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Guidance Note on Competence and Training for Guards

This document provides a framework to assist railway undertakings in the management of training, competence and assessment of staff who undertake the guard role.

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Synopsis

This document provides a framework to assist railway undertakings in the management of training, competence and assessment of staff who undertake the guard role.

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The authoritative version of this document is available at www.rssb.co.uk/standards-catalogue. Enquiries on this document can be submitted through the RSSB Customer Self-Service Portal <https://customer-portal.rssb.co.uk/>

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Guidance Note on Competence and Training for Guards

Part 1 Purpose and introduction

G1.1 Purpose

- G1.1.1 This document assists railway undertakings (RUs) in the creation of a framework for training, competence and assessment of staff who undertake the guard role. The document is aimed at RUs who train and manage guards. This document does not set out requirements.
- G1.1.2 The geographical scope of this guidance includes all GB railway operational activity, which can include areas such as the GB mainline, stations, depots, sidings and yards.
- G1.1.3 Whilst this guidance is not aimed at the following transport systems, they may choose to adopt it, in part or in full, where it is deemed appropriate to do so:
- Metros and other light rail systems;
 - Networks that are functionally separate from the rest of the mainline railway and intended only for the operation of local, urban or suburban passenger services; or
 - Heritage, museum or tourist railways that operate on their own networks.
- G1.1.4 For the purposes of this document, the term 'guard' is intended to refer to staff undertaking:
- Relevant tasks related to traincrew accompanying trains or preparing trains as outlined in the Operation and Traffic Management National Technical Specification Notice (OPE NTSN); and
 - The guard role and associated operational tasks and instructions as set out in the Rule Book (GERT8000).
- G1.1.5 This document intends to identify example activities and tasks that might be undertaken by staff carrying out the guard role.
- G1.1.6 It is not the intention of this document to indicate which tasks are carried out by any given member of staff.
- G1.1.7 This document gives guidance for a framework to train and develop staff, and monitor and assess the application of skills and knowledge (competence) required when undertaking tasks associated with the guard role. The framework supports RUs to control risks, mitigate hazards and improve safety and performance.
- G1.1.8 Implementing the guidance in this document is intended to improve the standardisation of training for individual tasks associated with the guard role across the GB network.

G1.2 Background

- G1.2.1 The OPE NTSN states that rules and procedures apply to the tasks being performed and to the person carrying out the tasks associated with 'accompanying trains'. These tasks may be carried out by any authorised qualified person irrespective of any name, job title or grade used in rules or procedures or by the individual company.
- G1.2.2 GERT8000 defines traincrew as the driver or guard. It is common practice across the GB mainline network for staff undertaking guard tasks to be identified with alternative titles. These could include, but are not limited to:
- a) Train Manager;
 - b) Metro guard; or
 - c) Conductor
- G1.2.3 A person undertaking the guard role can also undertake associated roles as part of their duties as stated in GERT8000. These could include:
- a) Train preparer;
 - b) Competent person; or
 - c) Shunter.
- G1.2.4 Other staff who are not considered traincrew but are accompanying trains may be considered 'auxiliary staff' as referenced in the OPE NTSN. Auxiliary staff are outside of the scope of this document.
- G1.2.5 It is common practice across the GB mainline network for auxiliary staff to be identified with alternative titles. These could include, but are not limited to:
- a) Ticket examiner;
 - b) Catering supervisor; or
 - c) On board supervisor.
- G1.2.6 Staff undertaking the guard role might carry out tasks that are 'safety critical'. The Railways and Other Guided Transport System (Safety) Regulations 2006 (as amended) (ROGS) define 'safety critical' tasks.
- G1.2.7 Every employer has a duty under The Management of Health and Safety at Work Regulations 1999 (MHSWR) to make a suitable and sufficient assessment of the risks arising from their activities to both their employees and non-employees. The regulations also require employers to consider the training and capabilities of employees. This includes those classed as vulnerable such as expectant mothers and young persons. Therefore, adopting this guidance on competence and training for staff undertaking the guard role could be considered good practice in all cases where operational railway activity takes place.
- G1.2.8 All employers are required under MHSWR to record, review and update risk assessments, and repeat training periodically where appropriate.
- G1.2.9 RUs are required under ROGS to make a suitable and sufficient assessment of the risks to the safety of any persons for the purpose of identifying the measures they need to take to ensure the safe operation of the transport system in question insofar as this is affected by their operation, such as not leaving equipment behind.

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G1.2.10 A member of staff who is competent in the guard role who leaves company A and joins company B in a similar role, may not have received suitable training for the tasks to be undertaken at company B. Assessment of the tasks to be undertaken will assist with identifying any skill gaps and therefore establishing training requirements.

G1.3 Using this document

Guidance

- G 1.3.1 The Office of Rail and Road (ORR) has produced detailed guidance for managing competence in Railway Safety Publication 1 (RSP1). RSP1 states that competence means the ability to undertake responsibilities and to perform activities to a recognised standard on a regular basis.
- G 1.3.2 The activities performed by staff undertaking the guard role have been identified in [part 2](#) of this document. RUs can use the guidance to assist in developing a new, or aligning a current, competence and training framework.
- G 1.3.3 The activities and associated tasks in this document have been sourced from:
- Rule Book GERT8000; and
 - Current industry practice.
- G 1.3.4 The activities and tasks identified in this document are not intended to be a finite list. RUs may identify additional guard activities and tasks according to their requirements.
- G 1.3.5 A risk-based training needs analysis (RBTNA) is an industry recognised approach to competence management. [Part 2](#) of this document gives background to, and guidance on the use of an RBTNA. This guidance is supported by a methodology for carrying out an RBTNA in [Appendix A](#). This information can assist RUs to identify guard activities which can be used in the management of competence and training for guards.
- G 1.3.6 RSSB has carried out an RBTNA for the guard role based on the activities identified in [part 2](#). The output of the RSSB RBTNA is given in [Appendix B](#). This is supported by guidance on how RUs can use the contents of [Appendix B](#) in the management of competence and training for guards.
- G 1.3.7 [Part 3](#) of this document gives guidance on competence and training for staff undertaking the guard role by identifying and signposting information relevant to the activities identified in [part 2](#). The guidance can assist RUs in creating a new, or the management of a current, competence and training framework.
-

G1.4 User's responsibilities

- G1.4.1 Industry experts representing railway industry stakeholders are involved in the process for setting the content of documents that are prepared in accordance with the procedures set out in the Railway Standards Code and Manual.
- G1.4.2 Users of documents published by RSSB are expected to be competent or should take specialist advice before following or applying any practices or principles contained within them and are reminded of the need to consider their own responsibilities to

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- b) Application or use in all possible operational or working environments.

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G1.4.4 Users and duty holders remain responsible at all times for assessing the suitability, adequacy and extent of any measures they choose to implement or adopt and RSSB does not accept, and expressly disclaims, all and any liability and responsibility except for any liability which cannot legally be limited.

G1.5 Structure of this document

G1.5.1 Guidance is provided as a series of sequentially numbered clauses.

G1.6 Approval and authorisation of this document

G1.6.1 The content of this document will be approved by Traffic Operations and Management Standards Committee on 24 June 2025 [proposed].

G1.6.2 This document will be authorised by RSSB on 25 July 2025 [proposed].

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Part 2 Guard activities and associated tasks

G2.1 Guard activities and tasks

Guidance

- G 2.1.1 This section gives guidance on activities and associated tasks for staff undertaking the guard role. The activities and tasks identified in this document are not intended to be an exhaustive list of guard role activities. RUs may identify additional tasks according to their requirements.
- G 2.1.2 The tasks which may be undertaken by guards are divided into the following high-level activities:
- Underpinning;
 - Common;
 - Degraded; and
 - Emergency.
- G 2.1.3 The activities and tasks in this document have been sourced from:
- Rule Book GERT8000
 - Current industry practice.
- G 2.1.4 This guidance does not seek to define which activities and tasks the RU may identify for staff undertaking the guard role. RUs may identify any or all of the tasks in this document to be applicable to staff who undertake the guard role.
- G 2.1.5 Underpinning activities and tasks are the preparatory or general tasks that apply across almost every other activity. In an RBTNA this type of high-level activity is described as a 'general' task. For the purposes of this document these are described as underpinning activities.
- G 2.1.6 Common activities and tasks are undertaken when the railway system operates in the way in which it was designed. In an RBTNA this type of high-level activity is described as a 'normal' task. For the purposes of this document these are described as common activities.
- G 2.1.7 Degraded activities and tasks are undertaken when a part of the railway system continues to operate in a restricted manner.
- G 2.1.8 Emergency activities and tasks are undertaken when unforeseen or unplanned events that have life threatening or extreme loss implications which require immediate attention.

G2.2 Guard activities

Guidance

- G 2.2.1 When considering the training and competence of staff undertaking the guard role, it is good practice to consider the activities such as those described in [Table 1](#).

Underpinning activities	Common activities	Degraded activities	Emergency activities
a) General communication b) Safety critical communication c) Operate the global system for mobile communications-railway (GSM-R) radio equipment d) Maintain personal safety e) Maintain personal safety near alternating current (ac) or direct current (dc) electrified lines f) Work with signalling systems and equipment	a) Prepare for and booking on duty b) Train preparation- giving a handover c) Train preparation- receiving a handover d) Train preparation- locating and accessing train e) Train preparation- preparing a train for service f) Depot and siding operation g) Ticket checking and collecting revenue h) Cash and card handling i) Manage the platform train interface (PTI) j) Manage the train environment under normal conditions k) Prepare for door operation l) Operate doors on arrival m) Train dispatch n) Train movements under normal conditions o) Manage security p) Traincrew operated level crossing (TMO) operation q) Token apparatus operation r) Route conducting s) Train termination- disposal t) Train termination- changing ends and train turnaround u) Book off duty	a) Deal with defective equipment b) Manage train environment during degraded operations c) Manage confrontation d) Manage stranded trains e) Work trains in adverse environmental conditions f) Deal with infrastructure issues	a) Identify and respond to emergency situations- general b) Deal with a fire onboard a train c) Manage train evacuation d) Deal with a person hit by a train accident e) Deal with an accidental train division f) Deal with other train accidents

Table 1: Guard activities

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- G 2.2.2 Details of the tasks and associated skills and knowledge for underpinning activities are given in [Appendix B2](#).
 - G 2.2.3 Details of the tasks and associated skills and knowledge for common activities are given in [Appendix B3](#).
 - G 2.2.4 Details of the tasks and associated skills and knowledge for degraded activities are given in [Appendix B4](#).
 - G 2.2.5 Details of the tasks and associated skills and knowledge for emergency activities are given in [Appendix B5](#).
-

G2.3 Risk-based training needs analysis (RBTNA)

Guidance

- G 2.3.1 Using an RBTNA can help identify the required level of skills and knowledge, and align the needs of the learner and the business to reduce the risk.
 - G 2.3.2 RSSB has developed the RBTNA toolkit to assist those who design training, learning and assessment to analyse the relevant data objectively. This guidance note uses the RSSB RBTNA. However, organisations may use other suitable RBTNA toolkits.
 - G 2.3.3 [Appendix A](#) gives guidance on the methodology and undertaking of an RBTNA.
 - G 2.3.4 More information on the RSSB RBTNA as used in this guidance note can be found in [G.B.1.1](#).
 - G 2.3.5 The RSSB RBTNA as used in this guidance note, has mapped the guard activities and tasks to the associated non-technical skills (NTS).
 - G 2.3.6 RSSB Research Report T869 (2012) developed a framework of NTS categories and skills.
 - G 2.3.7 RSSB research report T1207 (2022) contains resources to help managers, trainers, assessors, and front-line staff use non-technical skills.
 - G 2.3.8 Technical skills and underpinning knowledge describe what needs to be done and known for a given task. NTS describe how a task will be carried out. For example, undertaking train dispatch requires platform staff to have certain technical skills for completing the train safety check and providing the correct signal to indicate the check is complete. Non-technical skills are also required for these tasks; for example, for maintaining concentration.
 - G 2.3.9 NTS complement technical skills and underpinning knowledge and provide an understanding to the approach to tasks, the risk and errors that can occur, and how roles can be enhanced to mitigate against these. In GB rail, NTS have been defined as 'the cognitive, social and personal resource skills that complement technical skills and contribute to safe and efficient task performance'. They have been selected and designed as a list of skills that can all be improved through better understanding, training and development.
-

Part 3 Guidance on competence and training for staff undertaking the guard role

G3.1 Competence

Guidance

- G 3.1.1 All employers are required under the MHSWR to take into account their employees' capabilities in regard to health and safety. In addition, ROGS places a duty on RUs to ensure that persons carrying out safety-critical work have been assessed as being competent and fit.
- G 3.1.2 The railway has unique hazards and risks that all workers need to be aware of. Risks associated with tasks can be minimised through learning, assessment and competence management.
- G 3.1.3 ROGS places a duty on RUs to maintain an accurate and up-to-date written record of a person's competence and fitness and have arrangements in place for monitoring the competence and fitness of individuals. A competence management system (CMS) is an effective way to do this. A CMS would include procedures for ensuring that all staff have the appropriate skills and knowledge to meet a particular level of competence or ability to ensure that risks to their health and safety are managed.
- G 3.1.4 The Office of Rail and Road (ORR) has produced guidance for managing competence in Railway Safety Publication 1 (RSP1). In the guidance, the ORR shows that competence management can be viewed as a cycle divided into principles and phases, and provides additional guidance on non-technical skills. RSP1 also describes an RBTNA as a method to help in prioritising where effort is most needed.
- G 3.1.5 RSSB document RS100 provides practical advice about managing and contributing to competence development activities.
- G 3.1.6 When establishing requirements for the CMS, it is good practice to identify:
- The activities to be undertaken;
 - The risks associated with the activities or location;
 - Performance requirements - clearly stating what individuals need to do when operating in or around the railway environment;
 - Knowledge requirements - clearly stating what individuals need to know when operating in or around the railway environment;
 - The non-technical skills requirements - the cognitive, social, and personal resource skills that complement technical skills;
 - The standard of skills and knowledge required to be deemed competent; and
 - The expected expiry of competence.
- G 3.1.7 When defining competence requirements it is good practice to use approved standards that set out skills and knowledge requirements such as National Occupational Standards (NOS). NOS are managed on behalf of the Government by Skills Development Scotland and are available on the National Occupational Standards website.

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- G 3.1.8 A competence development plan (CDP) is part of a CMS. RSSB document Competence Development Guide for Dispatchers and Guards was developed from RSSB research project T1068 (2017). This document is intended to support guards and their managers in the development, implementation, and management of CDPs.
-

G3.2 Training

Guidance

- G 3.2.1 When designing training activities for guards, it is good practice to consider:
- If the training is about learning new skills and knowledge or refreshing existing skills and knowledge;
 - The methods that may be used to deliver it, for example, classroom, e-learning or blended learning;
 - The extent to which the task may be trained on the job; and
 - How realistic the training needs to be, compared with the real operational environment in which the task is performed.
- G 3.2.2 It is good practice to use blended learning, combining multiple learning methods. These can include:
- Theory-based learning such as classroom training, self-learning, case studies and videos. These can help individuals to develop the necessary knowledge and familiarise them with the task.
 - Practical exercises with instructor feedback, either in the live environment or simulated. These enable individuals to develop practical experience in carrying out tasks and learn from their experience.
 - Scenario-based learning, covering different operational conditions and settings. These help individuals develop the skills and knowledge to perform in a variety of conditions, some of which they may rarely encounter on the job.
- G 3.2.3 Using face-to-face, remote and digital learning can help people who learn in different ways. It can also help RUs optimise the time they have with learners.
- G 3.2.4 RSSB Project T1238 (2021) describes good practice guidance on using remote learning to enhance training.
- G 3.2.5 [Appendix B](#) contains a list of the following factors relevant to staff training for each guard task:
- Relevant non-technical skills;
 - Example required knowledge; and
 - Examples of training approaches.
- G 3.2.6 [Appendix C](#) contains a list of documentation relevant to staff training.
-

G3.3 Assessment

Guidance

- G 3.3.1 Following training, candidates are expected to demonstrate they possess the required skills and knowledge to keep themselves and others safe on the operational railway.
- G 3.3.2 The method of assessment depends on the competence requirements and risks involved as defined by the RBTNA used by the RU.
- G 3.3.3 It is a ROGS requirement to continually evaluate people through the assessment process and have systems in place to maintain competence.
- G 3.3.4 The ORR guidance document RSP1 details suitable methods for assessing staff competence, using defined risk-based methods. Competence can be seen as a continuum with people at various stages along it such as novice, not yet competent and competent.
- G 3.3.5 When designing competence assessment activities, it is good practice for the RU to consider:
- a) The methods that could be used to assess the candidate, for example, live practical assessments, simulation or knowledge-based tests;
 - b) The extent to which the task could be assessed on the job; and
 - c) The realism of the activity, compared with the real operational environment in which the task is performed.
- G 3.3.6 It is good practice to use multiple assessment methods, combining them as necessary. This can include:
- a) Knowledge-based assessment methods, either as part of a practical assessment or separate from it. These can be used to assess the individual's underpinning knowledge of the tasks. These may involve the candidate explaining elements of the task that are difficult to demonstrate (for example, who, what, where, when, why, how).
 - b) Practical assessment methods, either in the live environment or simulated. These can be used to assess the individual's practical ability to carry out the task while demonstrating the expected behaviours.
- G 3.3.7 RSSB document RS100 gives practical guidance for assessment methods, including an appendix of guidance specifically for assessors.
-

G3.4 Review

Guidance

- G 3.4.1 MHSWR places a duty on RUs to review training and competence processes routinely to make sure they remain fit for purpose.
- G 3.4.2 MHSWR requires that an individual's training should be reviewed as a minimum:
- a) When being recruited into the employer's organisation; and
 - b) When being exposed to new or increased risks because of:

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- i) Being transferred or given a change of responsibilities;
- ii) The introduction of new work equipment or a change respecting work equipment already in use;
- iii) The introduction of new technology; or
- iv) The introduction of a new system of work or a change respecting a system of work already in use.

- G 3.4.3 RUs have a responsibility under ROGS to review the tasks of the individual to make sure any additional training required is provided.
- G 3.4.4 The ORR document RSP1 gives guidance for verifying, auditing and reviewing the assessment process to confirm it remains fit for purpose.
- G 3.4.5 RSSB document RS100 details when evaluation of learning events may be needed. It is good practice to take this into account when reviewing competence assessments.
-

G3.5 Reference documents

Guidance

- G 3.5.1 Information for RUs relating to the training and competence of staff is included in relevant publications.
- G 3.5.2 This document seeks to identify sources of standards, guidance and other information related to the training and competence of staff undertaking guard activities and tasks identified in [part 2](#).
- G 3.5.3 An example list of standards documents relevant to guard activities is identified in [Appendix C.1](#).
- G 3.5.4 An example list of guidance documents relevant to guard activities is identified in [Appendix C.2](#).
- G 3.5.5 An example list of other documents relevant to guard activities is identified in [Appendix C.3](#).
- G 3.5.6 The documents identified in [Appendix C](#) are not intended to be exhaustive. RUs may identify additional documents relevant to the training and competence of staff undertaking guard activities and tasks.
-

Appendices

Appendix A Carrying out a risk based training needs analysis (RBTNA)

Note: The content of this appendix is intended as guidance to assist RUs in the creation of a framework for training, assessment and competence management of staff who undertake the guard role.

A.1 Understanding the RBTNA methodology

Guidance

G A.1.1 The RSSB RBTNA toolkit helps to identify how risks associated with tasks can be minimised through learning, assessment and competence management activities. The RSSB RBTNA methodology comprises the stages and steps in [Figure 1](#).

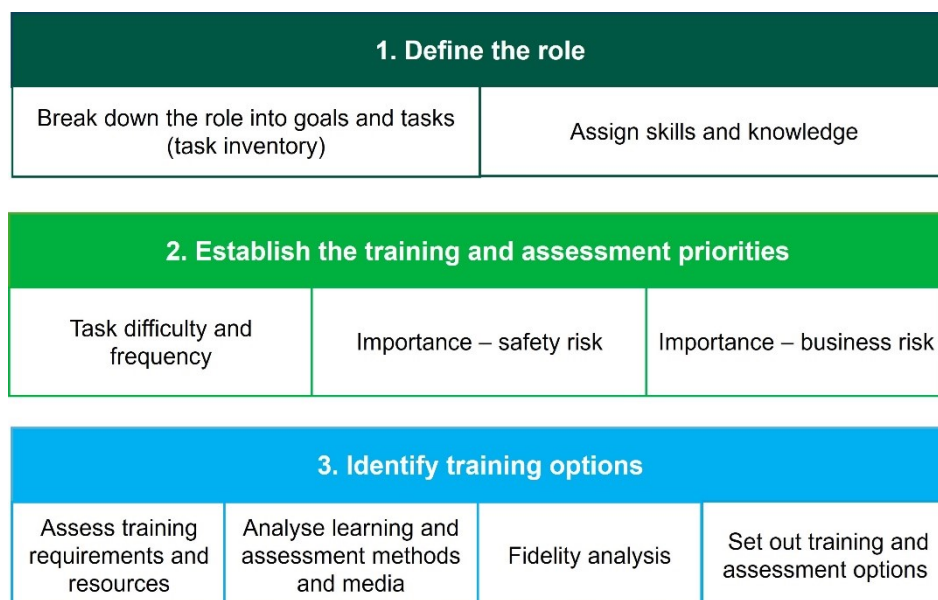


Figure 1: RSSB RBTNA methodology

G A.1.2 Each stage comprises several steps which are completed before moving onto the next stage. Sometimes, it may be necessary to return to previous steps as the process is followed.

A.2 Pre-stage one: Preparatory work

Guidance

G A.2.1 Before stage 1, preparatory work can be undertaken. This is an exercise to confirm what needs to be done, who has responsibility for different aspects of the process, the timescales, the resources needed and the equipment required.

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A.3 Stage one: Role definition

Guidance

- G A.3.1 The role is defined using a task inventory. Tasks are what individuals in the role need to do.
- G A.3.2 A task inventory is an organised way of representing what individuals need to do. Creating a task inventory involves breaking the role down into goals and tasks. A goal typically describes a high level activity that the individual in the role carries out. Each goal is broken down into a set of associated tasks. These describe in more detail what the individual does when carrying out the activity.
- G A.3.3 It is important to include subject matter experts (SMEs) in the organisation who understand the tasks carried out in the guard role and involve SMEs in regular reviews of the RBTNA content as it is being developed.
- G A.3.4 It is good practice to avoid setting out step-by-step actions or procedures in the task inventory. This can make the RBTNA overly detailed and difficult to use. The aim is to set out goals and tasks in sufficient detail so that those working on the RBTNA:
- Can have a common understanding of them; and
 - Can map the skills and knowledge associated with each goal or task.
- G A.3.5 It is good practice to group goals and tasks according to four categories:
- General - preparatory and general tasks that apply across or underpin almost every other goal (for example, communication);
 - Normal - tasks that occur under regular or normal conditions;
 - Degraded - tasks that are likely to occur in situations that are classed as out-of-course; and
 - Emergency - tasks that occur in emergencies.
- G A.3.6 After creating the task inventory, the next step in the RBTNA process is to assign underpinning knowledge, functional skills and non-technical skills to each task.
- G A.3.7 Knowledge refers to what the individual needs to know to successfully complete the task. It is good practice to describe the high-level knowledge areas that need to be covered during training.
- G A.3.8 Functional skills include literacy, numeracy and digital skills. The functional skills important for each goal can be set out in the RBTNA.
- G A.3.9 NTS complement technical skills and underpinning knowledge. It is important to note that human error cannot be eliminated through NTS. However, applying NTS can help staff to anticipate, identify and mitigate these errors.
- G A.3.10 The RSSB RBTNA toolkit enables the mapping of NTS to goals and tasks by considering the characteristics of the tasks. Certain types of task are typically characterised by particular risks and challenges and require specific NTS to help mitigate those risks. This mapping approach allows users to identify the skills that are most important to successful completion of each goal or task. Focusing on the key NTS facilitates appropriate prioritisation in training and performance measurement.

- G A.3.11 RSSB Project T1207 (2022) produced a revised framework of NTS categories, skill and skill descriptors that are relevant to GB rail safety-critical roles.
- G A.3.12 RSSB 'Non-technical skills support materials: Guard and dispatcher task examples' gives examples of common guard and dispatcher tasks in which each NTS would be expected to be applied.
- G A.3.13 RSSB 'Non-technical skills support materials: Guard and dispatcher behavioural descriptions with task examples' sets out example statements describing what good performance looks like for each NTS, in relation to guard and dispatcher tasks. These resources can be used by people responsible for integrating NTS into the competence management system. This includes developing training and assessment standards and criteria for guards.
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A.4 Stage two: Training priorities assessment (TPA)

Guidance

- G A.4.1 In this stage, priorities within a job role are established. This is so training and assessment activities can be designed to reflect the nature of the tasks and the safety risk associated with them. A version of the difficulty, importance and frequency (DIF) analysis is used. This incorporates safety risk data and allows for business risks to be acknowledged. The training priorities assessment considers:
- a) How difficult the task is to learn, remember and perform accurately;
 - b) How often the task is performed; and
 - c) How important the task is in terms of risk. This includes the probable safety risk impact if the person were to carry out the task incorrectly. It can also include the risk to the business if the person were to carry out the task incorrectly for example, delays, reputational damage, financial impacts.
- G A.4.2 The RBTNA does not combine these ratings into a single score. This is because combining ratings can result in details and nuances being lost. Having individual scores can help RUs consider what to prioritise in the training and assessment processes and why.
-

A.5 Stage three: Training options analysis (TOA)

Guidance

- G A.5.1 In this stage, the potential learning and assessment methods to be used are explored and determined. This stage considers:
- a) Fidelity - How realistic the training needs to be, compared with the real operational environment in which the task is performed;
 - b) Achievability - How achievable the required fidelity level is for the organisation;
 - c) On-the job potential - the extent to which the task could be trained on the job (rather than a training setting specifically); and
 - d) Training and assessment options - the learning assessment approaches, methods and media that are appropriate for each goal or task. This can take into
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consideration how much the training needs to reflect the actual job in practice and what is a proportionate approach.

- G A.5.2 This stage aids decision making about the types of learning and assessment methods to be used for each goal. It does not generate a training syllabus or assessment criteria.
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A.6 Using the outputs of the RBTNA

Guidance

- G A.6.1 RUs can begin to use the outputs of the RBTNA after each stage is completed. It is not essential to wait until the entire RBTNA has been completed.
- G A.6.2 The information in stage 1 can be used anywhere the role and tasks are described. This can include developing, reviewing or amending the content and coverage of:
- a) Selection criteria;
 - b) Training (initial training, refresher training and ongoing development);
 - c) Competence standards;
 - d) Frontline staff handbooks; and
 - e) Procedures and policies.
- G A.6.3 The information set out in stage 2 can be used to review the depth, level, frequency and priority of:
- a) Training topics;
 - b) Initial and ongoing assessments; and
 - c) Refresher training.
- G A.6.4 The information set out in stage 3 can be compared with current training and assessment methods for the role. This can be used to review the suitability of current training and assessment methods and identify areas for improvement.
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Appendix B Guard role activities and tasks

Note: The content of this appendix is intended as guidance to assist RUs in the creation of a framework for training, competence and assessment of staff who undertake the guard role.

B.1 Using the information in this appendix

Guidance

- G B.1.1 The RSSB RBTNA used in this document has been completed for the guard role at a generic level across the GB rail industry. This has been completed with assistance from industry subject matter experts.
- G B.1.2 The lists in this appendix are not exhaustive. The RU may identify other tasks based on its requirements.
- G B.1.3 RSSB 'Non-technical skills supporting materials: Guard and dispatcher task examples' document has been used to aid in mapping the relevant NTS to each activity.
- G B.1.4 RUs can use the content in this appendix when considering their own requirements. It is good practice to include subject matter experts in the RU who understand the activities and tasks performed in the guard role.
- G B.1.5 RUs can review the activities and tasks listed considering their own operations and standards:
- If gaps are identified in the list, RUs can re-describe, add or remove activities and tasks.
 - If gaps are identified in the RUs standards, these may need to be reviewed and updated.
- G B.1.6 RUs can review the knowledge, skills and non-technical skills listed to:
- Ensure that each of these reflect the requirements within the individual company.
 - Add to or remove from the list of knowledge and skills if needed, to reflect company-specific knowledge associated with each task.
 - Ensure the skills mappings incorporate any specific risks or challenges an individual would face in carrying out the task within that company.
- G B.1.7 The guidance in [Appendix A](#) can be used to support RUs with understanding the structure of an RBTNA.
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B.2 Using the information in this appendix - training

Guidance

- G B.2.1 The contents of [Appendix B](#) can be used to write or review and amend training criteria:
- Activities (column 1) can become titles of training modules.
 - Associated tasks (column 2) can be converted into technical skill learning objectives. These aim to clearly state what individuals need to be able to do.

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- c) Required knowledge (column 3) can be converted into underpinning knowledge learning objectives. These aim to clearly state, at a high level, what knowledge individuals need to develop.
- d) Relevant NTS (column 4) can be integrated into each training module. The aim is to clearly what behaviours to train and develop in individuals when carrying out the technical tasks. Organisations can either:
 - i) List the NTS names in the training module, or
 - ii) Convert the NTS into behavioural statements.

G B.2.2 Behavioural statements can help make it clear how the NTS link to the associated activity and tasks and the behaviours that need to be developed, examples are provided in column 5 of the tables in Appendix B. Where NTS are very closely linked to the associated tasks, the behaviours can be integrated into the technical skill learning objective and do not need to be written as separate behavioural statements, for example, communicating clearly and concisely.

G B.2.3 RSSB 'Non-technical skills supporting materials: Guard and dispatcher behavioural descriptions with task examples' contains behavioural statements that can be used to write or review and amend learning objectives.

B.3 Using the information in this appendix - assessment

Guidance

G B.3.1 The contents of [Appendix B](#) can be used to write or review and amend assessment criteria:

- a) Activities (column 1) can become titles of competent criteria units.
- b) Associated tasks (column 2) can be converted into performance statements in the CMS. These aim to clearly state what individuals need to do when operating in or around the railway environment.
- c) Required knowledge (column 3) can be converted into underpinning knowledge criteria in the CMS. These aim to clearly state what individuals need to know when operating in or around the railway environment.
- d) Relevant NTS (column 4) can be integrated into each unit of the CMS. The aim is to clearly state what behaviours individuals need to demonstrate when carrying out operational tasks. Organisations can either:
 - i) List the NTS names in the competence unit, or
 - ii) Convert the NTS into behavioural statements.

G B.3.2 Behavioural statements can help make clarify how the NTS link to the associated activity and tasks and what behaviours are expected while performing tasks; examples are provided in column 5 of the tables in [Appendix B](#). Where NTS are very closely linked to the associated tasks, the behaviours can be integrated into the technical performance statement and do not need to be written as separate behavioural statements; for example, communicates clearly and concisely.

G B.3.3 RSB 'Non-technical skills supporting materials: Guard and dispatcher behavioural descriptions with task examples' sets out behavioural statements that can be used to write or review and amend competence criteria.

B.4 Underpinning activities and tasks

Guidance

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Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
General communication	Maintain own safety while communicating	- Relevant sections of GERT8000-G1.	1.1 Attention to detail 1.2 Overall awareness 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 5.1 Considering others' needs 5.3 Treating others with respect	3.1 Listening: Listens to information given by colleagues and repeats back or paraphrases information to confirm understanding of the situation and the actions required.
	Use an appropriate method of communication	- Relevant sections of GERT8000-G1.		
	Commence communication by clearly stating identity	- Relevant sections of GERT8000-G1.		
	Confirm you are speaking to the correct person	- Relevant sections of GERT8000-G1.		
	Clearly state or establish the reasons for the communication	- Relevant sections of GERT8000-G1.		

Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
General communication (continued)	Relay verbal information in an accurate clear and concise manner in line with company and GERT8000 requirements	<ul style="list-style-type: none"> - Relevant sections of GERT8000 - Understand company policies. 	See entry at top of table	See entry at top of table
	Complete accurate reports prior to leaving duty when required	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1, TW1, M3 - Understand company policies. 		
	Communicate with operations control	<ul style="list-style-type: none"> - Awareness of who specifically to communicate with in control - Awareness of how control communicates with the guard - When, how and why report delays - Seek or communicate information regarding changes to services and delays. 		

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Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
General communication (continued)	Communicate with customers	<ul style="list-style-type: none"> - When to and when not to communicate - What and why to communicate- matters relating to the train service and their journey - How to communicate- face-to-face, verbal, via the public address (PA) system - How to operate the PA system, company phone, information systems and applications. 	See entry at top of table	See entry at top of table
	Communicate with station staff	<ul style="list-style-type: none"> - When to and not to communicate - What to and why to communicate (operational matters and matters relating to the train service) - How to communicate (face-to-face, verbal). 		

Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
General communication (continued)	Communicate with auxiliary staff	<ul style="list-style-type: none"> - When to and not to communicate - What and why to communicate (operational matters and matters relating to the train service) - How to communicate (face-to-face, verbal) - General awareness of the role of the non-traincrew - How the guard can support or assist the non-traincrew team member - How to work effectively with the non-traincrew team member. 	See entry at top of table	See entry at top of table
	Communicate with own train operating company (TOC)	<ul style="list-style-type: none"> - When to and not to communicate - What and why to communicate - How to communicate – GSM-R, mobile phone, other phones and electronic devices. 		

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Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
General communication (continued)	Operate handheld radios	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1, SS2 - Safe use of hand-held radios - Understand company policies. 	See entry at top of table	See entry at top of table
	Operate telephones	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Correct and safe use of telephones (including signal post telephone (SPT) or lineside) - How to identify SPT and lineside phones and how to establish restriction on use (limited clearance) - Safe use of mobile phones (like on train, on station, on the operational railway) - Understand company policies. 		

Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
General communication (continued)	Operate GSM-R	<ul style="list-style-type: none"> - Relevant sections of RS523 - General awareness of what GSM-R is and the types of calls it can be used for - How to check the operability of GSM-R - Action required if the GSM-R is defective - How to operate the GSM-R in a normal, urgent or emergency situation - Any restriction on use (traction specific) - Using the GSM-R to stop approaching trains and how it works to do so - What is an emergency call and how to make one - Importance of talking to the correct signaller. 	See entry at top of table	See entry at top of table

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Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
General communication (continued)	Operate in-cab communication equipment (cab-to-cab)	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Traction knowledge - How to initiate a cab-to-cab call - When to make or not make a cab-to-cab call - Relevant bell or buzzer codes to use and why they are to be repeated back - Action required if the cab-to-cab system is defective. 	See entry at top of table	See entry at top of table
	Operate on-train internal communication equipment including PA	<ul style="list-style-type: none"> - Traction knowledge - Automatic passenger information system (APIS) manual - How to operate the PA system - When to make PA announcements and the key content to include - Action required if the PA or APIS system is defective. 		

Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
General communication (continued)	Complete and submit written reports (including electronically)	<ul style="list-style-type: none"> - When, how and why complete and submit a traincrew, accident or assault report form - When, how and why report train defects - When, how and why report delays - How to report and who to report to. 	See entry at top of table	See entry at top of table
	Read and interpret written communication	<ul style="list-style-type: none"> - Types of written communication (for example publications, internal communications, emails) - How to prioritise and action the relevant information - Clarify information if not understood (come to a clear understanding). 		

Table 2: Example underpinning activities and tasks - General communication

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Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Safety critical communication	Use the phonetic alphabet (codes and numbering) and other verbal communication protocols to relay information as appropriate	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Importance of accurate, brief, clear and concise information - Use of phonetic alphabet and why - Use correct communication protocols including standard words and phrases and why - Avoidance of using jargon and ambiguous terminology - Use of 'line blocked' to describe a line that is obstructed - Saying numbers using correct method - Use of the 24-hour clock. 	3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect	3.3 Assertiveness; and 5.3 Treating others with respect: Respectfully challenges other railway staff if they do not follow communication protocols, or if the information they provide is conflicting or incorrect.
	Start emergency communication by stating 'this is an emergency call' followed by all other relevant information in the correct order	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Use correct communication protocols - Avoidance of using jargon and ambiguous terminology. 		

Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Safety critical communication (continued)	Communicate with guard	<ul style="list-style-type: none"> - How to carry out a job brief - Understanding of roles and responsibilities. 	See entry at top of table	See entry at top of table
	Communicate with driver	<ul style="list-style-type: none"> - Relevant sections of Relevant sections of GERT8000-G1 and TW1 - When to and not to communicate - What and why to communicate - How to identify booked stops on the diagram - Request stops (what are request stops, how are they displayed on a diagram, method of working, what are the implications if request stops aren't stopped at) - How to communicate (bell and buzzer, cab-to-cab) - Knowledge of bell and buzzer codes - Seek or communicate information regarding changes to services and delays. 		

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Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Safety critical communication (continued)	Communicate with signaller	<ul style="list-style-type: none"> - When to and not to communicate - What and why to communicate - Awareness of what safety of the line matters and incidents include - How to communicate- GSM-R (how to operate), mobile phone (when to and not to use a mobile phone), other phones, lineside phones or SPT (how to identify these and how they work) - How to locate the phone number for the signaller - Route knowledge (adhering to relevant local instructions). 	See entry at top of table	See entry at top of table
	Communicate with electrical control operator (ECO)	<ul style="list-style-type: none"> - When to and not to communicate - What and why to communicate - How to communicate- GSM-R (how to operate), mobile phone (when to and not to use a mobile phone), via the signaller, electrification phone. 		

Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Safety critical communication (continued)	Use safety critical communication procedures and protocols	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - What is safety critical communication and how to recognise when it is happening - Types of safety critical communication (like written, two-way, verbal, face-to-face, phone) - Communicate in line with company instructions - Use of the 24-hour clock - Ask for information to be repeated back to confirm understanding - What is lead responsibility, including the importance of all parties taking responsibility for communications. 	See entry at top of table	See entry at top of table

Table 3: Example underpinning activities and tasks - Safety critical communication

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Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Operate GSM-R	Switch on and test GSM-R	- Relevant sections of RS523.	1.1 Attention to detail 1.3 Maintain concentration 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information	3.4 Sharing information: Shares accurate and relevant information at the right time via GSM-R, to keep passengers informed.
	Operate GSM-R in normal conditions	- Relevant sections of RS523 and GERT8000 - General awareness of what the GSM-R is, how it operates and the types of calls it can be used for - How to check operability of the GSM-R - Action required if the GSM-R is defective - How to operate the GSM-R in a normal situation - Any restriction on use - How to stop approaching trains using the GSM-R - What is an emergency call and how to make one - Importance of confirming call is to the correct signaller.		
	Use GSM-R for passenger announcements	- How to operate GSM-R.		

Table 4: Example underpinning activities and tasks - Operate GSM-R

Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Maintain personal safety	Going lineside and on or near the line	<ul style="list-style-type: none"> - Relevant sections of GERT8000 - How to decide if required to go on or near the line. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.4 Sharing information 	<ul style="list-style-type: none"> 1.2 Overall awareness; and 1.5 Anticipation of risk: <p>Regularly assesses the environment to understand what is happening around them when working on or near the line and is alert to lineside risks and hazards.</p>
	Plan walking route lineside or on or near the line	<ul style="list-style-type: none"> - Relevant sections of RS521 and GERT8000-G1 - Sectional appendix - Identifying relevant signage. 		

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Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Maintain personal safety (continued)	Wear the correct high visibility clothing and other personal protective equipment (PPE) when on operational railway	- Minimum requirements for PPE.	See entry at top of table	See entry at top of table
	Use authorised walking routes when available	- Route knowledge - Local safe systems of work - Identifying relevant signage - Where to locate relevant information (like notice boards, route packs and risk assessments).		
	Ensure personal safety at all times when using lineside equipment	- Relevant sections of RS521 and GERT8000-G1.		
	Cross the line using approved methods	- Relevant sections of RS521 and GERT8000-G1.		

Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Maintain personal safety (continued)	Adhere to relevant rules when walking on or near the line	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Duties requiring a guard to go on the operational railway and why - What is meant by signal protection, requesting a block of the line and who authorises this. 	See entry at top of table	See entry at top of table
	Use handlamp when required	<ul style="list-style-type: none"> - How and why to use handlamp or torch (including how to change batteries). 		
	Acknowledge train warning horn sounds and respond to approaching trains	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 and TW1. 		
	Follow electronic devices policy when on the operational railway	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Understand company policies. 		

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Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Maintain personal safety (continued)	Maintain situational awareness when on or near the line, depots or sidings	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Relevant depot instructions and risk assessments - What is defined as the operational railway - Required PPE. 	See entry at top of table	See entry at top of table
	Identify and report hazards	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Company reporting procedure - What must be reported and who to. 		
	Identify and obey lineside signage including safe use of telephones	<ul style="list-style-type: none"> - Relevant sections of RS521 and GERT8000-G1. 		

Table 5: Example underpinning activities and tasks - Maintain personal safety

Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Maintain safety near alternating current (ac) or direct current (dc) electrified lines	Maintain personal safety around ac electrified lines or overhead line equipment (OLE)	- Relevant sections of GERT8000-G1 and AC.	1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.5 Anticipation of risk	1.2 Overall awareness; 1.3 Maintain concentration; and 1.5 Anticipation of risk: Uses techniques to remain focused when working near ac or dc electrified lines, and regularly assesses the environment for hazards and risks associated with electrification.
	Maintain personal safety around dc electrified lines or conductor rail equipment (CRE)	- Relevant sections of GERT8000-G1 and DC.		

Table 6: Example underpinning activities and tasks - Maintain safety near ac or dc electrified lines

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Underpinning activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Working with signalling systems and equipment	Identify relevant signals and indicators	<ul style="list-style-type: none"> - Relevant sections of RS521 and GERT8000-G1 - Sectional appendix local instructions 	1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures	2.2 Checking: Checks and confirms signal aspect before acting (for example when dispatching trains).
	Identify relevant lineside and station signage	<ul style="list-style-type: none"> - Relevant sections of RS521 and GERT8000-G1. 		
	Adhere to instructions for signals, indicators and signage	<ul style="list-style-type: none"> - Relevant sections of RS521 and GERT8000-SS1, SS2, S4 and S5. 		
	Access associated signalling related equipment	<ul style="list-style-type: none"> - Sectional appendix local instructions - Understand access arrangements for equipment (type of key, location). 		

Table 7: Example underpinning activities and tasks - Work with signalling systems and equipment

B.5 Common activities and tasks

Guidance

G B.5.1 This list is not exhaustive. The RU may identify other tasks based on its requirements.

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Prepare for and book on duty	Adhere to company procedure for booking on locally or remotely	<ul style="list-style-type: none"> - Company instructions for local or remote booking on - Lone working arrangements. 	1.1 Attention to detail 1.4 Retain information 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.4 Sharing information 7.4 Prepared and organised	1.1 Attention to detail; and 1.4 Retain information: Spots new notices, identifies information such as weather conditions, diversions and speed restrictions. Marks information on diagrams or writes it down.
	Check and confirm physically and mentally fit for duty on arrival, adhering to drugs and alcohol policy	<ul style="list-style-type: none"> - Understand company policies - Self-management - Awareness of having sufficient food and drink for shift - Take sufficient rest and recuperation - Report when fatigued or not fit for duty - How to recognise fatigue - Absence reporting procedure - Alcohol and drugs policy. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Prepare for and book on duty (continued)	Monitor and report competence requirements	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Understand company policies - Route and traction competence periods - Personal responsibility and ownership for maintaining competence - Report when route and traction competence due to expire. 	See entry at top of table	See entry at top of table
	Attend for duty at the correct time at the agreed location	<ul style="list-style-type: none"> - How to check and monitor daily sheets - Communicate with own TOC as necessary - Responsibility for checking shift times. 		
	Follow company procedure for reporting issues likely to affect ability to book on for duty, to the right person	<ul style="list-style-type: none"> - Understand company policies - Check and allow for travel conditions. 		

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Prepare for and book on duty (continued)	Possess or obtain the required documents, equipment and uniform	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Personal responsibility for checking kit and equipment is present and in good working order - Charging of company issue electronic devices - Personal presentation - How to use a 'spit kit' - How and why to check hand lamp or torch - Knowledge of contents required in kit bag and purpose - Awareness of importance of ensuring kit, equipment and uniform are prepared. 	See entry at top of table	See entry at top of table
	Read and note relevant information in notice cases and/or on electronic devices	<ul style="list-style-type: none"> - Weekly and Periodic Operating Notices (WONs and PONs) (what are they, how often are they issued, what do they contain) - Update any necessary publications and store or destroy securely, how often to collect (validity period). 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Prepare for and book on duty (continued)	Obtain and review work diagram, confirming train formation, stopping patterns, date, locations, times along with traction and route competence for the turn of duty.	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - How to check daily sheets including amendments - Understand how to collect diagram, interpret, check and account for any amendments - Meaning of abbreviations, headcodes and written instructions on diagrams - What is a headcode and how the class of train is defined - What are diagrams and job cards and the types of diagrams. 	See entry at top of table	See entry at top of table

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Prepare for and book on duty (continued)	Clarify any alterations to planned diagram or work schedules and obtain any amended paperwork as necessary	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Communication with operations control - How to check daily sheets including amendments - How to collect and interpret diagram (check and account for any amendments) - Meaning of abbreviations, headcodes and written instructions on diagrams - What is a headcode and how the class of train is defined - What are diagrams and job cards and the types of diagrams. 	See entry at top of table	See entry at top of table

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Prepare for and book on duty (continued)	Collect and replenish kit and equipment	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Personal responsibility for safe stowage of kit bag - Personal responsibility for checking kit bag and equipment is present and in good working order - Awareness of the expiry of spit kits - Required contents of kit bag and purpose - Awareness of the requirement to carry spare glasses (if required) - How to request replacement kit or equipment and who from - How to collect and use a body worn camera (if applicable) - Requirement to carry and be prepared to show identification card and why. 	See entry at top of table	See entry at top of table
	Collect, start and assess readiness of revenue equipment	<ul style="list-style-type: none"> - Checking equipment is in good working order - Obtain correct equipment for duty. 		

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Prepare for and book on duty (continued)	Report faulty or missing equipment	<ul style="list-style-type: none"> - Identify defects with equipment - How to report any kit or equipment defects. 	See entry at top of table	See entry at top of table
	Use authorised walking route to access booking on point	<ul style="list-style-type: none"> - Route knowledge - Local safe systems of work - Identifying relevant signage - Where to locate relevant information - notice boards, route packs and risk assessments. 		

Table 8: Common activities and tasks - Prepare for and book on duty

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: give handover	Identify correct person to give handover to	- Understand company policies.	3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect	3.2 Clarity; 3.4 Sharing information; and 5.2 Supporting others: Provides relevant handover information clearly and concisely, avoiding unnecessary detail and jargon.
	Communicate relevant information	- How to communicate train running information and customer requirements.		
	Follow correct reporting procedure if member of staff not present to give handover to	- Communicate with operations control - task - Communicate with signaller - task - Communicate with driver - task.		

Table 9: Common activities and tasks - Train preparation: give handover

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: receive handover	Arrive at handover location in good time	<ul style="list-style-type: none"> - Personal responsibility - Why there is a need to be on the platform in good time - How to find out where train is departing from - Being aware of platform alterations - Understanding the impact of assumption. 	1.1 Attention to detail 1.4 Retain information 2.1 Systematic and thorough approach 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 5.1 Considering others' needs 7.4 Prepared and organised	3.1 Listening; and 1.4 Retain information: Listens to information given during handover, asks questions to reach a clear understanding, and repeats back to confirm understanding. Makes written notes to avoid forgetting important information.
	Identify correct person to receive handover from	<ul style="list-style-type: none"> - How to identify correct member of staff - What to communicate about - any operational or customer service matters relating to the train service. 		
	Follow correct reporting procedure if member of staff not present to receive handover from	<ul style="list-style-type: none"> - Communicate with signaller - task - Communicate with driver - task - Communicate with operations control - task. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: receive handover (continued)	Listen to and note relevant information	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Why communicate - awareness of operational or customer service matters - What to communicate - for example, operational requirements affecting safe working on the train, any faults, customer related information - Understand request stops. 	See entry at top of table	See entry at top of table
	Communicate with driver of train to confirm change of guard	<ul style="list-style-type: none"> - Communicate with driver - task - Traction knowledge - Why communicate - awareness of operational or customer service matters affecting the service and customers - When to communicate - when taking over the train together - How to operate the cab-to-cab system - Request stops. 		

Table 10: Common activities and tasks - Train preparation: receive handover

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Locate and access train	Establish train identity and location of train	<ul style="list-style-type: none"> - How the depot, station or sidings is configured - depot knowledge, briefs and sign in procedure (if relevant), station or route knowledge - Safe system of work - Relevant safety procedures in place at depots - How the unit number is configured, what it is and where it can be found - Who to communicate with to find out location and formation of unit (written and verbal instruction - location specific, operations control, driver, station staff, depot supervisor, movements manager) - Communication - underpinning activity. 	1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 7.3 Maintain and develop skills and knowledge	2.3 Follows rules and procedures; and 7.3 Maintain and develop skills and knowledge: Maintains up-to-date knowledge of depot, station, sidings risks and correctly follows rules and procedures for walking routes and accessing trains.
	Walk on depots using authorised walking routes where available	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Depot safety briefing and training - depot specific knowledge - Safe system of work. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Locate and access train (continued)	Move between stationary vehicles according to approved methods	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 and SS2 - Depot safety briefing and training - depot specific knowledge - Safe system of work - Use of safe walking routes and not taking short cuts, go around stationary vehicles - Reporting of vehicles fouling safe walking routes. 	See entry at top of table	See entry at top of table
	Access or egress train from and to track level	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Traction knowledge - Risks associated with the task - Route and depot knowledge - where to safely access the train - Safe system of work. 		

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Locate and access train (continued)	Maintain cab and train security	<ul style="list-style-type: none"> - Traction knowledge - Method of securing - Equipment required for task. 	See entry at top of table	See entry at top of table
	Follow local instructions in safe system of work or equivalent	<ul style="list-style-type: none"> - Safe system of work for location. 		

Table 11: Common activities and tasks - Locate and access train

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Prepare trains for service	Check train for any 'not to be moved' boards or people working in or around the train	<ul style="list-style-type: none"> - Identify 'not to be moved' signs or indicators - Action to take if sign present. 	1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.4 Sharing information 5.2 Supporting others	2.1 Systematic and thorough approach; and 2.2 Checking: Carries out train preparation tasks in a logical, ordered way to avoid missing steps, and actively checks systems are functioning rather than making assumptions.
	Checks and notes the train formation	<ul style="list-style-type: none"> - What are diagrams and job cards and the types of diagrams - Traction knowledge. 		
	Check and confirm all safety equipment is in place with any seals intact	<ul style="list-style-type: none"> - Traction knowledge. 		
	Check vehicle fault book and act on findings if required	<ul style="list-style-type: none"> - What is a defect book and why is it used, what is its purpose - How to identify a defect book - Ensure defect book is present and check last entries - Communicate correctly with operations control - task 		

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Prepare trains for service (continued)	Test the train PA system and check on board communication system	<ul style="list-style-type: none"> - Relevant sections of RS523 - Traction Knowledge - What systems to check and why (like PA, cab-to-cab, GSM-R, APIS) - How to check and use communication equipment (GSM-R user guide) - Operate GSM-R - task 	See entry at top of table	See entry at top of table
	Check security of gangway end and internal cab doors	<ul style="list-style-type: none"> - Traction knowledge. 		
	When required, liaise with driver to carry out brake continuity test	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 -Traction knowledge. 		
	When required liaise with driver to carry out coupling and uncoupling procedures	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Traction knowledge - Route knowledge - Communicate with driver - task. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Prepare trains for service (continued)	When required liaise with driver to carry out coupling and uncoupling procedures	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Traction knowledge - Route knowledge - Communicate with driver - task. 	See entry at top of table	See entry at top of table
	Complete checks specific to traction type	<ul style="list-style-type: none"> - Traction knowledge. 		
Train preparation: Prepare trains for service (continued)	Where instructed switch on the GSM-R equipment	<ul style="list-style-type: none"> - Relevant sections of RS523 - Traction knowledge - What is the GSM-R and the types of calls it can be used for - How to check the operability of the GSM-R and turn on the system - Action required if the GSM-R is defective - How to operate the GSM-R in a normal, urgent or emergency situation (point to point calls, group calls). 	See entry at top of table	See entry at top of table

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Prepare trains for service (continued)	Where applicable obtain, distribute and test handheld radio equipment with the driver	<ul style="list-style-type: none"> - Communication - underpinning activity. 	See entry at top of table	See entry at top of table
	Report any train defects or missing equipment liaising with the driver and operations control as necessary	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW5 - Communication - underpinning activity - Communicate with operations control and driver - tasks - How to complete the fault book and responsibilities - What and when to report - What is the Defective on Train Equipment (DOTE) policy- an overall awareness of what it contains and who is responsible for it - What equipment to check and its purpose - Traction knowledge. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Prepare trains for service (continued)	Check and confirm functionality of passenger doors	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 and TW5 - Traction knowledge - Communication - underpinning activity - When a door test is required and why - How to complete a door test- includes operation of door controls and location of door control panels on traction - Differences in completing a door test at a station or at a depot or siding - If the train needs to be moved from a siding into a platform to enter service, ensure the train is safe to be moved - Types of faults and how to report and deal with issues - How to lock, isolate, label defective doors - Communication any issues with operations control and driver - When doors should be closed. 	See entry at top of table	See entry at top of table

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Prepare trains for service (continued)	Check and confirm destination indicator is correct	<ul style="list-style-type: none"> - Traction knowledge APIS manual - how to set or change - Awareness of different types of destination blinds (auto-linked to APIS, manual) - How to safely operate manual destination blind. 	See entry at top of table	See entry at top of table
	Carry out external safety checks relevant to traction	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 and TW1 - What to check and why check for boards, pipes and wires attached - Identification of a 'not to be moved board' or similar and why one may be placed on a train - Who to report to if there is one on the train. 		
	Check CCTV functioning as specified	<ul style="list-style-type: none"> - Traction knowledge - Awareness of how the CCTV system operates on board - How to check the system is operational - How to reset the system. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Prepare trains for service (continued)	Check environmental and physical condition of saloon, cab and toilets	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Traction knowledge - What, how and why to check - How to check - Action to take if anything is not as expected. 	See entry at top of table	See entry at top of table
	Check vehicle emergency equipment	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Traction knowledge. 		
	Check and/or change tail-lights	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 and TW5 - Purpose of tail lights and responsibility for checking - When tail lights need to be lit - Defective tail lights - limitations - How, what and where to check - How to change (if applicable) - Come to a clear understanding with the driver when changing ends - Communicate with driver - task. 		

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Prepare trains for service (continued)	Manage and distribute seat reservations	<ul style="list-style-type: none"> - Local instructions over seat reservation responsibility - Understanding of coach lettering and how the train's journey (for example dividing during journey) can impact reservations - How the reservation system works - How the seats are configured - Communicate with passengers - task - Knowledge of the compensation policy regarding seat reservations. 	See entry at top of table	See entry at top of table
	Check non-passenger doors are secure	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - What are non-passenger doors (gangway doors, cab and traincrew doors, doors not for public use) - Traction knowledge - How to check and secure non-passenger doors - Why non-passenger doors need to be secure. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Prepare trains for service (continued)	Complete security checks	<ul style="list-style-type: none"> - Knowledge of current security threat level and required response level - How to complete a security check and what or where specifically to check - What to be aware of - Action to take if a threat is identified - Understand company policies. 	See entry at top of table	See entry at top of table
	Communicate with driver	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Traction knowledge - When and what to communicate and why - prior to preparing the train if the driver is present, during train preparation if faults, defects or damage are identified - Understanding how the train will be moved - Communication - underpinning activity - How to communicate (cab-to-cab). 		

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train preparation: Prepare trains for service (continued)	Set up automatic selective door operation (ASDO) system	<ul style="list-style-type: none"> - Communication - underpinning activity - Awareness of hazards, risks and mitigation strategies, route risks and route knowledge - Awareness of diagram instructions and amendments - The importance of safety critical communications to the driver, relaying info to the driver about the system operating state and who is undertaking the ASDO checks - Knowledge of ASDO train prep duties in sidings or during journey requirements i.e. early turnback, coupling and uncoupling. 	See entry at top of table	See entry at top of table

Table 12: Common activities and tasks - Train preparation: Prepare trains for service

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Depot and siding operations	Establish location and formation of train to be moved	<ul style="list-style-type: none"> - Communication - underpinning activity - How the depot, station or sidings is configured - Depot knowledge, briefs and sign in procedure - Route knowledge - Safe system of work - How the unit number is configured, what it is and where it can be found - Who to communicate with to find out location and formation of unit (written or verbal instruction - location specific, operations control, driver, station staff, depot supervisor, movements manager). 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 4.2 Timely decisions 5.1 Considering others' needs 5.2 Supporting others 6.1 Selective attention 6.2 Prioritising 	<ul style="list-style-type: none"> 3.2 Clarity; and 4.2 Timely decisions: <p>Quickly communicates to stop the movement in an emergency, using the correct communication protocols for the situation.</p>

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Depot and siding operations (continued)	Establish the movement to be made, where to move from or to and limits of move	<ul style="list-style-type: none"> - Relevant sections of GERT8000-SS2 - Understanding and knowledge of the movement to be made, limits and risks - Communicate with the signaller or person in charge (PIC) for permission for intended movement - Knowledge and understanding of where to gain information regarding the train being moved. 	See entry at top of table	See entry at top of table
	Communicate with driver using appropriate method	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 and SS2 - Communication - underpinning activity - Safe system of work - Clarify and reach a clear understanding about the movement with the driver and how the movement will be controlled (like hand signal day or night or radio). 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Depot and siding operations (continued)	Communicate with signaller or PIC	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 and SS2 - Communication - underpinning activity - Safe system of work - How to obtain permission from the signaller or PIC for the movement - How to reach clear understanding about the intended movement. 	See entry at top of table	See entry at top of table
	Maintain Personal Safety	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Maintain personal safety - underpinning activity - Depot route knowledge - understanding of risks of walking in and around depot and traction units - Understand shunting operations for location - Depot briefs and sign in procedure - Safe system of work. 		

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Depot and siding operations (continued)	Prepare the route for movement	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 and SS2 - Depot safety briefing and training (depot specific knowledge) - Safe system of work - Use of safe walking routes. 	See entry at top of table	See entry at top of table
	Check and confirm it is safe to move the train	<ul style="list-style-type: none"> - Relevant sections of GERT8000-SS2 and TW1 - Safe system of work. 		
	Operate ground frame and maintain safety of token systems	<ul style="list-style-type: none"> - Relevant sections of GERT8000-SS2 - Safe system of work - Sectional appendix. 		
	Control and maintain safe shunting movement	<ul style="list-style-type: none"> - Relevant sections of RS521, GERT8000-SS2 and S5. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Depot and siding operations (continued)	Comply with any signals, signs or indications	<ul style="list-style-type: none"> - Relevant sections of GERT8000-SS1 and S5 - Safe system of work. 	See entry at top of table	See entry at top of table
	Carry out brake continuity test	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Traction knowledge - Communication - underpinning activity. 		
	Adhere to Safe System of Work	<ul style="list-style-type: none"> - Understand safe system of work. 		

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Depot and siding operations (continued)	Operate hand points	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Company instructions - Safe system of work - Maintain personal safety - underpinning activity. 	See entry at top of table	See entry at top of table
	Check for conflicting moves	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Safe system of work. 		
	Stop movement in emergency	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 and SS2. 		

Table 13: Common activities and tasks - Depot and siding operations

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Ticket checking and collecting revenue	Validate tickets and travel documentation	<ul style="list-style-type: none"> - How to use revenue equipment - Purpose of having a valid ticket - contract - Key points to check to ensure validity of ticket - Ticket types and restrictions - How to set up ticket scanning app - How to scan barcoded tickets and smart cards using relevant app - How to endorse tickets - How to explain restrictions to customers - awareness of validity codes and where to find the relevant information - Awareness of National Rail Conditions of Travel (NRCT) - Communication - underpinning activity. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.2 Checking 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 4.1 Effective decisions 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect 5.4 Dealing with conflict or aggressive behaviour 	<ul style="list-style-type: none"> 3.3 Assertiveness; and 4.1 Effective decisions <p>Communicates with authority when carrying out revenue-related duties (for example uses a polite but authoritative tone and volume when checking tickets) and weighs up information and risks to make decisions (for example considers personal safety when dealing with passengers without a valid ticket).</p>

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Ticket checking and collecting revenue (continued)	Issue tickets and promote or assist with other retail and revenue opportunities	<ul style="list-style-type: none"> - Issue tickets as per the customer's requirements - How to operate the revenue equipment - Ticket types and restrictions - Railcards - Methods of payment - Knowledge of cash regulations - Awareness of NRCT - Inform and educate customers - Communication - underpinning activity. 	See entry at top of table	See entry at top of table
	Undertake regular ticket inspections and maintain a presence in train	<ul style="list-style-type: none"> - Full ticket inspection on taking over a train and reasons why - Recognising when to prioritise safety critical duties and cease revenue duties (self-management, workload management). 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Ticket checking and collecting revenue (continued)	Report and manage faults with revenue equipment	<ul style="list-style-type: none"> - Identify a fault or defect - Who to report faults to and how - Communicate with operations control if unable to undertake revenue duties - Communicate with customers - Maintain presence in the train if revenue equipment is unusable. 	See entry at top of table	See entry at top of table
	Report irregularities to revenue protection team	<ul style="list-style-type: none"> - What warrants fraudulent travel - How to identify and retain fraudulent documentation and what to do with it - Awareness of General Data Protection Regulations (GDPR) - How and who to report - Required technical knowledge relating to retail and revenue systems. 		
	Maintain personal safety	<ul style="list-style-type: none"> - Understand company policies - Manage confrontation - task. 		

Table 14: Common activities and tasks - Ticket checking and collecting revenue

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Cash and card handling	Keep cash and revenue equipment safe and secure	<ul style="list-style-type: none"> - How to keep cash and revenue equipment safe - Responsibility of float and replenishment - How and when to bank cash mid-shift - How to deal with lost cards or cash, how to log and who to report to - Communication - underpinning activity - Local instructions for revenue. 	1.1 Attention to detail 1.2 Overall awareness 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 7.3 Maintain and develop skills and knowledge	1.2 Overall awareness; and 1.5 Anticipation of risk: Regularly assesses the environment around them when carrying cash between locations, and is alert to personal safety risks.
	Adhere to cash handling regulations	<ul style="list-style-type: none"> - Knowledge of cash policies - Understanding responsibilities. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Cash and card handling (continued)	Manage personal hygiene and sanitation when handling cash and cards	<ul style="list-style-type: none"> - Risks relating to poor sanitation and the risks relating to handling cash - Importance of managing own hygiene and when to wash hands (for example, on breaks) and why. 	See entry at top of table	See entry at top of table
	Maintain personal safety when carrying cash between locations	<ul style="list-style-type: none"> - Understand company policies - Situational awareness - Manage confrontation - task. 		
	Adhere to GDPR regulations	<ul style="list-style-type: none"> - Understand company policies. 		

Table 15: Common activities and tasks - Cash and card handling

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage passenger train interface (PTI)	Observe customer movements around the PTI and boarding or alighting the train	<ul style="list-style-type: none"> - Dispatch methods - What and where is an optimum position to observe station and platform environment - Route knowledge, risks, what and where to be checking - like blind spots, lifts, stairs, waiting rooms - Able to identify potential risks and proactively manage these - Communication - underpinning activity. 	<ul style="list-style-type: none"> 1.2 Overall awareness 1.5 Anticipation of risk 2.1 Systematic and thorough approach 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 4.1 Effective decisions 4.2 Timely decisions 5.2 Supporting others 7.2 Confidence and initiative 	3.3 Assertiveness: Communicates firmly when required to manage passenger behaviours (for example uses hand signals and an authoritative tone of voice to try to stop passengers running for trains).
	Identify, anticipate and manage and report potential hazards	<ul style="list-style-type: none"> - Passenger train dispatch and platform safety measures - Route knowledge and risks - Definition of a hazard - How to identify hazards as a risk - Dynamic risk assessments - What are potential hazards - How to proactively manage potential hazards - How to report potential hazards. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage PTI (continued)	Safely alternate between dispatch positions and configure door controls	<ul style="list-style-type: none"> - Reasons why the guard may change dispatch positions - How and when to safely change dispatch positions - Prioritising safety critical duties first (for example observing the PTI) - How to use and configure door controls and risks - Traction knowledge. 	See entry at top of table	See entry at top of table
	Communicate with Station staff	<ul style="list-style-type: none"> - When to or not to communicate-when safe to do so and when there is imminent danger and risk at the PTI - What and why to communicate - operational matters relating to the PTI and managing customer movements - How to communicate (face-to-face, verbal) - Communication - underpinning activity. 		

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage PTI (continued)	Communicate with customers	<ul style="list-style-type: none"> - When to or not to communicate - when safe to do so and when there is imminent danger and risk at the PTI - What and why to communicate - risks and hazards at the PTI and educating customers on these - How to communicate - Communication - underpinning activity. 	See entry at top of table	See entry at top of table
	Manage overcrowded platforms	<ul style="list-style-type: none"> - Why platforms may become overcrowded - What are the risks with overcrowded platforms and why - How to manage an overcrowded platform - Who to report overcrowded conditions to - Communicate with customers - Understanding types of distractions and how to manage these - Communication - underpinning activity. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage PTI (continued)	Manage assistance to passengers	<ul style="list-style-type: none"> - How to identify hazards as a risk - Dynamic risk assessments - What are potential hazards. 	See entry at top of table	See entry at top of table
	Correctly sight signals and indicators	<ul style="list-style-type: none"> - Relevant sections of RS521 - Where to position. 		
	Communicate with signaller	<ul style="list-style-type: none"> - When to and not to communicate - How, what and why to communicate - Awareness of what safety of the line matters or incidents - Communication - underpinning activity - Route knowledge. 		
	Identify and manage vulnerable passengers	<ul style="list-style-type: none"> - How to identify vulnerable passengers - How to identify hazards as a risk - Dynamic risk assessments - What are potential hazards. 		

Table 16: Common activities and tasks - Manage PTI

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage train environment: normal operations	Identify, manage and report on train faults	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW5 - What is the DOTE, an overall awareness of what it contains and who is responsible for it - Awareness of what is classed as a fault and the potential impact - How to identify faults and carry out initial fault finding activities - What are contingency plans and how are they formulated - Who to communicate and report faults to - How to complete the defect book and responsibilities surrounding this - Manage the fault as per guidance and contingency plan and within knowledge and capability - Traction knowledge - Communication - underpinning activity. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.5 Anticipation of risk 2.2 Checking 2.3 Follows rules and procedures 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 4.1 Effective decisions 4.3 Diagnosing problems 5.1 Considering others' needs 5.2 Supporting others 7.2 Confidence and initiative 	<ul style="list-style-type: none"> 1.5 Anticipation of risk; and 7.2 Confidence and initiative: <p>On the lookout for onboard safety risks (for example sharps, biohazards, overcrowding). Takes action within their area of authority and competence, and requests support from other railway staff when needed.</p>

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage train environment: normal operations (continued)	Manage bikes, pushchairs and luggage	<ul style="list-style-type: none"> - Awareness of how many bikes are permitted on a service - bike policy - Awareness of where bikes, pushchairs and luggage can be stowed safely - Communication - underpinning activity - Safe stowage and assistance of oversized luggage- within own capabilities - How to manage confrontation - Understand company policies - What cannot be carried on a train - Contents of NRCT. 	See entry at top of table	See entry at top of table
	Take action to keep saloon and cab clean and tidy	<ul style="list-style-type: none"> - What to check and why (cleanliness) - Awareness of sharps and biohazards - How to check - Action to take if anything is not as expected - Traction knowledge. 		

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage train environment: normal operations (continued)	Respond to sharps and biohazards	<ul style="list-style-type: none"> - Types of sharps - Types of biohazards - Maintaining personal safety - Where sharps could be hidden - How to report sharps and biohazard incidents - Maintaining customer safety - move people away and cordon off the area - Use of biohazard kit - Purpose and use of the 'spit kit'. 	See entry at top of table	See entry at top of table

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage train environment: normal operations (continued)	Manage the toilet facility	<ul style="list-style-type: none"> - Traction knowledge - How to lock toilet out of use, how to access the toilet if customer is trapped inside, how to reset the toilet door, how to identify that the controlled emissions toilet tank is full (where applicable) and associated actions - How to manage access to the toilet - awareness of possible actions when the toilet is occupied for long periods - How to assess customer behaviour around toilet access - Awareness of what equipment is inside the toilet cubicle and how to operate or reset it - Impact of the accessible toilet or all toilets being out of use and possible contingency plans (for example, toilet stops) - Communication - underpinning activity - Respond to sharps and biohazards - task. 	See entry at top of table	See entry at top of table

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage train environment: normal operations (continued)	Manage overcrowded trains	<ul style="list-style-type: none"> - Understand company policies - How to proactively manage an overcrowded train - manage seat reservations, manage the train environment, announcements, manage luggage, allowing customers extra time to board and alight Identifying customers who require assistance - How and who to report if train overcrowded - Managing a safe train service if delays occur - Route knowledge - awareness of busy stations, routes, seasonal, time of day or week, events - Communication - underpinning activity - Awareness of the impact of an overcrowded train (like heat, provision of water, uncontrolled evacuation). 	See entry at top of table	See entry at top of table

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage train environment: normal operations (continued)	Manage seat reservations where provided	<ul style="list-style-type: none"> - Customer service and communication with customers - Manage confrontation - task - Proactively removing seat reservations if seat remains unoccupied, and why - Assistance dog reservation card - Distribute seat reservations at an appropriate time - taking safety into consideration - Awareness of where priority seating is located and managing access - Knowledge of the compensation policy regarding seat reservations - Communication - underpinning activity. 	See entry at top of table	See entry at top of table
	Manage temperature in passenger accommodation	<ul style="list-style-type: none"> - Traction knowledge - Communication - underpinning activity. 		

Table 17: Common activities and tasks - Manage train environment: normal operations

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Prepare for door operation	Make announcement regarding door specific information for passengers	<ul style="list-style-type: none"> - Traction knowledge - Communication - underpinning activity - When to make an announcement - What to include in an announcement - How and why to make an announcement (mix of both automatic and manual announcements) - Required action if PA system is defective. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.3 Maintain concentration 1.4 Retain information 2.1 Systematic and thorough approach 2.2 Checking 3.2 Clarity 3.4 Sharing information 4.1 Effective decisions 4.2 Timely decisions 6.2 Prioritising 7.3 Maintain and develop skills and knowledge 	<ul style="list-style-type: none"> 1.1 Attention to detail; and 6.2 Prioritising: Prioritises safety-critical tasks (for example instead of revenue or retail duties) and focuses on the specific details required to prepare for door operation (for example stopping pattern, platform length, traction and formation).
	Identify optimum position on train to dispatch as per route risks	<ul style="list-style-type: none"> - Route knowledge and risks - What is classed as an optimum position on the train and what to take into consideration - Consider whether the station is staffed or un-staffed and how this affects dispatch and PTI responsibilities - How time of day or events may affect what is an optimum position. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Prepare for door operation (continued)	Move to optimum door control position in sufficient time	<ul style="list-style-type: none"> - Route knowledge and risks - Be able to identify what is an optimum position - When to prioritise safety critical duties over other train duties - What can affect the guard being able to get to the door control panel in sufficient time - Risks of rushing to the door control panel and importance of staying focused. 	See entry at top of table	See entry at top of table
	Access door control panel	<ul style="list-style-type: none"> - Traction knowledge - How to access the door control and required equipment to access - Location of the door control panels - Understanding risks of keying in too early - Ensure the door control panel and buttons are in the correct position prior to arming doors and associated risks. 		

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Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Prepare for door operation (continued)	Prepare for selective door operation at a short platform	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Route knowledge and route risk instructions - Traction knowledge - Sectional appendix - How to identify that the platform is short in relation to traction type - How to identify which door control panel to use - How to operate the doors at a short platform (how this changes with traction type) - Communicate with driver - confirm stopping pattern and arrangements for short platforms - Communicate with customers (arrangements, which door will be used) - Communication - underpinning activity. 	See entry at top of table	See entry at top of table

Table 18: Common activities and tasks - Prepare for door operation

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Operate doors on arrival	Check train has come to a complete stop	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 and SS1 - Dispatch method - How to identify that the train has stopped - Why to check that the train has come to a complete stop - Confirm that the doors are to release on the right side - Required action if the train has stopped in the wrong position. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.3 Maintain concentration 1.4 Retain information 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.2 Checking 3.2 Clarity 3.4 Sharing information 7.3 Maintain and develop skills and knowledge 	<ul style="list-style-type: none"> 2.1 Systematic and thorough approach; and 2.2 Checking: <p>Carries out safety checks in an unhurried and ordered way before operating the doors, staying alert to platform-specific risks.</p>

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Operate doors on arrival (continued)	Check and confirm station is a booked stop	<ul style="list-style-type: none"> - Relevant sections of GERT8000-SS1 - Route knowledge and route risk assessment - Communication - underpinning activity - Checking of diagram and digesting and understanding information - Why a train may stop at a station it's not booked to stop at - Action to take if the train has stopped at station it is not booked to stop at - What and how to identify PTI risks when stopped at a station not booked to stop at - Communicate with customers - task. 	See entry at top of table	See entry at top of table

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Operate doors on arrival (continued)	Activate door control panel	<ul style="list-style-type: none"> - Traction knowledge - How to activate the door control and required equipment to activate - Location of the door control panels (cab, intermediate door control panel) - When to activate the door control panel and risks of activating too early - Required action if the door control panel is defective - How to identify when door control panel is activated in another location on the train and necessary action. 	See entry at top of table	See entry at top of table

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Operate doors on arrival (continued)	Confirm train is in correct position on platform and it is safe to release the doors	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Dispatch method - Route knowledge and route risk assessment - How to check the train is fully accommodated on the platform and it is safe to release the doors - Required action to take if the train is not fully accommodated and doors haven't been released - Required action to take if the train is not fully accommodated and doors have been released - Required action to take if unsafe to release the doors - Identify whether all passenger doors are safe to release - Ensure the doors will be released on the platform side. 	See entry at top of table	See entry at top of table

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Operate doors on arrival (continued)	Release local door	<ul style="list-style-type: none"> - Dispatch method - Traction knowledge - How to release the local door - Why to release a local door first - Check the doors are to be released on the platform side - Required action if the door control panel is defective. 	See entry at top of table	See entry at top of table
	Release passenger doors as per traction, station and route risks	<ul style="list-style-type: none"> - Sectional appendix - Traction knowledge - Dispatch method - How to release the doors - at cab and intermediate door panels - Route knowledge and route risks - Ensure the doors will be released on the platform side - Identify when local door only operation is required - Required action if unable to obtain door release in the case of door control panel failure. 		

Table 19: Common activities and tasks - Operate doors on arrival

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations	Check and confirm a driver is on board the train at the originating station	- Communicate with driver - task.	1.1 Overall awareness 1.2 Maintain concentration 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.2 Clarity 3.3 Assertiveness 4.1 Effective decisions 4.2 Timely decisions 5.1 Considering others' needs 5.2 Supporting others 6.1 Selective attention 6.3 Calm under pressure	2.1 Systematic and thorough approach; and 6.3 Calm under pressure: Uses strategies to stay calm when under pressure and to remain focused on completing train dispatch tasks thoroughly (for example during delays and disruptions).
	Make pre-departure announcement	- Communicate with customers - task - Traction knowledge.		
	Operate the Train Ready to Start (TRTS) button where applicable	- Relevant sections of GERT8000-SS1 - Route knowledge.		
	Follow authorised dispatch procedures according to the relevant instructions for the location and type of train worked	- Route knowledge - Traction Knowledge.		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations (continued)	Use an appropriate door or cab from which to carry out the dispatch process	<ul style="list-style-type: none"> - Relevant sections of GERT8000-SS1 - Route knowledge - Traction Knowledge. 	See entry at top of table	See entry at top of table
	Where applicable check platform customer information screens are showing the correct information	<ul style="list-style-type: none"> - Route knowledge - Train schedule. 		
	Monitor train departure and dwell times at stations to ensure a safe and prompt departure	<ul style="list-style-type: none"> - Route knowledge - Train schedule. 		

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations (continued)	Where provided, check platform starting signal or associated OFF indicator or banner repeater is displaying a proceed aspect	<ul style="list-style-type: none"> - Route knowledge - Relevant sections of RS521. 	See entry at top of table	See entry at top of table
	Check and confirm all passengers are clear of the platform edge area and when necessary use a whistle to warn passengers	<ul style="list-style-type: none"> - What to check to ensure the train is safe to depart and why (check doors are closed properly, nothing is trapped in the doors, nobody is in contact with the train, customers remaining on the platform are in a safe place, re-check signal, re-check time) - How to check the train is safe to depart and why - How to effectively utilise the whistle during dispatch and what purpose it has, including what considerations need to be made around its use (risks). 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations (continued)	At staffed stations acknowledge the 'station work complete' signal and take the appropriate action according to traction type	- Traction knowledge - Route knowledge.	See entry at top of table	See entry at top of table
	At unstaffed stations close train doors using the appropriate action according to traction type	- Traction knowledge - Route knowledge.		
	Check and confirm all doors are securely closed and without any items or persons trapped	- Traction knowledge - Route knowledge.		

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations (continued)	Ensure no obstructions are visible in the 'dispatch corridor' before commencing movement	<ul style="list-style-type: none"> - Route knowledge - Understand actions to take if obstructions are visible in the 'dispatch corridor'. 	See entry at top of table	See entry at top of table
	Report and respond to absence of dispatcher	<ul style="list-style-type: none"> - Route knowledge - Action to take when no dispatcher is present at a staffed station. 		
	Adhere to any local instructions	<ul style="list-style-type: none"> - Relevant sections of GERT8000-SS1 - Route knowledge - Sectional appendix - TRTS equipment - Identify whether the station is staffed or un-staffed - Understanding of the station work complete and train safety check signals from the dispatcher - Awareness of what the dispatcher's role is. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations (continued)	Check and confirm train is safe to close passenger doors	<ul style="list-style-type: none"> - Relevant sections of RS521 - What needs to be checked prior to closing the passenger doors and why - How to check it is safe to close the passenger doors - Checking the PTI corridor - How to check scheduled departure time - How to effectively utilise the whistle - Knowledge of the dispatch procedure at a manned station - How European Rail Traffic Management System (ERTMS) affects dispatch duties - How token systems affect dispatch duties - Communication - underpinning activity. 	See entry at top of table	See entry at top of table

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations (continued)	Close passenger doors safely	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 and TW5 - Communication - underpinning activity - Traction knowledge - When to or not to close the passenger doors - How to close the passenger doors - Where to stand when the doors are closing and why - What to be aware of and checking for as the doors are closing - When doors should be closed - How to ensure the doors have closed properly and safely and why (including external hazard lights). 	See entry at top of table	See entry at top of table

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations (continued)	Close passenger doors safely (continued)	<ul style="list-style-type: none"> - Reasons why the external hazard lights may remain illuminated and the required response - How to respond to an interruption in the dispatch procedure - How to respond to last minute customers or obstructions - How to re-release the doors if required - Awareness of door related PTI incidents (for example customer trapped in doors) and how to respond - How to report incidents of this nature - Knowledge of how the door and braking system operates - traction interlock, and the bell or buzzer system - Awareness of reasons why the passenger doors may not close. 	See entry at top of table	See entry at top of table

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations (continued)	Confirm Indicator Lights (ILs) are extinguished	<ul style="list-style-type: none"> - Traction knowledge - Where to stand to ensure view of ILs. 	See entry at top of table	See entry at top of table
	Check and confirm train is safe to depart	<ul style="list-style-type: none"> - Relevant sections of RS521 and GERT8000-S5 and SS1 - What to check to ensure the train is safe to depart and why - How and why to check the train is safe to depart - Requirement to re-check signal - Awareness of different types of signals - What is a signalling irregularity and how to report - In what situations can signals be passed at danger when authorised - Risks associated with reading and interpreting signals - How to effectively utilise the whistle during dispatch - Knowledge of the dispatch procedure at a manned station. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations (continued)	Board train and close local door	<ul style="list-style-type: none"> - When and how to safely board the train - How to close the local door - Traction knowledge - Response to a slow closing door and reporting requirements. 	See entry at top of table	See entry at top of table
	Check and confirm it is safe to give the ready to start signal	<ul style="list-style-type: none"> - Relevant sections of RS521, GERT8000-S5 and SS1 - Route knowledge - Traction knowledge - What to check prior to giving the ready to start signal to the driver and dispatcher - How to check it is safe to give the ready to start signal to the driver and dispatcher. 		

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations (continued)	Give ready to start signal to driver and dispatcher	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 and SS1 - Route and traction knowledge - Awareness of relevant bell and buzzer codes and why they are repeated back - How to respond to a bell or buzzer failure - alternative method of giving the ready to start signal (green flag or light) - Communicate with driver - task - Communicate with dispatcher - task - What method not to use in the event of bell or buzzer failure (cab-to-cab) - Awareness of how the bell or buzzer is linked to the door system and door control panel - Awareness of the acknowledgment of the bell or buzzer code from the driver (repeating back) and why - Response if no acknowledgment is received back. 	See entry at top of table	See entry at top of table

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations (continued)	Give ready to start signal to driver and dispatcher (continued)	<ul style="list-style-type: none"> - Awareness of different tones of the bell and buzzer depending on traction - Awareness of how ERTMS or right away (RA) indicator equipment affects dispatch. 	See entry at top of table	See entry at top of table
	Observe the safe movement of the train along the whole of the PTI	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Traction knowledge - Sectional appendix - Why to keep door control panel open and keyed in - Importance of remaining by the door control panel as the train moves along the platform - How long to remain at the door control panel and why - What to check as the train moves along the platform - How to respond to indications of danger - Awareness of how to stop the train in an emergency. 		

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train dispatch and door operations (continued)	Immediately stop train if hazard identified	<ul style="list-style-type: none"> - What to be aware of and how to respond - customer behaviours, indications of danger from other customers or staff - How to stop the train in an emergency - Traction knowledge. 	See entry at top of table	See entry at top of table
	De-activate door control panel and secure	<ul style="list-style-type: none"> - When to and not to de-activate the door control panel and secure, and why - How to de-activate the door control panel and secure - Traction knowledge. 		

Table 20: Common activities and tasks - Train dispatch and door operations

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train movements: normal	Before the journey check stopping pattern and train formation with the driver	<ul style="list-style-type: none"> - Communicate with driver - task - How to interpret documentation. 	1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 2.1 Systematic and thorough approach 2.2 Checking 3.1 Listening 3.2 Clarity 3.4 Sharing information 5.1 Considering others' needs 5.2 Supporting others	5.1 Considering others' needs: Considers impact of own actions on the driver's needs (for example waits until after a station stop before contacting the driver, unless it is an emergency).
	Make passenger announcements as necessary in a timely manner	<ul style="list-style-type: none"> - Communicate with passengers - task - Route knowledge. 		
	Monitor automatic announcements for accuracy	<ul style="list-style-type: none"> - Route knowledge. 		
	Maintain cab discipline	<ul style="list-style-type: none"> - Understand company policies - Communicate with driver - task. 		
	Check schedule card to keep track of train progress throughout the journey	<ul style="list-style-type: none"> - How to interpret documentation - Route knowledge. 		

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train movements: normal (continued)	Clarify reasons from the driver at appropriate time for any delay or slow running	- Communicate with driver -task.	See entry at top of table	See entry at top of table
	Adhere to permissive platform instructions	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Route knowledge - Sectional appendix - What are permissive platforms, permissive working and how to identify permissive platforms - How movements are controlled on permissive working - When to expect movements on permissive platforms - Communicate with driver - task - Communicate with station staff - task - Communicate with signaller - task. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train movements: normal (continued)	Adhere to bi-directional working instructions	<ul style="list-style-type: none"> - Route knowledge - What are bi-directional platforms - Awareness of island platforms and associated risks (for example wrong side door release) - How movements are controlled on bi-directional platforms and requirement to ensure signals are for the correct train. 	See entry at top of table	See entry at top of table

Table 21: Common activities and tasks - Train movements: normal

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage and maintain security risks and hazards: non-Rule Book	Identify and manage anti-social behaviour and confrontation whilst maintaining personal and customer safety	<ul style="list-style-type: none"> - Communication - underpinning activity. - Understand company policies - Types of anti-social or confrontational behaviour and potential triggers - Awareness of customer profiles - How to identify potential anti-social or confrontational behaviour - How to manage anti-social or confrontational behaviour - Awareness of legality surrounding customers taking photos of staff - How to maintain personal and customer safety - Awareness of how managing anti-social or confrontational situations can cause distractions and the response to this - Awareness of managing effective relationships with colleagues. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.5 Anticipation of risk 3.1 Listening 3.3 Assertiveness 3.4 Sharing information 4.1 Effective decisions 4.2 Timely decisions 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect 5.4 Dealing with conflict and aggressive behaviour 7.2 Confidence and initiative 	<p>5.4 Dealing with conflict and aggressive behaviour:</p> <p>Takes the emotion out of the situation and does not become aggressive when managing conflict (for example steps away from conflict, moves to a position of safety, uses de-escalation techniques, remains calm and avoids retaliating).</p>

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage and maintain security risks and hazards: non-Rule Book (continued)	Report anti-social behaviour and confrontational situations	<ul style="list-style-type: none"> - How to operate the closed circuit television (CCTV) or body worn video (BWV) - When and how to report anti-social and confrontational behaviour - Who to report anti-social and confrontational behaviour and why - Understand company policies. 	See entry at top of table	See entry at top of table
	Request assistance if required when dealing with anti-social behaviour, vulnerable passengers, or confrontation	<ul style="list-style-type: none"> - Communication - underpinning activity. 		

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage and maintain security risks and hazards: non-Rule Book (continued)	Identify and manage vulnerable passengers	<ul style="list-style-type: none"> - Types of vulnerable groups - Types of behaviours to be aware of - Action to take on identifying vulnerable customers and how you can help - Awareness of suicidal individuals and how to safely intervene and help - How to report vulnerable people - Communication -underpinning activity. 	See entry at top of table	See entry at top of table

Table 22: Common activities and tasks - Manage and maintain security risks and hazards: non-Rule Book

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train operation (other): route conducting	Identify roles and responsibilities	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Understand company policies. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 2.1 Systematic and thorough approach 2.2 Checking 3.1 Listening 3.2 Clarity 3.4 Sharing information 5.1 Considering others' needs 5.2 Supporting others 	<ul style="list-style-type: none"> 3.1 Listening; and 5.2 Supporting others: <p>Listens to and works effectively with other railway staff when route conducting (for example listens and responds appropriately to verbal instructions, asks questions if necessary to reach a clear understanding).</p>
	Carry out brief	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Communication - underpinning activity - How to carry out job brief. 		

Table 23: Common activities and tasks - Train operation (other): route conducting

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train operation (other): Traincrew operated (TMO) level crossing operation	Communicate with driver	- Communicate with driver - task.	1.2 Overall awareness 1.4 Retain information 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 5.2 Supporting others	3.1 Listening: Listens to information given by the driver and repeats back information to confirm understanding of the situation and the actions required to operate the level crossing.
	Follow instructions for TMO level crossing	- Relevant sections of GERT8000-TW8 - Sectional appendix.		

Table 24: Common activities and tasks - Train operation (other): TMO level crossing operation

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train operation (other): token machine operation	Communicate with driver	- Communicate with driver - task.	1.1 Attention to detail 1.2 Overall awareness 1.4 Retain information 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 5.2 Supporting others	2.2 Checking; and 3.3 Assertiveness: Checks information and the situation before acting, and challenges others railway staff if the information they provide is unclear or conflicting.
	Communicate with signaller	- Communicate with signaller - task.		
	Follow instructions for token machine operation	- Relevant sections of GERT8000-P2 - Sectional appendix.		

Table 25: Common activities and tasks - Train operation (other): token machine operation

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train termination: train disposal	Check train clear of passengers and belongings	<ul style="list-style-type: none"> - Traction knowledge - How to identify a scheduled termination on the diagram - How to prepare for a termination - How to safely clear and secure the train including risks of not following the procedure - Awareness of responsibility of clearing and securing the train - Communicate with the driver or station staff - When doors should be closed - Definition of empty coaching stock (ECS) movements and how this affects the carrying of customers - Reasons why an unscheduled termination may occur and how to effectively manage the situation - Awareness of how to conduct a security check on termination - How to establish if the guard is required to remain on the train after termination and how this affects the dispatch procedure. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.2 Clarity 3.4 Sharing information 6.3 Calm under pressure 	<ul style="list-style-type: none"> 2.2 Checking; and 6.3 Calm under pressure: <p>Uses techniques to stay calm and focused when checking the train is clear of passengers and belongings following an unscheduled termination.</p>

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train termination: train disposal (continued)	Make announcement as required	<ul style="list-style-type: none"> - Communicate with customers - task - Traction knowledge. 	See entry at top of table	See entry at top of table
	Identify suspicious objects	<ul style="list-style-type: none"> - Understand company policies. 		
	Access and egress train from and to platform level	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Traction knowledge - Risks associated with the task - Route and depot knowledge - where to safely access the train - Safe system of work. 		
Train termination: train disposal (continued)	Secure Train	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Traction knowledge 	See entry at top of table	See entry at top of table
	Record lost property	<ul style="list-style-type: none"> - Method of recording and reporting lost property - Communication - underpinning activity. 		

Table 26: Common activities and tasks - Train termination: train disposal

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train termination: change ends on train termination or turnaround	Complete security checks	<ul style="list-style-type: none"> - How to safely clear and secure the train including risks of not following the procedure - Awareness of responsibility of clearing and securing the train - When doors should be closed - Definition of ECS movements - Reasons why an unscheduled termination may occur and how to effectively manage the situation - Communicate with customers, driver and station staff - task - Understand company policies - Awareness of how to conduct a security check on termination and necessary response if an item or customer is found. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 4.1 Effective decisions 	<ul style="list-style-type: none"> 1.1 Attention to detail; 1.5 Anticipation of risk; 2.1 Systematic and thorough approach; and 2.2 Checking: <p>Carries out security checks in an ordered and thorough way when changing ends, and is on the lookout for security risks (like unusual or unexpected items, suspicious packages).</p>

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train termination: change ends on train termination or turnaround (continued)	Check environmental and physical condition of saloon, cab or toilets	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - Traction knowledge - What to check and why (equipment and cleanliness) - How to check - Action to take if anything is not as expected. 	See entry at top of table	See entry at top of table
	Check or change tail lights	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 and TW5 - Purpose of tail lights and responsibility for checking - When tail lights need to be lit - Action to take if tail lights are extinguished on another train - Defective tail lights and limitations - How to check lights - How to change if necessary - Come to a clear understanding with the driver when changing ends - Communicate with driver - task. 		

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train termination: change ends on train termination or turnaround (continued)	Deliver on train communication	<ul style="list-style-type: none"> - Communicate with customers - task - Traction knowledge. 	See entry at top of table	See entry at top of table
	Distribute seat reservations and operate seat reservation system	<ul style="list-style-type: none"> - Local instructions over seat reservation responsibility - Understanding of coach lettering - How the reservation system works - How the seats are configured (for example, backwards or facing) - Communicate with passengers - task - Knowledge of the compensation policy regarding seat reservations. 		
	Check non-passenger doors are secure	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 - What are non-passenger doors - Traction knowledge - How to check non-passenger doors are secure - How to secure non-passenger doors. 		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train termination: change ends on train termination or turnaround (continued)	Configure passenger doors for service	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 and TW5 - Route knowledge - Traction knowledge If the train needs to be moved from a siding into a platform to enter service, ensure the train is safe to be moved (doors secure) and confirm with the driver - Types of faults and how to report and deal with issues - how to lock, isolate or label defective doors - Communication with operations control and driver - task - Communication - underpinning activity - When doors should be closed. 	See entry at top of table	See entry at top of table
	Access and egress train from platform level	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Traction knowledge - Risks associated with the task - Route knowledge - Safe system of work. 		

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train termination: change ends on train termination or turnaround (continued)	Check and turn on GSM-R	<ul style="list-style-type: none"> - Relevant sections of RS523 - Traction knowledge - What is the GSM-R and the types of calls it can be used for - How to check the operability of the GSM-R and turn on the system - Action required if the GSM-R is defective - How to operate the GSM-R in a normal, urgent or emergency situation. 	See entry at top of table	See entry at top of table

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train termination: change ends on train termination or turnaround (continued)	Check train clear of passengers and belongings if departing ECS	<ul style="list-style-type: none"> - How to identify a scheduled termination on the diagram - How to prepare for a termination - How to safely clear and secure the train - Awareness of responsibility of clearing and securing the train - Communicate with the driver and station staff - task - When doors should be closed - Definition of ECS movement - Reasons why an unscheduled termination may occur - Manage confrontation - task - How to conduct a security check on termination. 	See entry at top of table	See entry at top of table
	Report any use of emergency equipment	<ul style="list-style-type: none"> - Method of recording use of emergency equipment - Who to communicate and report to - Communication - underpinning activity. 		

Table 27: Common activities and tasks - Train termination: change ends on train termination or turnaround

Guidance Note on Competence and Training for Guards

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Book off duty	Follow company procedure for booking off locally or remotely	- Understand company policies.	1.1 Attention to detail 1.3 Maintain concentration 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.4 Sharing information 7.1 Motivation 7.3 Maintain and develop skills and knowledge 7.4 Prepared and organised	3.4 Sharing information: Shares accurate and relevant information using the right method to other rail staff when booking off duty (like reports revenue equipment faults, submits incident forms).
	Check next turn of duty and ensure you have the necessary competence	- How to check next turn of duty (rosters and daily sheets) - When to check next turn of duty including after rest days or leave - Why check next turn of duty.		
	Advise the appropriate person if unable to comply with the requirements of the traction or route competence standards	- Communication - underpinning activity.		
	Deposit revenue equipment and complete banking duties	- Understand company policies.		

Common activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Book off duty (continued)	Report faulty or missing equipment	<ul style="list-style-type: none"> - What faults to report with the revenue equipment - How and why to report faults. 	See entry at top of table	See entry at top of table
	Monitor working hours against relevant regulations	<ul style="list-style-type: none"> - Awareness of working time regulations - Awareness of fatigue, health, wellbeing and the importance of self-management - How and who to inform if excessive hours have been worked - Understand company policies. 		
	Secure kit and equipment	<ul style="list-style-type: none"> - How to safely and appropriately secure the kit bag and equipment - How to request replacement kit and ensure kit is prepared for next turn of duty. 		
	Complete and submit reports	<ul style="list-style-type: none"> - When, how and why to complete and submit a report, accident or assault form - Communication - underpinning activity. 		

Table 28: Common activities and tasks - Book off duty

Guidance Note on Competence and Training for Guards

B.6 Degraded activities and tasks

Guidance

- G B.6.1 This list is not exhaustive. The RU may identify other tasks based on their requirements.

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with defective equipment	Identify and respond to defective doors	<ul style="list-style-type: none"> - What is classed as a defective door - How to identify a defective door - What fault finding activities to carry out. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.4 Sharing information 4.1 Effective decisions 4.3 Diagnosing problems 5.2 Supporting others 7.2 Confidence and initiative 7.3 Maintain and develop skills and knowledge 	<ul style="list-style-type: none"> 1.2 Overall awareness; and 4.3 Diagnosing problems: <p>Regularly monitors the functioning of the train to be able to identify problems, and recognises when there is a problem with equipment that needs resolving.</p>
	Isolate defective doors	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW5 - Traction knowledge - How to and when to isolate defective doors - Who and why to communicate with (including contingency plan) - When a vehicle may have to be taken out of use due to isolating defective doors - Awareness of the impact isolating defective doors has on emergency door release operation - Communication - underpinning activity - The purpose of, and actions regarding the traction interlock switch (TIS). 		

Guidance Note on Competence and Training for Guards

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with defective equipment (continued)	Respond to doors found to be open or not completely closed	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1, TW1 and TW5 - Communication - underpinning activity - Traction knowledge - What action to take if door open or not completely closed - Required actions by the guard - Necessary action if someone has fallen from the train - The required action if the train needs to be worked forward with a door open, knowledge of how to lock vehicles out of use and who could be used as a competent person. 	See entry at top of table	See entry at top of table

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with defective equipment (continued)	Manage doors found to be locked out of use which have not been logged	<ul style="list-style-type: none"> - Communication - underpinning activity - How to identify a door that has been isolated and locked out of use - How to establish why a door has been locked out of use - How to respond to a door found to be isolated and locked out of use - When a door test is required. 	See entry at top of table	See entry at top of table
	Identify and respond to a defective door control panel	<ul style="list-style-type: none"> - Communication -underpinning activity - How to identify a defective door control panel - How to respond to a defective door control panel and how to operate the emergency door release - Awareness of when a train can continue in service with a defective door control panel. 		

Guidance Note on Competence and Training for Guards

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with defective equipment (continued)	Identify and respond to defective windows	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW5 - Traction knowledge - Communication -underpinning activity - Awareness of RU's DOTE plan - Awareness of the potential impact. 	See entry at top of table	See entry at top of table
	Identify and respond to defective bodyside indicator lights	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW5 - Traction knowledge - Communication -underpinning activity - Awareness of RU's DOTE plan - Awareness of the potential impact. 		

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with defective equipment (continued)	Manage traction interlock issues and isolations	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW5 - Traction knowledge - Communication -underpinning activity - Awareness of RU's DOTE plan - Awareness of the potential impact. 	See entry at top of table	See entry at top of table
	Identify and respond to defective PA equipment	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW5 - Traction knowledge - Communication -underpinning activity - Awareness of RU's DOTE plan - Awareness of the potential impact. 		
	Identify and respond to defective toilet	<ul style="list-style-type: none"> - Traction knowledge - Communication - underpinning activity - Awareness of DOTE plan - Awareness of the potential impact. 		

Guidance Note on Competence and Training for Guards

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with defective equipment (continued)	Identify and respond to other defective equipment	<ul style="list-style-type: none"> - Traction knowledge - What equipment on the train can become defective that is the guard's responsibility - How to act as a competent person in a non-leading cab - How to identify defective equipment - Awareness of RU's DOTE plan - What fault-finding activities to carry out - Awareness of the effects of low adhesion and wheel slip. 	See entry at top of table	See entry at top of table
	Report and record defective equipment	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW5 - Communication - underpinning activity - When to or not to report defective equipment - Why report defective equipment - How to report defective equipment - How to complete the defect book. 		

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with defective equipment (continued)	Agree and proceed as per the contingency and DOTE plan	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 and TW5 - Traction knowledge - Communication - underpinning activity - What is a contingency plan and DOTE - What responsibilities does the guard have actioning the contingency plan and awareness of the risks if plan is not implemented correctly - How to action the contingency plan - Technical skills relating to defective equipment - Knowledge of the compensation policy and delay repay - Awareness of when travel is permitted in the leading cab and scenarios when the guard act as a competent person - Overview of drivers safety device and vigilance equipment. 	See entry at top of table	See entry at top of table

Guidance Note on Competence and Training for Guards

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with defective equipment (continued)	Agree and proceed as per the contingency and DOTE plan (continued)	<ul style="list-style-type: none"> - Knowledge of how to stop the train in an emergency - Awareness of hot axle boxes (risk and impact on service and customers) - Reasons for and response if the external hazard lights remain illuminated. 	See entry at top of table	See entry at top of table
Deal with defective equipment (continued)	Respond to the operation of the Emergency Bypass Switch (EBS) during the journey	<ul style="list-style-type: none"> - Traction knowledge - Why the EBS may be utilised - What is the EBS and general awareness of how it operates - When would the EBS be operated - Who authorises the operation of the EBS - What actions are required by the guard if the EBS is operated (including multiple units) and why - How to lock vehicles out of use - When to utilise the parking brake and why, what the parking brake is, location of parking brake. 	See entry at top of table	See entry at top of table

Table 29: Degraded activities and tasks - Deal with defective equipment

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train movements: degraded	Comply with special stop orders or not to stop orders	<ul style="list-style-type: none"> - What are special and not to stop orders - How, why and when they are given - The guard responsibilities regarding special and not to stop orders - The impact of special stop orders and not to stop orders on customer service delivery and considerations - Communicate with driver - task - Communicate with customers - task. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.4 Retain information 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.2 Checking 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.4 Sharing information 5.1 Considering others' needs 5.2 Supporting others 6.2 Prioritising 6.3 Calm under pressure 	<ul style="list-style-type: none"> 2.1 Systematic and thorough approach; and 6.3 Calm under pressure: <p>Uses strategies to stay calm when working the train during degraded train movements, and takes time to complete each task step thoroughly without rushing (for example uses techniques to compose self, takes a minute to prepare for tasks before starting, talks through tasks aloud).</p>

Guidance Note on Competence and Training for Guards

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train movements: degraded (continued)	Dispatch against a red signal when authorised	<ul style="list-style-type: none"> - Why the signal may remain red - Who would authorise dispatch against a red signal - Impact if the train was dispatched against a red signal without authority, what is a starting against signal, signal passed at danger (SAS-SPAD) - Awareness that the driver will proceed at caution beyond the red signal - Awareness of the impact on the service - How to report delays - Knowledge of the compensation policy and delay repay - Communication - underpinning activity. 	See entry at top of table	See entry at top of table

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train movements: degraded (continued)	Work train when single line working or working of single lines by Pilot is in operation	<ul style="list-style-type: none"> - Relevant sections of GERT8000- P1, P2, S5 and TW1 - Knowledge of the difference between working over a single line section and single line working (SLW) during degraded operations - How single line sections are controlled - When and why SLW may be implemented - How SLW is implemented and who authorises it - Awareness of the people involved in SLW - Pilot role - What impact SLW has to the service, customers and traincrew - customer safety, station working, releasing doors (risk of wrong side door release), protection arrangements - Knowledge of what the guard's responsibilities are in managing SLW - Communication -underpinning activity. 	See entry at top of table	See entry at top of table

Guidance Note on Competence and Training for Guards

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Train movements: degraded (continued)	Work train when extended block working (EBW) is in place	<ul style="list-style-type: none"> - Relevant sections of GERT8000-S5 - What is EBW - When and why EBW may be implemented - How EBW is implemented and who authorises it - What impact EBW has to the service, customers and traincrew - including protection arrangements - Knowledge of what the guard's responsibilities are in managing EBW - Communication - underpinning activity. 	See entry at top of table	See entry at top of table

Table 30: Degraded activities and tasks - Train movements: degraded

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage train environment during degraded operations	Manage customer welfare	- Communication - underpinning activity.	1.2 Overall awareness 1.3 Maintain concentration 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect 6.2 Prioritising 6.3 Calm under pressure	3.2 Clarity; 3.4 Sharing information; 5.1 Considering others' needs; and 5.2 Supporting others: Shares accurate and relevant information at the right time, to keep passengers informed and manage expectations (for example makes frequent and informative announcements, remains in communication during cancellations or disruption even if reason is still unknown, highlights importance of information).
	Communicate arrangements for forward travel	- Communication -underpinning activity.		
	Manage loss of electrical supply (battery and traction current)	- Traction knowledge - Awareness of RU's DOTE plan - Communication - underpinning activity.		

Guidance Note on Competence and Training for Guards

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage train environment during degraded operations (continued)	Manage internal temperature	- Traction knowledge.	See entry at top of table	See entry at top of table
	Adhere to contingency plan	<ul style="list-style-type: none"> - What is a contingency plan - What are the instructions regarding the contingency plan - Who gives the instructions regarding the contingency plan - What responsibilities does the guard have actioning the contingency plan - Awareness of RU's DOTE plan - Communication - underpinning activity - Understand company policies. 		
	Assess welfare facilities	- Traction knowledge.		

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage train environment during degraded operations (continued)	Identify and manage vulnerable customers	<ul style="list-style-type: none"> - Types of vulnerable groups - Types of behaviours to be aware of (establish whether a customer requires assistance) - Action to take on identifying vulnerable customers and how you can help - Awareness of suicidal individuals and how to safely intervene and help - How to report vulnerable people - Who to communicate with - Communication - underpinning activity. 	See entry at top of table	See entry at top of table

Table 31: Degraded activities and tasks - Manage train environment during degraded operations

Guidance Note on Competence and Training for Guards

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage confrontation	Use BWV as appropriate	<ul style="list-style-type: none"> - Understand company policies - How to identify appropriate situations requiring use of BWV. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.5 Anticipation of risk 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 4.2 Timely decisions 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect 5.4 Dealing with conflict and aggressive behaviour 	<ul style="list-style-type: none"> 4.2 Timely decisions; and 5.4 Dealing with conflict and aggressive behaviour: <p>Quickly alerts others and asks for help and support if they cannot manage the anti-social or confrontational behaviour or the situation is escalating.</p>
	Follow company process for managing confrontation	<ul style="list-style-type: none"> - Types of anti-social and confrontational behaviour and potential triggers Awareness of customer profiles - How to identify potential anti-social and confrontational behaviour - How to manage anti-social and confrontational behaviour - Awareness of legality surrounding customers taking photos of staff - How to maintain personal and customer safety - Awareness of how managing anti-social and confrontational situations can cause distractions and the response to this - Awareness of managing effective relationships with colleagues. 		

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage confrontation (continued)	Report incidents appropriately	<ul style="list-style-type: none"> - How to report anti-social and confrontational behaviour - Who and when to report anti-social and confrontational behaviour to and why (like British Transport Police (BTP), operations control, driver) - Understand company policies. 	See entry at top of table	See entry at top of table
	Liaise with emergency services	<ul style="list-style-type: none"> - Communication - underpinning activity - Understand who to contact and when. 		

Table 32: Degraded activities and tasks - Manage confrontation

Guidance Note on Competence and Training for Guards

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage stranded trains	Communicate with driver and operations control	- Communication - underpinning activity.	1.2 Overall awareness 1.3 Maintain concentration 1.4 Retain information 1.5 Anticipation of risk 2.2 Checking 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect 5.4 Dealing with conflict and aggressive behaviour 6.1 Selective attention 6.2 Prioritising 6.3 Calm under pressure	1.5 Anticipation of risk; 5.1 Considering others' needs; and 5.2 Supporting others: Patrols the train regularly to maintain a visible presence to passengers and answer passengers' questions where possible.
	Communicate situation to passengers	- Communication - underpinning activity.		
	Complete headcount of passengers	- Understand company policies.		
	Maintain visible presence to passengers	- Understand company policies.		
	Monitor door status	- Traction knowledge.		

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage stranded trains (continued)	Manage risk of uncontrolled evacuation	<ul style="list-style-type: none"> - Relevant sections of GERT8000-M1 - Awareness of what an uncontrolled or self-evacuation is - Responsibility of the guard to try and prevent an uncontrolled evacuation - How to prevent an uncontrolled evacuation - How customers might self-evacuate - Traction knowledge - Why customers might self-evacuate - Who to communicate with if customers have started to self-evacuate - What the risks are if customers start to self-evacuate - Communication - underpinning activity. 	See entry at top of table	See entry at top of table

Table 33: Degraded activities and tasks - Manage stranded trains

Guidance Note on Competence and Training for Guards

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Work trains in adverse environmental conditions	Communicate weather related information to passengers	<ul style="list-style-type: none"> - Communication - underpinning activity - Understand how to obtain relevant information. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.4 Retain information 1.5 Anticipation of risk 2.1 Systematic and thorough approach 2.3 Follows rules and procedures 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 5.1 Considering others' needs 5.2 Supporting others 7.3 Maintain and develop skills and knowledge 7.4 Prepared and organised 	<ul style="list-style-type: none"> 1.5 Anticipation of risk; 3.2 Clarity; and 3.3 Assertiveness: <p>Is alert to PTI risks in adverse environmental conditions and responds to risks (e.g. makes informative announcements, keeps whistle easily accessible, uses hand signals and tone of voice to try to stop passengers running).</p>
	Identify PTI risks	<ul style="list-style-type: none"> - Sectional appendix - Route knowledge - Traction knowledge - Definition of a hazard - How to identify hazards as a risk - Dynamic risk assessments - What environmental factors may cause issues and potential hazards and why - Route knowledge and risks - How issues and potential hazards can be identified and proactively managed - How and who to communicate with regarding issues and potential hazards - Communication - underpinning activity. 		

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Work trains in adverse environmental conditions (continued)	Identify, wear and use appropriate equipment	<ul style="list-style-type: none"> - Understand company policies - Minimum PPE requirements. 	See entry at top of table	See entry at top of table

Table 34: Degraded activities and tasks - Work trains in adverse environmental conditions

Guidance Note on Competence and Training for Guards

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with infrastructure issues	Identify and respond to infrastructure faults	<ul style="list-style-type: none"> - What is the railway infrastructure - How issues can arise with the infrastructure - How to identify infrastructure issues, faults and defects - Who is responsible for the different parts of the infrastructure - Communication - underpinning activity. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.4 Retain information 2.1 Systematic and thorough approach 3.4 Sharing information 4.3 Diagnosing problems 	<ul style="list-style-type: none"> 3.4 Sharing information; and 4.3 Diagnosing problems: <p>Recognises there is a fault that needs addressing (for example signalling irregularities) and reports it using the correct reporting method at the appropriate time.</p>
	Report infrastructure faults appropriately	<ul style="list-style-type: none"> - When to or not to report infrastructure issues, faults and defects - Who to report infrastructure issues, faults and defects to - Why report infrastructure issues, faults and defects - How to report infrastructure issues, faults and defects - Knowledge of how lines are identified, and signal numbers - Communication - underpinning activity. 		

Degraded activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with infrastructure issues (continued)	Collect evidence of infrastructure fault	<ul style="list-style-type: none"> - Understand company policies - Operation of electronic devices - Communication - underpinning activity. 	See entry at top of table	See entry at top of table
	Manage faulty dispatch equipment at stations	<ul style="list-style-type: none"> - Communication - underpinning activity. 		

Table 35: Degraded activities and tasks - Deal with infrastructure issues

Guidance Note on Competence and Training for Guards

B.7 Emergency activities and tasks

Guidance

G B.7.1 This list is not exhaustive. The RU may identify other tasks based on its requirements.

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Identify and respond to emergency situation: general	Identify an emergency situation	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1, M1 and M3 - Awareness of hazards. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.4 Retain information 1.5 Anticipation of risk 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 4.1 Effective decisions 4.2 Timely decisions 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect 5.4 Dealing with conflict and aggressive behaviour 6.1 Selective attention 6.2 Prioritising 6.3 Calm under pressure. 	<p>4.2 Timely decisions:</p> <p>Carries out urgent actions instinctively (for example activates the emergency brake, promptly responds to emergency and distress alerts).</p>
	Maintain personal safety when managing an emergency situation	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Route knowledge - Traction knowledge - Where the safest place is to be if there is no imminent danger - How to dynamically risk assess the situation and surrounding environment - Importance of maintaining personal and others' safety - Communication - underpinning activity. 		

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Identify and respond to emergency situation: general (continued)	Report any situation that is likely to affect the safe running of any train immediately to the right person	<ul style="list-style-type: none"> - Communication - underpinning activity. 	See entry at top of table	See entry at top of table
	Where necessary take appropriate action to stop trains and protect the line using appropriate equipment	<ul style="list-style-type: none"> - Route knowledge - When to and how to stop the train - Communication - underpinning activity - How the guard might be alerted to the need to stop the train - What is the train in distress warning and what action to take on hearing it - Knowledge of bell and buzzer codes - How not to stop the train and why - Where to avoid stopping the train if possible and why. 		

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Identify and respond to emergency situation: general (continued)	Where necessary take appropriate action to stop trains and protect the line using appropriate equipment (continued)	<ul style="list-style-type: none"> - Who to communicate with if the train has been stopped - Awareness of infrastructure layout - Where approaching trains may come from and line speed - Awareness that signalling boundaries can change - Knowledge of controlling signallers or ECO and how they can be contacted - What is meant by signal protection and requesting a block of the line. 	See entry at top of table	See entry at top of table

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Identify and respond to emergency situation: general (continued)	Where necessary take appropriate action to stop trains and protect the line using appropriate equipment (continued)	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 and M1 - Awareness of the need to put track circuit clips down regardless of signalling system - Where track circuit clips are stored on the train - Who gives authority to remove track circuit clips - When to place track circuit clips on own line - Who to communicate with once obstructed lines are protected - When the guard may need to take responsibility for the driver's duties, what these duties are and why - How and why to switch on hazard warning indication where provided and display red light forward - Understanding of reporting channels. 	See entry at top of table	See entry at top of table

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Identify and respond to emergency situation: general (continued)	Request emergency isolation of CRE or OLE if necessary	<ul style="list-style-type: none"> - Relevant sections of GERT8000-AC, DC and G1 - Communicate with signaller - task - Communicate with ECO - task. 	See entry at top of table	See entry at top of table
	Preserve evidence	<ul style="list-style-type: none"> -Relevant sections of GERT8000-M3 - Awareness of the types of evidence to preserve and how - Why evidence needs to be preserved - Who to report details of the evidence to - Methods of recording and documenting evidence details. 		

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Identify and respond to emergency situation: general (continued)	Communicate with all relevant parties and come to a clear understanding	- Communication - underpinning activity.	See entry at top of table	See entry at top of table
	Respond appropriately to the operation of passenger communication apparatus (PCA) or call for aid alarm	- Traction knowledge - Communication - underpinning activity.		
	Consider the safety of people as a priority when dealing with any out of course or emergency situation	- Relevant sections of GERT8000-G1 and M1 - How to carry out a dynamic risk assessment.		

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Identify and respond to emergency situation: general (continued)	Take action if unattended items or suspicious packages are identified	<ul style="list-style-type: none"> - Baggage reconciliation process - Lost property procedure - Maintaining personal safety. 	See entry at top of table	See entry at top of table
	Seek assistance	<ul style="list-style-type: none"> - Who are competent people to assist and what to use them for (come to a clear understanding). 		
	Assist colleagues or delegate tasks to colleagues and responsible persons where necessary	<ul style="list-style-type: none"> - How to control the scene - including protection of the site, customer and personal safety - Awareness of requirement to preserve evidence and capture customer profile details - GDPR - Who are competent people to assist and what to use them for (come to a clear understanding) - Awareness of collaborating with the driver to control the scene. 		

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Identify and respond to emergency situation: general (continued)	Respond appropriately to a passenger medical emergency	<ul style="list-style-type: none"> - GDPR - taking customer's or witness' details - Understand company policies - How an ill passenger might be identified - What situations can lead to ill passengers - How to respond to an ill passenger - Impact of an having an ill passenger on board the train - When to leave an ill passenger at a station - Communication - underpinning activity. 	See entry at top of table	See entry at top of table
	Identify vulnerable customers in an emergency	<ul style="list-style-type: none"> - Types of vulnerable groups - Types of behaviours to be aware of - Action to take on identifying vulnerable customers and how you can help - Communication - underpinning activity. 		

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Identify and respond to emergency situation: general (continued)	Record and report accident details	<ul style="list-style-type: none"> - GDPR - taking customer or witness details - Requirement to carry accident report forms as part of kit - Accident reporting procedure - What documentation to complete - When, how and why complete and submit an accident report form - When, how and why complete and submit a traincrew report form - What information to record and why - Communication - underpinning activity. 	See entry at top of table	See entry at top of table

Table 36: Emergency activities and tasks - Identify and respond to emergency situation: general

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with a fire onboard train	Stop train in appropriate location	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1, TW1 and M1 - When to stop the train - How the guard might be alerted to the need to stop the train - What is the train in distress warning and what action to take on hearing it - How to stop the train - How not to stop the train - Where to avoid stopping the train if possible and why - Who to communicate with if the train has been stopped - Communication - underpinning activity. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.4 Retain information 1.5 Anticipation of risk 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 4.1 Effective decisions 4.2 Timely decisions 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect 6.1 Selective attention 6.2 Prioritising 6.3 Calm under pressure. 	<p>6.2 Prioritising:</p> <p>Prioritises tasks, carrying out tasks required to remain safe first.</p>

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with a fire onboard train (continued)	Identify location of fire and attempt to extinguish if safe to do so	<ul style="list-style-type: none"> - Traction knowledge - Awareness of the fire systems on board - How the guard might become aware of a fire - When to or not to attempt to extinguish the fire and why - How to extinguish the fire if safe to do so - What types of fire extinguishers are on board and where they're located - Knowledge of any systems to isolate on discovery of a fire or prior to using a fire extinguisher. 	See entry at top of table	See entry at top of table

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with a fire onboard train (continued)	Move customers to a position of safety	<ul style="list-style-type: none"> - Traction knowledge - When customers would need to be moved and why - Where to move customers to and how - What is a position of safety - What is defined as an emergency evacuation and when one would be required - What considerations need to be made when carrying out an emergency evacuation - Who to communicate with throughout an emergency evacuation - What equipment can be used - Communication - underpinning activity. 	See entry at top of table	See entry at top of table
	Request isolation of CRE or OLE if necessary	<ul style="list-style-type: none"> - Relevant sections of GERT8000-AC, DC and G1 - Communicate with signaller - task - Communicate with ECO - task 		

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with a fire onboard train (continued)	Identify and isolate any traction specific systems	<ul style="list-style-type: none"> - Traction knowledge - Knowledge of the systems to isolate on discovery of a fire or prior to using a fire extinguisher - When and why isolate relevant systems - Awareness of the systems being isolated and the impact of isolating these. 	See entry at top of table	See entry at top of table
	Carry out controlled evacuation of train if necessary	<ul style="list-style-type: none"> - Communication - underpinning activity - Knowledge of the different types of evacuations - When an evacuation may be required and why - How to evacuate the train safely and what equipment to use - Required actions following on from an evacuation. 		

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with a fire onboard train (continued)	If required assume control of the scene until rail incident officer (RIO), train operators incident officer (TOLO) or emergency services arrive, liaise as necessary and follow instructions	<ul style="list-style-type: none"> - How to control the scene (including protection of the site, customer and personal safety) - Awareness of requirement to preserve evidence and capture customer profile details - GDPR - Who are competent people to assist and what to use them for - Communication - underpinning activity - Awareness of collaborating with the driver to control the scene - Role of the RIO and TOLO - How to identify the RIO and TOLO - What to communicate with the RIO, TOLO or emergency services and why - Why liaise with RIO, TOLO or emergency services - How the emergency services can be contacted. 	See entry at top of table	See entry at top of table

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with a fire onboard train (continued)	Uncouple train if necessary	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 and SS2 - Traction knowledge - Communication - underpinning activity - How to secure train if necessary. 	See entry at top of table	See entry at top of table
	Agree and proceed as per a contingency plan	<ul style="list-style-type: none"> - Communication - underpinning activity. 		

Table 37: Emergency activities and tasks - Deal with a fire onboard train

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage a train evacuation	Discuss with driver and/or signaller the most appropriate way to evacuate customers from the train and from site	<ul style="list-style-type: none"> - How to identify a safe evacuation location internally and externally - Traction knowledge - Route knowledge and risks. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.4 Retain information 1.5 Anticipation of risk 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 4.1 Effective decisions 4.2 Timely decisions 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect 6.1 Selective attention 6.2 Prioritising 6.3 Calm under pressure. 	<ul style="list-style-type: none"> 3.2 Clarity; 3.3 Assertiveness; 5.1 Considering others' needs; and 5.2 Supporting others: <p>Provides clear instructions to support passengers to safely alight the train and walk on or near the line (for example explains how to alight train backwards and walk to position of safety, keeps repeating instructions clearly and loudly as passengers alight and walk).</p>
	Take appropriate action in event of uncontrolled evacuation	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 and M1 - Route knowledge - Communication - underpinning activity - How to manage an uncontrolled evacuation - How to ensure the safety of customers who have self-evacuated - How to ensure the safety of customers who remain on the train - How to stop approaching trains - How to report incident. 		

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage a train evacuation (continued)	Take appropriate action to stop and protect trains on all lines in conjunction with driver	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1, TW1 and M1 - Traction knowledge - Route knowledge - When to stop the train - Communication - underpinning activity - Awareness of infrastructure layout - Where approaching trains may come from and line speed - Awareness that signalling boundaries can change - knowledge of controlling signaller and ECO and how they can be contacted. 	See entry at top of table	See entry at top of table

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage a train evacuation (continued)	Take appropriate action to stop and protect trains on all lines in conjunction with driver (continued)	<ul style="list-style-type: none"> - What is meant by signal protection or requesting a block of the line - How to protect obstructed lines if the signaller cannot be contacted or they cannot provide signal protection - How to identify and use track circuit clips - How to put track circuit clips down in a dc electrified lines area - Awareness of the need to put track circuit clips down regardless of signalling system - Where track circuit clips are stored on the train. 	See entry at top of table	See entry at top of table

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage a train evacuation (continued)	Request isolation of CRE or OLE if necessary	<ul style="list-style-type: none"> - Relevant sections of GERT8000-AC, DC and G1 - Communicate with signaller - task - Communicate with ECO - task. 	See entry at top of table	See entry at top of table
	Confirm appropriate protection is in place	<ul style="list-style-type: none"> - Communication - underpinning activity. 		
	Assist colleagues or delegate tasks to colleagues and/or responsible persons where necessary	<ul style="list-style-type: none"> - Communication - underpinning activity - Who are competent people to assist and what to use them for - Awareness of collaborating with the driver to control the scene. 		

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage a train evacuation (continued)	Select the most appropriate door to use to evacuate through then position equipment for the safe movement of people	<ul style="list-style-type: none"> - Traction knowledge - What emergency equipment can be used during an evacuation and how it can be used safely - Where the emergency equipment is stored on the train - Where the train steps are located to aid in an evacuation. 	See entry at top of table	See entry at top of table
	Inform customers the safest way to evacuate the train and walk safely on or near the line	<ul style="list-style-type: none"> - Communication - underpinning activity. 		

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage a train evacuation (continued)	Move customers to position of safety within train or lineside	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Route knowledge - Requirement to plan as far is reasonably possible before commencing an evacuation - what to plan and why - How to ensure everyone is safe during and post evacuation - Who to communicate with - What and when to communicate - How emergency equipment can be used - How to use competent people to aid in an evacuation - Where a position of safety may be- route knowledge and risks - How customers may continue their journey and who arranges this - Required action if customers cannot evacuate (for example, wheelchair user) - Communication - underpinning activity. 	See entry at top of table	See entry at top of table

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage a train evacuation (continued)	Assist customers from train using a safe manner utilising rail staff and or customers as necessary	- Communication - underpinning activity.	See entry at top of table	See entry at top of table
	Identify a safe walking route from the train to the rendezvous point or onward transport point	- Relevant sections of GERT8000-G1 - Sectional appendix - Route knowledge - Communication - underpinning activity.		
	Monitor the progress and movement of people to a position of safety and co-ordinate their movement from site	- Communication - underpinning activity.		

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Manage a train evacuation (continued)	Take appropriate action to assist vulnerable customers	<ul style="list-style-type: none"> - Types of vulnerable groups - Types of behaviours to be aware of- establish whether a customer requires assistance - Action to take on identifying vulnerable customers and how you can help - Awareness of suicidal individuals and how to safely intervene and help - How to report vulnerable people - Who to communicate with - Communication - underpinning activity. 	See entry at top of table	See entry at top of table

Table 38: Emergency activities and tasks - Train evacuation

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with a person hit by a train accident	Stop other train movements (if necessary)	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1, M1 and M3 - Traction knowledge - Communication - underpinning activity - Why approaching trains need to be stopped as quickly as possible - How to stop approaching trains - What is an emergency call and how to make one - Importance of confirming call is to the correct signaller - How track circuit operating clips work to stop approaching trains - How to recognise track circuit clips - How to put track circuit clips down in a dc electrified lines area - Awareness of the need to put track circuit clips down regardless of signalling system - Where track circuit clips are stored on the train. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.4 Retain information 1.5 Anticipation of risk 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 4.1 Effective decisions 4.2 Timely decisions 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect 6.1 Selective attention 6.2 Prioritising 6.3 Calm under pressure. 	<p>5.2 Supporting others:</p> <p>Provides support to the driver after the incident (for example provides immediate emotional support to the driver, moves passengers out of the first carriage to give the driver some space if possible).</p>

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with a person hit by a train accident (continued)	Communicate with driver and check their welfare	<ul style="list-style-type: none"> - Traction knowledge - Communication - underpinning activity. 	See entry at top of table	See entry at top of table
	Communicate with all relevant parties and come to a clear understanding	<ul style="list-style-type: none"> - What to be mindful of when communicating an incident of this nature to customers - Communication - underpinning activity. 		
	Communicate appropriate information to passengers	<ul style="list-style-type: none"> - Communication - underpinning activity. 		
	Move customers to an alternative position on train if necessary	<ul style="list-style-type: none"> - When customers would need to be moved and why - Where to move customers to. 		

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with a person hit by a train accident (continued)	Assume control of the scene until RIO, TOLO or emergency services arrive, liaise as necessary and follow instructions	<ul style="list-style-type: none"> - How to control the scene- including protection of the site, customer and personal safety - Awareness of requirement to preserve evidence - GDPR - Who are competent people to assist and what to use them for - Communication - underpinning activity. - Role of the RIO and TOLO - How to identify the RIO and TOLO - Requirement to check RIO, TOLO and emergency services details and identification (ID) for security purposes - What to and why communicate with the RIO, TOLO and emergency services and why - What PPE to wear if required - How the emergency services can be contacted. 	See entry at top of table	See entry at top of table

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with a person hit by a train accident (continued)	Agree and proceed as per the contingency plan	<ul style="list-style-type: none"> - What is a contingency plan - What are and who gives the instructions regarding the contingency plan - What responsibilities does the guard have actioning the contingency plan - Awareness of the risks if the contingency plan is not implemented correctly - How to action the contingency plan - GDPR. 	See entry at top of table	See entry at top of table

Table 39: Emergency activities and tasks - Person hit by a train

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with an accidental train division	Stop train	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1, TW1 and M1 - Awareness of why the train should stop following a division - Awareness of why the train might not stop following a division and the required response - What the parking brake is, location and use - Traction knowledge - How the guard might be alerted to the need to stop the train - What is the train in distress warning and what action to take on hearing it - How to stop the train - What are passcomms devices, where are they located and how do they operate - How not to stop the train and why - Where to avoid stopping the train if possible and why - Who to communicate with if the train has been stopped. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.4 Retain information 1.5 Anticipation of risk 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 4.1 Effective decisions 4.2 Timely decisions 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect 6.1 Selective attention 6.2 Prioritising 6.3 Calm under pressure. 	<p>5.2 Supporting others:</p> <p>Takes responsibility for leading, supporting and navigating passengers following the train division, within their area of authority.</p>

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with an accidental train division (continued)	Communicate with driver or signaller as appropriate	- Communication - underpinning activity.	See entry at top of table	See entry at top of table
	Secure train if required	- Traction knowledge.		
	Move customers to a position of safety if necessary	- Traction knowledge - When customers would need to be moved and why - Where to move customers to - What is a position of safety - Consider whether an evacuation is required - Emergency evacuation- activity - Communication - underpinning activity.		
	Identify and establish status of train division	- Relevant sections of GERT8000-M1 - How to identify a train division has occurred.		

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with an accidental train division (continued)	Establish if anyone has fallen from the train	<ul style="list-style-type: none"> - Relevant sections of GERT8000-TW1 and M1 - How to identify if anyone has fallen from the train - Where people may fall from - Traction knowledge - Who to communicate with if anyone has fallen from the train - How to manage other customers during event. 	See entry at top of table	See entry at top of table
	Secure divided gangways or doors	<ul style="list-style-type: none"> - Traction knowledge - What needs to be secured including when on a multiple unit - How to secure the train and gangways. 		

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with an accidental train division (continued)	Establish and seek assistance and delegate tasks to colleagues or responsible persons where necessary	<ul style="list-style-type: none"> - How to control the scene- including protection of the site, customer and personal safety - Awareness of requirement to preserve evidence and capture customer profile details - GDPR - Who are competent people to assist and what to use them for - Awareness of collaborating with the driver to control the scene. 	See entry at top of table	See entry at top of table
	Assist as necessary with assistance protection	<ul style="list-style-type: none"> - Relevant sections of GERT8000-M1 - Communication - underpinning activity. 		
	Communicate with all relevant parties and come to a clear understanding	<ul style="list-style-type: none"> - Communication - underpinning activity. 		

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with an accidental train division (continued)	Assume control of the scene until RIO, TOLO and emergency services arrive, liaise as necessary and follow instructions	<ul style="list-style-type: none"> - How to control the scene- including protection of the site, customer and personal safety - Awareness of requirement to preserve evidence - GDPR - Who are competent people to assist and what to use them for - Communication underpinning activity - Awareness of collaborating with the driver to control the scene - Who are the RIO and TOLO - What role the RIO and TOLO have - How to identify and liaise with the RIO and TOLO - What to communicate with the RIO, TOLO and emergency services and why - How the emergency services can be contacted. 	See entry at top of table	See entry at top of table

Table 40: Emergency activities and tasks - Deal with an accidental train division

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with other train accident	Maintain personal safety when managing an emergency situation	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 - Who else's safety to maintain - Where the safest place is to be if there is no imminent danger - Dynamically risk assessment of the situation and surrounding environment - Route knowledge - Traction knowledge - Importance of maintaining personal and others' safety - Communication - underpinning activity. 	<ul style="list-style-type: none"> 1.1 Attention to detail 1.2 Overall awareness 1.3 Maintain concentration 1.4 Retain information 1.5 Anticipation of risk 2.3 Follows rules and procedures 3.1 Listening 3.2 Clarity 3.3 Assertiveness 3.4 Sharing information 4.1 Effective decisions 4.2 Timely decisions 5.1 Considering others' needs 5.2 Supporting others 5.3 Treating others with respect 6.1 Selective attention 6.2 Prioritising 6.3 Calm under pressure. 	<p>4.1 Effective decisions:</p> <p>Where required, decides on a course of action by gathering and weighing up available information, considering different demands of the situation, risks and consequences.</p>

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with other train accident (continued)	Stop train in appropriate location	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1, M1 and TW1 - When to stop the train - How the guard might be alerted to the need to stop the train - What is the train in distress warning and what action to take on hearing it - How to stop the train - How not to stop the train - Where to avoid stopping the train if possible and why - Who to communicate with if the train has been stopped - Communicate with driver - task. 	See entry at top of table	See entry at top of table
	Assess nature and severity of accident, including the possible impact on other trains	<ul style="list-style-type: none"> - Relevant sections of GERT8000-M1 - Route knowledge - How a train accident can impact approaching trains - Why approaching trains need to be stopped. 		

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with other train accident (continued)	Stop other train movements (if necessary)	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1, M1 and M3 - Traction knowledge - Communication - underpinning activity - Why approaching trains need to be stopped as quickly as possible - How to stop approaching trains - What is an emergency call and how to make one - Importance of confirming call is to the correct signaller - How track circuit operating clips work to stop approaching trains - How to recognise track circuit clips - How to put track circuit clips down in a dc electrified lines area - Awareness of the need to put track circuit clips down regardless of signalling system - Where track circuit clips are stored on the train. 	See entry at top of table	See entry at top of table

Guidance Note on Competence and Training for Guards

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with other train accident (continued)	Carry out isolation of CRE or OLE	<ul style="list-style-type: none"> - Relevant sections of GERT8000-AC, DC and G1 - Communicate with signaller - task - Communicate with ECO - task. 	See entry at top of table	See entry at top of table
	Obtain emergency equipment and/or PPE	<ul style="list-style-type: none"> - Traction knowledge - What emergency equipment is available and where it is located - PPE requirements. 		
	Carry out emergency protection	<ul style="list-style-type: none"> - Relevant sections of GERT8000-G1 and M1. 		
	Preserve evidence	<ul style="list-style-type: none"> - Relevant sections of GERT8000-M1 and M3. 		
	Communicate with driver or signaller as appropriate	<ul style="list-style-type: none"> - Communication - underpinning activity. 		

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with other train accident (continued)	Communicate with all relevant parties and come to a clear understanding	- Communication - underpinning activity.	See entry at top of table	See entry at top of table
	Check customer welfare	- Communication - underpinning activity.		

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Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with other train accident (continued)	Move customers to a position of safety if necessary	<ul style="list-style-type: none"> - Traction knowledge - When customers would need to be moved and why - Where to move customers to and how - What is a position of safety - Consider whether an evacuation is required - What is defined as an emergency evacuation and when one would be required - What considerations need to be made when carrying out an emergency evacuation - Who to communicate with throughout an emergency evacuation - Communication - underpinning activity - What equipment can be used during an evacuation. 	See entry at top of table	See entry at top of table

Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with other train accident (continued)	Seek assistance from other staff and delegate tasks if required	<ul style="list-style-type: none"> - How to control the scene (protection of the site, customer and personal safety) - Awareness of requirement to preserve evidence and capture customer profile details - GDPR - Who are competent people to assist and what to use them for - Awareness of collaborating with the driver to control the scene. 	See entry at top of table	See entry at top of table

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Emergency activity	Example associated task	Example required knowledge	Relevant non-technical skills	Example behavioural statement
Deal with other train accident (continued)	Assume control of the scene until RIO, TOLO and emergency services arrive, liaise as necessary and follow instructions	<ul style="list-style-type: none"> - How to control the scene (protection of the site, customer and personal safety) - Awareness of requirement to preserve evidence - GDPR - Who are competent people to assist and what to use them for - Communication- underpinning activity - Awareness of collaborating with the driver to control the scene - Role of the RIO and TOLO - How to identify the RIO and TOLO - Requirement to check RIO, TOLO and emergency services details and ID for security purposes - How, what and why to communicate and liaise with the RIO, TOLO and emergency services. 	See entry at top of table	See entry at top of table

Table 41: Emergency activities and tasks - Deal with other train accident

Appendix C Example reference documents

Note: The content of this appendix is intended as guidance to assist RUs in the creation of a framework for training, competence and assessment of staff who undertake the guard role.

C.1 Standards documents

Guidance

G C.1.1 This section shows reference documents which can assist in creating a training framework for, and in the assessment and review of, the competence of guards.

G C.1.2 Standards documents are a level of hazard mitigation or control measure. RUs may identify other hazards not covered by the standards documents.

Document	Relevance to guard role
The Rule Book GERT8000	The Rule Book is a series of documents that contains direct instructions for railway staff. The Rule Book sets out the operational rules for application on the GB mainline railway. The RSSB Rule Book Module Matrix identifies which modules and handbooks are relevant for the guard role.
RIS-3789-TOM Medical Fitness Assessments	This document is the industry-agreed standard for assessing and managing fitness for working on the GB mainline railway through medical fitness assessments. This includes requirements related to traincrew and preparing trains.
RIS-3702-TOM Management of Route Knowledge	This document sets out requirements and guidance relating to the route knowledge of staff. This includes training, development, monitoring and assessment.
RIS-3703-TOM Passenger Train Dispatch and Platform Safety Measures	This document sets out requirements and guidance for the development, review and implementation of passenger train dispatch processes and measures to manage the safe behaviour of passengers at the platform train interface.
RIS-3776-TOM Rail Industry Standard on Control of Mobile communication Equipment use in Driving Cabs	This document contains requirements and guidance for the control of mobile communication equipment use in the driving cabs of trains.

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Document	Relevance to guard role
RIS-3780-TOM Operational Requirements for GSM-R Radio	This document contains the necessary requirements and guidance for the development of contingency plans to manage failures of the GSM-R voice system. It also provides requirements and guidance relating to the use of a competent person.
RIS-8046-TOM Spoken Safety Critical Communications	This document sets out requirements for spoken safety critical communications, including monitoring.
RIS-8070-TOM Drugs and alcohol testing for safety-critical workers	This document provides transport operators with the industry-agreed standard for testing safety-critical workers for drugs and alcohol. It contains requirements and guidance on drugs and alcohol policies, testing, support for staff and testing methods.
RIS-3440-TOM Operation of Heritage Trains	This document sets out requirements for managing the planning and operation of heritage train services on the GB mainline railway. This includes requirements related to traincrew.

Table 42: Standards documents for reference

C.2 Guidance documents

Guidance

G C.2.1 This section shows reference RSSB guidance documents which can assist RUs in creating a training framework for, and in the assessment and review of, the competence of guards.

Document	Relevance to guard role
GOGN3616 Guidance on Operational Railway Safety Awareness	This document is aimed at RUs and any other railway actors operating in or around the railway environment. It gives guidance on operational railway safety awareness, setting out the risks, hazards and control measures to be considered in training. It also includes a framework for competence review and assessment.

Document	Relevance to guard role
GEGN8613 Application of human factors within safety management systems	This document provides guidance on the application of human factors principles for railway organisations. It was developed to support organisations to integrate human factors within their safety management processes.
GEGN8646 Guidance on the Common Safety Method for Risk Evaluation and Assessment	This document gives guidance on application of the principles in the Common Safety Method for Risk Assessment and Evaluation.
GEGN8575 Guidance Note on the Management of Electrical Risk Related to Operational Tasks on Electrified Lines	This document provides RUs with guidance on the management and assessment of electrical risk arising from exposed live parts when undertaking operational tasks on ac and dc electrified lines on the GB mainline railway.

Table 43: Guidance documents for reference

C.3 Other documents

Guidance

G C.3.1 This section shows other reference documents, not included in [G.A.1](#) and [G.A.2](#), which can assist in creating a training framework for, and in the assessment and review of, the competence of guards.

Document	Relevance to guard role
Safe systems of work	May contain arrangements for railway operational activity in areas such as depots, sidings and yards may be contained within a safe system of work or equivalent.
Weekly Operating Notice	This document contains operational information relevant to the guard role including, but not limited to: <ul style="list-style-type: none"> a) Energising of OLE or conductor rail electrification equipment; b) Signalling and permanent way alterations; and c) Amendments to operating publications.

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Document	Relevance to guard role
Periodical Operating Notice	This document contains operational information relevant to the guard role including, but not limited to, amendments to operating publications.
Sectional appendix	This document contains information relevant to the guard role including, but not limited to: <ul style="list-style-type: none"> a) Diagrammatic details of running lines; b) General instructions; c) Local instructions; and d) Special working arrangements.
Company instructions	Company instructions may include, but are not limited to: <ul style="list-style-type: none"> a) Traction information; and b) Supplementary operating instructions.
Organisational policies and procedures	Organisational policies and procedures may include, but are not limited to: <ul style="list-style-type: none"> a) Route learning; b) Manual handling; c) Eyesight; d) Fatigue; e) Fire; f) Safety briefs; g) Drugs and Alcohol; h) Managing confrontation; i) Customer assistance; j) Electronic devices; k) Social media; l) Employee support; m) Security; and n) Accessible travel.
Office of Rail and Road -Developing and maintaining staff competence (Railway Safety Publication 1)	This guidance assists RUs are responsible for managing and assuring the competence of individuals and teams in the railway industry, and whose work may have an impact on operational safety and on occupational health and safety.

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Document	Relevance to guard role
Railway Byelaws and related documents	The Railway Byelaws were made for regulating the use and working of, and travel on or by means of, railway assets, the maintenance of order on railway assets and the conduct of all persons while on railway assets. Additional Railway Byelaws are in place on Transport for London and Merseyrail.
National Rail Conditions of Travel (NRCT)	The NRCT sets out the rights and obligations of passengers and the Train Companies as listed in the document.
RSSB Competence Development Guide for Dispatchers and Guards	This document was developed from RSSB research project T1068 (2017). This document is intended to support guards and their managers in the development, implementation, and management of competence development plans.
RSSB RS100 Good Practice Guide on Competence Development	This document is a good practice guide on competence development that incorporates outputs from RSSB research and development projects as well as other leading practice from within the industry and beyond. The document is aimed at railway undertakings who are required under ROGS to make provisions within their Safety Management System (SMS) to ensure, so far as is reasonably practicable, that the competence of all safety-critical staff under their control is developed and maintained to a minimum safe standard.
RSSB T1064 Developing tools to extend non-technical skills to non-driver roles	This research project developed a suite of non-technical skills learning materials. These are to enable industry to train its workforce in five safety critical roles – dispatch staff, fitters and engineers, train running control staff, guards and shunters.
RSSB T1068 Supporting a fair culture - creating appropriate plans after incidents	This research project sought to understand the theory around fair culture approaches to incident investigations, current best practice, and produced a guidance document on the Competence Development Plan (CDP) process.

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Document	Relevance to guard role
RSSB T1207 Enhancing the integration of non-technical skills into competence management systems	The materials developed in this project help front line staff, trainers, instructors, assessors and managers to better understand, observe, evaluate and develop NTS in a range of rail safety-critical roles.
RSSB T1238 Transitioning driver and conductor training to remote delivery	This research project produced good practice guidance support industry to enhance their training, including key principles to follow when transitioning training to remote learning.
RSSB NTS supporting materials for guards and dispatchers	The RSSB has developed supporting NTS materials. The materials can be used as part of training and refresher training, safety days, engagement days, safety briefs and/or any other suitable learning and development activity.

Table 44: Other documents for reference

Definitions

Competence Management System	A system that ensures that those undertaking work have, and continue to have, the competence required to do it.
competent person	A person who has passed as being qualified and has the required knowledge and skills to carry out a particular rule, regulation, instruction or procedure.
DC electrified lines	Lines equipped with DC electrification, whether or not the line is also equipped with AC electrification.
Defective On-Train Equipment (DOTE)	On-train equipment that: <ul style="list-style-type: none">• is not performing its intended safety function, either fully or partly• is isolated• is missing.
DOTE contingency plan	A plan produced by a railway undertaking which sets out the action to be taken when on-train equipment becomes defective on any train or vehicle operated by that railway undertaking, and which meets the requirements of this document.
ground frame	A control point comprising levers or switches to permit the local operation of points and, where provided, the associated signals. It can be in the form of a ground switch panel.
mainline railway	Mainline railway has the meaning given to it in the Railways and Other Guided Transport Systems (Safety) Regulations 2006 (as amended) and the associated exclusions. It excludes metros and other light rail systems; networks that are functionally separate from the Mainline; heritage, museum or tourist railways; and privately owned infrastructure as defined in the regulations.
permissive working	A method of signalling a train movement into a section of line that is occupied by another train or rail vehicle(s).
railway staff (user)	A person employed by an infrastructure manager or railway undertaking, acting in accordance with their duties.
railway undertaking (RU)	Has the meaning given to the term 'transport undertaking' in the Railways and Other Guided Transport Systems (Safety) Regulations 2006 as amended, but is limited to any private or public undertaking the principal business of which is to provide rail transport services for goods and/or passengers, with a requirement that the undertaking must ensure traction. Source: <i>ROGS</i>
ready to start	A communication signal used to advise the driver that it is permissible to start the train.
route knowledge	The information required to predict, identify and interpret route-specific cues to complete an operational railway task safely and effectively.

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signal post telephone (SPT)	A telephone provided at a signal, enabling the driver to communicate with the signaller, to report a fault or incident or to remind the signaller of the presence of a train detained at the signal that is displaying a danger aspect.
signaller	A person responsible for the operation of the signalling system, to safely control the passage and regulation of trains, usually located in a signal box. Replaced the obsolete term, signalman.
track circuit block (TCB)	A method of working trains in a section of line where safety is ensured by the use of continuous track circuits or other means of train absence detection and without the requirement to visually confirm that trains are complete.
train crew	Staff and personnel such as drivers, guards and conductors employed on board a train who have responsibilities for its safe operation on Network Rail managed infrastructure, as defined in the Rule Book GERT8000.
train dispatch	Systems, equipment, procedures and instructions intended to ensure the safe departure of a train from a platform.
UK GDPR	UK General Data Protection Regulation (Regulation (EU) 2016/679 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, as amended by the Data Protection, Privacy and Electronic Communications (Amendments etc.) (EU Exit) Regulations 2019 [S.I. 2019/419]).

References

The Standards catalogue gives the current issue number and status of documents published by RSSB: <http://www.rssb.co.uk/standards-catalogue>.

The governance arrangements for Railway Group Standards, Rail Industry Standards, National Operations Publications, and industry recommendations for revisions to National Technical Specification Notices are set out in the Railway Standards Code. Detailed management arrangements are in the complementary Standards Manual. Both documents are available on the RSSB website.

Rail Safety and Standards Board (2024), Railway Standards Code
Rail Safety and Standards Board (2024), Standards Manual

Documents referenced in the text

Railway Group Standards

RSSB documents

GEGN8575	Guidance Note on the Management of Electrical Risk Related to Operational Tasks on Electrified Lines
GEGN8613	Application of human factors within safety management systems
GEGN8646	Guidance on the Common Safety Method for Risk Evaluation and Assessment
GEGN8575	Guidance Note on the Management of Electrical Risk Related to Operational Tasks on Electrified Lines
GERT8000	The Rule Book
GOGN3616	Guidance on Operational Railway Safety Awareness
RIS-3440-TOM	Operation of Heritage Trains
RIS-3702-TOM	Management of Route Knowledge
RIS-3703-TOM	Passenger Train Dispatch and Platform Safety Measures
RIS-3776-TOM	Rail Industry Standard on Control of Mobile communication Equipment use in Driving Cabs
RIS-3780-TOM	Operational Requirements for GSM-R Radio
RIS-3789-TOM	Medical Fitness Assessments
RIS-8046-TOM	Spoken Safety Critical Communications
RIS-8070-TOM	Drugs and alcohol testing for safety-critical workers
RS100	Good Practice Guide on Competence Development
RS521	Signals, Handsignals, Indicators and Signs Handbook
RS523	GSM-R Handbook

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RSSB Non-Technical Skills learning materials	NTS supporting materials: Guards and dispatchers task examples
	NTS supporting materials: Guards and dispatchers behavioural descriptors with task examples
RSSB RBTNA Tool	Rail safety and standards board risk-based training needs analysis tool
T869 (2012)	Non-technical skills for rail: development, piloting and evaluation of a training course
T1064 (2017)	Developing tools to extend nontechnical skills to non-driver roles
T1068 (2017)	Supporting a fair culture - creating appropriate plans after incidents
T1207 (2022)	Enhancing the integration of non-technical skills into competence management systems
T1238 (2021)	Transitioning driver and conductor training to remote delivery

Other references

MHSWR	The Management of Health and Safety at Work Regulations 1999
NRCT	National Rail Conditions of Travel
PON	Network Rail Periodic Operating Notice
ROGS	The Railway and Other Guided Transport Systems (Safety) Regulations 2006 (as amended)
RSP1	Developing and maintaining staff competence - Railway Safety Publication 1
Sectional Appendix	Network Rail Sectional Appendix
UK Standards	National Occupational Standards
WON	Network Rail Weekly Operating Notice