

Qualification Manual

EAL Level 2 Certificate in Railway Engineering Track Renewals (QCF)

Qualification Code: 600/8550/2

Issue: 1.3 05/13

Contents

1.0 About EAL	3
<input type="checkbox"/> 1.1 Equal Opportunities and Diversity.....	3
<input type="checkbox"/> 1.2 Complaints.....	3
2.0 Introduction to the Qualification	4
<input type="checkbox"/> 2.1 Accreditation & Industry Support for these Qualifications.....	4
<input type="checkbox"/> 2.2 Achievement of the Qualification & ‘Stand Alone Units’	5
<input type="checkbox"/> 2.3 Relation to Other Qualifications.....	5
<input type="checkbox"/> 2.4 Qualification Support Materials	5
<input type="checkbox"/> 2.5 Funding for this Qualification Upon Accreditation and Launch	5
3.0 Rule of Combination (Qualifications Structure)	7
4.0 Centre & Qualification Approval	8
5.0 Profiles & Requirements	9
<input type="checkbox"/> 5.1 Personnel responsible for registering and certifying learners	9
<input type="checkbox"/> 5.2 Personnel conducting tuition/instruction and/or developing/marking centre-devised assessments.....	9
<input type="checkbox"/> 5.3 Personnel signing off learner logbook.....	9
<input type="checkbox"/> 5.4 Personnel involved in the assessment process	10
<input type="checkbox"/> 5.5 Personnel conducting internal quality assurance	10
<input type="checkbox"/> 5.6 Continuing profession development	10
<input type="checkbox"/> 5.7 Learners	10
<input type="checkbox"/> 5.8 Physical Resources.....	11
6.0 Assessment	12
<input type="checkbox"/> 6.1 Quality Control of Assessment	14
7.0 About the Qualification Units	15
Appendix 1: Assessment Coverage for Qualification	16
Appendix 2: Summary Test Specification for EAL Multiple Choice Assessment	29
Appendix 3: Summary of required External/Internal Assessments to Complete Qualification	31
Appendix 4: The Learner Journey	32
Appendix 5: Learner Registration & Certification	33

1.0 About EAL

Since 1964, **EAL (Excellence Achievement and Learning)** has been awarding superior vocational qualifications and apprenticeship components for engineering, building services and related sectors.

Developed to the highest technical standard, our qualifications are regularly updated to reflect regulatory and technical changes. We support the providers of our qualifications with an unparalleled level of service to ensure that learners are well prepared for the roles they plan to take on.

EAL recognise the value of skills in the work environment as one of the 5 key drivers of productivity; essential for economic growth and bringing a number of wider social benefits. Through its programme of continuous improvement EAL strives to meet the demand from employers for high performing, high quality products.

1.1 Equal opportunities and diversity

EAL expects its centres to enable individuals to have equal access to training and assessment for qualifications irrespective of their sex, marital status, age, religion, colour, race, nationality, ethnic origin or disability. In essence centres must deliver our qualifications and units in accordance with relevant equalities legislation.

Centres are required to have in place a policy to ensure that such discrimination does not occur either directly, indirectly or as a result of pressure from other bodies. This policy should apply to all satellites centres and there should be arrangements in place to monitor its application and effectiveness.

Where complaints relating to issues of inequality cannot be satisfactorily resolved by the centre, learners must be made aware of their right to appeal to EAL via the arrangements outlined in our Enquiries and Appeals Policy.

1.2 Complaints

Customer service is a fundamental part of EAL's commitment to industry. Our long-term partnership with industry and recognised Centres – which is underpinned by our unique External Verification Service and world class customer service – means our support is based on unrivalled understanding of our customers' needs.

EAL aims to ensure that all customers receive a high quality and efficient service and we continually monitor the levels of service provided. There may be times, however, when you may feel that we have not provided an adequate service.

In these situations, please contact our customer services team:

- EAL Customer Services:
- Tel: +44 (0)1923 652 400
- Email: customercare@eal.org.uk

2.0 Introduction to the Qualification

What is this qualification?

This qualification allows the learner to acquire the knowledge and skills of track renewal processes employed on the UK railway infrastructure. The content and structure of the qualification has been developed to address the demand to upskill and reskill the rail engineering workforce in the area of track renewals.

This qualification has been developed in close consultation with the National Skills Academy of Railway Engineering (NSARE), training associations and industry to ensure that the qualification meets the needs of the rail engineering sector. In addition, EAL has consulted throughout the development of this qualification to ensure that the structure and content meet industry and the learner's needs.

Who is this qualification for?

- New entrants to the rail engineering industry
- Existing workers who want to upskill in the area of track renewals

What do these qualifications cover?

The qualification covers a wide range of subjects including: safe working practices in the rail track environment, preparing for work, fire safety, manual handling, emergency first aid, understanding the track renewal process and undertaking track renewal activities.

The structure of each of the qualifications is listed in Section 3. The qualification has 13 credits and 130 guided learning hours.

2.1 Accreditation & Industry Support for these Qualifications

The qualification:

- Is accredited by Ofqual at level 2
- Is recognised by the rail engineering industry
- Is supported by NSARE, the National Skills Academy for Rail Engineering
- Is supported by SEMTA

2.2 Achievement of the Qualification & ‘Stand Alone Units’

This qualification is gained when all the necessary units have been achieved. The centre will then be able to apply for the learner’s Certificate. The learner will also receive a Certificate of Unit Credit, listing all the units they have achieved.

However, if they don’t manage to complete the full qualification learners can still claim a Certificate of Unit Credit for the units achieved. Therefore they still have proof of their ability and could complete the qualification at a later date.

Units can also be taken individually (stand alone). The qualification manual must be used in conjunction with the delivery and assessment of any individual units to ensure that assessment requirements and methodologies are consistently applied.

2.3 Relation to Other Qualifications

The qualifications relates to the following:

- EAL qualifications in Functional Skills and Essential Skills Wales

Details on these can be obtained from the EAL Website or alternatively contact:

- EAL Customer Services
- Tel: +44 (0)1923 652 400
- Email: customercare@eal.org.uk

2.4 Qualification Support Materials

The following materials are available for this qualification:

- **Qualification Units:**
They contain the learning outcomes and assessment criteria.
- **Logbook:**
This contains part of the knowledge and skills that the learner will need to achieve within the qualification.
- **Track Renewals Question Papers A and B:**
These externally set, internally marked and externally verified question papers will provide the assessment method for specific assessment criteria within this qualification.
- **Track Renewals Question Practice Papers A and B:**
These papers can be used during training as focused preparation for the multi-choice assessment. They are externally set and internally marked.
- **Track Renewals Answer Sheets:**
These will provide the trainers with the correct answers to the multi-choice question papers.

Once the qualification has been added to a Centre’s remit, the Qualification Units and materials relating to the Track Renewals Question Papers A and B can be accessed on the EAL website via On-line Services. The Logbook will be posted to Centres upon request.

2.5 Funding for this Qualification upon Accreditation and Launch

The following bodies will be able to assist you with your funding queries.

For England:

- Contact the Skills Funding Agency.
<http://skillsfundingagency.bis.gov.uk/>

For Wales:

- Contact the Welsh Assembly Government
<http://wales.gov.uk/topics/educationandskills/?lang=en>

For Northern Ireland:

- Contact the Department for Employment and Learning
<http://www.delni.gov.uk/>

Also, search the

- Learning Aim Reference Application Database (LARA) for the qualification code given in the Qualification Manual, upon accreditation and launch; this will give an indication of the funding status.

For all Nations and further guidance:

- Contact Semta
14 Upton Road
Watford
WD18 0JT
Tel: 01923 238441

3.0 Rule of Combination (Qualifications Structure)

This qualification will be obtained by the learner once they have completed all the units listed below. The qualification has 13 credits and 130 guided learning hours.

Qualification Units: *Must be completed:*

EAL Code	Unit Title	Level	Credit	GLH	Ofqual Code
QTER2/001	Contribute to Safe Working Practices When Working in the Railway Track Environment	2	2	20	F/504/7774
QTER2/002	Prepare for Work in the Rail Engineering Environment	2	1	10	A/504/7773
QTER2/003	Working Safely in the Track Side Environment - Fire Safety in the Workplace	2	1	10	T/504/7772
QTER2/004	Working Safely in the Track Side Environment - Safe Manual Handling of Objects	2	1	10	M/504/7771
QTER2/005	Working Safely in the Track Side Environment - Emergency First Aid	2	1	10	K/504/7770
QTER2/006	Understand the Track Renewal Process	2	3	30	T/504/7769
QTER2/007	Undertake Track Renewal Activities	2	4	40	D/504/7765

4.0 Centre & Qualification Approval

Centres wishing to run the qualification will need to comply with the Qualification Manual and EAL's centre recognition criteria for this qualification upon accreditation and launch. Centres must also put in place the appropriate physical and human resources and administration systems to effectively run the qualification. Please refer to [Section 5](#) for the requirements of centre staff involved in the delivery of the qualification.

For *existing* EAL Centres to put the qualification on your centre remit:

- Centres must be approved by NSARE (refer to link for further detail; <http://www.nsare.org/training-organisations.aspx>)
- Once NSARE approved, Centres can create and complete a Qualification Approval Application form in Smarter Touch and submit to EAL.

For *non* EAL Centres to gain centre approval to run the qualification:

- Please contact the EAL Customer Services Department who will be delighted to hear from you:
Tel: +44 (0)1923 652 400
Email: customercare@eal.org.uk

5.0 Profiles & Requirements

The personnel involved in this qualification must meet the requirements of this section.

5.1 Personnel responsible for registering and certifying learners

This relates to personnel who are responsible for registering the learner on the Level 2 Certificate in Track Engineering Renewals qualification and the externally set assessments with EAL, taking receipt of external assessment procedures. They may be also responsible for applying for learner certificates from EAL. This role may be the same person who undertakes role 5.5.

5.2 Personnel conducting tuition/instruction and/or developing/marking centre-devised assessments

These personnel must have:

- Knowledge and understanding of the assessment criteria they are delivering
- Knowledge and understanding of the qualifications structure and content
- Suitable qualifications and experience in line with industry standards as approved by NSARE (refer to link for further detail; <http://www.nsare.org/training-organisations.aspx>)

It is a recommendation that the teaching personnel will:

- Have 2 years experience in teaching/training.
or
- Be working towards an appropriate teaching/training qualification (e.g. Cert Ed or Learning & Development trainer units).
or
- Hold an appropriate teaching/training qualification (e.g. Cert Ed or Learning & Development trainer units).

5.3 Personnel signing off learner logbook

This relates to personnel who are responsible for signing off relevant assessment criteria in a learner's logbook.

These personnel must:

- Have knowledge and understanding of the assessment criteria they are assessing
- Have knowledge and understanding of the qualifications structure and content
- Have an understanding of the assessment process
- Deemed suitable in line with industry standards as approved by NSARE (refer to link for further detail; <http://www.nsare.org/training-organisations.aspx>).

Please Note: The Centre is required to hold evidence that all personnel signing off the learner's logbook meet the criteria above.

5.4 Personnel involved in the assessment process

This relates to personnel who are employed by the Centre who will confirm whether the learner has achieved all components of the qualification and will put forward to the Internal Quality Assurance Personnel.

These personnel must have:

- Knowledge and understanding of the occupation covered by this qualification
- Knowledge and understanding of the qualifications structure and content
- An understanding of the assessment processes and procedures.

5.5 Personnel conducting Internal Quality Assurance

This relates to personnel who are responsible for implementing assessment, verification and monitoring procedures in line with EAL quality requirements for this qualification. They provide the link between the delivery team and the external quality assurance. They may also be responsible for applying to EAL for certificate release.

These personnel must have:

- Knowledge and understanding of the qualifications structure and content.
- An understanding of the assessment process and the role of quality assurance.

It is a recommendation that the quality assurance staff will:

- Have experience in quality management/internal verification
or
- Hold an appropriate qualification (e.g. Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or V1).

5.6 Continuing Professional Development

Centres must support and encourage staff to ensure that they have current knowledge of the occupational area. This will support best practice in delivery, training, assessment and internal quality assurance, taking into account any national or legislative developments.

5.7 Learners

There are no entry requirements for this qualification, although Centres should ensure that the learners have the potential to achieve the units selected within this qualification. Learners must have the minimum levels of literacy and numeracy to comply with the health and safety aspects of the scheme, the completion of the learning outcomes and the external assessment.

Centres should make learners with particular requirements aware of the practical and theory content of the qualification and they should be given every opportunity to complete all or some of the units. EAL will consider any reasonable suggestions for, and from, those with disabilities that would help them to achieve the learning outcomes without compromising the standards required.

Centres will be required to carry out an initial assessment on the learner to ensure that their Individual Learning Plan (ILP) is personalised according to their learning needs/prior experience.

Centres must also ensure that the learner age requirements are met for this qualification:

Pre 16:	NO
16 – 18:	NO
18+:	YES
19+:	YES

5.8 Physical Resources

Safe working is a key issue and all practical activities conducted within the centre must be subject to up-to-date risk assessments. All learners must be properly supervised and wear the correct personal protective equipment. Arrangements for first aid and emergency action in case of accident must be in place.

6.0 Assessment

The assessment of the qualification involves the following aspects:

EAL code	Unit title	Externally set, internally marked assessment	Centre devised and marked assessment	Logbook
QTER2/001	Contribute to Safe Working Practices When Working in the Rail Track Environment	Yes (Track Renewals Question Paper A)	Yes (*Initial Safety Course)	Yes
QTER2/002	Prepare for Work in the Rail Engineering Environment	Yes (Track Renewals Question Paper A)	No	No
QTER2/003	Working Safely in the Rail Environment - Fire Safety in the Workplace	Yes (Track Renewals Question Paper A)	Yes (Fire Safety/Awareness)	No
QTER2/004	Working Safely in the Rail Environment - Safe Manual Handling of Objects	No	Yes (Manual Handling)	Yes
QTER2/005	Working Safely in the Rail Environment - Emergency First Aid	No	Yes (First Aid)	No
QTER2/006	Understand the Track Renewals Process	Yes (Track Renewals Question Paper B)	No	No
QTER2/007	Undertake Track Renewal Activities	Yes (Track Renewals Question Paper B)	No	Yes

Externally set, internally marked assessment – these **closed book** paper-based multi-choice question papers, conducted in a controlled environment, will provide the assessment method for specific assessment criteria within this qualification. Track Renewals Question Paper A covers the specific assessment criteria across QTER2/001, QTER2/002 and QTER2/003. Track Renewals Question Paper B covers the specific assessment criteria across QTER2/006 and QTER2/007. Track Renewals Question Paper A should be taken by the learner on completion of the *Initial Safety Course (Personal Track Safety (PTS) is deemed suitable) and the Basic Track Skills Course (Track Induction (TI) is deemed suitable). Track Renewals Question Paper B should be taken by the learner on completion of their Logbook entries. All question papers will be subject to external verification.

Please note:

- All multiple choice question and answer papers must be centrally stored for a minimum of two years.
- Centres are responsible for ensuring that assessment decisions are valid and reliable.
- The **closed book** externally set, internally marked assessments (Track Renewal Question Papers A and B) should be treated as a formal assessment and undertaken in a controlled environment with the necessary restrictions imposed on the learner e.g. no conferring or referring to text books.

- Guidance sheets have been created to hand out to the learners to ensure they are aware how to complete the multiple choice question papers and how to amend their answers, if necessary.
- The multiple choice question papers are accompanied by a marking criteria and other assessment material to ensure that the delivery team is consistent amongst learners with assessments.
- Centres will be sampled by EAL to ensure the tests are delivered in accordance with EAL instructions.
- Internal assessment must be available to the EAL External Verifier, upon request.

Centre devised and marked assessment – these assessments will have to be mapped by the Centre against the learning outcomes and assessment criteria of the units within the qualification utilising the Centre Set Assessments – Guidance and Mapping Documentation. Personal Track Safety (PTS), Track Induction (TI), Fire Safety/Awareness (FS/A) course, Manual Handling (MH) course and a First Aid (FA) course are examples of existing assessments which could be mapped against the assessment criteria within this qualification. Please refer to the Centre Set Assessments – Guidance and Mapping Documentation for information on how to complete it.

Logbook – this will provide evidence of competence against specific assessment criteria within the qualification.

Please note:

- When completing the Logbook, the learner **must** complete **all** ‘Activities Completed’ (Section B - Column 1 of the Logbook) by placing a tick in the relevant box, clearly showing which activities they have, or have not completed during their shift.
- The Authorised Signatory **must** complete **all** ‘Activities Completed’ (Section B - Column 2 of the Logbook) by placing a tick in the relevant box clearly showing that the learner was **observed competent** or not. By ticking the “no” box the Authorised Signatory is indicating that they did not observe the learner’s performance of this activity sufficiently to make a judgement.
- The Authorised Signatory **must** complete **all** of Section C of the Logbook by placing a tick in the relevant box
- On any **one** logbook entry the learner must only be judged competent against a **maximum of three activities** irrespective of the range of activities carried out.
- The Learner and Authorised Signatory **must** complete all of Section D of the Logbook.

Please refer to the guidance for completing the Logbook page located on the inside back cover of the Logbook and also Section 5.3 of this Qualification Manual for further details.

Learners must pass all the assessments to achieve the qualification. EAL will monitor the internal and external assessments; all assessments will be subject to external quality assurance.

6.1 Quality Control of Assessment

General

There are two major points where EAL interacts with the centre/provider in relation to the External Quality Control of Assessment for a qualification; these are:

- Approval: When a centre/provider takes on new qualifications, the EAL External Quality Assurer ensures that the centre/provider is suitably equipped and prepared to deliver the new qualification.
- Monitoring: Throughout the ongoing delivery of the qualification EAL, through external quality assurance monitoring and other mechanisms will maintain the quality and consistency of the assessment of the qualification.

Recognition

In granting recognition, EAL will ensure that the prospective centre/provider:

- Is approved by NSARE (refer to link for further detail; <http://www.nsare.org/training-organisations.aspx>),
- Meets any procedural requirements specified by the Awarding Organisation,
- Has sufficient and appropriate physical and staff resources,
- Meets relevant health and safety and/or equality and access requirements,
- Has a robust plan for the delivery, assessment and QA for the qualifications.

EAL may decide to visit the centre/provider to view the evidence presented. The Awarding Organisation must have a clear rationale for the method(s) deployed.

Monitoring

EAL, through external quality assurance monitoring and other mechanisms will ensure that:

- A strategy is developed and deployed for the ongoing monitoring of the centre/provider. This strategy is based on an active risk assessment of the centre/provider. In particular the strategy will identify the learner, assessor and internal quality assurance sampling strategy to be deployed and the rationale behind this,
- The Centre's internal quality assurance processes are effective in learner assessment,
- Sanctions are applied to a Centre where necessary and that corrective actions are taken by the Centre and monitored by the external quality assurer,
- Reviews of EAL's external auditing arrangements are undertaken.

7.0 About the Qualification Units

The qualification's QCF units give the learner the opportunity to demonstrate their knowledge and understanding of identified topics and subject areas.

The units contain the following information:

- Unit title
- QCF Level
- Credit value
- Guided learning hours (GLH)
- Unit aims
- Unit and assessment information
- Learning outcomes
- Assessment criteria.

In addition; EAL have given supportive delivery advice, against the assessment criteria for this unit.

Appendix 1: Assessment Coverage for Qualification

Unit QTER2/001 Contribute to Safe Working Practices when Working in the Railway Track Environment

Learning Outcome 1: Understand the importance of working safely in the railway track environment	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
1.1: Outline the health and safety requirements that must be met when working in the railway track environment.	Valid Sentinel Card Personal Track Safety
1.2: Outline how environmental conditions may impact on safety requirements, including all of the following: <ul style="list-style-type: none"> • Night working • Extreme weather conditions • Distance travelled to worksite • Worksite location (urban/countryside). 	EAL Track Renewals Question Paper A
1.3: Outline the role of the employer and employee in ensuring health and safety requirements are met.	EAL Track Renewals Question Paper A
1.4: Explain the implications of not working safely to: <ul style="list-style-type: none"> • Themselves • Their team • The rail industry. 	EAL Track Renewals Question Paper A
Learning Outcome 2: Understand the importance of a secure railway track working environment.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
2.1: Outline the relevant security procedures for the site and equipment.	EAL Track Renewals Question Paper A
2.2: Identify the types of security breaches that occur.	EAL Track Renewals Question Paper A
2.3: Explain the implications of a breach in security to: <ul style="list-style-type: none"> • Themselves • Their team • The rail industry. 	EAL Track Renewals Question Paper A
2.4: Outline the impact of a breach in security on safety.	EAL Track Renewals Question Paper A

Unit QTER2/001 Contribute to Safe Working Practices when Working in the Railway Track Environment

Learning Outcome 3: Understand the railway track environment.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
3.1: List the main terms used to identify track and trackside features.	EAL Track Renewals Question Paper A
3.2: Outline the difference between open line working, blocked line working and tunnel working.	EAL Track Renewals Question Paper A
3.3: Describe safe systems of work which ensure separation of the track workers from running trains	EAL Track Renewals Question Paper A
3.4: Describe safe systems of work when there are more than one group of workers in the same railway track environment	EAL Track Renewals Question Paper A
Learning Outcome 4: Be able to follow correct procedures for track and personal safety.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
4.1: Describe what information is required to help ensure the safety of workers whilst on track and where to find it, including all of the following: <ul style="list-style-type: none"> • Details of local hazards • Arrangements for the provision of first aid in the event of personal injury • Manual handling • Track safety certifications. 	Valid Sentinel Card Personal Track Safety
4.2: Apply relevant health and safety working practices for walking or working on or near the line.	Valid Sentinel Card Personal Track Safety
4.3: Use appropriate Personal Protective Equipment (PPE) and ensure it is fit for purpose.	Logbook Entry
4.4: Use appropriate materials, tools and equipment safely.	Logbook Entry
4.5: Store materials, tools and equipment safely.	Valid Sentinel Card Personal Track Safety
4.6: Describe how distances are judged when assessing safe working practices.	Valid Sentinel Card Personal Track Safety
4.7: Identify a position of safety taking account of: <ul style="list-style-type: none"> • Limited Clearances • Tunnels • Platforms • Obstructions. 	Valid Sentinel Card Personal Track Safety

Unit QTER2/001 Contribute to Safe Working Practices when Working in the Railway Track Environment

Learning Outcome 5: Be able to identify and deal with hazards in the railway environment.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
<p>5.1: Outline the precautions to be taken when dealing with hazards when working on or near the line. Assess six from the following:</p> <ul style="list-style-type: none"> • Electrified lines (AC/DC) • Limited clearances • Restricted space • Open line working (Bi-directional lines/Multiple Tracks) • Weather conditions • Moving or stationary vehicles • Buried Services. 	<p>Valid Sentinel Card Personal Track Safety EAL Track Renewals Question Paper A</p>
<p>5.2: Take appropriate action when warnings of approaching trains are given by manual or automatic means.</p>	<p>Valid Sentinel Card Personal Track Safety</p>
<p>5.3: Describe the process for safely briefing, recording and reporting procedures.</p>	<p>Valid Sentinel Card Personal Track Safety</p>

Unit QTER2/002 Prepare for Work in the Rail Engineering Environment

Learning Outcome 1: Know how to complete personal preparation for working in rail engineering.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
1.1: Describe the importance of appearance, behaviour and fitness in relation to the role.	EAL Track Renewals Question Paper A
1.2: Outline organisational procedures relating to fitness for duty.	EAL Track Renewals Question Paper A
1.3: List the type of Personal Protective Equipment (PPE) required for duty.	EAL Track Renewals Question Paper A
1.4: State the correct procedure for accessing and using the required Personal Protective Equipment (PPE).	EAL Track Renewals Question Paper A
1.5: List the documents required when completing personal preparation.	EAL Track Renewals Question Paper A
Learning Outcome 2: Know how to prepare for work.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
2.1: State organisational procedures relating to booking on and booking off duty.	EAL Track Renewals Question Paper A
2.2: List the work activities to be undertaken.	EAL Track Renewals Question Paper A
2.3: Identify the tools and equipment required to undertake the work activities including service/calibration validation, where applicable	EAL Track Renewals Question Paper A
2.4: State the organisational procedures relating to documenting personal work activities.	EAL Track Renewals Question Paper A
2.5: Describe the importance of documenting work activities.	EAL Track Renewals Question Paper A
2.6: Outline organisational and legal requirements relevant to the work activities to be undertaken.	EAL Track Renewals Question Paper A
2.7: Outline the documentation and information required relating to the work activities to be undertaken.	EAL Track Renewals Question Paper A
2.8: List the people within the organisation who are relevant to the place of work.	EAL Track Renewals Question Paper A
2.9: Describe the impact of rail engineering activities on neighbours, and implement suitable processes to minimise potential nuisance.	EAL Track Renewals Question Paper A

Unit QTER2/003 Working Safely in the Track Side Environment – Fire Safety in the Workplace

Learning Outcome 1: Understand the hazards and risks associated with fire in the workplace.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
1.1: Identify how fires are caused in the workplace.	Valid Fire Safety/Awareness Certificate
1.2: Identify possible fire hazards in the work depot, including all of the following: <ul style="list-style-type: none"> • Fuel storage • COSHH storage • Smoking areas • House keeping. 	Valid Fire Safety/Awareness Certificate
1.3: Identify possible fire hazards in the track environment, including all of the following: <ul style="list-style-type: none"> • Re-fuelling plant • Hot works • Arcing • Mechanical equipment. 	Valid Fire Safety/Awareness Certificate EAL Track Renewals Question Paper A
Learning Outcome 2: Understand the development and behaviour of fire.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
2.1: Define the term fire.	Valid Fire Safety/Awareness Certificate
2.2: Identify the components of a fire triangle.	Valid Fire Safety/Awareness Certificate
2.3: State how heat is produced by several means, including all of the following: <ul style="list-style-type: none"> • Friction • Direct Ignition • Conduction • Radiation • Spontaneous Combustion • Chemical Reaction • Electrical Overloading. 	Valid Fire Safety/Awareness Certificate
2.4: State the classes of fire relevant to the railway environment, including all of the following: <ul style="list-style-type: none"> • Flammable solids • Flammable liquids • Flammable gases • Combustible metals • Electrical fires. 	Valid Fire Safety/Awareness Certificate
2.5: Describe the ways in which fire can spread.	Valid Fire Safety/Awareness Certificate

Unit QTER2/003 Working Safely in the Track Side Environment – Fire Safety in the Workplace

Learning Outcome 3: Know how to follow fire safety procedures.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
3.1: Describe the actions to take in the event of a fire, including all of the following: <ul style="list-style-type: none"> • Raising the alarm • Making an emergency telephone call track side • Calling the Fire Brigade • Means of escape • Locate the fire assembly point • Locate the fire extinguishers. 	Valid Fire Safety/Awareness Certificate
Learning Outcome 4: Know the correct methods of extinguishing fire.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
4.1: List the main methods of extinguishing fire: <ul style="list-style-type: none"> • Removal of heat • Remove of fuel • Removal/limitation of oxygen. 	Valid Fire Safety/Awareness Certificate
Learning Outcome 5: Know the appropriate extinguishing materials.	
5.1: List the types of extinguishing materials are used to extinguish different classes of fire: <ul style="list-style-type: none"> • Water • Foam • Carbon Dioxide • Dry Powder • Fire Blanket. 	Valid Fire Safety/Awareness Certificate
Learning Outcome 6: Know the fire safety notices and signs.	
6.1: Identify fire safety notices and signs.	Valid Fire Safety/Awareness Certificate

Unit QTER2/004 Working Safely in the Track Side Environment – Safe Manual Handling of Objects

Learning Outcome 1: Understand the reasons for safe manual handling.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
1.1: State the statutory duties of employers for health and safety in the workplace in respect to manual handling.	Valid Manual Handling Certificate
1.2: Outline the responsibilities of employees for health and safety in the workplace in respect to manual handling.	Valid Manual Handling Certificate
1.3: State symptoms of ill health and potential injuries that may occur from incorrect manual handling.	Valid Manual Handling Certificate
1.4: Outline the possible consequences of not complying with health and safety within the workplace.	Valid Manual Handling Certificate
Learning Outcome 2: Know how to manage the risks involved in manual handling.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
2.1: Identify the risks for a specified manual handling activity.	Valid Manual Handling Certificate
2.2: Identify the control measures to reduce the risks for a specified manual handling activity.	Valid Manual Handling Certificate
2.3: Determine the level of risk for a specified activity and decide if it is acceptable to proceed with the activity.	Valid Manual Handling Certificate
2.4: Review the risk assessment for a specified manual handling activity.	Valid Manual Handling Certificate
Learning Outcome 3: Be able to carry out safe manual handling techniques.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
3.1: Demonstrate the principles of safe lifting in the context of manual handling.	Valid Manual Handling Certificate Logbook Entry
3.2: Select and wear appropriate Personal Protective Equipment (PPE) appropriate for manual handling activities.	Valid Manual Handling Certificate
3.3: Demonstrate when working individually how to safely manually handle a range of objects.	Valid Manual Handling Certificate
3.4: Demonstrate when working with another person how to safely handle a range of objects.	Valid Manual Handling Certificate
3.5: Demonstrate when working as part of a team how safely to handle a range of track equipment and tools.	Valid Manual Handling Certificate

Unit QTER2/005 Working Safely in the Track Side Environment – Emergency First Aid

Learning Outcome 1: Understand the role of the first aid responder.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
1.1: Identify the first aider.	Valid First Aid Certificate
1.2: Describe the responsibilities of a first aid responder.	Valid First Aid Certificate
1.3: State what information needs to be included in an accident report form.	Valid First Aid Certificate
1.4: State the importance of protection from cross infection.	Valid First Aid Certificate
1.5: Identify first aid equipment for a named situation.	Valid First Aid Certificate
Learning Outcome 2: Know how to assess an emergency situation and act appropriately.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
2.1: Describe how to assess the scene of an incident for hazards.	Valid First Aid Certificate
2.2: Demonstrate how to perform a casualty assessment.	Valid First Aid Certificate
2.3: Identify when to summon help and how to contact emergency services.	Valid First Aid Certificate
Learning Outcome 3: Know how to provide first aid for an unresponsive casualty.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
3.1: Demonstrate how to place a casualty into the recovery position.	Valid First Aid Certificate
3.2: State how to manage a casualty experiencing a seizure.	Valid First Aid Certificate
Learning Outcome 4: Know how to recognise the requirements for Cardio-Pulmonary Resuscitation and administer accordingly.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
4.1: Identify when to administer Cardio-Pulmonary Resuscitation (CPR).	Valid First Aid Certificate
4.2: Demonstrate how to administer CPR using a manikin.	Valid First Aid Certificate

Unit QTER2/005 Working Safely in the Track Side Environment – Emergency First Aid

Learning Outcome 5: Know how to recognise when a person is choking and administer first aid accordingly.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
5.1: Describe how to identify a person with: <ul style="list-style-type: none"> • A mild airway obstruction • A severe airway obstruction. 	Valid First Aid Certificate
5.2: Demonstrate how to administer first aid to a person who is choking.	Valid First Aid Certificate
Learning Outcome 6: Know how to administer first aid to a casualty who is wounded and bleeding.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
6.1: Demonstrate how to control severe bleeding.	Valid First Aid Certificate
Learning Outcome 7: Know how to recognise a casualty who is suffering from shock and manage accordingly.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
7.1: Identify signs and symptoms of shock.	Valid First Aid Certificate
7.2: Demonstrate how to manage a casualty who is suffering from shock.	Valid First Aid Certificate
Learning Outcome 8: Know how to recognise a casualty who is suffering from electrical shock and manage accordingly.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
8.1: Identify signs and symptoms of electric shock.	Valid First Aid Certificate
8.2: Demonstrate how to manage a casualty who is suffering from electric shock.	Valid First Aid Certificate
Learning Outcome 9: Know how to provide first aid for minor injuries.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
9.1: Identify how to manage the following minor injuries: <ul style="list-style-type: none"> • Small cuts and grazes • Bruises • Minor burns and scalds • Small splinters. 	Valid First Aid Certificate

Unit QTER2/006 Understand the Track Renewal Process

Learning Outcome 1: Understand why track renewal activities take place.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
1.1: Describe the difference between track renewal activities and track maintenance activities.	EAL Track Renewals Question Paper B
1.2: List the factors that may lead to a track renewal activities taking place.	EAL Track Renewals Question Paper B
1.3: Explain the importance of track renewal activities.	EAL Track Renewals Question Paper B
Learning Outcome 2: Know the importance of planning track renewal activities.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
2.1: List the key roles involved with planning track renewal activities.	EAL Track Renewals Question Paper B
2.2: State how extremes of weather may affect the renewal activities.	EAL Track Renewals Question Paper B
2.3: Describe how the track configuration may affect the renewal process.	EAL Track Renewals Question Paper B
2.4: Describe the impact of track renewal activities on other areas of the rail industry.	EAL Track Renewals Question Paper B
2.5: Describe the impact of a lack of planning to the renewal activities.	EAL Track Renewals Question Paper B
Learning Outcome 3: Understand the activities required during the track renewal process.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
3.1: Describe the activities involved during the removal of ballast.	EAL Track Renewals Question Paper B
3.2: Describe the methods of removing old track.	EAL Track Renewals Question Paper B
3.3: Identify the machinery used during the track renewal process.	EAL Track Renewals Question Paper B
3.4: List the resources required during the track renewal process.	EAL Track Renewals Question Paper B
3.5: Describe the activities involved during the replacement or refurbishment of ballast.	EAL Track Renewals Question Paper B
3.6: Explain the importance of compacting the ballast layer before new track is installed.	EAL Track Renewals Question Paper B
3.7: List the methods of installing new track.	EAL Track Renewals Question Paper B
3,8: Describe the adjustments required to ensure the track is placed in its correct position.	EAL Track Renewals Question Paper B
3.9: Describe the activities involved during site clearance.	EAL Track Renewals Question Paper B

Unit QTER2/007 Undertake Track Renewal Activities

Learning Outcome 1: Know the track construction requirements.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
1.1: List the common depths of dig required during renewal activities.	EAL Track Renewals Question Paper B
1.2: Describe the impact of not achieving the minimum depth of dig on installation of track.	EAL Track Renewals Question Paper B
1.3: List the barriers to achieving a minimum depth of dig.	EAL Track Renewals Question Paper B
1.4: List the installation tolerances allowed when renewing track.	EAL Track Renewals Question Paper B
1.5: Explain the circumstances when a trackside drain may be required.	EAL Track Renewals Question Paper B
Learning Outcome 2: Know the function of each of the component parts of the track infrastructure.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
2.1: Identify the component parts of the track infrastructure, including all of the following: <ul style="list-style-type: none"> • Plain line and switches and crossings, including rails • Sleepers, bearers, ballast and drainage arrangements • Fastenings, pads, insulators, emergency clamps, fishplates, bolts, tie bars • Joints, including insulated joints • Adjustment switches. 	EAL Track Renewals Question Paper B
2.2: Describe the function of each of the component parts of the track infrastructure, including all of the following: <ul style="list-style-type: none"> • Plain line and switches and crossings, including rails • Sleepers, bearers, ballast and drainage arrangements • Fastenings, pads, insulators, emergency clamps, fishplates, bolts, tie bars • Joints, including insulated joints • Adjustment switches 	EAL Track Renewals Question Paper B

Unit QTER2/007 Undertake Track Renewal Activities

Learning Outcome 3: Know the function of the track side equipment encountered during track renewal activities.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
3.1: Identify two of the following track side equipment encountered during track renewal activities: <ul style="list-style-type: none"> • Signalling equipment • Telecommunications equipment • Traction power supply • Earth bonding. 	EAL Track Renewals Question Paper B
3.2; Describe the function of track side equipment encountered during track renewal activities, including all of the following: <ul style="list-style-type: none"> • Signalling equipment • Telecommunications equipment • Traction power supply • Earth bonding. 	EAL Track Renewals Question Paper B

Unit QTER2/007 Undertake Track Renewal Activities

Learning Outcome 4: Be able to undertake track renewal activities on the railway track infrastructure.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
4.1: Select the appropriate mechanical, plant or hand tool(s) for the renewal activity to be undertaken.	Logbook Entry
4.2: Check the mechanical, plant or hand tool(s) and confirm that it is fit for purpose.	Logbook Entry
4.3: Carry out track renewal activities, including all of the following: <ul style="list-style-type: none"> • Unclip rails • Re-fasten rails • Replace sleeper pads • Fit a set of clamp plates • Remove a set of clamp plates • Fit rollers in preparation for rail stressing • Square a sleeper • Install a rail • Lift and pack a joint • Boxing in ballast. 	Logbook Entry
Learning Outcome 5: Be able to effectively take part in site clearance.	
Assessment criteria: <i>The learner can:</i>	How learner achievement will be evidenced
5.1: Describe the importance of site clearance.	EAL Track Renewals Question Paper B
5.2: List materials that are considered scrap material.	EAL Track Renewals Question Paper B
5.3: Identify hazardous waste and report it in accordance with site regulations.	EAL Track Renewals Question Paper B
5.4: Identify serviceable components and store in accordance with site regulations.	EAL Track Renewals Question Paper B
5.5: Carry out site clearance activities.	Logbook Entry

Appendix 2: Summary Test Specifications for EAL Multiple Choice Assessments

EAL Level 2 Certificate in Railway Engineering Track Renewals

Test Specification

Track Renewals Test Paper A

Closed Book

Number of questions: 35

Pass mark: 24

Time allowed: 60 mins

Each test will cover the knowledge learning outcomes of the units as follows:

Unit:	Approximate coverage: N° questions/percentage of test
QTER2/001 - Contribute to Safe Working Practices When Working in the Railway Track Environment	54%
QTER2/002 - Prepare for Work in the Rail Engineering Environment	40%
QTER2/003 - Working Safely in the Track Side Environment – Fire Safety in the Workplace	6%
QTER2/004 - Working Safely in the Track Side Environment – Safe Manual handling of Objects	0%
QTER2/005 - Working Safely in the Track Side Environment – Emergency First Aid	0%

EAL Level 2 Certificate in Railway Engineering Track Renewals

Test Specification

Track Renewals Question Paper B

Closed Book

Number of questions: 40

Pass mark: 28

Time allowed: 70 mins

Each test will cover the knowledge learning outcomes of the units as follows:

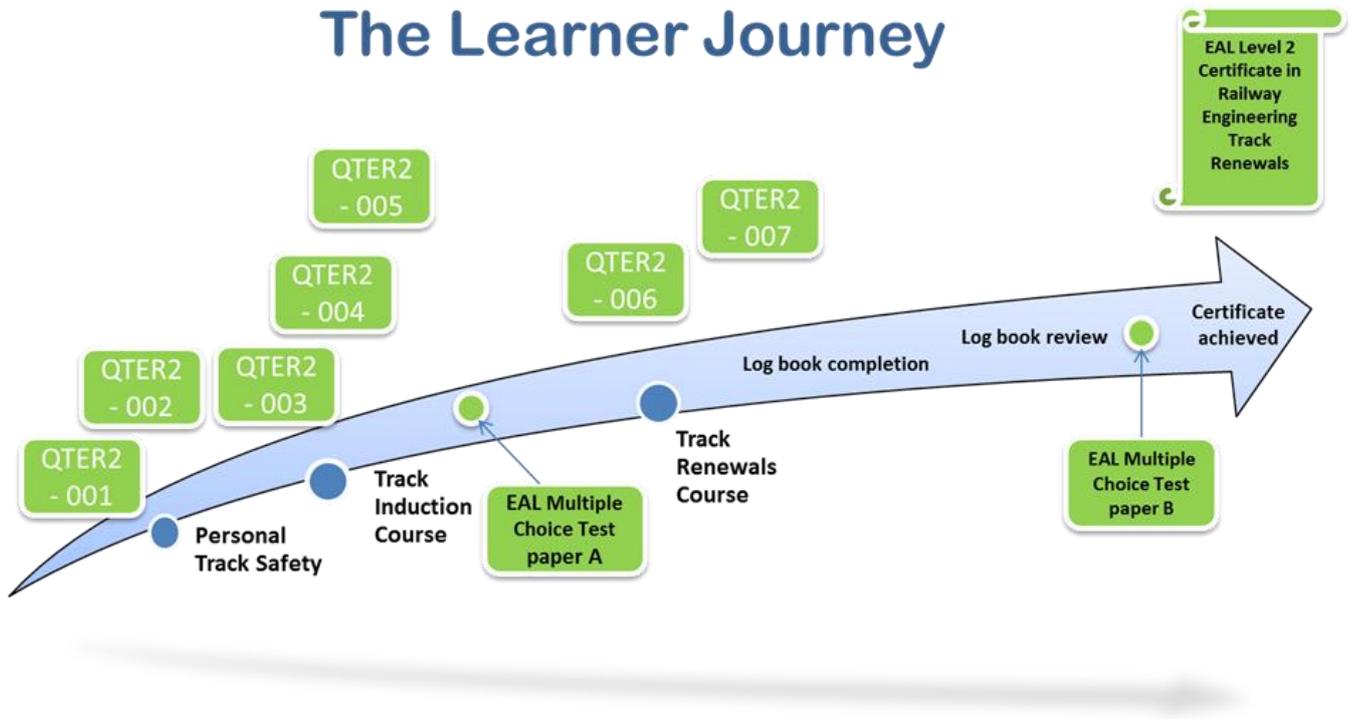
Unit:	Approximate coverage: N^o questions/percentage of test
QTER2/006 - Understand the Track Renewal Process	45%
QTER2/007 - Undertake Track Renewal Activities	55%

Appendix 3: Summary of Required External/Internal Assessments to Complete Qualification

External/Internal Assessment	Required to Complete Qualification
Initial Safety Course	Yes
Basic Track Skills Course	Yes
Valid Fire Safety/Awareness Certificate	Yes
Valid Manual Handling Certificate	Yes
Valid First Aid Certificate	Yes
EAL Track Renewals Question Paper A	Yes
Completed EAL Logbook	Yes
EAL Track Renewals Question Paper B	Yes

Appendix 4: The Learner Journey

The Learner Journey



Appendix 5: Learner Registration & Certification

Learners must be registered with EAL on a code which relates to the qualification -this **must be** completed prior to assessment. Both learner registration and certification can be completed on line at the EAL Website www.eal.org.uk. For paper based registration and certification use forms CRF1, and CRF1A. These are located on the EAL Website, for guidance on registration and Certification please refer to the Registration and Certification User Guide.

To Register the Learner on the Chosen Qualification/Pathway Code:

Qualification Title	Code
EAL Level 2 Certificate in Railway Engineering Track Renewals	600/8550/2

For further information please contact EAL Customer Services +44 (0)1923 652 400.

© 2013 EAL Limited (Excellence, achievement and learning)

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of EAL Limited.