <li>• Reported problems that affect quality</li> <li>• Implemented quality assurance procedures</li> </ul>
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• work and product quality specifications</li> <li>• quality policies and procedures</li> <li>• improving quality at work</li> <li>• hazards and critical points of operation</li> <li>• obtaining and using information</li> <li>• applying federal and regional legislation within day-today work activities</li> <li>• accessing and using management systems to keep and maintain accurate records</li> <li>• requirements for correct preparation and operation</li> <li>• technical writing</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• monitor quality of work</li> <li>• establish quality specifications for product</li> <li>• participate in maintaining and improving quality at work</li> <li>• identify hazards and critical control points in the production of quality product</li> <li>• assist in planning of quality assurance procedures</li> <li>• report problems that affect quality</li> <li>• implement quality assurance procedures</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Rail Driving Level IV	
Unit Title	Develop Individuals and Team
Unit Code	<a href="#">EIS RDR4 14 0313</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b>.</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 <b>Feedback on performance</b> 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 <b>Learning delivery methods</b> are made appropriate to the learning goals, the learning style of participants and availability of equipment and resources.</p> <p>2.3 Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies.</p> <p>2.4 Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements.</p>
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements.</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support.</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning.</p> <p>3.4 Records and reports of competence are maintained within organizational requirement.</p>

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

Variable	Range
Learning and development needs	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Coaching, monitoring and/or supervision</li> <li>• Formal/informal learning program</li> <li>• Internal/external training provision</li> <li>• Work experience/exchange/opportunities</li> <li>• Personal study</li> <li>• Career planning/development</li> <li>• Performance evaluation</li> <li>• Workplace skills assessment</li> <li>• Recognition of prior learning</li> </ul>
Organizational requirements	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Quality assurance and/or procedures manuals</li> <li>• Goals, objectives, plans, systems and processes</li> <li>• Legal and organizational policy/guidelines and requirements</li> <li>• Safety policies, procedures and programs</li> <li>• Confidentiality and security requirements</li> <li>• Business and performance plans</li> <li>• Ethical standards</li> <li>• Quality and continuous improvement processes and standards</li> </ul>
Feedback on performance	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Formal/informal performance evaluation</li> <li>• Obtaining feedback from supervisors and colleagues</li> <li>• Obtaining feedback from clients</li> <li>• Personal and reflective behavior strategies</li> <li>• Routine and organizational methods for monitoring service delivery</li> </ul>
Learning delivery methods	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• On the job coaching or monitoring</li> </ul>

	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Presentation/demonstration</li> <li>• Formal course participation</li> <li>• Work experience and involvement in professional networks</li> <li>• Conference and seminar attendance</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• identified and implemented learning opportunities for others</li> <li>• gave and received feedback constructively</li> <li>• facilitated participation of individuals in the work of the team</li> <li>• negotiated plans to improve the effectiveness of learning</li> <li>• prepared learning plans to match skill needs</li> <li>• accessed and designated learning opportunities</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• coaching and monitoring principles</li> <li>• understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• understanding how to facilitate team development and improvement</li> <li>• understanding methods and techniques to obtain and interpreting feedback</li> <li>• understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• knowledge of career paths and competence standards in the industry</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• read and understand a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</li> <li>• communicate including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• plan and organize required resources and equipment to meet learning needs</li> <li>• coach and mentor skills to provide support to colleagues</li> <li>• report to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• facilitate and conduct small group training sessions</li> <li>• relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>

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

Occupational Standard: Rail Driving Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	<a href="#">EIS RDR4 15 0313</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

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

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

Variable	Range
Strategies	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Recognizing own limitations</li> <li>• Utilizing techniques and aids</li> <li>• Providing written drafts</li> <li>• Verbal and non verbal communication</li> </ul>
Effective group interaction	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identifying and evaluating what is occurring within an interaction in a non-judgmental way</li> <li>• Using active listening</li> <li>• Making decision about appropriate words, behavior</li> <li>• Putting together response which is culturally appropriate</li> <li>• Expressing an individual perspective</li> <li>• Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> </ul>
Interview situations	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Establish rapport</li> <li>• obtain facts and information</li> <li>• Facilitate resolution of issues</li> <li>• Develop action plans</li> </ul>



	<ul style="list-style-type: none"> <li>• Diffuse potentially difficult situation</li> </ul>
Types of Interview	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Related to staff issues</li> <li>• Routine</li> <li>• Confidential</li> <li>• Evidential</li> <li>• Non-disclosure</li> <li>• Disclosure</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• Demonstrated effective communication skills with clients and work colleagues accessing service</li> <li>• Adopted relevant communication techniques and strategies to meet client particular needs and difficulties</li> </ul>
Underpinning Knowledge and Values	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• communication process</li> <li>• dynamics of groups and different styles of group leadership</li> <li>• communication skills relevant to client groups</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• full range of communication techniques including: <ul style="list-style-type: none"> <li>➤ active listening</li> <li>➤ feedback</li> <li>➤ interpretation</li> <li>➤ role boundaries setting</li> <li>➤ negotiation</li> <li>➤ establishing empathy</li> <li>➤ communication strategies</li> </ul> </li> <li>• communicate to fulfill job roles as specified by the organization</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Rail Driving Level IV	
Unit Title	Manage and Maintain Small/Medium Business Operations
Unit Code	<a href="#">EIS RDR4 16 0313</a>
Unit Descriptor	This unit covers the operation of day-to-day business activities in a micro or small business. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

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

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

Variable	Range
Resources	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• money</li> <li>• time</li> <li>• equipment</li> <li>• space</li> </ul>
Business goals	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• sales targets</li> <li>• budgetary targets</li> <li>• team and individual goals</li> <li>• production targets</li> <li>• reporting deadlines</li> </ul>
Problem solving techniques	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• gaining additional research and information to make better informed decisions</li> <li>• looking for patterns</li> <li>• considering related problems or those from the past and how they were handled</li> <li>• eliminating possibilities</li> <li>• identifying and attempting sub-tasks</li> <li>• collaborating and asking for advice or help from additional sources</li> </ul>

Time management strategies	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• prioritizing and anticipating</li> <li>• short term and long term planning and scheduling</li> <li>• creating a positive and organized work environment</li> <li>• clear timelines and goal setting that is regularly reviewed and adjusted as necessary</li> <li>• breaking large tasks into smaller tasks</li> <li>• getting additional support if identified and necessary</li> </ul>
Internal and external sources	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• staff and colleagues</li> <li>• management, supervisors, advisors or head office</li> <li>• relevant professionals such as lawyers, accountants, management consultants</li> <li>• professional associations</li> </ul>

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

	<ul style="list-style-type: none"> <li>• technical and analytical skills to interpret business document, reports and financial statements and projections</li> <li>• relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• solve problem and develop contingency plans</li> <li>• using computers and software packages to record and manage data and to produce reports</li> <li>• evaluate using assessment work and outcomes</li> <li>• observe for identifying appropriate people, resources and to monitor work</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Rail Driving Level IV	
Unit Title	Apply Problem Solving Techniques and Tools
Unit Code	<a href="#">EIS RDR4 17 0313</a>
Unit Descriptor	This unit of competency covers the knowledge, skills and attitude required to apply scientific problem solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis.

Elements	Performance criteria
1. Identify and select theme/problem.	<p>1.1 <b>Safety requirements</b> are followed in accordance with safety plans and procedures.</p> <p>1.2 All possible problems related to the process /Kaizen elements are listed using <b>statistical tools and techniques</b>.</p> <p>1.3 All possible problems related to kaizen elements are identified and listed on Visual Management Board/Kaizen Board.</p> <p>1.4 Problems are classified based on obviousness of cause and action.</p> <p>1.5 Critical factors like the number of customers affected, Potentials for bottlenecks, and number of complaints etc... is selected.</p> <p>1.6 Problems related to priorities of <b>Kaizen Elements</b> are given due emphasis and selected.</p>
2. Grasp current status and set goal.	<p>2.1 The extent of the problem is defined.</p> <p>2.2 Appropriate and achievable goal is set.</p>
3. Establish activity plan.	<p>3.1 The problem is confirmed.</p> <p>3.2 High priority problem is selected.</p> <p>3.3 The extent of the problem is defined.</p> <p>3.4 Activity plan is established as per <b>5W1H</b>.</p>
4. Analyze causes of a problem.	<p>4.1 All possible causes of a problem are listed.</p> <p>4.2 Cause relationships are analyzed using <b>4M1E</b>.</p> <p>4.3 Causes of the problems are identified.</p> <p>4.4 Root causes are selected.</p> <p>4.5 The root cause which is most directly related to the problem is selected.</p> <p>4.6 All possible ways are listed using <b>creative idea generation</b> to eliminate the most critical root cause.</p>

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

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

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

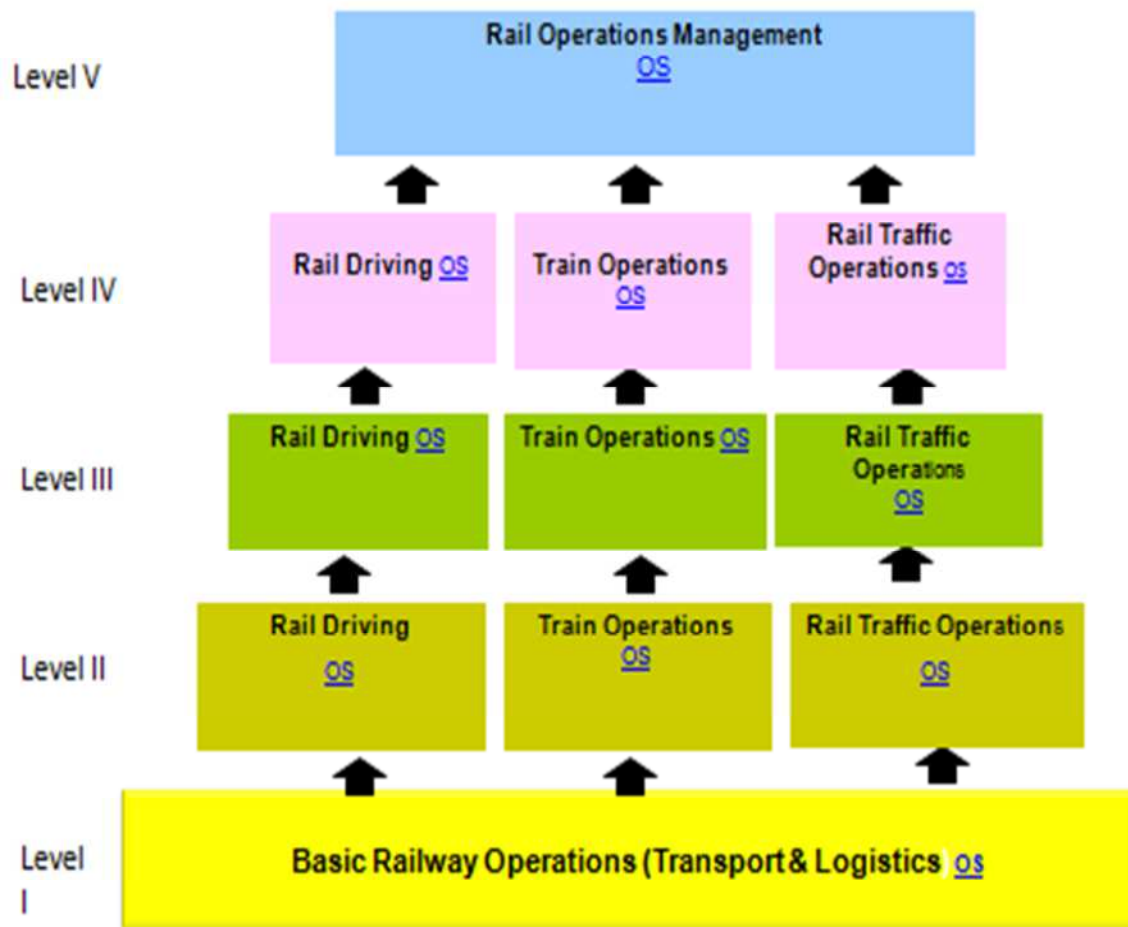


	<ul style="list-style-type: none"> <li>• The most efficient work routine (steps)</li> <li>• The cycle times required to complete work elements</li> <li>• All process quality checks required to minimize defects/errors</li> <li>• The exact amount of work in process required</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Assessment	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> <li>• Apply all relevant procedures and regulatory requirements to ensure quality and productivity of an organization.</li> <li>• Detect non-conforming products/services in the work area</li> <li>• Apply effective problem solving approaches/strategies.</li> <li>• Implement and monitor improved practices and procedures</li> <li>• Apply statistical quality control tools and techniques.</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• QC story/PDCA cycle/</li> <li>• QC story/ Problem solving steps</li> <li>• QCC techniques</li> <li>• 7 QC tools</li> <li>• Basic IE tools and techniques.</li> <li>• SOP</li> <li>• Quality requirements associated with the individual's job function and/or work area</li> <li>• Workplace procedures associated with the candidate's regular technical duties</li> <li>• Relevant health, safety and environment requirements</li> <li>• organizational structure of the enterprise</li> <li>• Lines of communication</li> <li>• Methods of making/recommending improvements.</li> <li>• Reporting procedures</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Apply problem solving techniques and tools</li> <li>• Apply statistical analysis tools</li> <li>• Apply Visual Management Board/Kaizen Board.</li> <li>• Detect non-conforming products or services in the work area</li> <li>• Document and report information about quality, productivity and other kaizen elements.</li> <li>• Contribute effectively within a team to recognize and recommend improvements in quality, productivity and other kaizen elements.</li> <li>• Implement and monitor improved practices and</li> </ul>

	<p>procedures.</p> <ul style="list-style-type: none"> <li>• Organize and prioritize activities and items.</li> <li>• Read and interpret documents describing procedures</li> <li>• Record activities and results against templates and other prescribed formats.</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

# Railway Transport Operations



## Acknowledgement

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This occupational standard was finalized on February 2013 at Addis Ababa, Ethiopian Red Cross Training Center.

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### COMMENT TEMPLATE

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