

apprenticeship FRAMEWORK

Rail Services (England)

Issued by
People 1st for GoSkills

apprenticeship
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Document status:
Issued

Rail Services (England)

Information on the Issuing Authority for this framework:

People 1st for GoSkills

The Apprenticeship sector for occupations in passenger transport.

Issue number: 2	This framework includes:
Framework ID: FR01055	Level 2 Level 3
Date this framework is to be reviewed by: 01/04/2014	This framework is for use in: England

Short description

The aim of this Framework is to train new entrants and upskill the existing workforce to the industry recognised standard of competency in Rail Services to meet their current and future skills needs by supporting retention, motivation and performance. The Intermediate Apprenticeship at Level 2 covers the following job roles: Passenger Services, Driving, Signal Operations, Shunting, Control Room Operations. The Advanced Apprenticeship at Level 3 covers the role of the Rail Supervisor who will supervise those working in one or several of Passenger Services, Driving, Signal Operations, Shunting, Control Room Operations.

Contact information

Proposer of this framework

The framework has been developed following demand from London Underground and is available for use across the rail industry.

Developer of this framework

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Issuing Authority's contact details

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Revising a framework

Contact details

Who is making this revision: Kathryn O'Regan
Your organisation: GoSkills
Your email address: kathryn.oregan@goskills.org

Why this framework is being revised

An additional pathway, Rail Supervision, has been added to the framework at Level 3 in response to industry demand.

Summary of changes made to this framework

A new pathway has been added for Rail Supervision at Level 3 and the rest of the framework document has been updated to reflect this change.

Contact details for the framework developer and Issuing Authority have been updated

Qualifications removed

None.

Qualifications added

All qualifications listed below form part of the new Level 3 Rail Supervision pathway.

The competence qualification added is:

- Level 3 NVQ Diploma in Rail Services, reference no. 600/2650/9 (City and Guilds)

The knowledge qualifications added are:

- Level 3 Certificate in First Line Management, reference no. 500/4118/6 (CMI)
- Level 3 Certificate in Management, reference no. 501/0113/4 (Edexcel)
- Level 3 Certificate in Management, reference no. 600/2145/7 (NCFE)
- Level 3 Certificate in Principles of Management, reference no. 600/1921/9 (Skillsfirst)
- Level 3 Certificate in Principles of Management, reference no. 600/2281/4 (ProQual)

Qualifications that have been extended

None.

Purpose of this framework

Summary of the purpose of the framework

The rail industry has been experiencing strong growth in passenger journeys, putting pressure on available resources. The industry recognises that it needs staff with the right skills to deal with the ever increasing demands.

The purpose of the framework is to train new entrants and upskill the existing workforce to the industry recognised standard of competency in Rail Services. It also provides a progression route from Level 2 to Level 3 for those in rail services. The Intermediate Apprenticeship is designed for those taking up particular rail service delivery roles.

The Intermediate Apprenticeship covers the following five Rail Services pathways: Passenger Services, Driving, Signal Operations, Shunting and Control Room Operations. The Advanced Apprenticeship is designed for those moving into a role supervising one or more of the five Rail Service activities. The Advanced Apprenticeship covers the single pathway of Rail Services Supervision.

Employers in the rail industry have helped to design this framework and its component qualifications to meet their current and future skills needs by :

- enabling succession planning to attract new recruits into rail services roles within the sector
- providing career and progression opportunities in the industry
- providing a structured training programme to help develop and upskill the workforce
- establishing and maintaining common national standards that enable individuals to move between employers in the rail industry
- developing transferable and employability skills
- to support retention, motivation and performance through employer investment in apprentices

The development of this framework also contributes to the government's skills priorities for England, and in particular reflects the following recommendations:

- to ensure there are clear routes from Apprenticeships to higher level training
- to ensure that vocational qualifications reflect the changing needs of employers
- providing flexible access to level 2 and 3 skills programmes which are a real alternative to GCSEs and A levels
- incorporating skills to improve the general literacy and numeracy in England
- using technical and competence qualifications valued by employers to help their businesses grow.

Aims and objectives of this framework (England)

The aim of this framework is to train new entrants and upskill the existing workforce to the industry recognised standard of competency in Rail Services to meet their current and future skills needs by supporting retention, motivation and performance.

The framework has been developed following demand from the rail industry. Employers have identified the following objectives:

- attract new recruits into rail services roles to help employers with succession planning and increase the diversity of the workforce
- provide career and progression opportunities in the industry
- provide a structured training programme to help develop and upskill the workforce
- provide training to a common national standard that enable individuals to move between employers in the rail industry
- develop transferable and employability skills
- to help improve retention, motivation and performance.

Entry conditions for this framework

Employers are looking to attract applicants who have a keen interest in working in rail services and a willingness to work shifts. Apprentices will need to have basic literacy and numeracy skills on which this Apprenticeship will build. The idea is not to cut off any options so that applicants rule themselves out at the start. Applicants will be a mix of age and experience. As a guide, applicants may come from a range of routes including:

- work or work experience
- training and/or experience which could include a portfolio showing what they have done
- achieved foundation learning at level 1
- achieved any of the Key Skills or Functional Skills
- successfully completed a Young Apprenticeship
- any of the (14-19) Diplomas
- academic qualification(s) such as one or more GCSEs

Applicants will need to understand the importance of:

- health and safety in rail services
- customer service
- behaving appropriately in an emergency
- contributing ideas and effort, while complying with safe operating practices

Level 2

Title for this framework at level 2

Intermediate Apprenticeship in Rail Services

Pathways for this framework at level 2

- Pathway 1: Passenger Services
- Pathway 2: Driving
- Pathway 3: Signal Operations
- Pathway 4: Shunting
- Pathway 5: Control Room Operations

Level 2, Pathway 1: Passenger Services

Description of this pathway

Rail Services (Passenger Services)

The total credit value for this pathway is 49.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway.

Job title(s)	Job role(s)
Train conductor/manager	Responsible for safety on train, ensuring train is ready for departure, ticket sale and inspection
Train Despatcher	Responsible for providing information and assistance to customers; safe despatch of trains from platforms; ensuring a safe and secure environment for customers
Ticket Office Agent	Responsibilities may include: providing products to customers including tickets, season passes, travel advice; securing payments, opening and closing point of sale, maintaining accurate reconciliation of accounts
Customer/Passenger Service Assistant	Responsibilities may include: helping customers deal with ticketing problems and preventing fraudulent travel; providing accurate customer information using PA notices and face-to-face communication; ensuring a safe and secure environment for customers

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 NVQ Certificate in Rail Services (Passenger Services)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9568/7	City and Guilds	28	201	N/A

C2 - Level 2 NVQ Diploma in Rail Services (Passenger Services)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	500/9554/7	City and Guilds	37	264	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Award in Rail Services					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/6208/6	City and Guilds	11	110	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

The Award in Rail Services provides the underpinning knowledge and understanding for all competence qualifications in this framework. The rail industry is complex and requires apprentices across all job roles in this framework to have this core knowledge.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

It is the view of the rail industry that ICT is not required for the roles covered by this pathway.

Progression routes into and from this pathway

Progression into this pathway

As a guide learners commencing this Level 2 framework may have progressed from a range of routes including:

- work or work experience

- training and/or experience which could include a portfolio showing what they have done
- achieved foundation learning at level 1
- achieved any of the Key Skills or Functional Skills
- successfully completed a Young Apprenticeship
- any of the (14-19) Diplomas
- academic qualification(s) such as one or more GCSEs

Progression from this pathway

On completion of the level 2 Apprenticeship in Rail Services (Passenger Services pathway) successful apprentices will be qualified to work in passenger service roles for example:

- train conductor
- train despatcher
- ticket office agent
- passenger service assistant.

Successful apprentices may choose to broaden workplace skills by taking on new roles for example a passenger service assistant could apply to become a train driver. The learner may wish to progress to the Level 3 Rail Services Advanced Apprenticeship. This could lead to roles as Station Supervisor, Trains Manager or Revenue Protection Manager. Further progression beyond level 3 could be to management roles within the rail industry.

Delivery and assessment of employee rights and responsibilities

There are nine national outcomes/standards for Employee Rights and Responsibilities (ERR) as set out in the SASE. The SASE specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualification in the framework. The unit title is Employment Rights and Responsibilities in the Passenger Transport Sector and it has been specifically developed by *GoSkills* to cover all nine national outcomes for ERR. Evidence of completion of the ERR unit will be required for certification purposes. The knowledge qualification is the Level 2 Award in Rail Services (Ref no. 500/6208/6).

Level 2, Pathway 2: Driving

Description of this pathway

Rail Services (Driving)

The total number of credits for this pathway is 80.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway.

Job title(s)	Job role(s)
Train Driver/Operator	Drive and/or operate train in accordance with rules and procedures to high standards of safety and customer service

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 NVQ Diploma in Rail Services (Driving) (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9557/2	City and Guilds	59	522	N/A

Knowledge qualifications available to this pathway

K1 - Award in Rail Services					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/6208/6	City and Guilds	11	110	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

The Award in Rail Services provides the underpinning knowledge and understanding for all competence qualifications in this framework. The rail industry is complex and requires apprentices across all job roles in this framework to have this core knowledge.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

It is the view of the rail industry that ICT is not required for the roles covered by this pathway.

Progression routes into and from this pathway

Progression into this pathway

Learners commencing this Level 2 framework may have progressed into this from GCSEs, the 14-19 Diploma or have previous experience of working in the rail industry. Aptitude for health and safety and understanding of customer service is key.

Progression from this pathway

On completion of the level 2 Apprenticeship in Rail Services (Driving pathway) successful apprentices will be competent to undertake the role of train operator/driver. Further progression opportunities may include becoming assessors, trainers or mentors. They may also move from train driving to signalling. The learner may wish to progress to the Level 3 Rail Services Advanced Apprenticeship. This could lead to a role as a Trains Manager. Further progression beyond level 3 could be to management roles within the rail industry.

Delivery and assessment of employee rights and responsibilities

There are nine national outcomes/standards for ERR as set out in the SASE. The SASE specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualification in the framework. The unit title is Employment Rights and Responsibilities in the Passenger Transport Sector and it has been specifically developed by GoSkills to cover all nine national outcomes for ERR. Evidence of completion of the ERR unit will be required for certification purposes. The knowledge qualification is the Level 2 Award in Rail Services (Ref no. 500/6208/6).

Level 2, Pathway 3: Signal Operations

Description of this pathway

Rail Services (Signal Operations)

The total number of credits in this pathway is 70.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway.

Job title(s)	Job role(s)
Signal Operator	Operation and monitoring of signal control equipment to control movement of trains and maintain progress against timetables safely.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 NVQ Diploma in Rail Services (Signal Operations)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9558/4	City and Guilds	49	295	N/A

Knowledge qualifications available to this pathway

K1 - Award in Rail Services					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/6208/6	City and Guilds	11	110	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

The Award in Rail Services provides the underpinning knowledge and understanding for all competence qualifications in this framework. The rail industry is complex and requires apprentices across all job roles in this framework to have this core knowledge.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

It is the view of the rail industry that ICT is not required for the roles covered by this pathway.

Progression routes into and from this pathway

Progression into this pathway

Learners commencing this Level 2 framework may have progressed from GCSEs, the 14-19 Diploma or have previous experience of working in the rail industry. Aptitude for health and safety and understanding of customer service is key.

Progression from this pathway

On completion of the level 2 Apprenticeship in Rail Services (Signal Operations pathway) successful apprentices will be qualified to work as signal operators. They may also go on to become assessors, trainers or mentors. Successful apprentices may choose to broaden workplace skills by moving from signalling to train driving or control room operations. The learner may wish to progress to the Level 3 Rail Services Advanced Apprenticeship. This could lead to a role as a Signalling Supervisor or Control Supervisor. Further progression beyond level 3 could be to management roles within the rail industry.

Delivery and assessment of employee rights and responsibilities

There are nine national outcomes/standards for ERR as set out in the SASE. The SASE specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualification in the framework. The unit title is Employment Rights and Responsibilities in the Passenger Transport Sector and it has been specifically developed by GoSkills to cover all nine national outcomes for ERR. Evidence of completion of the ERR unit will be required for certification purposes. The knowledge qualification is the Level 2 Award in Rail Services (Ref no. 500/6208/6).

Level 2, Pathway 4: Shunting

Description of this pathway

Rail Services (Shunting)

The total number of credits in this pathway is 53.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway.

Job title(s)	Job role(s)
Shunter	Assist in the preparation of rail vehicles and trains; manoeuvring/parking of train vehicles; check trains are correctly coupled and prepared for movement

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 NVQ Certificate in Rail Services (Shunting)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9539/0	City and Guilds	32	246	N/A

Knowledge qualifications available to this pathway

K1 - Award in Rail Services					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/6208/6	City and Guilds	11	110	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

The Award in Rail Services provides the underpinning knowledge and understanding for all competence qualifications in this framework. The rail industry is complex and requires apprentices across all job roles in this framework to have this core knowledge.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

It is the view of the rail industry that ICT is not required for the roles covered by this pathway.

Progression routes into and from this pathway

Progression into this pathway

Learners commencing this Level 2 framework may have progressed into this from GCSEs, the 14-19 Diploma or have previous experience of working in the rail industry. Aptitude for health and safety and understanding of customer service is key.

Progression from this pathway

On completion of the level 2 Apprenticeship in Rail Services (Shunting pathway) successful apprentices may move into train driving. Other progression routes include becoming assessors, trainers or mentors. The learner may wish to progress to the Level 3 Rail Services Advanced Apprenticeship. This could lead to roles such as Station Supervisor or Revenue Protection Manager. Further progression beyond level 3 could be to management roles within the rail industry.

Delivery and assessment of employee rights and responsibilities

There are nine national outcomes/standards for ERR as set out in the SASE. The SASE specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualification in the framework. The unit title is Employment Rights and Responsibilities in the Passenger Transport Sector and it has been specifically developed by GoSkills to cover all nine national outcomes for ERR. Evidence of completion of the ERR unit will be required for certification purposes. The knowledge qualification is the Level 2 Award in Rail Services (Ref no. 500/6208/6).

Level 2, Pathway 5: Control Room Operations

Description of this pathway

Rail Services (Control Room Operations)

The total number of credits in this pathway is 71.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway.

Job title(s)	Job role(s)
Control Room Operator	Monitor and ensure the provision of train services; identify and respond to deviations from planned service; implement plans to meet operational requirements; operate control room equipment

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 NVQ Diploma Rail Services (Control Room Operations) (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9555/9	City and Guilds	50	336-423	N/A

Knowledge qualifications available to this pathway

K1 - Award in Rail Services					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/6208/6	City and Guilds	11	110	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

The Award in Rail Services provides the underpinning knowledge and understanding for all competence qualifications in this framework. The rail industry is complex and requires apprentices across all job roles in this framework to have this core knowledge.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

It is the view of the rail industry that ICT is not required for the roles covered by this pathway.

Progression routes into and from this pathway

Progression into this pathway

Learners commencing this Level 2 framework may have progressed into this from GCSEs, the 14-19 Diploma or have previous experience of working in the rail industry. Aptitude for health and safety and understanding of customer service is key.

Progression from this pathway

On completion of the level 2 Apprenticeship in Rail Services (Control Room pathway) successful apprentices will be qualified to work as control room operators. They may move into becoming assessors, trainers or mentors or become involved in the provision of control room services in other industries. The learner may wish to progress to the Level 3 Rail Services Advanced Apprenticeship. This could lead to a role such as Control Room Supervisor/Manager. Further progression beyond level 3 could be to management roles within the rail industry.

Delivery and assessment of employee rights and responsibilities

There are nine national outcomes/standards for ERR as set out in the SASE. The SASE specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualification in the framework. The unit title is Employment Rights and Responsibilities in the Passenger Transport Sector and it has been specifically developed by GoSkills to cover all nine national outcomes for ERR. Evidence of completion of the ERR unit will be required for certification purposes. The knowledge qualification is the Level 2 Award in Rail Services (Ref no. 500/6208/6).

Level 3

Title for this framework at level 3

Advanced Apprenticeship in Rail Services

Pathways for this framework at level 3

Pathway 1: Rail Supervision

Level 3, Pathway 1: Rail Supervision

Description of this pathway

Rail Supervision.

The total number of credits for this pathway is 61.

Entry requirements for this pathway in addition to the framework entry requirements

The candidate is likely to have to have undertaken an employer aptitude test. The candidate will have had work experience either in the rail industry or in a service industry that works round the clock. This pathway would particularly suit individuals with the following attributes

- likes taking responsibility
- delivering to a specification
- solving problems

Job title(s)	Job role(s)
Station Supervisor/Manager	Ensure the safe operation of the station or group of stations; ensure it is presented to company standards; ensure the customer receives the agreed service; supervise a team
Control Room Supervisor	Ensure the train service and /or equipment is operating to the company standards; deal with changes to train services; deal with emergencies in the area of control; liaise with Trains and Signalling colleagues to ensure service delivery
Trains Supervisor/Manager	Ensure the train is presented and operating to meet company standards; ensure the staff operating the trains are competent; deal with emergencies affecting the trains in operation
Signalling Supervisor	Ensure the signalling system is operated safely and to company standards; deal with signalling failures and emergencies; liaise with Control colleagues to restore services
Revenue Protection / Control Supervisor	Ensure that the customer holds the correct documentation for the journey; deal with customers who do not have correct documentation; supervise a team

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Rail Services					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/2650/9	City and Guilds	38	209	

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in First Line Management					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/4118/6	CMI	13	40	

K2 - Level 3 Certificate in Management					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	501/0113/4	Edexcel	13	130	
K2b	600/2145/7	NCFE	13	130	

Knowledge qualifications available to this pathway(cont.)

K3 - Level 3 Certificate in Principles of Management					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	600/1921/9	Skillsfirst	13	130	
K3b	600/2281/4	ProQual	13	130	

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

The knowledge qualifications K1 - K3 all provide the relevant underpinning knowledge to support the competence qualification C1.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

The employers consulted do not consider ICT a requirement for this pathway.

Progression routes into and from this pathway

Progression into this pathway

As a guide learners commencing this pathway may have progressed from a range of routes including:

- a level 2 Intermediate Apprenticeship in Rail Services

- work experience in a role in Rail Services for example: Train Despatcher, Train Driver/Operator, Signal Operator, Shunter, Control Room Operator
- work experience in a complex industry which uses heavy machinery and involves delivering to customers 24 hours a day, for example, rail, manufacturing and catering industries.

Progression from this pathway

On completion of the level 3 Advanced Apprenticeship in Rail Services (Rail Supervision) successful apprentices will be competent to undertake a range of roles in Rail Supervision including:

- Station Supervisor/Manager
- Control Room Supervisor
- Trains Supervisor/Manager
- Signalling Supervisor
- Revenue Protection/Control Supervisor

The learner may progress further on to a Shift Manager role or to a management role in service planning or other support services. They may choose to undertake a general management qualification.

UCAS points for this pathway:

(no information)

Delivery and assessment of employee rights and responsibilities

There are nine national outcomes/standards for ERR as set out in the SASE. The SASE specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the competence qualification in the pathway. The unit title is Employment Rights and Responsibilities in the Passenger Transport Sector and it has been specifically developed by GoSkills to cover all nine national outcomes for ERR. Evidence of completion of the ERR unit will be required for certification purposes. The competence qualification is the Level 3 Diploma in Rail Services (City and Guilds; ref no. 600/2650/9).

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Throughout the workforce, 75% of employees in the Rail Services industry are male and 12% of employees are BME. Employers in the industry are committed to ensuring equality of opportunity in the recruitment of apprenticeships. London Underground are working to remove barriers, e.g. perception of industry as a predominantly white male workforce, from under-represented groups by adopting a positive action approach to recruitment e.g. targeting ethnic areas for marketing and advertising recruitment opportunities in women's magazines. This approach has clearly contributed towards removing barriers as data recently gathered on apprenticeships at London Underground suggests 78% representation from BME groups.

The Sector Skills Council (SSC) is proactive in promoting the rail services framework to a diverse range of potential apprentices through its careers promotion activity.

The SSC will promote the framework through a range of approaches, including:

- Apprenticeship awards. This is an annual event which includes a category for Rail Services apprentice of the year)
- Careers in Passenger Transport website which highlights careers opportunities and relevant apprenticeship frameworks
- developing case studies and encouraging employers to promote the sector to those from BME

Apprenticeships are seen as a vital route to encourage, and facilitate, a greater diversity of individuals into the industry, therefore entry conditions to this framework are flexible. Training providers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to the Industry, using the 8 protected characteristics of

:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or Belief
8. Sex or sexual orientation

GoSkills will monitor take up and achievement of all Apprenticeships and take steps to address

any barriers to take up and achievement as part of our Sector Qualifications Strategy.

Further information and advice on equality and diversity can be found at:

- ACAS guidance, tools and resources <http://www.acas.org.uk/index.aspx?articleid=1363>
- Equality and Human Rights Commission <http://www.equalityhumanrights.com/>
- information, resources, best practice and networking opportunities for local government <http://www.idea.gov.uk/idk/core/page.do?pagelid=5145172>
- the National Equality and Diversity Forum <http://www.edf.org.uk/blog/> .

On and off the job guided learning (England)

Total GLH for each pathway

Level 2 Passenger Services Pathway

The total GLH for the Passenger Services pathway is 431 which we would expect to be delivered over a 12 month period.

Level 2 Driving Pathway

The total GLH for the Driving pathway is 752 which we would expect to be delivered over an 18 month period. Of this, we would expect 501 GLH to be delivered within the first 12 months, and the remaining 251 GLH in the final 6 months.

Level 2 Signal Operations Pathway

The total GLH for the Signal pathway is 525 which we would expect to be delivered over an 18 month period. Of this, we would expect 350 GLH to be delivered within the first 12 months, and the remaining 175 GLH in the final 6 months.

Level 2 Shunting Pathway

The total GLH for the Shunting pathway is 446 which we would expect to be delivered over an 18 month period. Of this, we would expect to 297 GLH to be delivered in the first 12 months, and the remaining 149 GLH in the final 6 months.

Level 2 Control Room Operations Pathway

The total GLH for the Control Room Operations Pathway is 566 GLH which we would expect to

be delivered over an 18 month period. Of this, we would expect 377 to be delivered in the first 12 months, and the remaining 189 GLH in the final 6 months.

Level 3 Rail Supervision Pathway

The total GLH for the Rail Supervision Pathway is 420 GLH which we would expect to be delivered over an 18 month period. Of this, we would expect 280 GLH to be delivered in the first 12 months, and the remaining 140 GLH in the final 6 months.

General information

Apprenticeships focus on outcomes and are not time served. Whilst the typical length of stay to complete the minimum mandatory outcomes is 12 months for the Passenger Services pathway and 18 months for the Driving, Signal Operations, Shunting, Control Room Operations and Rail Supervision pathways, these timeframes are only indicative. The pace of an apprentice's progress and the actual GLH will depend on their ability and the support they receive. Furthermore, some employers will include a greater amount of time for on and off the job training, which will result in an increase in the GLH.

The certifying authority will not require detailed evidence for each hour of GLH completed. It is in the spirit of completing the full apprenticeship programme to the standard set out in this framework that the GLH requirement will be met. On this basis, a signed declaration from the apprentice that the full apprenticeship programme has been completed, will provide evidence that the particular GLH requirement for an individual apprentice has been delivered.

This meets the minimum SASE requirement of 280 GLH within the first 12 months of starting a framework. It is also a requirement of SASE that, after 12 months of starting a framework an apprentice must receive a minimum of 280 GLH in each subsequent 12 month period or a proportion of 280 GLH if less than 12 months.

Minimum off-the-job guided learning hours

Level 2 Passenger Services Pathway

The industry expects the Passenger Services pathway to be delivered over 12 months. When this is the case we would expect 230 hours to be delivered off the job.

Level 2 Driving Pathway

The industry expects the Driving pathway to be delivered over 18 months. When this is the

case we would expect 230 hours to be delivered off the job.

Level 2 Signal Operations Pathway

The industry expects the Signal Operations pathway to be delivered over 18 months. When this is the case we would expect 230 hours to be delivered off the job.

Level 2 Shunting Pathway

The industry expects the Shunting pathway to be delivered over 18 months. When this is the case we would expect 230 hours to be delivered off the job.

Level 2 Control Room Operations Pathway

The industry expects the Control Room Operations pathway to be delivered over 18 months. When this is the case we would expect 230 hours to be delivered off the job.

Level 3 Rail Supervision Pathway

The industry expects the Rail Supervision pathway to be delivered over 18 months. When this is the case we would expect a minimum of 211 hours to be delivered off the job.

This minimum value applies when the following knowledge qualification is used:

- Level 3 Certificate in First Line Management (Ref. 500/4118/6), 40 GLH

Where the above qualification is undertaken within the Rail Supervision pathway, providers will need to ensure that the programme of learning they deliver meets the requirements for the level of off-the-job GLH set down by this framework. The provider will need to supplement this qualification with other activities as set out in the section below.

How this requirement will be met

Off the job refers to learning which takes place away from the immediate pressures of the workplace in order to develop the knowledge required for the job role. For all pathways GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager; allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;

- be delivered during contracted working hours;
- be delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- be recorded e.g. in a log book or diary.

Level 2 Passenger Services Pathway

For the Passenger Services pathway, off the job learning will be delivered through:

- Level 2 Award in Rail Services
- Level 1 Functional Skill in Maths or transferable skill equivalent
- Level 1 Functional Skill in English or transferable skill equivalent
- Induction
- Employment Rights and Responsibilities
- Personal Learning and Thinking Skills
- Progress reviews related to this Apprenticeship programme
- Mentoring
- Company training - this can include: practical and technical training, health and safety courses etc

Level 2 Driving Pathway

For the Driving pathway, off the job learning will be delivered through:

- Level 2 Award in Rail Services
- Level 1 Functional Skill in Maths or transferable skill equivalent
- Level 1 Functional Skill in English or transferable skill equivalent
- Induction
- Employment Rights and Responsibilities
- Personal Learning and Thinking Skills
- Progress reviews related to this Apprenticeship programme
- Mentoring
- Company training - this can include: practical and technical training, health and safety courses etc

Level 2 Signal Operations Pathway

For the Signal Operations pathway, off the job learning will be delivered through:

- Level 2 Award in Rail Services
- Level 1 Functional Skill in Maths or transferable skill equivalent
- Level 1 Functional Skill in English or transferable skill equivalent
- Induction
- Employment Rights and Responsibilities

- Personal Learning and Thinking Skills
- Progress reviews related to this Apprenticeship programme
- Mentoring
- Company training - this can include: practical and technical training, health and safety courses etc

Level 2 Shunting Pathway

For the Shunting pathway, off the job learning will be delivered through:

- Level 2 Award in Rail Services
- Level 1 Functional Skill in Maths or transferable skill equivalent
- Level 1 Functional Skill in English or transferable skill equivalent
- Induction
- Employment Rights and Responsibilities
- Personal Learning and Thinking Skills
- Progress reviews related to this Apprenticeship programme
- Mentoring
- Company training - this can include: practical and technical training, health and safety courses etc

Level 2 Control Room Operations Pathway

For the Control Room Operations pathway, off the job learning will be delivered through:

- Level 2 Award in Rail Services
- Level 1 Functional Skill in Maths or transferable skill equivalent
- Level 1 Functional Skill in English or transferable skill equivalent
- Induction
- Employment Rights and Responsibilities
- Personal Learning and Thinking Skills
- Progress reviews related to this Apprenticeship programme
- Mentoring
- Company training - this can include: practical and technical training, health and safety courses etc

Level 3 Rail Supervision Pathway

For the Rail Supervision pathway off the job learning will be provided by

- Level 3 knowledge qualification; either Level 3 Certificate in First Line Management or Level 3 Certificate in Management or Level 3 Certificate in Principles of Management
- Level 2 Functional Skill in Maths or transferable skill equivalent
- Level 2 Functional Skill in English or transferable skill equivalent
- Induction
- Employment Rights and Responsibilities

- Personal Learning and Thinking Skills
- Progress reviews related to this Apprenticeship programme
- Mentoring
- Company training - this can include: practical and technical training, health and safety courses etc

Minimum on-the-job guided learning hours

Level 2 Passenger Services Pathway

For the Passenger Services pathway, where the above off the job GLH is delivered, we would expect the on the job GLH to be 201.

Level 2 Driving Pathway

For the Driving pathway, where the above off the job GLH is delivered, we would expect the on the job GLH to be 522.

Level 2 Signal Operations Pathway

For the Signal Operations pathway, where the above off the job GLH is delivered, we would expect the on the job GLH to be 295.

Level 2 Shunting Pathway

For the Shunting pathway, where the above off the job GLH is delivered, we would expect the on the job GLH to be 246.

Level 2 Control Room Operations Pathway

For the Control Room Operations pathway, where the above off the job GLH is delivered, we would expect the on the job GLH to be 336.

Level 3 Rail Supervision Pathway

For the Rail Supervision pathway, where the above off the job GLH is delivered, we would expect the on the job GLH to be 209.

How this requirement will be met

On the job guided learning involves activities which allow apprentices to demonstrate occupational competence and an understanding of the workplace.

For all pathways on the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours;
- be delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;

On the job learning for the Level 2 Passenger Services pathway will be delivered through the Level 2 NVQ Certificate in Rail Services (Passenger Services).

On the job learning for the Level 2 Driving pathway will be delivered through the Level 2 NVQ Diploma in Rail Services (Driving).

On the job learning for the Level 2 Signal Operations pathway will be delivered through the Level 2 NVQ Diploma in Rail Services (Signal Operations).

On the job learning for the Level 2 Shunting pathway will be delivered through the Level 2 NVQ Certificate in Rail Services (Shunting).

On the job learning for the Level 2 Control Room Operations pathway will be delivered through the Level 2 NVQ Diploma in Rail Services (Control Room Operations).

On the job learning for the Level 3 Rail Supervision pathway will be delivered through the Level 3 NVQ Diploma in Rail Services.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

All six PLTS have been mapped to the mandatory units of the competence qualification and knowledge qualifications of all pathways for the Level 2 Intermediate Apprenticeship. For the Level 3 Advanced Apprenticeship, all six PLTS have been mapped to the mandatory units of the competence qualification. Details of the mapping are available on the GoSkills website (www.goskills.org).

Completion of both the competence and knowledge qualifications provides evidence of achievement of all PLTS within all pathways of the Intermediate Apprenticeship. Completion of the competence qualification provides evidence of achievement of all PLTS within the Rail Supervision pathway of the Advanced Apprenticeship.

The learner must be made aware of the requirement to demonstrate all PLTS at the beginning of the Apprenticeship programme. To facilitate this, providers are encouraged to develop a problem solving activity, contextualised to the rail industry, based on all six PLTS to ensure that apprentices can recognise for themselves when they are demonstrating these skills throughout the rest of the programme. Apprentices must complete appropriate documentation, e.g. a personal log book or record of professional discussion, to evidence when and how PLTS have been demonstrated. A declaration form signed by the training provider and apprentice is required by the certifying authority as evidence that the apprentice has recorded and recognises demonstration of all PLTS. A copy of the declaration form is available on the GoSkills website (www.goskills.org).

Creative thinking

Creative Thinking outcomes are as follows:

Focus:

Apprentices think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Apprentices:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and

- experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Independent enquiry

Independent Enquiry outcomes are as follows:

Focus:

Apprentices process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Apprentices:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence

Reflective learning

Reflective Learning outcomes are as follows:

Focus:

Apprentices evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Apprentices:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress

- communicate their learning in relevant ways

Team working

Team Working outcomes are as follows:

Focus:

Apprentices work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Apprentices:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self management

Self Management outcomes are as follows:

Focus:

Apprentices organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement.

They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Apprentices:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participation

Effective Participation outcomes are as follows:

Focus:

Apprentices actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Apprentices:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

Additional employer requirements

There are no additional employer requirements for this framework.

apprenticeship
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