

# Learner Information Handbook

**SCC01**

## Safety Critical Communications

TLIF0008 Apply safety critical  
communications in the rail  
environment (Release 1)

Version 1.3

RTO Code 40657



Transport  
for NSW



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# 1. About the qualified (Rail Industry Worker) roles

All Sydney Trains workers are required to apply safety critical communications in the rail environment. This course is targeted at Protection Officers, Signallers, Train Controllers, Customer Service Division Safeworking Qualified staff, Infrastructure Control Staff, and other qualified workers.

Based on their previous experience working in the rail environment and qualifications required for their respective roles, learners have the following skills, knowledge, and experience:

Learners have skills, knowledge, and experience in the following:

- Communicating location information clearly and clarifying as required
- Identifying communication hazards, assessing risks, and implementing control measures to ensure communication occurs from a safe place
- Providing rail network condition advice
- Providing changes in operational status of communications facilities affecting network operations
- Exchanging safety critical information clearly and in a timely manner in accordance with safety management system and regulatory requirements
- Receiving, confirming, and acknowledging communication and taking appropriate actions
- Delivering communications clearly, accurately and in a timely manner
- Using standard phrases in accordance with communications protocols
- Using concise and unambiguous standard phrases
- Maintaining active listening for all communication
- Providing and obtaining read backs
- Adjusting the delivery of voice messages to suit receiver
- Following communication protocols
- Using the most effective communications method for the situation
- Performing handover and takeovers to achieve continuity of teamwork and service
- Issuing and recording rail operations information in accordance with the workplace procedures and regulatory requirements
- Reading back and acknowledging written information prior to actioning
- Recording and retaining safety critical communications in accordance with workplace procedures and regulatory requirements
- Obtaining sufficient information from relevant sources to determine nature and implications of situation
- Identifying emergencies, potential emergencies or unplanned situations and prioritising needs in accordance with emergency response plans and workplace procedures.

## 2. About this Learner Information Handbook

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This Learner Information Book will provide you with all the information you need during this course – SCC01 Safety critical communications.

We want to make sure you are set up for success and have all the information you need to get started in your role quickly.

This Learner Information Handbook provides you with detailed information about:

- The course SCC01 Safety critical communications, we have prepared for you
- Our Registered Training Organisation (RTO) obligations
- Your Learner rights, including the support we offer to assist you along the way
- Your Learner obligations, so that you know what is expected of you
- Frequently Asked Questions (FAQ's).

## 3. About the Course

### 3.1 Entry Requirements

Learners must hold the following as a prerequisite for this course:

- TLIF2080 OR TLIF0020 Safely access the rail corridor
- Be engaged by Sydney Trains, TfNSW, NSW TrainLink as an employee or contractor
- Expertise of working in and around the rail corridor, performing safeworking duties.
- Learners must be able to understand, read and speak basic English and have intermediate technology skills (e.g. ability to access online information via RailSafe to enrol in this course.)

The course will be presented in English and learners must be able to demonstrate that they can interpret and apply the learning. Language, Literacy and Numeracy (LLN) issues are considered during resource development.

### 3.2 Duration

- This course has a 1-day duration

### 3.3 Delivery locations

This course is delivered at the following location/s:

- Transport Training Centre, 2 Trafalgar Street Petersham
- Any other venue nominated by TfNSW

### 3.4 Modes of delivery

This course is delivered in a face-to-face classroom environment.

### 3.5 Assessment requirements

As part of this Course, you are required to successfully complete the following assessment requirements:

- Written Assessment (approx. 20 minutes)
- Practical Observation Assessment (approx. 30 minutes)

If you are deemed Not Yet Satisfactory (NYS) on your first attempt within an assessment task, you will have one further opportunity to resubmit the assessment task, with improvements made, based on assessor feedback.

Further assessment attempts are provided at the discretion of the Learning Delivery Manager (or delegate) following a review of your training and/or progress to date.

If your overall result (for all assessment tasks within the unit) remains Not Yet Competent (NYC), you will be provided with targeted coaching/training.

You have the right to appeal a NYC result.

### 3.6 Materials and/or equipment required

Learners must bring the following materials and equipment to the Course/Program:

- A pen. TfNSW will supply paper and all other materials required.
- A mobile phone for the practical observation task.
- Learners will be provided with the following materials and equipment at the Course:
  - Learner Guide
  - Network Standards, Rules and Procedures (NS-0919, NGE204, NGE230, NPR721).

### 3.7 Competence assurance/recertification requirements

This course does not have any applicable competence assurance or recertification requirements.

### 3.8 Recognition of Prior Learning (RPL) / Credit Transfer (CT)

As the rail industry is a safety critical environment, it is at TfNSW's discretion to accept or decline applications for Recognition where competencies of a safety critical nature are identified.

Credit Transfer for TLIF0008 Apply Safety Critical Communications in the Rail Environment can be granted to only learners who have attained Statement of Attainment for TLIF0008 Apply Safety Critical Communications in the Rail Environment from an approved training provider.

In this instance, Learners who can provide a Statement of Attainment for TLIF0008 Apply Safety Critical Communications in the Rail Environment from interstate will be required to:

- Attend the 1-day safety critical communications course (SCC01) to contextualise their existing learning to the Sydney Trains operational environment and specific infrastructure
- Complete the full SCC01 written and practical assessments.

This meets the requirements as stated in the RailSafe Network Rules and Network Procedures Training

Standard:

- "The evidence must take the form of certification and/or references from past employers"
- "The assessor must ensure that the person has been assessed as competent with variables relevant to the current workplace environment."

### 3.9 Learning outcomes

At the completion of this course, learners will be able to:

- Apply effective safety critical communications behaviours in their role in the rail environment.
- Apply communication protocols, providing read backs and confirmation, and using standard, concise, and unambiguous phrases.
- Identify common communication barriers and hazards, assess their risks, and adopt strategies to overcome them.



- Exchange safety critical information clearly, in an accurate and timely manner, and in accordance with safety management system and regulatory requirements
- Use active listening, adjust delivery to suit the receiver and use effective methods of communication
- Provide timely and accurate operational information and coordination including location information, changes in operational status of communication facilities and network conditions
- Issue and record rail operations information in accordance with workplace procedures and regulatory requirements.
- Respond to unplanned situations, obtaining sufficient information from relevant sources, and prioritising needs in accordance with workplace procedures

### 3.10 Nationally recognised Units of Competency

At the successful completion of this course, you will be issued with a nationally recognised Statement of Attainment for:

- TLIF0008 Apply safety critical communications in the rail environment.

The Transport and Logistics Training Package (Release 10.0) is the relevant training package.

### 3.11 Relevant policies and procedures

All of the skills you learn in the SCC01 Safety critical communications course must be applied in conjunction with the relevant Sydney Trains rules and procedures, namely:

#### Network Rules and Procedures

- NS 0919 Safety critical communications
- NGE 204 Network communication
- NGE 230 Communications equipment
- NPR 721 Spoken and written communication.

## 4. TfNSW L&D obligations

The Transport for NSW Registered Training Organisation (TfNSW L&D) is responsible for the quality of the training and assessment in compliance with the *Standards for RTOs 2015* and for issuing qualifications and statements of attainment that meet the requirements of the Australian Qualification Framework (AQF). Any changes to these arrangements will be communicated directly to you.

If you have any questions or concerns relating to the Transport for NSW RTO obligations, please contact the Learning Quality and Performance Team, Transport Training Centre 2 Trafalgar Street Petersham NSW 2049 - Ph: 133877 or email [learning@transport.nsw.gov.au](mailto:learning@transport.nsw.gov.au).

### 4.1 Transitional arrangements

TfNSW L&D will ensure that:

- Where a training product on our scope of registration is superseded, all learners' training and assessment is completed and the relevant AQF certification is issued within one year of the date of the training product becoming superseded.

OR

- Learners are transferred into its replacement, within a period of one year from the date the replacement training product was released on the National Register.

Following the expiration of one year from the date that a qualification is superseded, TfNSW RTO will not:

- Enrol or train learners in that training product; or
- Issue a qualification or statement of attainment for that training product (except as a replacement for a previously issued qualification or statement of attainment).

### 4.2 Notification of changes

As an RTO under the VET Quality Framework, TfNSW L&D must notify you promptly if there are any changes to our RTO, the course, or the arrangements for training and assessment.

This would include if there were any changes of ownership, and any new third-party arrangements or changes to third party arrangements that relate to your enrolment, or if we were unable to provide the services you agreed to in your Student Agreement because we are no longer able to deliver the course you have enrolled in, or no longer operating as an RTO.

If this occurs, the RTO will devise a strategy to minimise impact on you and notify you of the changes and how you will be affected as soon as practicable and in the unlikely event of our closure or cessation, refer you to a provider who may help you complete your training.

### 4.3 Refunds and Cancellation

#### Cancellation by TfNSW L&D

Should TfNSW L&D, for any reason, cancel a course on which a learner is enrolled; the learner will be entitled to:

- A full refund for the amount they have already paid for that course, or
- Transfer their enrolment to another (identical) course offered by TfNSW L&D

Should TfNSW L&D be unable to deliver a course, a full or proportionate refund will be issued for training delivery that has not commenced at the time of cancellation.

TfNSW L&D will administer a full refund to learners for contribution fees/course fees charged for training delivery that has not commenced at the time of the cancellation of enrolment.

### **Cancellation by Learner**

In the event a learner needs to cancel or transfer your registration, we require 3 working days' notice for courses of up to 8 hrs duration and 7 working days' notice for courses over 8 hrs duration.

Where a learner withdraws from a Unit of Competency a proportionate refund will be calculated based on the training paid for and not received. However, where training has been provided and payment not received, the learner will be required to pay for the portion of training delivered at the time of application for withdrawal.

No Refunds/Credits/Transfers are given for late withdrawals or failure to attend. Full course fees are applied and forfeited.

The provision of refunds to employers/industry for additional charges paid beyond the learner and government contributions will also be administered according to the training paid for and not received.

## **4.4 Certificate issuing**

The TfNSW L&D will issue certificates and statement of attainments for all successful completion of their courses within 30 days in accordance with AQF requirements.

## **4.5 Privacy**

TfNSW is committed to complying with obligation under Privacy Act 1988, and the associated Australian Privacy Principles (APPs), specifically in the way it collects, uses, secures, and discloses personal information.

TfNSW L&D is committed to safeguarding any confidential information obtained by the RTO.

TfNSW will ensure:

- It maintains and promotes a current Privacy Policy.
- Information gathered for the express purpose of training and assessment matters will not be disclosed to a third party unless prior written consent is provided by the individual concerned, except that required by law.
- The secure storage of all records.
- The confidentiality of all information maintained on records.

For further information, please check TfNSW's Privacy Policy

## 5. Learner's rights

### 5.1 Access and equity policy

Transport for NSW appreciates the diversity of its workforce and learners. It consistently strives to maintain a healthy and safe work environment where people feel valued and are able to develop to their full potential. Transport for NSW is committed to fair access and equitable treatment covering all existing and future learners.

Transport for NSW prohibits discrimination towards any groups or individuals in any form. Learners must ensure all work practices are free of discrimination and exhibit fairness, equity, and equality in compliance with Transport for NSW's Equal Employment Opportunity and anti-discrimination policies.

Transport for NSW adheres to diversity principles and the Standards for Registered Training Organisations 2015 in the provision of accessible and equitable training and assessment services.

Transport for NSW is aware of the need for inclusive teaching, learning and assessment practices. This includes providing additional support, where necessary, for learners to gain quality learning, and achieve successful outcomes.

All Transport for NSW staff and service providers involved in the design, delivery, and administration of this SCC01 Safety critical communications have a responsibility to identify and deal with employee needs to ensure access and equity principles are addressed.

For you, this means:

- All learners are provided with sufficient, clear, and accurate information regarding support services available on request.
- All learners have every reasonable opportunity to complete SCC01 Safety critical communications.

#### Reasonable adjustment

The assessment process incorporates reasonable adjustment principles for a person with a disability. Reasonable adjustment may include the following:

- Scribe
- Paraphrasing questions
- Rest breaks
- Additional time
- Demonstration
- Oral assessment
- Calculator.

If you believe you require reasonable adjustment, please notify your Facilitator as soon as possible.

### 5.2 Language, literacy, and numeracy assistance

Transport for NSW will support learners who require assistance with English language, literacy, or numeracy skills by:

- The provision of additional Facilitator support
- Support provided by a learning “buddy”
- The selection or development of alternative learning and assessment methods
- Referral to a suitable organisation providing English language, literacy, or numeracy tuition.

Transport for NSW provides opportunities for Information Assessment Reviews/Further Evidence Requirement for assessment candidates where Language, Literacy and Numeracy (LLN), English as a Second Language (ESL) or other learning issues may have affected their understanding of the questions asked. This may include (but is not limited to) the following:

- Only items where incorrect answers were given will be re-assessed.
- The trainer will NOT provide coaching or re-training in the content of the course during a Formal Assessment Review.
- The trainer will provide assistance by re-reading questions, clarifying questions, re-phrasing questions and where necessary seek and accept verbal responses and scribe answers for the candidate.

### 5.3 Review

Throughout the training, you will develop a variety of skills and it is important for us to know that you understand what you are learning.

In order to successfully complete your training, you will be required to participate in a variety of assessment tasks.

You can show your proficiency in many ways:

- Participation in class discussions and activities
- Being able to answer knowledge questions
- Being able to demonstrate practical tasks.

You will also be provided with feedback throughout your learning:

- Feedback assists you to identify what you are doing well and areas where you can improve. You will receive feedback during your skills training.
- By participating actively in the learning activities, you will give yourself lots of opportunities to develop your understanding, practice your skills and obtain expert advice on how you can improve.
- Transport for NSW has designed the learning experiences around the work activities that you will be performing as a Rail Safety Worker.

### 5.4 Accessing your training records

You can access your training records via your personal profile in Equip.

You can also request access to your personal training records by completing the form QMS-FO-75. You can request a copy of this document from your Facilitator.

### 5.5 Learning Support for learners

At TfNSW we want all our learners to have a positive experience of their learning and development with us. There are a range of reasons why learning can be challenging for us

sometimes. For example, you may need help with a particular subject or skill. Perhaps maths or English isn't your strong point, or you find it hard to express ideas in writing in assessments.

By letting us know that you would like some support with your learning, we can assist you by linking you with:

- Your trainer in the classroom
- Equipment or resources to increase your ability to perform
- Additional flexibility around the timing needed for your training
- Materials in alternate formats
- Translation support
- Your manager or assessor in the workplace
- Some great online practice and skill building tools
- Advice on extra courses
- A referral to external services
- Other reasonable adjustments or support as discussed.

There is also a great range of online tools you can practice with:

- Reading Writing Hotline – literacy and numeracy tools (<https://www.readingwritinghotline.edu.au/student-resources/>)
- NSW Ames - English as a second language app (search in your phone's App store, or see <https://ames.edu.au/online-learning/>)
- Basic Computing Orientation (<https://www.youtube.com/watch?v=DwsKeoXOa9I>)
- Typing Club online typing tutor (<https://www.typingclub.com/>).

## Employee Assistance Program (EAP)

The Employee Assistance Program provides free, confidential, and professional assistance to help you and your family resolve personal problems that may affect your health, family, or work.

The Employee Assistance Program can assist with:

- |                                  |                             |
|----------------------------------|-----------------------------|
| ■ Marital or relationship issues | ■ Workplace conflict        |
| ■ Emotional stress               | ■ Management issues         |
| ■ Gambling                       | ■ Anxiety and depression    |
| ■ Financial issues               | ■ Care of the elderly       |
| ■ Parenting troubles             | ■ Balancing family and work |
| ■ Poor health                    | ■ Drugs and alcohol         |

All contact between you and the Employee Assistance Program are confidential. No information can be reported without your written consent.

In the case of workplace related issues, you can authorise your counsellor to speak directly with your manager, or you can nominate another person to help address the situation. The final decision to authorise discussion between your counsellor and your manager or representative, is up to you.

The services of the Employee Assistance Program are paid for by your Agency in Transport. There is no charge to you. If you require long-term counselling assistance, you will be referred to the most appropriately qualified health professional. Any costs associated with referred services will be your personal responsibility.

Employee Assistance Program (EAP)

1300 364 213

## 5.6 Complaints

If at any time during the training and/or assessment, you are concerned about any part of the process, you can access the complaint procedure. Transport for NSW encourages learners to raise matters of dissatisfaction with the person responsible for conducting the training or assessment in the first instance. Following this, the relevant Learning Delivery Manager can be contacted. For further information on the complaint process, refer BP-PR-2.2.2.1.3 Advise Consumer Rights and Complaints Process (you can request a copy of this document from your Facilitator) or phone 133 877 or email [learning@transport.nsw.gov.au](mailto:learning@transport.nsw.gov.au).

All learners undertaking nationally recognised training, can also contact

- The Australian Skills Quality Authority (ASQA) via the ASQA Info line on 1300 701 801 or online complaint form located at <http://www.asqa.gov.au/complaints/complaints.html>
- The National Training Complaints Hotline: Phone 13 38 73 (Monday to Friday 8am to 6pm) or via email at <https://www.employment.gov.au/email-complaints>

## 5.7 Appeals

Transport for NSW is committed to providing a fair and transparent appeals handling process. An appeal is an application by the learner for reconsideration of an unfavourable decision or finding during their time with Transport for NSW. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be lodged within seven (7) working days of the decision or finding is informed to the learner. For further information on the appeal process, refer BP-PR- 2.2.2.4.5 Managing Assessment Appeals Procedure (you can request a copy of this document from your Facilitator) or phone 133 877 or email [learning@transport.nsw.gov.au](mailto:learning@transport.nsw.gov.au).

## 5.8 Early closure or cessation

If TfNSW RTO closes or ceases to deliver any part of the training product that the learner is enrolled into, TfNSW RTO will advise the learner as soon as practicable.

## 5.9 Changes to agreed services

Where there are any changes to agreed services, TfNSW RTO will advise the learner as soon as practicable, including change in ownership or changes to existing third party arrangements.

## 5.10 Useful contacts

### Internal

- Transport for NSW Learning and Development  
2 Trafalgar St Petersham NSW 2048  
Tel: 133 877  
Fax: (02) 9752 8951
- Safety Reporting Line  
Tel: 1300 131 469  
Report all incidents, including near misses
- Employee Assistance Program (EAP)  
Tel: 1300 364 213
- Grievance Advisory Service  
Tel: 133 877
- Corruption Prevention Unit  
Tel: 1800 302 750  
[report.misconduct@transport.nsw.gov.au](mailto:report.misconduct@transport.nsw.gov.au)

### External

- Alcohol and Drug Information Service  
Tel: (02) 9361 8000  
or 1800 422 599 (Outside Sydney)
- WorkCover  
Tel: 131050  
Website: [www.workcover.nsw.gov.au](http://www.workcover.nsw.gov.au)
- NSW Anti-Discrimination Board  
Tel: (02) 9268 5555 or 1800 670 812  
Website: [www.lawlink.nsw.gov.au/adb](http://www.lawlink.nsw.gov.au/adb)
- Audit Office of NSW  
If reporting serious & substantial waste  
Tel: (02) 9275 7100
- Greenline Environmental Issues  
Tel: 1300 656 999
- Independent Commission Against Corruption  
Tel: (02) 8281 5999 or 1800 463 909  
Email: [icac@icac.nsw.gov.au](mailto:icac@icac.nsw.gov.au)  
Website: [www.icac.nsw.gov.au](http://www.icac.nsw.gov.au)



## 6. Learner obligations

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### 6.1 Unique Student Identifier

If you're studying nationally recognised training in Australia from 1 January 2015, you will be required to have a Unique Student Identifier (USI). Your USI links to an online account that contains all your training records and results (transcript).

When applying for a job or enrolling in further study, you will often need to provide your training records and results (transcript). One of the main benefits of the USI is the ability to provide students with easy access to their training records and results (transcript) throughout their life. You can access your USI account online from your computer, tablet, or smart phone anytime. Fact sheets –available to download [Student Information for the USI](#)

It's free and easy to [create your own USI](#) and will only take a few minutes of your time.

Website: [www.usi.gov.au](http://www.usi.gov.au)

### 6.2 Adhere to our policies and procedures

#### **Legislative and Regulatory Responsibilities**

Transport for NSW is required to operate in accordance with the law. This means we comply with the requirements of legislative and regulatory requirements. The following legislation is a list of the Acts that Transport for NSW has recognised it has compliance responsibilities to. They also represent obligations to you as a student whilst training with Transport for NSW RTO.

During your day-to-day work and when participating in training, you will need to be aware of the relevant legislation that may impact on your conduct and behaviour.

Copies of State and Federal legislation can be found on the Internet at [www.australia.gov.au/state-legislation](http://www.australia.gov.au/state-legislation) (State) and [www.comlaw.gov.au](http://www.comlaw.gov.au) (Federal).

The legislation that particularly affects the delivery of our services includes:

#### **Commonwealth legislation:**

- National Vocational Education and Training Regulator Act 2011
- Student Identifiers Act 2014
- Work Health and Safety Act. 2011
- Trade Practices Amendment (Australian Consumer Law) Act (No. 1 and 2) 2010
- Competition and Consumer Act 2010
- Age Discrimination Act 2004 (Cwth)
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act 1988 and Australian Privacy Principles (2014)
- Fair Work Act 2009
- Copyright Act 1968

## NSW legislation:

- Work Health and Safety Act 2011
- Anti-Discrimination Act 1977
- Workplace Injury Management and Workers Compensation Act 1998
- Children and Young Persons (Care and Protection) Act 1998
- Disability Services Act 1993 & Disability Services Regulation 2003
- Privacy and Personal Information Protection Act 1998
- Fair Trading Act 1987

## Safety Management System (SMS)

Safety is a priority and focus for us. Transport for NSW needs your commitment to ensure a safe workplace and a safe and effective service. The Workplace Health and Safety Act 2011 sets down legislation that employers and employees must adhere to. The Safety Act explains how we at Transport for NSW commit to ensure the requirements of the WHS Act. Our Safety Management System (SMS) provides organisation wide safety procedures, processes, guidelines, forms, and templates. You will learn more about your role and responsibilities for safety during your training.

## Code of Conduct

The Transport for NSW Code of Conduct outlines the minimum standards that are expected of each employee, contractor and consultant who works here.

Achieving and exceeding these standards will help build an organisational culture in which everyone feels respected and proud. This will in turn improve efficiency and enhance our customer's satisfaction.

The Code also provides an ethical framework to guide our decisions, actions, and behaviour whenever and wherever relevant to our work and responsibilities. While the Code cannot provide an answer to every ethical challenge that we may face, the principles and examples provided here will assist each of us to better understand our obligations to act ethically and professionally.

## Values

Making Transport for NSW a truly values-driven organisation is all about every person behaving in accordance with our values every day. Our values are:

- **Customer focus** – we place the customer at the centre of everything we do
- **Collaboration** – we value each other and create better outcomes by working together
- **Integrity** – we take responsibility and communicate openly
- **Safety** – we prioritise safety for our people and our customers
- **Solutions** – we deliver sustainable and innovative solutions to NSW's transport needs.

## Drug and Alcohol

- Transport for NSW is committed to looking after the health and safety of its employees and customers, and to meeting both its legal responsibilities and the safety expectations of the community. This commitment requires NSW TrainLink to maintain an alcohol and drug-free workplace.

- The Transport for NSW Drug Evaluation Unit conducts random alcohol and drug testing throughout the workplace. Whilst in training, you may be tested at any time.
- Any employee affected by alcohol or non-prescribed drugs when reporting for work or while on duty, or who fails an alcohol or drug test, will be subject to disciplinary action under Transport for NSW Code of Conduct and/or Police prosecution.
- Employees who believe they may have an alcohol or drug-related problem are encouraged to “self-identify” to their supervisor or HR Manager. People who self-identify will be assessed and, where appropriate, encouraged to undertake a rehabilitation program.
- Employees can obtain discreet and professional support available through the Employee Assistance Program (EAP) 1300 364 213.

## Mobile Phones

The following guidelines set out the protocols in regard to the use of mobile phones when undertaking training and assessment activities. This may include, but is not limited to:

- Training room/environment at the Transport Training Centre or other site
- Training rooms within the workplace
- Workplace training/assessment activities conducted in the workplace.
- The mobile phone protocols are:
- You are required to turn off your mobile phone and ensure the phone is not visible
- If you are required to receive operational critical or emergency related (e.g. urgent family related) calls you need to speak with your Facilitator/Assessor prior to the commencement of training/assessment session. If your Facilitator/Assessor gives permission, you are then required to:
- Keep your mobile phone on silent/vibrate
- Keep your mobile phone out of sight
- Leave the training room to answer the call.

## Information Communication Technology (ICT)

Transport for NSW requires employees, consultants, and contractors to use ICT resources and services including computers, email, and telephone, responsibly, ethically, and professionally. The ICT Services Access and Usage Policy and ICT Services Access and Usage Procedure outline the rules surrounding the use of ICT. You can access this Policy via the Intranet or request a copy from your Facilitator.

## Maintain Professional appearance by adhering to our dress code

Personal grooming and professional dress is an important part of this role. You are required to reflect this standard of grooming during the training phase of your employment and beyond.

To our customers you represent Sydney Trains and so it is essential that your standard of dress and appearance is neat and clean at all times.

A smart well-groomed appearance projects an attitude of excellence and professionalism by our frontline staff and generates confidence and loyalty in our customers.

Wearing the uniform is compulsory for all uniformed staff while on duty and is to be worn in accordance with the agreed conditions described in the Standard Operating Procedures.

Once issued, you are to ensure that the uniform is maintained in a fresh and clean condition at all times.

You must wear your uniform at all times whilst in training. If, during training, you are unable to wear your uniform or part of your uniform for any reason, you must advise your Principal Trainer as soon as possible. In the interim, neat, and appropriate business dress must be worn.

Uniform clothing and footwear supplied remain the property of Sydney Trains and must be returned by the staff on termination of service or transfer to another business unit.

## Discipline procedure

In the event that a disciplinary issue arises, Transport for NSW will undertake the following procedure:

- If off job/in training – the Facilitator will counsel the Learner by highlighting the inappropriate behaviour and the desired standard. The Facilitator will also advise the Learner's manager of the situation.
- If on job – the Manager/Supervisor will counsel the Learner by highlighting the inappropriate behaviour and the desired standard. The Transport for NSW Facilitator will also be informed.

If the inappropriate behaviour continues, the Facilitator will reinforce the desired standard and inform the Learning Delivery Manager and the relevant People and Culture representative.

If further counselling is required, the Learning Delivery Manager and/or People and Culture representative will discuss behaviours and options to be taken with the Learner and their manager.

If inappropriate behaviours continue, the Learner will be withdrawn from the program and referred to People and Culture for appropriate action which may include termination on probation or dismissal.

## Plagiarism and Cheating

TfNSW L&D defines plagiarism and cheating as using any part of another person's work, writing, answers, and ideas and presenting them as evidence of your own competence and using false identification when completing or presenting assessments.

All credible allegations of plagiarism and cheating will be investigated according to BP-PR-2.2.2.4.2 Learner Performance and Code of Conduct Policy and Procedure.

Investigations are managed by the Learning Quality and Compliance Team. The stakeholders to be engaged to investigate a claim will depend on the severity of the allegation and the situation, but may include you, the assessor, a Learning Delivery representative, and the learner's business unit manager.

If the investigation concludes that a breach of the Transport Code of Conduct has occurred, the [TfNSW Discipline Procedure](#) must be followed.

You will be formally notified of the outcome of the investigation and any action to be taken, in writing.

## 7. Frequently Asked Questions (FAQ's)

### What is assessment?

Assessment is the process of collecting evidence and making judgments on whether an individual has achieved competence, that is, whether the individual can perform job tasks to the standard required in the workplace. Assessment is conducted by qualified assessors operating off the job and on the job.

Competence involves successful work performance. People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance required in the workplace.

### What does it mean to be competent?

Being competent includes:

- Showing that you can complete specific workplace tasks to the required standard
- Understanding why the task(s) should be done that way
- Being able to manage a number of different tasks to complete a whole work activity
- Being able to deal appropriately with problems that may occur on the job such as faulty equipment
- Being able to deal with new situations and changes in the workplace
- Dealing with the responsibilities and expectations of the work environment when undertaking a work activity such as working with others
- Complying with standard operating procedures and observing policies and procedures.

Throughout your off the job training and on the job experience, you will need to demonstrate that you can do these things, not just once, but consistently, even when things are not going smoothly.

### What are competency standards?

Competency standards define the skills, knowledge and attitudes required for effective performance in the workplace.

Within the national vocational training and education (VET) system, competency standards are made up of Units of Competency which form the benchmarks for assessment and the basis for nationally recognised qualifications.

Each Unit of Competency describes a specific work activity, the conditions under which it is conducted in the workplace and the evidence that needs to be gathered to determine whether you are able to perform the activity in a competent manner.

TfNSW has designed training activities, on the job experience opportunities and assessment activities around the range of work activities that Rail Safety Workers may be performing on the job. TfNSW has then identified the Units of Competency that link to these training activities, on the job experience and assessment activities.

### Will my qualification be recognised by other organisations?

AQF Qualifications and Statements of Attainment issued by RTOs are recognised nationally through Mutual Recognition.



This is the Nationally Recognised Training (NRT) logo which will be printed on your certificate. It is a guarantee that your qualification will be accepted anywhere in Australia.

### **What if I have any issues or concerns about my progression?**

If you have any issues or concerns with your progression through the courses that make up the Induction Program or meeting the requirements of the Organisational Development Code of Practice, speak to your Trainer who will pass on your concerns to the Principal Trainer. The Principal Trainer will endeavour to address your concerns as quickly as possible.

The “Useful Contacts” section of this document provide details.

### **Do I have to attend training/work on weekends and public holidays?**

You will not be required to work on weekends or public holidays during the off the job component of the program. During the on the job component of the program, your shifts will include weekend work and working during public holidays.

### **Who do I contact if am unable to attend training?**

If you are sick whilst undertaking your training, you need to notify your Trainer at Petersham by calling reception on 02 9752 8949.

### **Can I undertake secondary employment?**

Secondary employment, whether paid or unpaid, may interfere with your ability to perform your duties during training and at work. Prior to undertaking secondary employment, you must have the written approval of your manager or supervisor.

### **What is TfNSW assessment policy?**

Transport for NSW is committed to providing quality assessment to all learners. TfNSW’s assessment policy and procedures ensure that:

- all assessments are designed and conducted to meet relevant, industry and/or nationally recognised competency standards and are flexible, valid, reliable, and fair
- assessments are conducted by qualified and competent people
- all learners are provided with adequate information about TfNSW’s assessment practices prior to assessment intervention
- safety and legislative codes and practices are incorporated in assessment criteria as appropriate
- the same assessment criteria are applied to all learners at the same time
- appropriate support is provided to learners with special needs, including language, literacy and numeracy needs

## 8. Definition of terms

### Access and Equity

Access & Equity refers to the policies and procedures that ensure that training is responsive to the diverse needs of all clients. Through the implementation of these policies and procedures, the benefits of participating in vocational education and training are available to everyone on an equitable basis.

### Apprenticeship

An apprentice is a combination of work experience and structured training. The standard period of an apprenticeship (the indenture) is four years. This period can be changed depending on your progress in acquiring the skills of your trade.

### Assessment

Assessment is the process of collecting evidence and making judgments on whether an individual has achieved competence, that is, whether the individual can perform job tasks to the standard required in the workplace. Assessment is conducted by qualified assessors operating off the job and on the job.

### Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) establishes the quality of Australian qualifications. The AQF is the national policy for regulated qualifications in the Australian education and training system. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.

### Candidate

A candidate is a person presenting for assessment.

### Coaching

Coaching is a technique used to facilitate and support individual learning through one-on-one guided learning activities and skills acquisition in either a formal or informal process.

### Competence

Competence involves successful work performance. People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance required in the workplace.

### Competency Standards

Competency standards define the skills, knowledge and attitudes required for effective performance in the workplace. Within the national vocational training and education (VTE) system, competency standards are made up of Units of Competency which form the benchmarks for assessment and the basis for nationally recognised qualifications.

### Elements of Competency

Elements of Competency are the basic building blocks of the Unit of Competency. They specify the critical outcomes to be achieved in demonstrating competence.



## Evidence

Evidence is information gathered to support a judgment of competence against the specifications of the relevant Unit/s of Competency. Evidence can take many forms and can be gathered from a number of sources.

## Fairness

Fairness is one of the principles of assessment. Fairness in assessment requires consideration of the individual candidate's needs and characteristics and any reasonable adjustments that should be applied; clarity of communication between the assessor and the candidate to ensure that the candidate is fully informed, participates in and consents to the assessment process; opportunities that allow the person/s being assessed to challenge assessments and with provision for reassessment are provided.

## Flexibility

Flexibility is one of the principles of assessment.

To be flexible, assessment should: reflect the candidate's needs, provide for recognition of competencies no matter how, where or when they have been acquired, draw on a range of methods appropriate to the context, competency, and candidate, and be accessible to support continuous competency development.

## Key Competencies

Key competencies are several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry.

The Finn report (1991) identified six key areas of competence which were subsequently developed by the Mayer committee (1992) into seven key competencies. These are collecting, analysing, and organising information; communicating ideas and information; planning and organising activities; working with others in teams; using mathematical ideas and techniques and using technology.

## Language, Literacy & Numeracy (LLN)

Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately, in a range of contexts and the integration of speaking, listening, and critical thinking with reading and writing. LLN includes numeracy such as the recognition and use of numbers and basic mathematical signs and symbols within text.

## Learning Activities

Learning activities are used to support learning.

Learning activities convey content, create meaning and support the development and transfer of skills and knowledge through practice and experience.

Learning activities take many forms and may include group-based activities, role plays, written activities, case studies, simulations, audio or visual activities, practice or demonstration, individual assignments, individual group projects, workplace practice and research.

## Learning Outcomes

Learning outcomes are evaluative statements which specify what is to be learned and assessed. In a competency based training system, learning outcomes are derived from competency standards.



## Off The Job Training

Off the job training normally takes place at one of TfNSW Organisational Development training facilities, providing learners with opportunities to learn in a controlled classroom environment.

Off the job training allows learners to gain new knowledge through participating in workshops, roleplaying, completing computer based learning activities, experiencing the reality centre, and using train simulators.

## On The Job Training

On the job training takes place in the workplace where learners have access to necessary equipment. On the job training allows learners to practice and learn how to apply new skills and knowledge in the real working environment with all its complexities.

## Prerequisite

A prerequisite is a successfully completed course or current set of skills or knowledge that a learner must possess and demonstrate to the satisfaction of the organisation *prior* to enrolling in a qualification program.

## Probation Period

A probation period is a trial period at the beginning of a person's employment to make sure that the person suits the job and that the job suits the person. New employees undertake regular review on the job throughout their probation period. Probation period is three (3) months and may be extended if deemed necessary.

## Qualification

Qualification is defined as formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. In the vocational education and training sector, qualifications are awarded for the achievement of competencies.

## Recognition Of Prior Learning (RPL)

RPL involves the evaluation of existing skills and knowledge gained through formal training or through work and / or life experience to determine whether a person has achieved a Unit of Competency or Units of Competency.

## Reliability

Reliability is one of the principles of assessment and refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability requires a standard benchmark of assessor competence and relevant vocational competence or access to subject matter expertise, and can only be achieved when assessors share a common interpretation of the unit/s being assessed.

## Review Panel

A Review Panel is a group of people who come together at key points throughout a training program to monitor the progress of learners or to deal with specific issues.

## Safety Management System (SMS)

The Sydney Trains' SMS is an integrated risk-based system that deals with operational safety and WHS issues through the provision of organisation wide safety procedures, processes, guidelines, forms and templates. This ensures consistency across the organisation and the centralisation of vital information.

## Statement Of Attainment

A Statement of Attainment is awarded to a candidate who has successfully completed a Unit of Competency or some Units of Competency towards a nationally recognised qualification.

## Traineeship

A traineeship is a job that combines work and structured training delivered by a Registered Training Organisation (RTO). This training meets the requirements of a declared traineeship in NSW and leads to a nationally recognised qualification.

## Training Program

Training programs provide learners with learning experiences designed and sequenced to ensure that they develop the skills, knowledge, attitudes, and behaviours they need to successfully undertake the work activities required in their roles. Training programs designed and delivered by RTOs such as TfNSW often incorporate Units of Competency that lead to the award of national qualifications.

## Unit of Competency

Units of Competency form the benchmarks for assessment and the basis for nationally recognised qualifications. Each Unit of Competency describes a specific work activity, the conditions under which it is conducted in the workplace and the evidence that needs to be gathered to determine whether a person is able to perform the activity in a competent manner.

## Validity

Validity is one of the principles of assessment; assessment is valid when the process assesses what it claims to assess. Validity requires that: assessment against the Units of Competency must cover the broad range of skills and knowledge that are essential to competent performance; assessment of knowledge and skills must be integrated with their practical application; judgment of competence must be based on sufficient evidence.

Evidence should be gathered on a number of occasions and in a range of contexts, using different assessment methods. The specific evidence requirements of the units provide advice relating to sufficiency.

## Work Health and Safety (WHS)

WHS refers to those activities concerned with the prevention and mitigation of work related illness or injury.