

Integrated assignments

Introduction

There are four integrated assignments supporting these materials:

- 1 Customer service
- 2 Bus services – reporting accidents and incidents
- 3 Rail operations – reporting accidents and incidents
- 4 Aviation – reporting accidents and incidents.

These provide learners with an opportunity to extend and apply the skills they have developed within their vocational course and through the use of these materials. They are structured in a similar style to Key Skills assignments, but the content reflects learning from particular modules.

Introducing the assignments

Teachers should go through the assignments with learners to check that they understand the tasks and have strategies for tackling each one. Learners can be asked to produce an action plan or checklist, to ensure that they are clear about the demands of each task within the assignment. Learners should be made aware of the signposting to the relevant modules within the Materials for Embedded Learning if they need to look back and check some skills.

Assessing learners

Learners are expected to complete tasks independently with the minimum of teacher input. The marking scheme identifies the units and elements of the National Occupational Standards, Key Skills and the Adult Core Curricula for Literacy and Numeracy.

Learners' performance can be assessed on all three aspects of the task or one specific area. Coverage of the National Occupational Standards includes some performance criteria and/or underpinning knowledge from the NVQ. Additional questioning or observation of tasks may provide sufficient evidence for learner portfolios.

Integrated assignment 1

Customer service

Customer service is very important in passenger transport.

A positive experience with the staff can make a customer travel with the same company again and again.

Good customer service depends upon employees with a range of good communication skills, who can recognise and respond to customers' needs.

In this assignment you will use your customer service skills to collect important information from customers to pass on to your supervisor, in order to help improve the service given to the public.

You will need to complete **Parts A–D**.

- A** Read and make notes on customer service guidelines.
- B** Make a customer questionnaire from the guidelines.
- C** Use the questionnaire to ask customers questions.
- D** Present customer answers in an interesting and useful way.

PART A

- 1** Find your customer service guidelines in the staff handbook or the induction materials you have been given at work.
- 2** Make a note of the main points, which may cover such things as:
 - staff appearance, e.g. what to wear, what not to wear
 - appearance of the work area – clean, tidy and well-presented
 - meeting and greeting customers
 - recognising customer needs
 - being polite
 - giving prompt service
 - knowing the routes and being able to advise customers
 - dealing with problems or complaints.



If you have any problems with this part of the task you can look at 'The company manual' in Module 2: The working environment and 'Company policy' in Module 4: Rail operations.

PART B

Write down a set of questions you can ask customers to find out what they think of the service. Use your notes to help you choose the questions.

Choose questions that will tell you what customers think about:

- the way staff look and the way they speak to them
- how helpful staff are
- what areas could be improved.

You should ask at least six questions, but you can ask more if you like. The examples below show different ways you could write your questions and record the answers. You might use one or more of these styles, or you could use your own ideas.

Tip
Write your questions in clear and polite language.

Example questionnaire style 1

1 Do you find staff in this company friendly?

Yes No Don't know

Tick boxes are a quick way to note answers but it means you can only ask simple questions that do not require detailed answers.

Example questionnaire style 2

1 What score out of 5 would you give the staff for the way they look?

1 2 3 4 5

A scoring system of 1–5 gives customers a wider range of answers. You can circle the number for speed. You will need to be able to explain the system to customers.

Example questionnaire style 3

1 Is there anything you would like to see improved or included in our service?

Increased number of routes
More choice of travel times

Writing in the answers takes longer but you will get more information. Keep notes short – but make sure you can read them!

Note
For the three questionnaire styles above, consider:

- how easy it will be to ask the questions
- how easy it will be to report the answers in part D
- how much information the answers are likely to give.

If you have any problems with this task, look at Module 1: Customer service or ask your teacher for advice.

PART C

You can now use your questionnaire to ask people questions about the service.

In order to represent the views of a good range of people, you need to speak to at least 20.

You might also consider asking a mix of the following:

- male and female
- different age groups
- regular and new customers (you may need to check this).

Note

You need permission from your supervisor or manager before you do this.

Remember!

Be polite at all times.

If you have any problems with asking questions you can look at 'Customer comment forms' in Module 1: Customer service.

PART D

Present customer answers in a way that will be interesting and useful to your colleagues.

You can:

- write it as a short report using the questions as subheadings and summarising the answers
- make an information leaflet that explains the results of the questionnaire
- make a poster of 'good' and 'bad' points about the service according to customers
- explain what you found out to your supervisor and suggest what you think could be done to make improvements.

If you have any problems with this task you can look at 'Disability awareness' in Module 1: Customer service.

Tips

- You can make a leaflet or poster more interesting by using bright colours and adding pictures or photographs.
- You could type up your information on a computer and use graphics to illustrate it.

Note

Think of the best way to use the information you have gathered in order to raise awareness of customer service where you work.

Transport Integrated assignment 1: Customer service This assignment relates to the National Occupational Standards for Customer Service at Levels 1 and 2 and practises the skills developed in the Materials for Embedded Learning – Module 1: Customer service. It also relates to the National Occupational Standards for Providing Road Passenger Transport, Aviation Operations on the Ground and Rail Transport Operations.						
Part A: Read and make notes on customer service guidelines						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
Customer Service Level 1 Unit 1	<ul style="list-style-type: none"> Prepare yourself to deliver good customer service. 			Rt/L1.3	<ul style="list-style-type: none"> Identify the main points and specific detail, and infer meaning from images which is not explicit in the text. 	
Unit 5	<ul style="list-style-type: none"> Provide customer service within the rules. 			Rt/L1.4	<ul style="list-style-type: none"> Use organisational and structural features to locate information. 	
Customer Service Level 2 Unit 1	<ul style="list-style-type: none"> Give customers a positive impression of yourself and your organisation. 			Wt/L1.1	<ul style="list-style-type: none"> Plan and draft writing. 	
Unit 2	<ul style="list-style-type: none"> Deliver reliable customer service. 					
Providing Road Passenger Transport Unit 18	<ul style="list-style-type: none"> Deliver reliable customer service. 					
Rail Transport Operations Unit 24	<ul style="list-style-type: none"> Develop and maintain positive working relationships with customers. 					
Aviation Operations on the Ground Unit 49	<ul style="list-style-type: none"> Deliver consistent customer service. 					

Part B: Make a customer questionnaire from the guidelines						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
Customer Service Level 1 Unit 1	<ul style="list-style-type: none"> Prepare yourself to deliver good customer service. 			Wt/L1.2	<ul style="list-style-type: none"> Judge how much to write and the level of detail to include. 	
Unit 5	<ul style="list-style-type: none"> Provide customer service within the rules. 			Wt/L1.4	<ul style="list-style-type: none"> Use language suitable for purpose and audience. 	
Customer Service Level 2 Unit 4	<ul style="list-style-type: none"> Resolve customer service problems. 			Wt/L1.5	<ul style="list-style-type: none"> Use format and structure for different purposes. 	
Unit 8	<ul style="list-style-type: none"> Process customer service information. 					
Providing Road Passenger Transport Unit 18	<ul style="list-style-type: none"> Deliver reliable customer service. 					
Rail Transport Operations Unit 24	<ul style="list-style-type: none"> Develop and maintain positive working relationships with customers. 					
Aviation Operations on the Ground Unit 48	<ul style="list-style-type: none"> Give customers a positive impression of yourself and your organisation. 					
Unit 50	<ul style="list-style-type: none"> Promote continuous improvement. 					

Part C: Use the questionnaire to ask customers questions						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
Customer Service Level 1 Unit 2 Unit 3	<ul style="list-style-type: none"> Maintain a positive and friendly attitude. Communicate effectively with customers. 	Achieved	Achieved with support	SLc/L1.1	Core curriculum elements <ul style="list-style-type: none"> Speak clearly in a way which suits the situation. Make requests and ask questions to obtain information in familiar and unfamiliar contexts. 	Achieved with support
				SLc/L1.2		
Customer Service Level 2 Unit 3 Unit 5	<ul style="list-style-type: none"> Develop customer relationships Support customer service improvements. 	Achieved	Achieved with support			Achieved with support
Providing Road Passenger Transport Unit 19	<ul style="list-style-type: none"> Develop customer relationships. 	Achieved	Achieved with support			Achieved with support
Rail Transport Operations Unit 24	<ul style="list-style-type: none"> Develop and maintain positive working relationships with customers. 	Achieved	Achieved with support			Achieved with support
Aviation Operations on the Ground Unit 50	<ul style="list-style-type: none"> Promote continuous improvement. 	Achieved	Achieved with support			Achieved with support

Part D: Present customer answers in an interesting and useful way						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
Customer Service Level 1 Unit 6	<ul style="list-style-type: none"> Recognise and deal with customer queries, requests and problems. 			Wt/L1.2	The following elements may be covered in the written presentation choices: Judge how much to write and the level of detail to include.	
Customer Service Level 2 Unit 5	<ul style="list-style-type: none"> Support customer service improvements. 			Wt/L1.4	Use language suitable for purpose and audience.	
Unit 8	<ul style="list-style-type: none"> Process customer service information. 			Wt/L1.5	Use format and structure for different purposes.	
Providing Road Passenger Transport Unit 20	<ul style="list-style-type: none"> Process customer service information. 			SLc/L1.3	The following element is covered in the spoken presentation choice: Express clearly statements of fact, explanations, instructions, accounts and descriptions.	
Unit 23	<ul style="list-style-type: none"> Support customer service improvements. 					
Rail Transport Operations Unit 24	<ul style="list-style-type: none"> Develop and maintain positive working relationships with customers. 					
Aviation Operations on the Ground Unit 50	<ul style="list-style-type: none"> Promote continuous improvement. 					
<p>Key Skills: Successful completion of this assignment will cover the following Key Skills: Part A – C1.2 Read and obtain information from at least one document, C1.3 Write two different types of documents. Part B – C1.3 Write two different types of documents. Part C – C1.1 Take part in a one-to-one discussion or a group discussion. Part D – C1.3 Write two different types of documents (if writing choice taken), C1.1 Take part in a one-to-one discussion (if spoken choice taken).</p>						

Integrated assignment 2

Bus services – reporting accidents and incidents

Depending on the bus company you work for, you will have different policies and procedures to follow and different forms to complete.

In this assignment you will be asked to investigate a workplace incident and then follow the correct policies and procedures to report it.

You can use the policies and procedures and accident report form from your own workplace to complete the assignment.

You will need to complete **Parts A–D**.

- A** Find out about an incident that happened to a bus passenger.
- B** Report the incident verbally to your teacher/trainer.
- C** Find the policies and procedures that cover accidents and incidents in your workplace. Use them to discover how the incident should be reported and what could happen to the driver.
- D** Report the incident on a form.



PART A

- 42** **1** Try to find out as much information about the incident as possible. The incident was reported by Mrs Mills. She and several other passengers were very shaken up by what happened, and Mrs Mills had a very badly bruised hip and shoulder that needed to be treated by a doctor. Listen to what she has to say about what happened.
- 2** Make some notes to remind you about what Mrs Mills said happened. You will need to know about:
- when it happened
 - who it happened to
 - where it happened
 - how it happened
 - what exactly happened
 - any other information that you think is relevant.

Listen to the audio clip again if you need to.



If you need help completing this part of the task, ask your teacher.



- 3 An inspector is investigating what happened. Listen to what he has to say to the driver.

PART B

- 1 For this part of the assignment, put yourself in the place of the driver of the bus that the incident occurred on. What is his side of the story?

You will need to think about:

- all the circumstances leading up to the incident
- what happened during the incident
- what happened after the incident.

Try to consider such things as:

- what the traffic conditions were like
- what the weather was like
- why the bus was not running to schedule
- whether any personal matters were involved
- whether incidents like this one have occurred to the driver before
- what the driver's record of accidents and incidents is like.

- 2 Tell your teacher/trainer your version of what happened as if he/she were the inspector investigating the incident.

Before you begin, think about:

- who you are speaking to
- what you are going to say.

PART C

- 1 Use your workplace policies and procedures to help you to find out what should happen in these circumstances.
- 2 When you have found the information you need, explain it to your teacher/trainer.

PART D

- 1 Find the form that you would need to complete in order to report your version of what happened.
- 2 Read through the form.
- 3 Prepare what you are going to say.
- 4 Complete the form.
- 5 Check that it says what you want it to.

You could use the Accident/incident report form from the Source material if you prefer.



Tip

Try to put together a convincing account.

If you need help in completing this part of the assignment, look at 'Reporting accidents and incidents' in Module 3: Bus services.

If you need help in completing this part of the assignment, look at 'The company manual' and 'Health and safety at work' in Module 2: The working environment.

If you need help in completing this part of the assignment, look at 'Reporting accidents and incidents' and 'Driver's reports' in Module 3: Bus services.

Transport Integrated assignment 2: Bus services – reporting accidents and incidents This assignment relates to National Occupational Standards for Road Passenger Transport and practises the skills developed in the Materials for Embedded Learning – Module 3: Bus services.						
Part A: Find out about a typical workplace accident or incident						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
				SLIr/L1.1	<ul style="list-style-type: none"> Listen for and identify relevant information from explanations and presentations on a range of straightforward topics. 	
				Wt/L1.5	<ul style="list-style-type: none"> Use format and structure for different purposes. 	
Part B: Report an accident or incident verbally						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
Unit 6	<ul style="list-style-type: none"> Contribute to the operation of the service. 			SLc/L1.1	<ul style="list-style-type: none"> Speak clearly in a way that suits the situation. 	
Unit 16	<ul style="list-style-type: none"> Sort out emergencies and incidents during a journey. 			SLc/L1.3	<ul style="list-style-type: none"> Express clearly statements of fact, explanations, instructions, accounts and descriptions. 	
				SLc/L1.4	<ul style="list-style-type: none"> Present information and ideas in a logical sequence and include detail and develop ideas where appropriate. 	

Part C: Read workplace policies and procedures						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
Unit 2	<ul style="list-style-type: none"> Contribute to health and safety in your work environment. 			Rt/L1.4 Rt/L1.5 Rt/L2.1 Rt/L2.8	Core curriculum elements <ul style="list-style-type: none"> Use organisational and structural features to locate information. Use different reading strategies to find and obtain information. Trace and understand the main events of continuous descriptive, explanatory and persuasive texts. Summarise information from longer documents. 	Achieved
Part D: Report an accident or incident on a form						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
Unit 6	<ul style="list-style-type: none"> Contribute to the operation of the service. Sort out emergencies and incidents during a journey. 			Wt/L1.1	Core curriculum elements <ul style="list-style-type: none"> Plan and draft writing. Judge how much to write and the level of detail to include. Present information in a logical sequence, using paragraphs where appropriate. Use language suitable for purpose and audience. Use format and structure for different purposes. Proofread and revise writing for accuracy and meaning. 	Achieved
Unit 16				Wt/L1.2		
Key Skills: Successful completion of this assignment will cover the following Key Skills: Part A – C1.2 Read and obtain information from at least one document. Part B – C2.1b Give a talk of at least four minutes. Part C – C1.2 Read and obtain information from at least one document, C2.1b Give a talk of at least four minutes. Part D – C1.2 Read and obtain information from at least one document, C1.3 Write two different types of documents.						

Integrated assignment 3

Rail operations – reporting accidents and incidents



Depending on the train operating company you work for, you will have different policies and procedures to follow and different forms to complete.

In this assignment you will be asked to investigate a workplace incident and then follow the correct policies and procedures to report it.

You can use the policies and procedures and accident report form from your own workplace to complete the assignment.

You will need to complete **Parts A–D**.

- A** Find out about an incident that happened to a train passenger.
- B** Report the incident verbally to your teacher/trainer.
- C** Find the policies and procedures that cover accidents and incidents in your workplace. Use them to discover how the incident should be reported.
- D** Report the incident on a form.

PART A

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- 1** Try to find out as much information about the accident or incident as possible. The incident was reported by Mrs McCartney. She and several other passengers were very shaken up by what happened and Mrs McCartney had a very badly bruised hip and shoulder that needed to be treated by a doctor. Listen to what she said to the customer service assistant on the platform when she got off the train.



2 Make some notes to remind you about what Mrs McCartney said happened. You will need to know about:

- when it happened
- who it happened to
- where it happened
- how it happened
- what exactly happened
- any other information that you think is relevant.

Listen to the audio clip again if you need to.

If you need help completing this part of the task, ask your teacher.

PART B

1 For this part of the assignment, put yourself in the place of the customer service assistant on the platform that the train arrived at. What is his/her side of the story?

You will need to think about:

- all the circumstances leading up to the incident
- what happened during the incident
- what happened after the incident.

Try to consider such things as:

- why the train before had been cancelled
- why the train was not running to schedule
- whether this is a regular occurrence
- whether any other people were involved
- whether incidents like this one have occurred before
- the driver's record of accidents and incidents.

2 Tell your teacher/trainer your version of what happened as if he/she were a manager investigating the incident.

Before you begin, think about:

- who you are speaking to
- what you are going to say.

Tip

Try to imagine what you would have said to the customer.

If you need help in completing this part of the assignment, look at 'Reporting accidents and incidents' in Module 4: Rail operations.

PART C

1 Use your workplace policies and procedures to help you to find out what should happen in these circumstances.

2 When you have found the information you need, explain it to your teacher/trainer.

If you need help in completing this part of the assignment, look at 'The company manual' and 'Health and safety at work' in Module 2: The working environment.

PART D

- 1 Find the form that you would need to complete in order to report your version of what happened.
- 2 Read through the form.
- 3 Prepare what you are going to say.
- 4 Complete the form.
- 5 Check that it says what you want it to.

You could use the Accident report form from the Source material if you prefer.

If you need help in completing this part of the assignment, look at 'Reporting accidents and incidents' in Module 4: Rail operations.

Transport Integrated assignment 3: Rail operations – reporting accidents and incidents This assignment relates to the National Occupational Standards for Rail Transport Operations and practises the skills developed in the Materials for Embedded Learning – Module 4: Rail operations.							
Part A: Find out about a typical workplace accident or incident							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
				SLIr/L1.1	<ul style="list-style-type: none"> Listen for and identify relevant information from explanations and presentations on a range of straightforward topics. 		
				Wt/L1.5	<ul style="list-style-type: none"> Use format and structure for different purposes. 		
Part B: Report an accident or incident verbally							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
Unit 2	<ul style="list-style-type: none"> Assist in the provision of a safe and secure working environment. 			SLc/L1.1	<ul style="list-style-type: none"> Speak clearly in a way that suits the situation. 		
				SLc/L1.3	<ul style="list-style-type: none"> Express clearly statements of fact, explanations, instructions, accounts and descriptions. 		
				SLc/L1.4	<ul style="list-style-type: none"> Present information and ideas in a logical sequence and include detail and develop ideas where appropriate. 		

Part C: Read workplace policies and procedures							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
Unit 33	• Respond to out of course and emergency situations on trains in service.			Rt/L1.4	• Use organisational and structural features to locate information.		
Unit 35	• Respond to out of course and emergency situations on trains on platforms.			Rt/L1.5	• Use different reading strategies to find and obtain information.		
Unit 36	• Respond to emergency situations on railway premises.			Rt/L2.1	• Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.		
				Rt/L2.8	• Summarise information from longer documents.		
Part D: Report an accident or incident on a form							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
Unit 33	• Respond to out of course and emergency situations on trains in service.			Wt/L1.1	• Plan and draft writing.		
Unit 35	• Respond to out of course and emergency situations on trains on platforms.			Wt/L1.2	• Judge how much to write and the level of detail to include.		
Unit 36	• Respond to emergency situations on railway premises.			Wt/L1.3	• Present information in a logical sequence, using paragraphs where appropriate.		
				Wt/L1.4	• Use language suitable for purpose and audience.		
				Wt/L1.5	• Use format and structure for different purposes.		
				Wt/L1.6	• Proofread and revise writing for accuracy and meaning.		
<p>Key Skills: Successful completion of this assignment will cover the following Key Skills: Part A – C1.2 Read and obtain information from at least one document. Part B – C2.1b Give a talk of at least four minutes. Part C – C1.2 Read and obtain information from at least one document, C2.1b Give a talk of at least four minutes. Part D – C1.2 Read and obtain information from at least one document, C1.3 Write two different types of documents.</p>							

Integrated assignment 4

Aviation – reporting accidents and incidents

Depending on the aviation company you work for, you will have different policies and procedures to follow and different forms to complete.

In this assignment you will be asked to investigate a workplace incident and then follow the correct policies and procedures to report it.

You can use the policies and procedures and accident report form from your own workplace to complete the assignment.

You will need to complete **Parts A–D**.

- A** Find out about the accident that happened to a colleague.
- B** Report the accident verbally to your teacher/trainer.
- C** Find the policies and procedures that cover accidents and incidents in your workplace. Use them to discover how the accident should be reported.
- D** Report the accident on a form.



PART A


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- 1** Try to find out as much information about the accident as possible. This accident happened to Gavin Harris. Listen to what he has to say about what happened.
- 2** Make some notes to remind you about what Gavin Harris said happened. You will need to know about:
 - when it happened
 - who it happened to
 - where it happened
 - how it happened
 - what exactly happened
 - any other information that you think is relevant.

Listen to the audio clip again if you need to.



If you need help completing this part of the task, ask your teacher.

-  **3** Tariq Modood was working with Gavin Harris when the accident happened. He is Gavin's supervisor. Listen to what Tariq has to say.



PART B

- 1** For this part of the assignment, put yourself in the place of the person reporting the incident. What happened to Gavin?

You will need to think about:

- all the circumstances leading up to the incident
- what happened during the incident
- what happened after the incident.

Try to consider such things as:

- what the working conditions were like in the baggage hall
 - whether any special manual handling techniques are needed to lift a pram
 - whether any personal matters were involved
 - whether accidents like this one have happened to Gavin Harris before.
- 2** Tell your teacher/trainer your version of what happened as if he/she were a manager investigating the incident.

Before you begin, think about:

- who you are speaking to
- what you are going to say.

PART C

- 1** Use your workplace policies and procedures to help you to find out what should happen in these circumstances.
- 2** When you have found the information you need, explain it to your teacher/trainer.

PART D

- 1** Find the form that you would need to complete in order to report your version of what happened.
- 2** Read through the form.
- 3** Prepare what you are going to say.
- 4** Complete the form.
- 5** Check that it says what you want it to.

You could use the Accident report form from the Source material if you prefer.

Tip

Try to put together a convincing account.

If you need help in completing this part of the assignment, look at 'Reporting accidents and incidents' in Module 5: Aviation – operations on the ground.

If you need help in completing this part of the assignment, look at 'The company manual' and 'Health and safety at work' in Module 2: The working environment.

If you need help in completing this part of the assignment, look at 'Reporting accidents and incidents' in Module 5: Aviation – operations on the ground.

Transport Integrated assignment 4: Aviation – reporting accidents and incidents This assignment relates to National Occupational Standards for Aviation Operations on the Ground and practises the skills developed in the Materials for Embedded Learning – Module 5: Aviation – operations on the ground.						
Part A: Find out about a typical workplace accident or incident						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
				SLIr/L1.1	<ul style="list-style-type: none"> Listen for and identify relevant information from explanations and presentations on a range of straightforward topics. 	
				Wt/L1.5	<ul style="list-style-type: none"> Use format and structure for different purposes. 	
Part B: Report an accident or incident verbally						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
Unit 2	<ul style="list-style-type: none"> Contribute to the maintenance of aviation health, safety and security. 			SLc/L1.1	<ul style="list-style-type: none"> Speak clearly in a way that suits the situation. 	
				SLc/L1.3	<ul style="list-style-type: none"> Express clearly statements of fact, explanations, instructions, accounts and descriptions. 	
				SLc/L1.4	<ul style="list-style-type: none"> Present information and ideas in a logical sequence and include detail and develop ideas where appropriate. 	

Part C: Read workplace policies and procedures							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
Unit 2	<ul style="list-style-type: none"> Contribute to the maintenance of aviation health, safety and security. 			Rt/L1.4 Rt/L1.5 Rt/L2.1 Rt/L2.8	Core curriculum elements <ul style="list-style-type: none"> Use organisational and structural features to locate information. Use different reading strategies to find and obtain information. Trace and understand the main events of continuous descriptive, explanatory and persuasive texts. Summarise information from longer documents. 		
Part D: Report an accident or incident on a form							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
Unit 2	<ul style="list-style-type: none"> Contribute to the maintenance of aviation health, safety and security. 			Wt/L1.1 Wt/L1.2 Wt/L1.3 Wt/L1.4 Wt/L1.5 Wt/L1.6	Core curriculum elements <ul style="list-style-type: none"> Plan and draft writing. Judge how much to write and the level of detail to include. Present information in a logical sequence, using paragraphs where appropriate. Use language suitable for purpose and audience. Use format and structure for different purposes. Proofread and revise writing for accuracy and meaning. 		
Key Skills: Successful completion of this assignment will cover the following Key Skills: Part A – C1.2 Read and obtain information from at least one document. Part B – C2.1b Give a talk of at least four minutes. Part C – C1.2 Read and obtain information from at least one document, C2.1b Give a talk of at least four minutes. Part D – C1.2 Read and obtain information from at least one document, C1.3 Write two different types of documents.							

Audio

Integrated assignment 2

42

Last Thursday, I went to catch the 78 bus at my usual stop. I always go into town on a Thursday to pick up the few bits and pieces I need for the weekend. It gets too busy on Fridays and Saturdays. I catch the 9:45. Anyway, there were a lot of us waiting at the stop that day. Six or seven I would say. The bus was really late – five or ten minutes – and I was getting a bit impatient.

Just then the bus appeared round the corner. We all got on. I've got my pass so I didn't have to pay but other people did and the driver was a bit short with them, especially one girl behind me who didn't have the right change. As soon as he'd finished giving her a ticket, he took off. We hadn't had a chance to sit down even. I know he was running late, but he should at least let the passengers sit down. He took off at such a rate that I fell backwards right onto the poor girl behind me. Not only that, but the man in front of me fell on top of me. I tried to grab on to something but I ended up falling really heavily and hurting my hip and shoulder when I fell against a seat.

All the other passengers saw what happened. They said they would complain.

When I got home I looked at my hip and shoulder. They were black and blue. I went to the doctor and he said to use hot and cold compresses until all the bruising came out. He gave me some painkillers, too. It was really painful for a couple of days. And do you know? That driver never so much as slowed down or stopped! Even when we got off he didn't say anything. I bet I wasn't the only one hurt. He should be told not to do that kind of thing again. Even if he is running late. I still feel shaken up.

43

As you know, we've had several complaints about an incident that occurred on a bus you were driving last Thursday. In particular, an elderly lady called Mrs Mills was quite badly injured. She could decide to take it further and claim compensation. In any case I need to investigate to make sure that this sort of thing does not happen again.

I need to hear your version of the story so that I can decide what should be done about it.

Integrated assignment 3

44

I always go into town by train on a Thursday to pick up the few bits and pieces I need for the weekend. It gets too busy on Fridays and Saturdays. I always catch the 9:45. Anyway there were a lot of us waiting on the platform today. Twenty or thirty I would say. The train before had been cancelled and the 9:45 was late – five or ten minutes – and I was wondering if that had been cancelled too.

Just then the train appeared. When it stopped I could see that it was already crowded. I managed to squeeze on but there was nowhere for me to sit and I didn't have anything to hold on to. I know he was running late, but he took off at such a rate that I fell backwards right onto the poor girl behind me. Not only that, but the man in front of me fell on top of me. I tried to grab on to something but I ended up falling really heavily against a seat and hurting my hip and shoulder.

All the other passengers saw what happened and tried to help me. They said I should complain.

I'm going to have to go to the doctor. It's so painful. I bet I wasn't the only one hurt. I still feel shaken up. I'm not normally one to complain but if the trains ran as they should and didn't get so overcrowded I would have been able to sit down and everything would have been all right.

Integrated assignment 4

45

I turned up for my shift as usual. I was with the regular team and we just got on with our jobs. You know, it was just a normal day – really cold, but normal work-wise. The luggage for that flight is usually quite straightforward. Just a few heavy items and that's it. We usually manage to pack it all on the dollies quite quickly. But today the last thing through was a pram. I don't know what exactly happened. I saw it coming and lifted it up. It wasn't that heavy! Suddenly there was an incredible pain shooting up my back. I dropped the pram and screamed out. I was doubled up in pain. I didn't even think whether I'd damaged the pram. All I could think about was my back!

46

I just happened to be standing by Gavin when he went to pick up the pram from the belt. He seemed to twist his back as he lifted the pram. It was the final item and maybe his concentration slipped for a minute. He is very tall and I have reminded him about stooping before, even though the belt has been raised to about 650 mm. Anyway, he was in agony. I called for the first aider to deal with him. We are used to bad backs around here! As far as I know he has no history of back pain and he has definitely done the manual lifting training that everybody has to do when they first come to work here. I can't remember if he has done any updating though. I could find out.

Mapping information for Integrated assignments 1, 2, 3 and 4

Adult Core Curriculum	Key Skills	National Occupational Standards/NVQ
SLc/L1.1, SLc/L1.2, SLc/L1.3, SLc/L1.4	C1.1, C1.2, C1.3	Customer Service Level 1 Units 1, 2, 3, 5, 6
SLlr/L1.1	C2.2, C2.3	Customer Service Level 2 Units 1, 2, 3, 4, 5, 8
Rt/L1.3, Rt/L1.4, Rt/L1.5, Rt/L2.1, Rt/L2.8		Providing Road Passenger Transport Units 2, 6, 16, 18, 19, 20
Wt/L1.1, Wt/L1.2, Wt/L1.3, Wt/L1.4, Wt/L1.5, Wt/L1.6		Rail Transport Operations Units 2, 24, 33, 35, 36
		Aviation Operations on the Ground Units 2, 23, 48, 49, 50

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National Occupational Standards

Level 2 - Customer Service National Occupational Standards Framework - July 2000 A minimum of 5 Units must be completed - Four mandatory Units plus one optional

Unit 1 - Mandatory Unit Give customers a positive impression of yourself and your organisation	1.1 Establish effective relationships with customers
	1.2 Respond appropriately to customers
	1.3 Communicate information to customers
Unit 2 - Mandatory Unit Deliver reliable customer service	2.1 Prepare to deal with your customers
	2.2 Give consistent service to customers
	2.3 Check customer service delivery
Unit 3 - Mandatory Unit Develop customer relationships	3.1 Build customer confidence in the level of service provided
	3.2 Meet the ongoing needs and expectations of your customers
	3.3 Develop the relationship between your customers and your organisation
Unit 4 - Mandatory Unit Resolve customer service problems	4.1 Identify customer service problems
	4.2 Select the best solution to resolve customer service problems
	4.3 Implement the solution to customer service problems
Unit 5 - Optional Unit Support customer service improvements	5.1 Use feedback to identify potential customer service improvements
	5.2 Contribute to the implementation of changes in customer service
	5.3 Assist with the evaluation of changes in customer service
Unit 6 - Optional Unit Develop personal performance through delivering customer service	6.1 Review performance in your customer service role
	6.2 Prepare a personal development plan and keep it up to date
	6.3 Undertake development activities and obtain feedback on your customer service performance
Unit 7 - Optional Unit Promote additional products or services to customers	7.1 Identify additional products or services that are available
	7.2 Inform customers about additional products or services
	7.3 Gain customer commitment to using additional products or services
Unit 8 - Optional Unit Process customer service information	8.1 Collect customer service information
	8.2 Select and retrieve customer service information
	8.3 Supply customer service information

Reception photographs

1



2



3



Role-play cards – asking for and giving information

EMPLOYEE CARD

1

You are passing on important security information to a customer. Don't look at the customer while you speak, and mumble what you say so that it's difficult to hear.

CUSTOMER CARD

1

You have hearing problems and cannot hear anything that the other person is saying. However, do not interrupt or explain you cannot hear. Wait to see how long it takes the other person to notice!

EMPLOYEE CARD

2

You are giving a customer directions to a particular place. Give the directions all at once without stopping. Don't worry about the order you give them in.

CUSTOMER CARD

2

You are finding it difficult to understand the information you are being given. When the other person has finished talking, ask the person 'What did you say first?'

Role-play cards – dealing with complaints

CUSTOMER CARD

1

This is the first time you have complained about anything and you are feeling quite embarrassed about it. You don't want to cause a scene, but you don't want to be walked over either!

ASSISTANT CARD

1

You are having some personal problems at home and things are very stressful. On top of this you have had a busy day and you are feeling quite ill. The last thing you need is a complaining customer!

CUSTOMER CARD

2


You often have to make complaints about the service. This latest problem has really annoyed you and you are not going to take any more!

ASSISTANT CARD

2

The policy in your company is that the customer service assistant should deal with complaints and should not involve a manager unless it is essential. Can you satisfy the customer without involving the manager?

Customer comment form

		<h2>Customer comment form</h2> <p>Your comments help us to improve our service to you.</p> <p>If you require assistance to complete this form, our staff will be pleased to help you.</p>	
Your details			
Title		Forename(s)	Surname
Address		Postcode	
Email		Daytime tel	
Your journey			
Date of travel			
From			
To			
Departure time		Arrival time	
Ticket details			
Type of ticket (if appropriate attach ticket to this form)			
Price paid for ticket			
Your comment			
Please indicate the subject of your comment.			
<input type="checkbox"/> something that improved your journey experience		<input type="checkbox"/> something that detracted from your journey experience	
<input type="checkbox"/> staff behaviour <input type="checkbox"/> cleanliness <input type="checkbox"/> catering <input type="checkbox"/> behaviour of other passengers <input type="checkbox"/> other		<input type="checkbox"/> failure to provide information <input type="checkbox"/> failure to operate service <input type="checkbox"/> change to service <input type="checkbox"/> delay to service <input type="checkbox"/> mechanical failure (e.g. ramp, lift, kneeler)	
Please indicate the subject of your comment.			
Please say what you would like to happen as a result of your comment (for example an apology, an explanation, the matter put right, a specific change).			
I would prefer you to contact me <input type="checkbox"/> in writing <input type="checkbox"/> by telephone <input type="checkbox"/> by email I would like to make an appointment to discuss my complaint in private. <input type="checkbox"/> yes <input type="checkbox"/> no			
Please hand the completed form to a member of staff.			

ABC scenario

The passenger was very angry. He was shouting something about not being allowed on board.

ASSESS the situation

- What message is he giving me from his body language?
- Is he drunk or has he been using drugs?
- How big, strong, young or fit is he compared with me?
- Who else is around to help or hinder the situation?
- Is there anything around that he could use as a weapon?
- How do I look to him?

BE AWARE of the possible solutions

- What is the company policy about these situations?
- Should I phone Security or deal with it myself?
- Who's here to help me?
- Can he get away if he needs to?

I stayed calm and tried to show him I wasn't up for a fight. But he kept swearing and shouting and being generally threatening. I said, "I know you're very angry, but if you keep shouting and swearing, I won't be able to sort out your problem, which I'd really like to do."

I kept sympathising with him and eventually he calmed down enough for me to ask him exactly what the problem was. By then he trusted me enough to tell me about it. It was all a bit muddled but I kept listening and nodding.

CARRY OUT the actions you decide on

- I'll try to deal with this myself.
- When he has calmed down I'll take him to Customer Services to see if they can resolve his issue.

Situation cards

These are just a few examples of difficult situations.

<p>A drunken passenger has missed his/her last bus/train.</p> <p>He/she is convinced it is your fault and is aggressively asking you what you are going to do about it.</p> <p>How do you react?</p>	<p>The last call for flight B770 for Madrid was called 10 minutes ago.</p> <p>A group of young men arrive, expecting to get on the flight to go to a stag party.</p> <p>One of the men starts spitting at you.</p> <p>How do you react?</p>
<p>A passenger is asleep at the back of the bus and misses his/her stop.</p> <p>He/she accuses you of not waking him/her up and now he/she has missed a dental appointment <i>and</i> he/she has very bad toothache.</p> <p>How do you react?</p>	<p>The train is delayed by an hour because of a points failure. A family of four miss their connection with a flight that is taking them on a holiday of a lifetime.</p> <p>The youngest child and the mother are crying. The older child is having a tantrum, and the father is blaming you for the whole situation. Tension is mounting.</p> <p>How do you react?</p>
<p>A female passenger is behaving aggressively towards a colleague. You see her swing her handbag at him.</p> <p>How do you react?</p>	<p>It is late at night and you are checking the door is locked at the end of a dark corridor.</p> <p>As you turn, you see a figure walking towards you.</p> <p>How do you react?</p>
<p>A passenger is angry with another passenger for apparently taking his/her seat.</p> <p>How do you react?</p>	<p>A passenger is refusing to pay his/her fare.</p> <p>How do you react?</p>

Personal safety procedures

6. Personal safety

There are often situations at work where personal safety may be at risk. This is particularly so when the service is disrupted or when you are attempting to control the conduct of other people, for example when checking tickets or discouraging anti-social behaviour. Simple precautions can be taken to avoid the risks to your personal safety.

6.1

The following precautions should be taken to ensure your personal safety at work:

Do

- Ask for assistance when dealing with a potential conflict.
- Inform a colleague of where you are and what you are going to do, if you have to deal with an incident of potential conflict on your own.
- Try to remain calm, tactful and good-humoured.
- Walk away if you find you are getting angry or upset.
- Ensure you have a clear escape route.
- Ensure you have some way of calling for assistance.
- Keep a safe distance between you and the person you are dealing with.
- Add any emergency contact numbers to your mobile phone, if you have one.

Don't

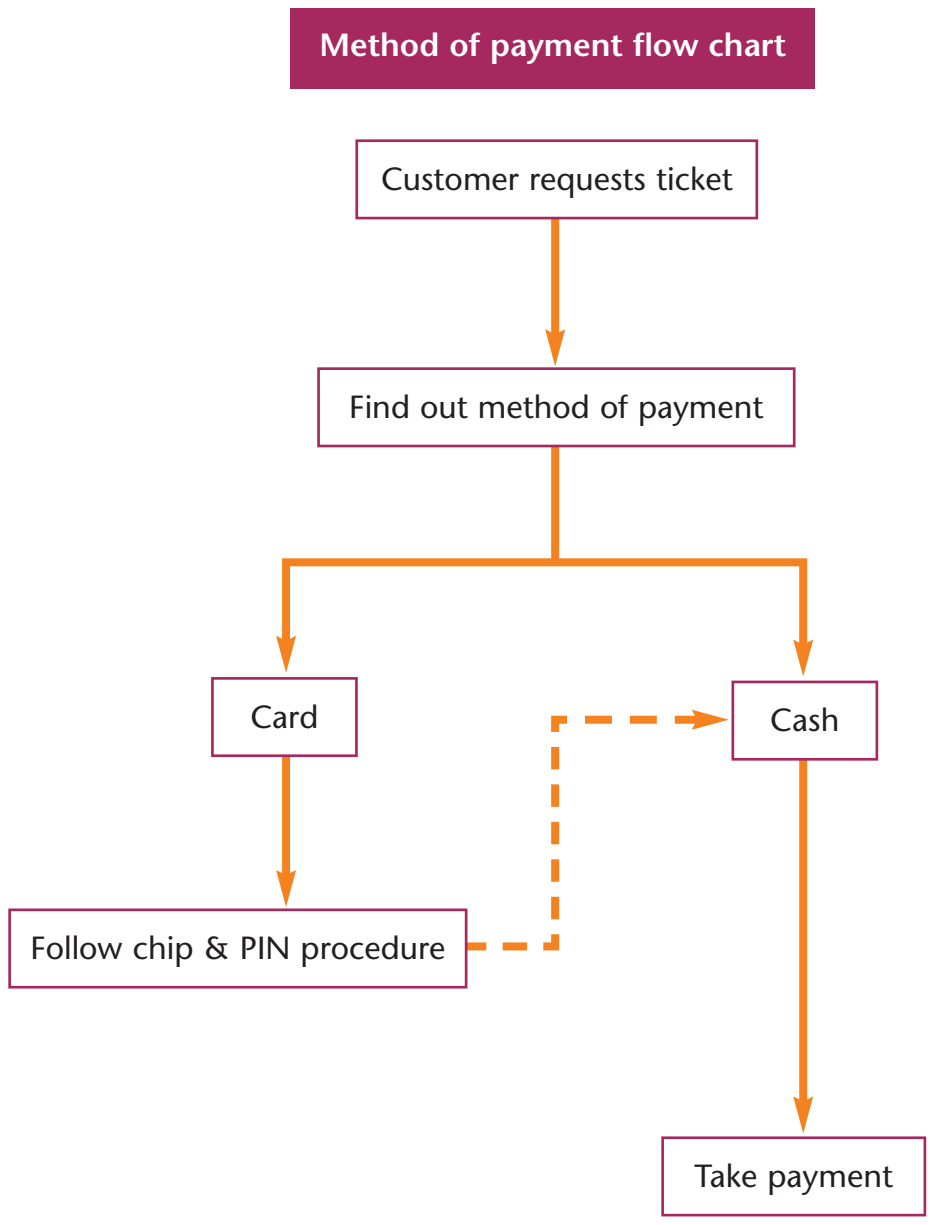
- Never take on more than you can handle.
- Never ignore situations you think you are unable to deal with, but call for assistance.
- Don't be afraid to back away from a situation that is getting out of control, but don't turn your back!
- Never use physical force except in self defence, unless you are using a power of arrest or ejection. You must have received special training for this and be capable of carrying it out. Remember you are only legally allowed to use 'reasonable force'.
- Don't hold interviews with strangers in places where you are alone or are unable to ask someone for assistance.
- Don't take any chances which could compromise your personal safety.

Sources of information

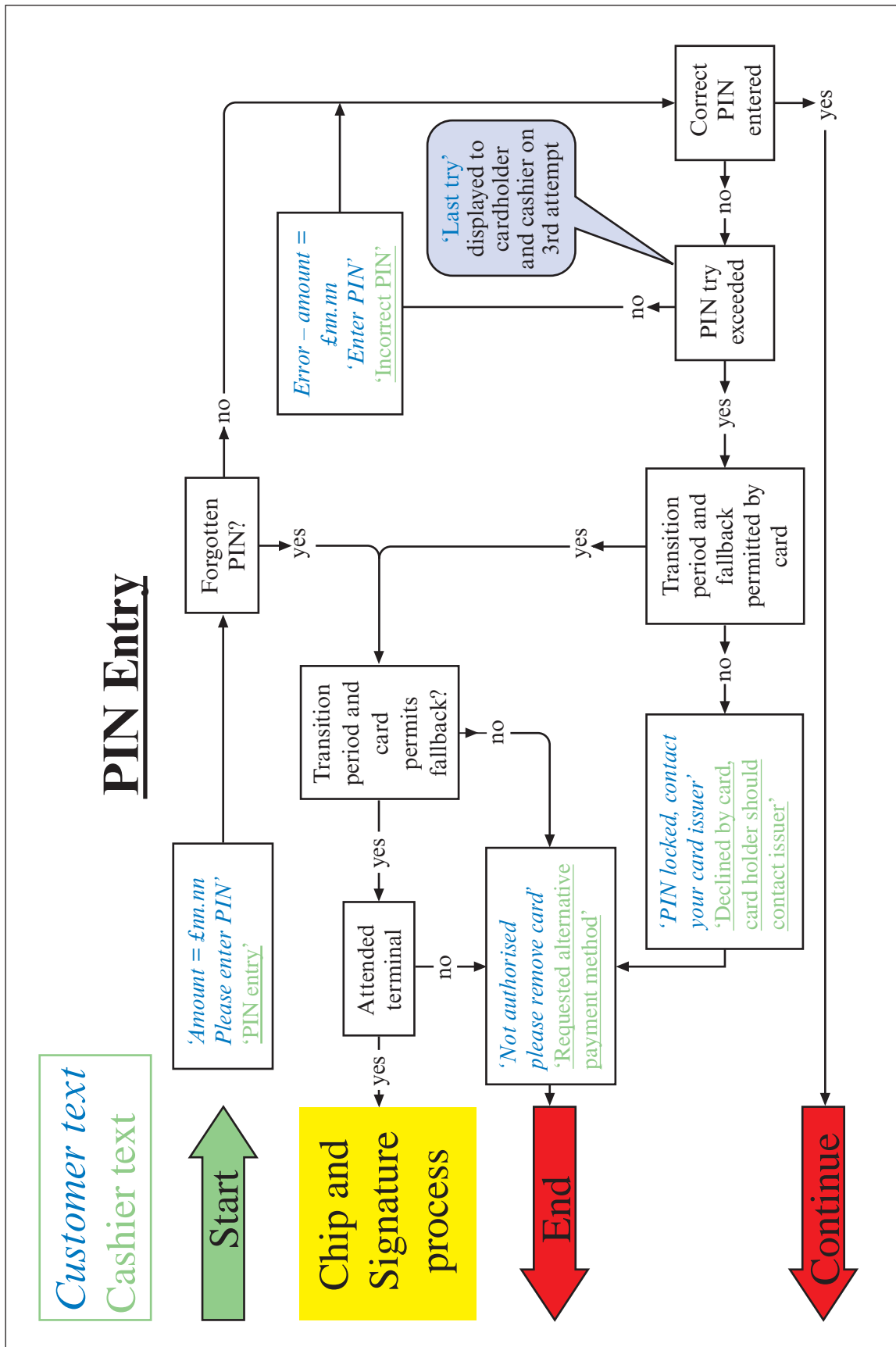
Here are some ideas to get you started. You can add your own to the list.

Source of information	Contact details	Tel. number
Air Transport Users Council	www.auc.org.uk	020 7240 6061
Disability awareness issues	www.bbc.co.uk/ouch/	020 8752 5444
Disabled Persons Transport Advisory Committee (DPTAC)	www.dptac.gov.uk	020 7944 8011
Epilepsy	www.epilepsynse.org.uk/	01494 601400
General information about travelling with a disability	www.direct.gov.uk/DisabledPeople	N/A
General information for disabled people who want to fly	www.flying-with-disability.org	N/A
Mental Health Foundation	www.mentalhealth.org.uk	020 7802 0300
Mind (National Association for Mental Health)	www.mind.org.uk	01225 318862
Multiple Sclerosis Society	www.mssociety.org.uk/	020 8438 0700
People with a learning disability	www.mencap.org.uk/	020 7454 0454
Disability Rights Commission	www.drc-gb.org	08457 622 633
Royal National Institute for the Blind (RNIB)	www.rnib.org.uk	0845 766 9999
Royal National Institute for the Deaf (RNID)	www.rnid.org.uk	020 7296 8000
Travel from a disabled person's perspective	www.disabilitynow.org.uk/living/travel/	020 7619 7323

Method of payment flow chart



PIN entry flow chart



Fire extinguisher information

CO₂
Fire extinguisher

FOR USE ON CLASS

-  Flammable liquids
-  Live electrical equipment

Do not use in a confined space

FOAM
Fire extinguisher

FOR USE ON CLASS

-  Wood, Paper, Textiles, etc.
-  Flammable liquids

Do not use on

-  Live electrical equipment

  **THIS EXTINGUISHER CONTAINS**

WATER

-  **Safe for use on Wood, Paper, Textiles, etc.** 
-  Do not use on live electrical equipment
-  Do not use on flammable liquid fires
-  Do not use on flammable metal fires

Fire action notice

Fire action

ON DISCOVERING A FIRE:

1. Sound the alarm
2. Dial 999 to call the fire brigade
3. Tackle the fire with the appliances provided it is safe to do so

ON HEARING THE ALARM:

1. Leave the building by the nearest exit
2. Close all the doors behind you
3. Report to the assembly point in the car park



Do not take risks
Do not stop to collect belongings
Do not return to the building until authorised to do so
Do not use the lifts

Disciplinary procedure

15

DISCIPLINARY PROCEDURE

This disciplinary procedure is to ensure that company rules are complied with and standards are safeguarded. The disciplinary procedure is not viewed as a means of punishment. It is intended to emphasise and encourage improvements in the conduct of an employee.

The disciplinary procedure has a number of main stages:

1. Investigation

All cases are investigated through interviews and written statements including those of witnesses.

2. Informal

The employee will usually be dealt with informally unless gross misconduct has taken place.

3. Formal

● **Advised in writing**

A copy of Form A will be sent to the employee which will advise the employee of the charge, in writing.

● **Opportunity to be heard in person**

The employee will be given the opportunity of a hearing.

● **Representative**

The employee may ask for a representative to attend the hearing, such as a trade union official, a colleague or a staff representative.

● **Appeal**

A senior manager will be assigned to hear the appeal.

The following kinds of incident/situation may be considered a breach of discipline:

- safety offence
- unauthorised absence from duty
- late reporting for duty
- failure or refusal to wear uniform
- speeding (drivers).

Further to this, there are offences classed as gross misconduct, which include:

- injury caused to a member of the public or fellow employee (serious or fatal)
- working whilst under the influence of alcohol and/or drugs
- unauthorised or irregular handling of money
- wilful damage to GR8 Travel property or to public or private property including mishandling.

An employee will generally not be dismissed for a first offence but will be dealt with in an informal manner unless the first offence involves gross misconduct.

Gross misconduct offences will lead to immediate disciplinary action and may be followed by dismissal.

In all cases the alleged offence will be fully investigated. An employee will be asked to attend a disciplinary interview with the appropriate senior manager, line manager or supervisor. The employee will be notified where and when the interview is to take place within 3 days. This notification will include the detail of the complaint. The employee is entitled to bring a representative to the interview. The appropriate stage of the disciplinary procedure will be taken according to the alleged level of misconduct.

Health and Safety Law poster



HEALTH AND SAFETY LAW



What you should know

Your health, safety and welfare are protected by law. Your employer has a duty to protect and keep you informed about health and safety. You have a responsibility to look after others. If there is a problem, discuss it with your employer or safety representative, if there is one. Below is a brief guide to health and safety law. It does not describe the law in detail, but it does list the key points.

Your employer has a duty under the law to ensure, so far as is reasonably practicable, your health, safety and welfare at work.

Your employer must consult you or your safety representative on matters relating to your health and safety at work (see box below).

In general, your employer's duties include:

- making your workplace safe and without risks to health;
- ensuring plant and machinery are safe and that safe systems of work are set and followed;
- ensuring articles and substances are moved, stored and used safely;
- providing adequate welfare facilities;
- giving you the information, instruction, training and supervision necessary for your health and safety.

Health and safety consultation and representation arrangements at this workplace

Your employer must consult you or your representative on matters to do with your health and safety, including

- any change which may substantially affect your health and safety at work, eg in procedures, equipment or ways of working;
- the employer's arrangements for getting competent people to help him/her satisfy health and safety laws;
- the information you have to be given on the likely risks and dangers arising from your work, measures to reduce or get rid of these risks and what you should do if you have to deal with a risk or danger;
- the planning of health and safety; and
- the health and safety consequences of introducing new technology.

Names and locations of trade union or other safety representatives, and the groups they represent:

Name:

Location:

Group:

Name:

Location:

Group:

Name:

Location:

Group:

In particular, your employer must:

- assess the risks to your health and safety;
- make arrangements for implementing the health and safety measures identified as being necessary by the assessment;
- if there are five or more employees, record the significant findings of the risk assessment and the arrangements for health and safety measures;
- if there are five or more employees, draw up a health and safety policy statement, including the health and safety organisation and arrangements in force, and bring it to your attention;
- appoint someone competent to assist with health and safety responsibilities, and consult you or your safety representative about this appointment;

Management of health and safety

Appointed person(s): Health and safety responsibilities:

- co-operate on health and safety with other employers sharing the same workplace;
- set up emergency procedures;
- provide adequate first-aid facilities;
- make sure that the workplace satisfies health, safety and welfare requirements, eg for ventilation, temperature, lighting and sanitary, washing and rest facilities;
- make sure that work equipment is suitable for its intended use, so far as health and safety is concerned, and that it is properly maintained and used;
- prevent or adequately control exposure to substances which may damage your health;
- take precautions against danger from flammable or explosive hazards, electrical equipment, noise and radiation;
- avoid hazardous manual handling operations, and where they cannot be avoided, reduce the risk of injury;
- provide health surveillance as appropriate;
- provide free any protective clothing or equipment, where risks are not adequately controlled by other means;
- ensure that appropriate safety signs are provided and maintained;
- report certain injuries, diseases and dangerous occurrences to the appropriate health and safety enforcing authority (see box in column 3 for who this is).

As an employee you have legal duties too. They include:

- taking reasonable care for your own health and safety and that of others who may be affected by what you do or do not do;
- co-operating with your employer on health and safety;
- correctly using work items provided by your employer, including personal protective equipment, in accordance with training or instructions; and
- not interfering with or misusing anything provided for your health, safety or welfare.

If you think there is a health and safety problem in your workplace you should first discuss it with your employer, supervisor or manager. You may also wish to discuss it with your safety representative, if there is one. You, your employer or your safety representative can get information on health and safety in confidence by calling HSE's Infoline telephone service on 08701 545500.

If you think your employer is exposing you to risks or is not carrying out legal duties, and you have pointed this out without getting a satisfactory answer, you can contact the enforcing authority for health and safety in your workplace (see below). Health and safety inspectors can give advice on how to comply with the law. They also have powers to enforce it. HSE's Employment Medical Advisory Service can give advice on health at work. You can contact them at the addresses below.

Name and address of enforcing authority whose health and safety inspectors cover this workplace (eg HSE or your local authority's Environmental Health Department)

Name:

Address:

Employment Medical Advisory Service

Address:

You can get advice on general fire precautions etc from the Fire Brigade or your fire officer.

More information about health and safety law is set out in HSE publications, such as:

Essentials of health and safety at work
HSE Books 1994 ISBN 0 7176 0716 X

An introduction to health and safety: Health and safety in small businesses Leaflet INDG259(rev1)
HSE Books 2003 (single copy free)

HSE priced and free publications are available by mail order from HSE Books,

PO Box 1999, Sudbury, Suffolk CO10 2WA
Tel: 01787 881165 Fax: 01787 313995
Website: www.hsebooks.co.uk

(HSE priced publications are also available from bookshops and free leaflets can be downloaded from HSE's website: www.hse.gov.uk)



Shift roster

STAFF SHIFT ROSTER													
Shift start and finish times													
Mon	Tues	Wed	Thu	Fri	Sat	Sun	w/c 31 JUL	w/c 07 AUG	w/c 14 AUG	w/c 21 AUG	w/c 28 AUG	w/c 04 SEP	
0500 1300	–	–	0600 1400	0500 1300	0500 1300	0500 1300	DU	ZM	CJ	JA	RS	MD	
–	0600 1400	0600 1400	0430 1230	0600 1400	–	–	MD	DU	ZM	CJ	JA	RS	
0600 1400	0430 1230	0530 1330	–	1200 2000	0600 1400	0600 1400	RS	MD	DU	ZM	CJ	JA	
0430 1230	–	–	0600 1400	0430 1230	0430 1200	0600 1400	JA	RS	MD	DU	ZM	CJ	
–	0500 1300	0430 1230	0500 1200	0600 1400	–	–	CJ	JA	RS	MD	DU	ZM	
0600 1400	0600 1400	0600 1400	–	1200 2000	0600 1400	0430 1230	ZM	CJ	JA	RS	MD	DU	

KEY

CJ Chris Jones
 DU Dev Uppal
 JA Jagpal Ali
 MD Matt Davis
 RS Raj Singh
 ZM Zara Mason

Roster gap-fill exercise

Duty times shown on the roster

Fill in the gaps.

Times in roster style	Time in words	Time using am or pm
0430	Half past four in the morning	4.30 am
0500	Five o'clock in the morning	5.00 am
0530		5.30 am
0600	Six o'clock in the morning	
0630	Half past six in the morning	6.30 am
0700		7.00 am
0730	Half past seven in the morning	
	Eight o'clock in the morning	8.00 am
0830		8.30 am
		9.00 am
0930	Half past nine in the morning	
1000		10.00 am
1030		
1100	Eleven o'clock in the morning	
1130		11.30 am
1200	Twelve o'clock midday	12.00 noon
1230	Half past twelve in the afternoon	12.30 pm
1300		
1330		
1400		
1430	Half past two in the afternoon	
1500		3.00 pm
	Half past three in the afternoon	
1600		
1630	Half past four in the afternoon	4.30 pm
1700	Five o'clock in the afternoon	5.00 pm
1730		
1800		
1830	Half past six in the evening	
		7.00 pm
1930		
	Eight o'clock in the evening	8.00 pm

Time matching cards

Set 1

0430

0500

0600

1200

1230

1300

1330

1400

2000

Set 2

4:30 am

5:00 am

6:00 am

12:00 noon

12:30 pm

1:00 pm

1:30 pm

2:00 pm

8:00 pm

Time matching cards

Set 3

half past four in the morning

five o'clock in the morning

six o'clock in the morning

twelve o'clock midday

half past twelve in the afternoon

one o'clock in the afternoon

half past one in the afternoon

two o'clock in the afternoon

eight o'clock in the evening

Calendar

AUGUST						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
July 31	August 1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	September 1	2	3

Job description – bus driver

JOB DESCRIPTION

NAME:

JOB TITLE: *BUS DRIVER*

Key objectives

Report to the Depot Manager.

Provide reliable and safe passenger service to our customers, through working with others, embracing change and being committed to providing a better service to our customers through personal effectiveness.

Key responsibilities

1 Being on time

- Report for duty at the designated time and place and wear correct Company uniform.
- Check your bus carefully, thoroughly and with strict regard for passenger safety. Leave the depot on time.
- Never run early or late for reasons other than unavoidable circumstances.
- Check the vehicle allocation sheet and depot notice board for any special instructions or change to duties.

2 Having a positive attitude to our customers

- Ensure customers are picked up and set down safely at the correct stops and time.
- Provide reliable information to customers on timetables, fares, routes and any other aspects of the service.

3 Reducing accidents

- Drive the vehicle in a safe and considerate manner and have due regard for the comfort and safety of customers, the vehicle and other road users.
- Ensure the service is operated over the correct route within the designated speed limits.

4 Complying with accident reporting procedure

- Advise the emergency services and Depot Manager of any accidents.
- Record all necessary information about accidents, including the use of the camera if appropriate.
- Complete accident report forms.

5 Good attendance

- Make sure your attendance is good so that the overall running of the business is not affected.

6 Safeguarding the Company revenue

- Ensure appropriate fares are collected, tickets are issued to the correct value and the correct change is given.
- Check all passes and pre-paid tickets are valid and record them through the electronic system.
- Record all route, time and stage information through the electronic system.
- Safeguard revenue throughout your duty and pay in all cash at the end of each day.

Contract of employment – bus driver

CONTRACT OF EMPLOYMENT GIVEN PURSUANT TO THE EMPLOYMENT RIGHTS ACT 1996

EMPLOYER: The GR8® GROUP OF COMPANIES of 12 London Road, Winbury, WNB3 7LW
(Hereafter referred to as ‘the Company’)

EMPLOYEE: _____ **JOB TITLE:** _____

1. INTRODUCTION:

Any changes in the terms of employment will be notified to the Employee in a written statement within one month of any such change.

2. COMMENCEMENT OF EMPLOYMENT:

.....

3. PROBATIONARY PERIOD:

- 3.1 The Employee’s employment described hereunder is subject to a probationary period of 3 months.
- 3.2 The Company reserves the right to extend the initial 3 months’ probationary period subject to clause 3.4.
- 3.3 If the Company wishes to terminate the Employee’s employment during the probationary period, it will be required to give him/her 1 week’s written notice.
- 3.4 The probationary period is used to determine if performance is satisfactory and if employment should be continued. It may be extended for a further 3 months based on the assessment of the Line Manager and in consultation with the General Manager.

4. JOB DESCRIPTION:

Employees are given a written Job Description under separate cover, which MUST be read and understood before signing this Contract. Acceptance of this Contract is acceptance of the duties as described on the Job Description.

5. PAY:

Pay on commencement of the probationary period will be at a basic rate of £..... per annum, rising to £..... per annum on successful completion of probation, paid into the Employee’s designated bank/building society account. The normal payment day is the last day of each month. If this falls at a weekend, payment will be made on the following Monday or the next working day in the case of public holidays.

6. HOURS OF WORK:

This is a shift-working post including weekends and bank holidays. The Employee’s hours of work will vary according to their place of work, their job role and any seasonal variations.

7. NOTICE:

Except where the Employee is on probation, if the Company wishes to terminate the employment, 4 weeks’ written notice shall be given. The Employee shall give 4 weeks’ written notice of termination of employment.

8. HOLIDAYS:

The Employee is entitled to 20 days’ holiday in each complete year of his/her employment in addition to the normal bank or public holidays. Where bank or public holidays are worked, time off in lieu will be granted.

9. SICKNESS AND INJURY:

If the Employee is absent from work because of sickness or injury, he/she must ensure that his/her supervisor is informed as soon as possible and no later than when the shift was due to start. The Company’s Self Certification Form must be completed in respect of absences of seven days or fewer, immediately upon return to work. Medical certificates must be provided to cover all absence from the 8th day on. You will be paid in accordance with the Statutory Pay Scheme, where entitled.


10. TRAINING:

The Company believes in ‘ongoing’ training and attendance of courses. Employees will be asked and expected to attend such appropriate training/venues as required by the Employer.


I acknowledge that this Contract constitutes the entire agreement and understanding between the Employee and the Company. I confirm that I have read and understood it.

Signed Date

Duty schedule

 Duty Schedule Week ending 11th November							
Route 481	05-Nov	06-Nov	07-Nov	08-Nov	09-Nov	10-Nov	11-Nov
Driver	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
John Clewes	RD	RD	2510	2508	2510	2511	2508
Joseph Tsang	2508	RD	2501	2503	RD	2505	2502
Shirley James	2500	402	2507	2506	RD	RD	2504
Anne Groves	2507	RD	2506	2501	RD	2504	2505
Samir Rashid	2502	405	L	2507	2511	RD	RD
Donna Jones	RD	RD	2508	2510	2509	2510	2510
Jeff Adams	2511	RD	RD	2504	2503	2502	2501
Ahmed Zaki	2503	RD	2505	RD	2506	2507	2506
Ben Jones	2501	RD	RD	2500	2505	2500	2507
George Fox	2506	RD	2504	2511	2507	RD	87
Denis Guechida	2505	403	2500	2502	2501	RD	RD
Karle Penke	RD	RD	2511	2509	2508	2509	2511
Rajinder Singh	2509	RD	RD	2505	2502	2506	2503
Dave King	2504	RD	2503	RD	2500	2501	2500
Mark Wilson	L	RD	2502	L	2504	2503	RD

Duty summary report

Duty No	Running card	Sign on	Start time	Start place	Finish time	Finish place	Sign off	Driving length	Spread length	Paid time
 <h2 style="text-align: center;">Duty Summary Report</h2> <p>Days: Monday to Friday Commencing 5th September Schedule: A TD SEPT</p> <p>TBS = Tifton Bus Station S Gar = Southerton Garage WBS = Westby Bus Station W Gar = Westby Garage NB: Sign on at Westby Garage</p>										
2500	16	05:32	05:37	W Gar	10:38	TBS	10:38	5 hr 01		
	18	11:38	11:38	TBS	14:38	TBS	15:21	3 h	9 hr 49	8 hr 49
	Passenger on service 44 from TBS at 14:48 to WBS arrive 15:13									
2501	17	06:02	06:07	W Gar	11:08	TBS	11:08	5 hr 01		
	19	12:08	12:08	TBS	15:08	TBS	16:21	3 hr	9 hr 49	8 hr 49
	Passenger on service 44 from TBS at 15:18 to WBS arrive 16:13									
2502	18	06:05	06:10	W Gar	11:38	TBS	11:38	5 hr 28		
	20	12:38	12:38	TBS	15:38	TBS	16:21	3 hr	10 hr 16	9 hr 16
	Passenger on service 44 from TBS at 15:48 to WBS arrive 16:13									
2503	19	06:35	06:40	W Gar	12:08	TBS	12:08	5 hr 28		
	16	13:38	13:38	TBS	16:38	TBS	17:21	3 hr	10 hr 46	9 hr 46
	Passenger on service 44 from TBS at 16:48 to WBS arrive 17:13									
2504	20	06:35	06:40	W Gar	09:38	TBS	09:38	2 hr 58		
	16	10:38	10:38	TBS	13:38	TBS	13:38	3 hr		
	17	14:08	14:08	TBS	17:08	TBS	17:51	3 hr	11 hr 16	10 hr 16
	Passenger on service 44 from TBS at 17:18 to WBS arrive 17:43									
2505	15	06:55	07:00	W Gar	10:08	TBS	10:08	3h 08		
	17	11:08	11:08	TBS	14:08	TBS	14:51	3 hr	7 hr 56	6 hr 56
	Passenger on service 44 from TBS at 14:18 to WBS arrive 14:43									
2506	Passenger on service 44 from WBS at 09:10 to TBS arrive 09:33									
	20	09:00	09:38	TBS	12:38	TBS	12:38	3 hr		
	15	13:08	13:08	TBS	16:08	TBS	16:08	3 hr		
	17	17:08	17:08	TBS	20:23	TBS	20:26	3 hr 15	11 hr 26	10 hr 26
2507	Passenger on service 44 from WBS at 09:40 to TBS arrive 10:03									
	15	09:30	10:08	TBS	13:08	TBS	13:08	3 hr		
	19	15:08	15:08	TBS	20:17	WGar	20:20	5 hr 09	10 hr 50	9 hr 50
2508	Passenger on service 44 from WBS at 14:10 to TBS arrive 14:33									
	18	14:00	14:38	TBS	19:07	S Gar	19:07	4 hr 29		
	18	19:47	19:47	S Gar	23:55	WGar	23:58	4 hr 08	9 hr 58	9 hr 18
2509	Passenger on service 44 from WBS at 15:10 to TBS arrive 15:33									
	20	15:00	15:38	TBS	18:53	WGar	18:53	3 hr 15		
	20	20:07	20:07	WGar	00:17	WGar	00:20	4 hr 10	9 hr 20	8 hr 20
2510	Passenger on service 44 from WBS at 15:40 to TBS arrive 16:03									
	15	15:30	16:08	TBS	20:37	SGar	20:37	4 hr 29		
	15	21:47	21:47	SGar	00:25	WGar	00:28	2 hr 38	8 hr 58	7 hr 58
2511	Passenger on service 44 from WBS at 16:10 to TBS arrive 16:33									
	16	16:00	16:38	TBS	19:38	T Pk	19:38	3 hr		
	16	20:10	20:10	T Pk	22:17	WGar	22:20	2 hr 07	6 hr 20	5 hr 48

Vehicle allocation sheet



Vehicle allocation sheet Westby Garage

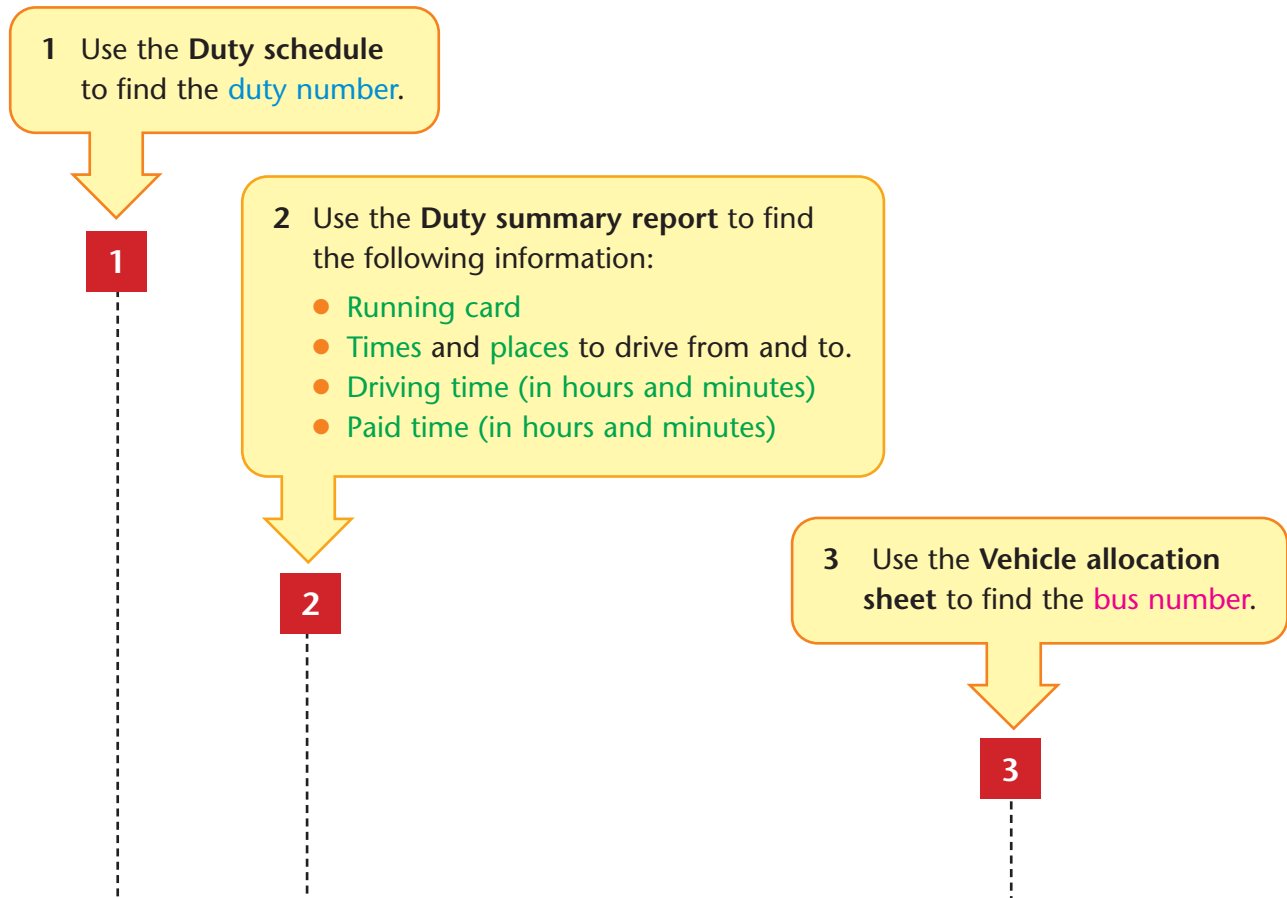
Vehicle locations: GAR = Garage


BP = Back patch

SP = Side patch

Red line 44 (Branded)							
Running card	Time out	Time in	Vehicle Type	Route	Garage Layover	Bus No	Location
11	06:33	18:25	B6/DAV	44	0	3707	BP
13	06:33	18:01	B6/DAV	44	0	3710	SP
2	06:35	17:25	B6/DAV	44	0	3709	SP
3	06:43	20:50	B6/DAV	44	0	3718	SP
7	06:45	23:41	B6/DAV	44	19:31–20:17	3714	SP
1	06:53	18:50	B6/DAV	44	0	3716	SP
5	06:53	19:20	B6/DAV	44	0	3712	GAR
8	06:55	20:05	B6/DAV	44	0	3705	BP
9	06:57	19:26	B6/DAV	44	0	3713	BP
6	07:03	19:35	B6/DAV	44	0	3706	BP
4	07:05	17:55	B6/DAV	44	0	3711	BP
10	07:25	23:35	B6/DAV	44	18:15–9:17	3717	GAR
12	07:45	20:35	B6/DAV	44	0	3715	GAR
Ruraline 481 (Branded)							
16	05:57	00:55	B6/DAV	481	19:25–0:07	2736	GAR
17	06:07	22:17	B6/DAV	481	0	2735	BP
18	06:10	23:55	B6/DAV	481	0	2731	SP
19	06:40	20:17	B6/DAV	481	0	2732	GAR
20	06:40	18:53	B6/DAV	481	0	2733	BP
15	07:00	00:25	B6/DAV	481	0	2730	GAR
Yellowline 55 (Branded)							
27	06:32	23:34	EL ARROW LF	55	18:15–19:25	2363	BP
24	06:45	23:35	EL ARROW LF	55	17:45–18:25	2360	BP
26	06:47	18:30	EL ARROW LF	55	0	2361	BP
25	07:00	18:00	EL ARROW LF	55	0	2359	BP
28	07:02	18:45	EL ARROW LF	55	0	2708	BP
21	07:17	19:00	EL ARROW LF	55	0	2365	BP
22	07:32	19:15	EL ARROW LF	55	0	2362	GAR
23	07:36	19:50	EL ARROW LF	55	0	2633	GAR
Commercial (Unbranded)							
62	06:25	18:01	EAGLE	892	0	3085	BP
75	06:55	19:31	EAGLE	892	0	3074	BP
81	07:08	21:34	ARROW	999	08:40–10:25	2021	SP
88	07:18	16:45	DECKER	783	08:50–15:15	4546	BP
63	07:20	17:45	EAGLE	892	0	3039	SP
72	07:25	17:38	EAGLE	99	0	3091	BP
61	07:25	18:52	EAGLE	892	0	3086	BP
76	07:30	18:31	EAGLE	FRESCO	0	3087	BP
82	07:35	19:01	ARROW	VARIOUS	0	2012	BP
74	07:35	19:02	EAGLE	VARIOUS	10:18–12:55	3092	BP
71	07:50	17:43	EAGLE	SPARE	0	3094	BP

Annotated driver's time card





Driver's time card

Day:

Date:

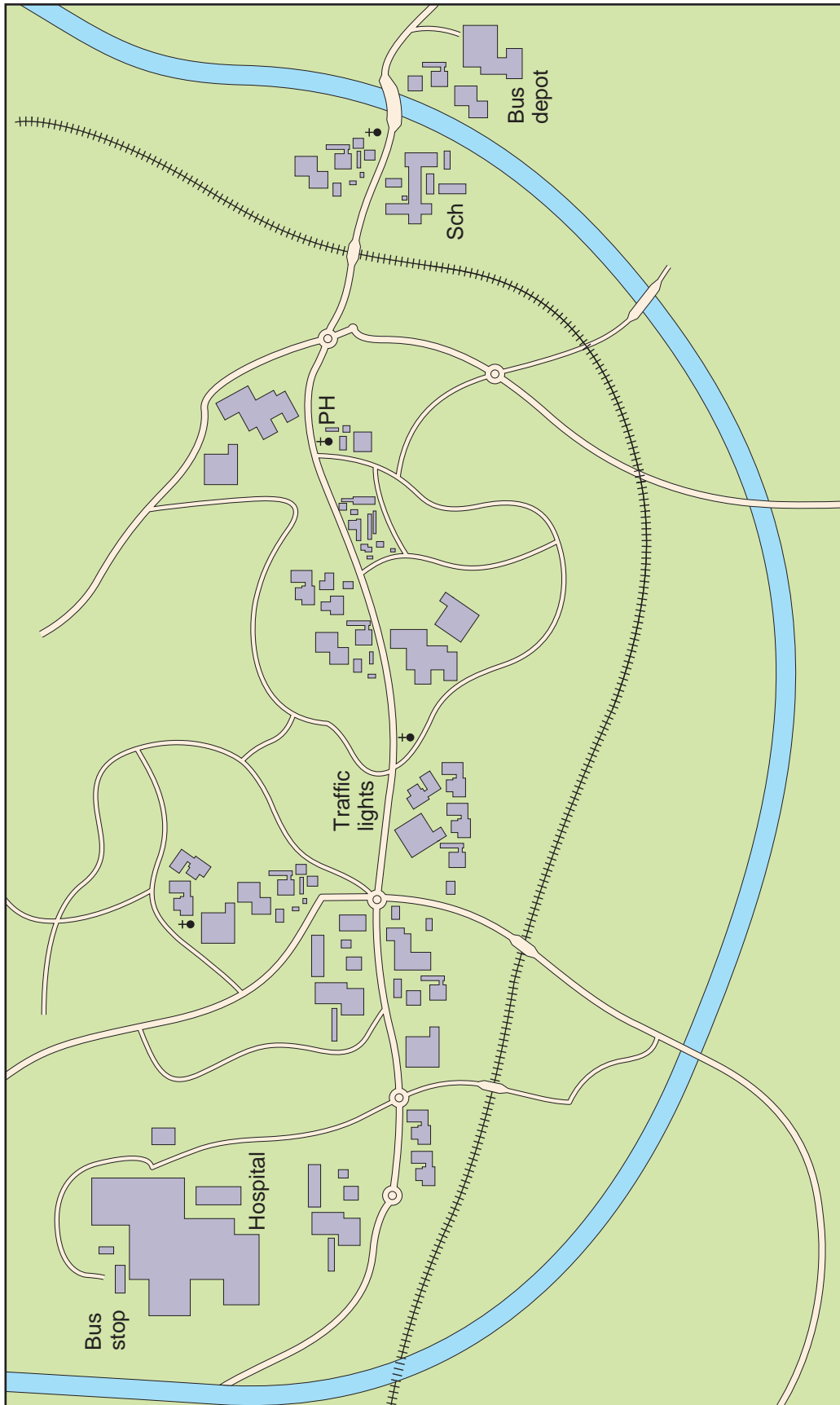
Garage: Westby

Name:

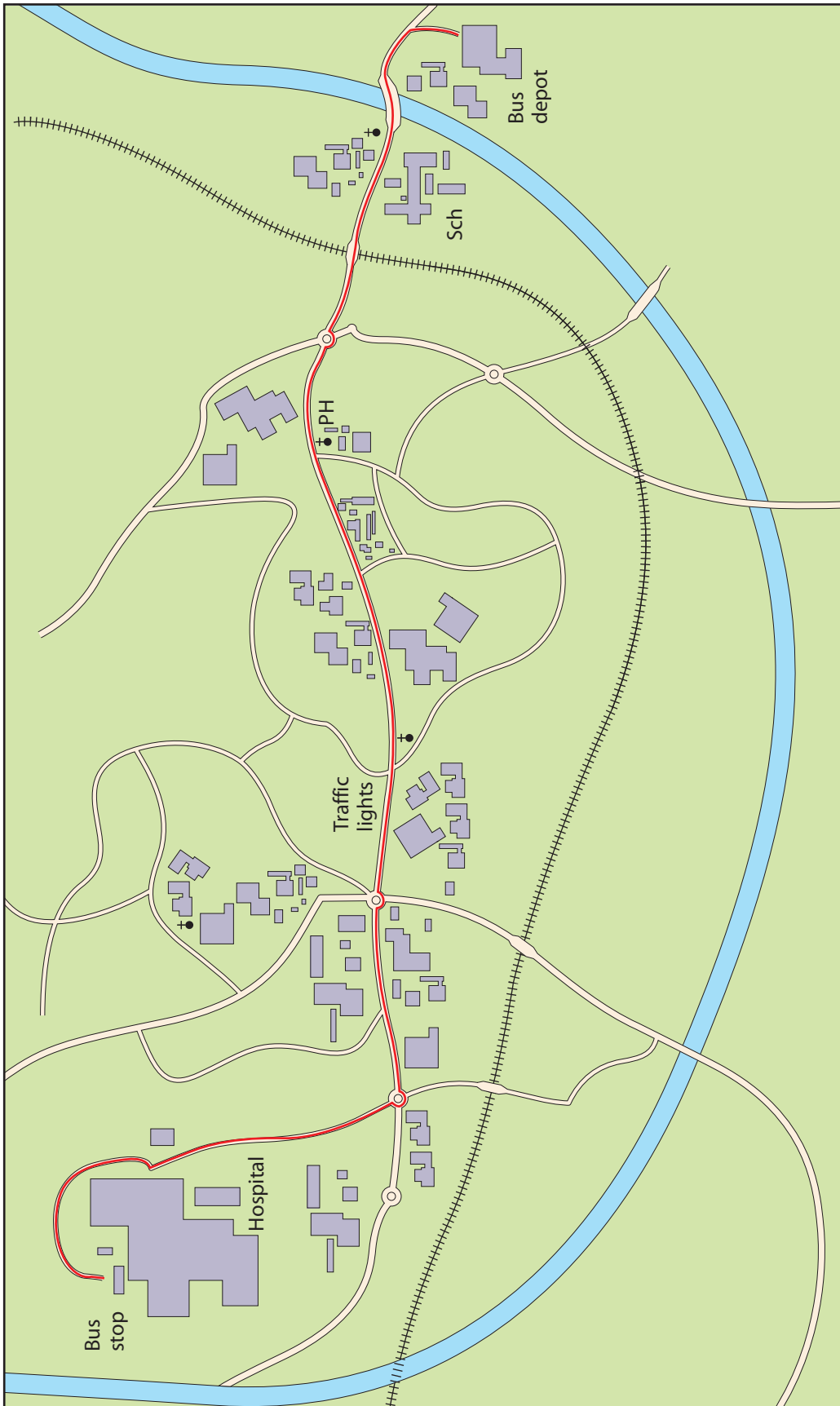
Driver's Number:

Duty no	Running card	From		To		Driving time		Bus no	Known defects?
		Time	Place	Time	Place	Hours	Mins		
									Yes/Nil
									Yes/Nil
									Yes/Nil
									Yes/Nil
PAID TIME (From sign on to sign off, less breaks)								Accidents in service?	
Office use								Yes* / No	
Note known defects for reporting at depot:									
*An Accident Report form must be completed after an accident									

Map 1



Map 2



Directions

Service 9 Greenbridge Bus Depot to Greenbridge Hospital

Leave the bus depot.

Turn left at the T junction.

Cross the river at Green Bridge.

Cross the railway line.

At the first roundabout, take the second exit.

Drive straight ahead at traffic lights crossroads with Church Road.

Continue to the next roundabout.

Take the second exit.

Continue to the following roundabout.

Take the third exit.

Travel towards the hospital. Follow road round to the bus stop.

Reverse the instructions for return journey.

Jog your memory

Sit in as a passenger while somebody else drives the route.

Concentrate on what you can see out of the front window.

Use the written instructions to mark the route out on a map.

Follow the route on the map with your finger as you say what you have to do out loud.

Repeat the route over and over to yourself.

Walk the route on the map, looking out for landmarks such as rivers, churches, cinemas, parks and so on.

Read out the written instructions a chunk at a time. Mark it on the map and then check you got it right.

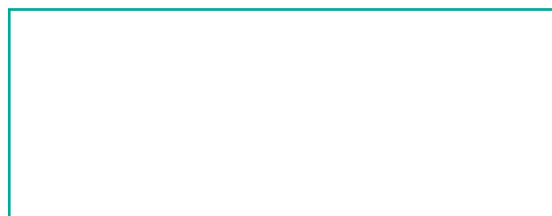
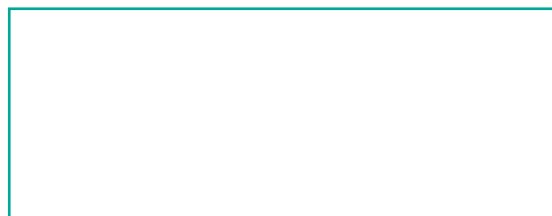
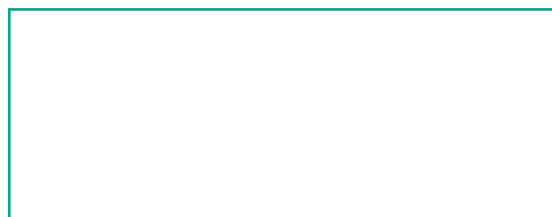
Gradually increase the amount you have to remember.

Say what you see on the map a chunk at a time. Say it to yourself and then get somebody to check you got it right.

Gradually increase the amount you have to remember.

Take a mental drive along the route. Watch out for pedestrians!

Test yourself by driving the route yourself in a car or on a bicycle, scooter or motorbike.



Driver's vehicle defect report

Driver's vehicle defect report (PASSENGER VEHICLES)

Date:	Driver's name:
Vehicle No:	Fleet / Serial No:
Odometer reading:	

Daily or shift check (tick or cross)					
Fuel / oil / waste leaks		Wipers		Mirrors	
Battery (if easily accessible)		Washers		Steering	
Tyres and wheel fixing		Horn		Heating / ventilation	
Brakes		Glass		Lights	
Doors and exits		Reflectors		Body interior	
Indicators		Body exterior		Excessive engine exhaust smoke	
Fire extinguisher		First-aid kit		Emergency exit hammer	

Report defects here:	Rectified:
----------------------	------------

Write NIL here if no defects found	Driver's signature
------------------------------------	--------------------

Defects rectified by:
Signature:
Date:

Accident/incident report form – buses



Employee/visitor accident/incident report

INJURED PERSON

Employee

Name _____

Home address _____

Date of birth _____

Payroll number _____

Job title _____

Date joined company _____

Non-employee

Name _____

Home address _____

Date of birth _____

Reason for visit to company premises _____

INCIDENT DETAILS

Incident date ____ / ____ / ____

Time ____ AM / ____ PM

Precise location _____

Date first reported ____ / ____ / ____

Time ____ AM / ____ PM

To whom was it first reported? Name _____ Job title _____

Did the injured party receive medical/first aid assistance? Yes No By whom? _____

Was the injured person treated in hospital? Yes No Which hospital? _____

Did the employee continue to work after the accident? Yes No If no, when resumed _____

DETAILS OF INJURY

Cause _____

Injury type _____

Area of injury _____

DESCRIBE WHAT HAPPENED (PLEASE USE BLOCK CAPITALS)

WITNESS INFORMATION

Name _____

Address _____

Position/location _____

Contact telephone number _____

INJURED PERSON

Signed _____

Print _____

Date _____

Description of accident – buses

I was walking through the depot on my way to my next shift.

Paul from the delivery company was walking to the back of his van.

As he waved at me, his left leg went from under him.

He twisted his ankle.

I told him that I thought it was broken, but fortunately it was only sprained.

I was very worried about him.

I didn't see exactly what he slipped on, but I think it must have been some oil or fuel.

It was definitely not his fault - he was being careful.

I sat him in his van while we completed the paperwork.

He seemed OK after that.

He had to admit that he hadn't signed in though.

He wasn't wearing the right footwear either, or his high vis.

The manager told him to have his ankle checked out in Casualty.

Afterwards, I made sure the floor was cleaned properly.

Driver's reports

1
*thursday october 26th
 i arrived in the city centre from mill end
 at about five past eight*

2
*when I stopped a passenger that was getting off told
 me that a man was asleep at the back of the bus and
 hadn't moved since Mill End I went down to wake him
 but I couldn't I checked his pulse and it was OK*

3
*I am causing an obstruction so I ask the three
 passengers that are left on the bus to get off so that
 I can drive the bus around to the bus station. They
 are OK about it. They can see the man isn't well.*

4
*The first-aider on duty at the bus station was Brian
 Cole. He came on the bus and decided to call for an
 ambulance. After about 10 minits the ambulance arrived
 and took the man off to St. Margaret's Hospitol.*

5
*Thursday October 26th
 I arrived in the city centre from Mill End
 at about five past eight this morning.
 When I stopped, a passenger that was
 getting off told me that a man was
 asleep at the back of the bus and
 moved since Mill End. I went down to
 wake him but I couldn't. I checked his
 pulse and it was OK. It was rush hour
 and I was causing an obstruction so I
 asked the three passengers that were left
 on the bus to get off so that I could
 drive the bus around to the bus station.
 They were OK about it. They could see
 the man wasn't well. The first-aider on
 duty at the bus station was Brian Cole.
 He came on the bus and decided to call
 for an ambulance. After about 10 minutes
 the ambulance arrived and took the man
 off to St. Margaret's Hospital.*

6
*I arrived in the city centre from
 Mill End. When I stopped, a
 passenger that was getting off
 told me that a man was asleep
 at the back of the bus and
 hadn't moved since Mill End. I
 went down to wake him but I
 couldn't. I checked his pulse and
 it was OK. It was rush hour and
 I was causing an obstruction so I
 asked the three passengers that
 were left on the bus to get off
 so that I could drive the bus
 around to the bus station. The
 first-aider on duty at the bus
 station was Brian Cole. He came
 on the bus and decided to call
 for an ambulance. After about 10
 minutes the ambulance arrived
 and took the man off to St.
 Margaret's Hospital.*

Blank driver's report form



Driver's report

Garage: Name:

Badge letter & number:

Date of occurrence: Works number:

Driver request
 Info
 C.C.T.V
 Other
 ✓ Please tick in appropriate box

NB Report should be as brief and concise as possible. The undermentioned particulars MUST BE GIVEN FULLY.

Fleet no.	Seating capacity	Service no.	Terminal point From To	Time hrs

Subject

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Signature: Date:

Officer's remarks on report

.....

.....

.....

.....

.....

.....

Signature: Date:

Job description – service delivery assistant



JOB DESCRIPTION

POSITION: Service Delivery Assistant

STATION: Greenwood International

RESPONSIBLE TO: Customer Service Manager

Purpose of the role

- To deliver the highest levels of customer service and safety compliance at Greenwood International Station whilst carrying out critical duties such as dispatch, customer information provision and providing a clean and safe station environment.

Key role responsibilities

- Deliver the full range of station services, including train dispatch, information and assistance, watering, labelling, reserving, and cleaning.
- Provide the highest levels of customer service and be proactive to customer needs.
- Comply with the Station Staff Manual.
- Ensure that the safety of customers, staff, visitors and contractors is given the highest priority.
- Be conversant with, and apply, all rules, regulations and instructions, including Alcohol and Drugs Policy and Accident Reporting Guidelines.
- Ensure the safe and punctual departure of trains from the station, following correct dispatch procedures.
- Ensure the cleanliness of all areas of the station, especially toilets, waiting rooms, platforms, stairs and subways.
- Ensure the security of all areas of the station, particularly access to non-public areas and waste bins.
- Ensure the correct functioning of equipment, performing periodical checks as directed by your line manager.
- Provide customer care in response to an emergency or service disruption as directed by your line manager.
- Liaise with GR8 Rail[®] control, Ticket Office staff and Gate Line staff to ensure accurate and timely information is given to customers, especially at times of service disruption.
- Carry out regular monitoring of your work area/platform to ensure that all regulatory and presentation standards are met, particularly with regard to notices and posters being in date.
- Ensure that a safe, pleasant and clean station environment is maintained, following Health and Safety at Work and Control of Substances Hazardous to Health (COSHH) procedures.
- Carry out additional duties as directed by your line manager.
- Attend meetings, briefings and training as required.
- Maintain a visible presence at the station at all times.

Contract of employment – service delivery assistant

CONTRACT OF EMPLOYMENT GIVEN PURSUANT TO THE EMPLOYMENT RIGHTS ACT 1996

EMPLOYER: The GR8[®] GROUP OF COMPANIES of 12 London Road, Winbury, WNB3 7LW
(Hereafter referred to as 'the Company')

EMPLOYEE: _____ JOB TITLE: _____

1. INTRODUCTION:

Any changes in the terms of employment will be notified to the Employee in a written statement within one month of any such change.

2. COMMENCEMENT OF EMPLOYMENT:

.....

3. PROBATIONARY PERIOD:

3.1 The Employee's employment described hereunder is subject to a probationary period of 3 months.

3.2 The Company reserves the right to extend the initial 3 months' probationary period subject to clause 3.4.

3.3 If the Company wishes to terminate the Employee's employment during the probationary period, it will be required to give him/her 1 week's written notice.

3.4 The probationary period is used to determine if performance is satisfactory and if employment should be continued. It may be extended for a further 3 months based on the assessment of the Line Manager and in consultation with the General Manager.

4. JOB DESCRIPTION:

Employees are given a written Job Description under separate cover, which MUST be read and understood before signing this Contract. Acceptance of this Contract is acceptance of the duties as described on the Job Description.

5. PAY:

Pay on commencement of the probationary period will be at a basic rate of £..... per annum, rising to £..... per annum on successful completion of probation, paid into the Employee's designated bank/building society account. The normal payment day is the last day of each month. If this falls at a weekend, payment will be made on the following Monday or the next working day in the case of public holidays.

6. HOURS OF WORK:

This is a shift-working post including weekends and bank holidays. The Employee's hours of work will vary according to their place of work, their job role and any seasonal variations.

7. NOTICE:

Except where the Employee is on probation, if the Company wishes to terminate the employment, 4 weeks' written notice shall be given. The Employee shall give 4 weeks' written notice of termination of employment.

8. HOLIDAYS:

The Employee is entitled to 20 days' holiday in each complete year of his/her employment in addition to the normal bank or public holidays. Where bank or public holidays are worked, time off in lieu will be granted.

9. SICKNESS AND INJURY:

If the Employee is absent from work because of sickness or injury, he/she must ensure that his/her supervisor is informed as soon as possible and no later than when the shift was due to start. The Company's Self Certification Form must be completed in respect of absences of seven days or fewer, immediately upon return to work. Medical certificates must be provided to cover all absence from the 8th day on. You will be paid in accordance with the Statutory Pay Scheme, where entitled.

10. TRAINING:

The Company believes in 'ongoing' training and attendance of courses. Employees will be asked and expected to attend such appropriate training/venues as required by the Employer.

I acknowledge that this Contract constitutes the entire agreement and understanding between the Employee and the Company. I confirm that I have read and understood it.

Signed Date

Rules of conduct



RULES OF CONDUCT

A summary

The Company expects high standards of conduct and behaviour from all employees. Remember that during working hours you are a representative of the Company. Your conduct or behaviour affects the opinion the public have of the Company as a whole as well as the opinion they have of you personally.

1. According to your contract of employment you have to follow certain rules of conduct or behaviour, and so you must:
 - be at work when required and report any unplanned absences to your manager
 - not consume alcohol or take any drugs before or while you are at work
 - obey all the rules and instructions that apply to your job
 - tell your manager, in writing, if you change your address
 - not handle cash if this is not part of your job
 - not give out any Company information that is private or sensitive
 - not steal, borrow or take away any Company property or equipment
 - not use the Company telephone, Internet or email facilities for private use
 - give the appropriate length of notice if you are leaving your employment
 - wear the Company uniform properly and keep up a high standard of appearance
 - be as helpful and polite as possible with customers
 - only travel on a train if you have a permit
 - not take home any lost property.

2. Disciplinary procedures will be followed in cases involving these acts of misconduct:
 - You commit minor offences of misconduct across a period of time.
 - You do your job unsatisfactorily across a period of time.
 - You do not follow reasonable instructions.
 - You act in a negligent way.

3. The usual penalty for breaches of the mutual trust that must exist between employee and employer will be summary dismissal. This will apply if:
 - You are unfit for work through consuming alcohol or drugs before or while you are on duty.
 - You do not follow instructions given by managers.
 - You assault another person, a colleague or a member of the public, on Company premises.
 - You are involved in stealing cash or completing timesheets in a fraudulent way.
 - You are involved in a criminal offence that means you are unsuitable to continue your job with the Company.
 - You give commercial information to rival companies, the press or public at any time.
 - You use travel facilities inappropriately.
 - You use Company Internet/email facilities for private use.
 - You do not follow the Company's Equal Opportunities and Anti-Harassment Policies.
 - You ignore or do not follow rules, regulations and instructions affecting the safety of the public, other workers or yourself.

For further details please read the full Rules of Conduct policy in your copy of the Company Handbook.

Please keep it safe in case you need to refer to it in the future.

Acknowledgement of receipt



Acknowledgement of receipt of rules of conduct

GR8 Rail Rules of Conduct

I, the undersigned, acknowledge that I have received the Rules of Conduct operating on and from June 2006.

I undertake to read them carefully and follow the instructions.

SIGNATURE

DATE

PRINT NAME

JOB TITLE (please print)

LOCATION (please print)

Please sign this receipt immediately and hand it to your line manager/supervisor.

The line manager has to place this receipt in your personal file.

Timetable

		Mondays to Fridays								NORTHBOUND	
		FX	mo	FO	mo	FX	mo	mo	HE	FX	mo
London King's Cross	d	1630	1630	1635	1700	1703	1720	1730	1733		
Stevenage	d	1649	1649							1752	
Peterborough	a			1722		1749	1804	1814			
Cambridge	d			1558p		1632v	1656p				
Peterborough	d			1723		1749	1805	1814			
Grantham	d	1732	1732			1808				1837	
Newark North Gate	a	1744	1744					1833			
Lincoln Central	a			1907r							
Newark North Gate	d	1744	1744					1833			
Retford	d			1801						1859	
Doncaster	a	1809	1809	1818		1843	1902			1915	
Grimsby Town	a					1958b					
Hull	a	1909b	1909b	1949b			2002				
Doncaster	d	1810	1810	1819		1843				1915	
Wakefield Westgate	a			1836		1901				1932	
Leeds	a			1857		1922				1949	
Huddersfield	a			1927k		1958k				2026k	
Bradford Forster Sq	a			1928g		1957g				2024	
Keighley	a			1941k		2020k				2050k	
Skipton	a			1954k		2035k				2106k	
York	a	1835	1835		1847			1923			
Selby	a						1918				
Harrogate	a			1943y							
Scarborough	a	1929yb	1929yb					2025yb			
Leeds	d	1755y	1755y		1812y			1827y			
York	d	1839	1839		1849			1925			
Northallerton	a	1858	1858		1920y			2022y			
Darlington	a	1911	1911		1917			1953			
Middlesbrough	a			1950f				2035f			
Darlington	d	1911	1911		1918			1954			
Durham	a	1929	1929		1941f			2011			
Newcastle	a	1947	1947		1949			2027			
Sunderland	a			2019n							
Newcastle	d		1947		1952			2029			
Morpeth	a							2043			
Alnmouth	a							2059			
Berwick-upon-Tweed	a							2122			
Dunbar	a							2146			
Edinburgh	a		2121		2124			2216			
Edinburgh	d										
Haymarket	a										
Motherwell	a										
Glasgow Central	a										
Glasgow Queen St	a				2250e			2325e			
Inverkeithing	a				2212e						
Kirkcaldy	a										
Leuchars	a										
Dundee	a										
Arbroath	a										
Montrose	a										
Stonehaven	a										
Aberdeen	a										
Stirling	a		2223e								
Perth	a		2304e								
Inverness	a										


Timetable notes

Notes

Bold type denotes a direct train service

Light type denotes a connecting train service

✕ Restaurant service

 The restaurant service is available Mondays to Fridays from the highlighted stations shown in **bold** type

mo Mobile office, wireless internet access on the move. For more information on how to use, visit our website

FS **The Flying Scotsman**

HC **The Highland Chieftain** (for full details see pages 53 and 85)

HE **The Hull Executive**

NL **The Northern Lights**

WR **The White Rose**

FO Fridays only

FX Fridays excepted

MO Mondays only

MX Mondays excepted

a Arrival time

b Change at Doncaster

d Departure time

e Change at Edinburgh

f Change at Darlington

g Change at Leeds, arrives at or departs from Bradford Interchange

k Change at Leeds

p Change at Peterborough

r Change at Retford

v Change at Peterborough & Ely or vice versa

y Change at York

yb Change at York. From 19th September arrive 3 minutes later

Phonetic alphabet

Use the phonetic alphabet:

- to identify letters of the alphabet
- to spell words or place names that are difficult to understand or that might be misunderstood
- if there is interference on the radio or phone
- when quoting train descriptions.

Letter		How to say it	Letter		How to say it
A	Alfa	al - fah	N	November	no - vem - ber
B	Bravo	brah - voh	O	Oscar	oss - cah
C	Charlie	char - lee	P	Papa	pah - pah
D	Delta	dell - tah	Q	Quebec	keh - beck
E	Echo	eck - oh	R	Romeo	row - me - oh
F	Foxtrot	foks - trot	S	Sierra	See - air - rah
G	Golf	golf	T	Tango	tang - go
H	Hotel	hoh - tell	U	Uniform	you - nee-form
I	India	in - dee - ah	V	Victor	vik - tah
J	Juliet	jew - lee - ett	W	Whiskey	wiss - key
K	Kilo	key - loh	X	Xray	ecks - ray
L	Lima	lee - mah	Y	Yankee	yang - kee
M	Mike	mike	Z	Zulu	zoo - loo

Phonetic numbers

Numbers

- You must say them one at a time, not all together.
- You must say '0' as 'zero' (NOT nought or 'oh').

There is no need to use this method for:

- times
- weights
- measurements.

Numeral	How to say it
0	ze - row
1	wun
2	too
3	tree
4	fow - er
5	fife
6	six
7	sev - en
8	ait
9	ni - ner

Code cards

UOA-105	VPB-204	WQC-330
XRD-458	YSE-576	ZTF-666
AGU-713	BVH-829	WIC-985
JXD-097	KYE-107	LZF-292
AMG-384	NBH-471	OCI-568
PDJ-651	QEK-743	RFL-832
SGM-920	THN-019	MCQ-447

Code cards

Alfa Bravo Foxtrot 135	Charlie Echo Uniform 792	Echo Victor Papa 468
India November Mike 013	Mike Papa November 579	Kilo Delta Romeo 086
Oscar Hotel Sierra 420	Golf Juliet Hotel 150	Quebec Victor India 258
Sierra Romeo Oscar 456	Uniform Xray Tango 009	Whiskey Lima Kilo 112
Yankee Zulu Lima 229	Delta Zulu Bravo 774	Hotel Romeo Quebec 902
November Papa Golf 765	Bravo Tango Yankee 546	Foxtrot Alfa Whiskey 781
Juliet Xray Victor 004	Lima Charlie Delta 160	Papa Romeo Lima 982

Rule Book section 6.3

Station duties and train dispatch

6

section

6.3 The STATION WORK COMPLETE signal

person in charge of the platform

Before you give the STATION WORK COMPLETE signal, you must:

- if possible check the platform starting signal if there is one is showing a proceed aspect, or an associated OFF indicator is lit
- make sure all passengers are clear of the train doors, and
- make sure all doors are closed.

On a train fitted with power-operated doors, this is an indication to the guard (or driver if it is a DO train) that the doors are ready to be closed.

On a train fitted with slam doors, it is an indication that the doors are properly closed.

The STATION WORK COMPLETE signal must be given by one of the following handsignals:

- one arm raised above your head
- a dispatch bat raised above your head
- at night, a white light held steadily above your head.

You must give the driver of a DO train the STATION WORK COMPLETE signal by using a close doors (CD) indicator if there is one.

6.4 Train safety check before giving the READY-TO-START signal

platform staff, guard

After you have given the STATION WORK COMPLETE signal, you must carry out the following train safety check before giving the READY-TO-START signal:

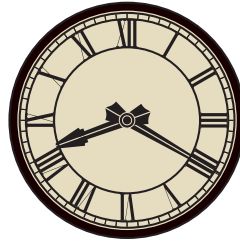
- train doors are properly closed
- nobody is trapped in the doors, for example by clothing
- it is safe to start the train.

Times

1



1



2



2



3



3



4



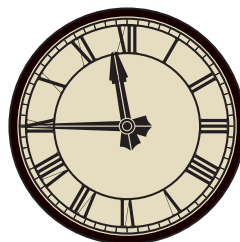
4



5



5



Accident report form – rail

Workforce report

Accident/assault/incident/near miss

USE THIS REPORT FORM TO PROVIDE DETAILS OF:
EMPLOYEE ACCIDENTS/EMPLOYEE ASSAULTS and INCIDENTS.

Ref No.
Office Use Only

1. GENERAL DETAILS:		2. TRAIN DETAILS: if a train was involved, please provide details	
Date		Head code e.g. 1E04/1A11/5E13	
Time		Departure time e.g. 0930/1520	
Location Area where train was at the time		From e.g. Newcastle/Edinburgh	
Exact location e.g. Platform 1/Kitchen/Steps		To e.g. Kings Cross/Edinburgh	
Weather/Conditions e.g. Sunny/Dry Wet/Slippery		Loco/Vehicle/Coach e.g. 91130/10315/Coach B	
3. INJURED PERSON'S DETAILS:			
First name(s)		Type of injury e.g. Cut/Bruise/Sprain	
Surname		Part of body injured	
Job title e.g. CSA/Driver/COL/Manager		Was first aid/immediate medical treatment administered?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Home location e.g. Leeds/York/Newcastle		If yes, by whom? e.g. First aider/Paramedic/Other person	
Line manager		Absence from work Has the accident resulted in a member of staff being off work or likely to be off work?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Witnesses' names & details			
4. ASSAULTS: if reporting an assault, please provide details regarding the reporting to and attendance of the BTP.			
Was incident reported to the BTP?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Did BTP attend?	Yes <input type="checkbox"/> BTP Ref: <input type="text"/> No <input type="checkbox"/>
5. WHAT HAPPENED: Describe what happened in as much detail as possible. Include details of any equipment being used or operated. If appropriate, draw a sketch of what took place. Quote any identification numbers such as serial numbers, seal numbers, signal numbers etc.			
6. DETAILS OF PERSON COMPLETING THE REPORT: If different from above or if no injury occurred			
Name		Line manager	
Job title e.g. CSA/Driver/COL/Manager			
Home location e.g. Leeds/York/Newcastle		Date	

Description of accident – rail

I was waiting to dispatch the 1442 earlier on today.

Since it was close to departure time, I started to move the ramp away from Coach E.

Paul Evans came off the train.

He seemed very flustered.

He said he had been helping a wheelchair user to his seat and he was sorry it had taken so long.

As he stepped from the train he missed his footing and fell over.

His leg was twisted under him in a funny way.

He wrenched his ankle.

He screamed out.

I told him that I thought his ankle was broken, but fortunately it turned out that it wasn't.

I was very worried about him for a while.

I did not see exactly what he tripped on, but he might have thought the ramp was still there.

It was definitely not his fault - he was being careful.

I asked the manager to come and look at him.

Announcement scripts

<p>Good <u>morning/afternoon/evening</u> ladies and gentlemen.</p> <p>May I have your attention please?</p>	<p>The refreshment trolley will shortly be passing through the train. If you require any snacks or beverages, please stop the attendant.</p>
<p>This is <u>your name</u> your conductor for today. I apologise for this delay. This is due to <u>give reason and be truthful. Do not use jargon</u>.</p>	<p>Coach <u>letter</u> is the quiet coach. Electrical equipment may be used in this coach, provided it is in silent mode. Mobile telephone conversations should be made in the vestibules at the ends of this coach. Please show respect for your fellow travellers and keep this coach quiet.</p>
<p>I am advised that we will be delayed for approximately <u>delay time</u>. I will be coming through the train very shortly. Anyone requiring connecting services or other information please ask me.</p>	<p><u>Operating company</u> would like to apologise for the late running of the service to <u>destination</u>.</p>
<p>Passengers for the <u>time and destination</u> train, please make your way over to platform <u>number</u> where the train is waiting for you.</p>	<p>Please note that passengers for <u>destination</u> should be travelling in coaches <u>letters/numbers</u> as the train is due to split at <u>place name</u>.</p>

Announcement scripts

<p>Passengers travelling to <u>destination</u> on <u>airline</u> flight <u>flight number</u> are advised that this flight will shortly commence boarding at gate number <u>gate number</u>.</p>	<p>We hope you enjoy your journey with <u>operating company</u>.</p>
<p>Thank you for choosing <u>operating company</u>. We hope that you will travel with us again soon.</p>	<p>Will the driver of car registration number <u>car reg. no.</u> please return to your vehicle outside the Terminal Building as it is causing an obstruction.</p>
<p>Will <u>named passengers</u> travelling to <u>destination</u> on <u>flight number</u> please report to the Information Desk.</p>	<p><u>Airline</u> apologises for the delay to your flight this <u>morning/afternoon/evening</u> and for any inconvenience this may have caused.</p>
<p>Please ensure you have all your personal belongings with you.</p>	<p>Thank you for your attention. On behalf of <u>operating company</u> I hope you enjoy the rest of your journey.</p>

Job description – baggage handler



JOB DESCRIPTION

Job title: Baggage Handler

Location: Main Terminal Building,
Greenwood International Airport

Responsible to: Baggage Services Manager

Purpose of the role

To be responsible for loading, unloading and transporting airline passengers' luggage within the airport.

Main responsibilities

- Oversee the movement of passengers' luggage from the check-in desks.
- Collect and sort items to be loaded onto the correct aircraft.
- Load and store luggage in the hold of the aircraft correctly.
- Remove luggage from an aircraft as quickly as possible after landing.
- Ensure luggage is loaded onto the correct carousel in the baggage reclaim area.
- Complete workplace documentation.

Additional responsibilities

- Work as part of a team.
- Wear the company uniform and all PPE provided by the company.
- Understand storage logistics.
- Be aware of and observe airport safety procedures at all times.
- Be aware of and observe airport security procedures at all times.
- Know and use safe manual lifting techniques and undergo training when required to do so.
- Use lifting equipment safely and efficiently and undergo training when required to do so.
- Operate airport equipment* and machinery safely and efficiently and undertake training in order to be able to do so.
- Any additional duties as directed by the team leader.

This is a shift-working post, including weekends and bank holidays. Short notice of shift extensions may be given at times because of airport extensions and flight delays. Personnel will be required to remain at work if the situation demands.

This is not a comprehensive or exclusive list of duties and duties may vary from time to time in line with the character of the job and levels of responsibility.

*This may include fork-lift trucks and other lifting equipment, conveyor belts, luggage carriers, bar-code identification equipment and any other equipment deemed necessary by the company.

Contract of employment – baggage handler

CONTRACT OF EMPLOYMENT GIVEN PURSUANT TO THE EMPLOYMENT RIGHTS ACT 1996

EMPLOYER: The GR8[®] GROUP OF COMPANIES of 12 London Road, Winbury, WNB3 7LW
(Hereafter referred to as ‘the Company’)

EMPLOYEE: _____ **JOB TITLE:** _____

1. INTRODUCTION:

Any changes in the terms of employment will be notified to the Employee in a written statement within one month of any such change.

2. COMMENCEMENT OF EMPLOYMENT:

.....

3. PROBATIONARY PERIOD:

3.1 The Employee’s employment described hereunder is subject to a probationary period of 3 months.

3.2 The Company reserves the right to extend the initial 3 months’ probationary period subject to clause 3.4.

3.3 If the Company wishes to terminate the Employee’s employment during the probationary period, it will be required to give him/her 1 week’s written notice.

3.4 The probationary period is used to determine if performance is satisfactory and if employment should be continued. It may be extended for a further 3 months based on the assessment of the Line Manager and in consultation with the General Manager.

4. JOB DESCRIPTION:

Employees are given a written Job Description under separate cover, which **MUST** be read and understood before signing this Contract. Acceptance of this Contract is acceptance of the duties as described on the Job Description.

5. PAY:

Pay on commencement of the probationary period will be at a basic rate of £..... per annum, rising to £..... per annum on successful completion of probation, paid into the Employee’s designated bank/building society account. The normal payment day is the last day of each month. If this falls at a weekend, payment will be made on the following Monday or the next working day in the case of public holidays.

6. HOURS OF WORK:

This is a shift-working post including weekends and bank holidays. The Employee’s hours of work will vary according to their place of work, their job role and any seasonal variations.

7. NOTICE:

Except where the Employee is on probation, if the Company wishes to terminate the employment, 4 weeks’ written notice shall be given. The Employee shall give 4 weeks’ written notice of termination of employment.

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The Employee is entitled to 20 days’ holiday in each complete year of his/her employment in addition to the normal bank or public holidays. Where bank or public holidays are worked, time off in lieu will be granted.

9. SICKNESS AND INJURY:

If the Employee is absent from work because of sickness or injury, he/she must ensure that his/her supervisor is informed as soon as possible and no later than when the shift was due to start. The Company’s Self Certification Form must be completed in respect of absences of seven days or fewer, immediately upon return to work. Medical certificates must be provided to cover all absence from the 8th day on. You will be paid in accordance with the Statutory Pay Scheme, where entitled.

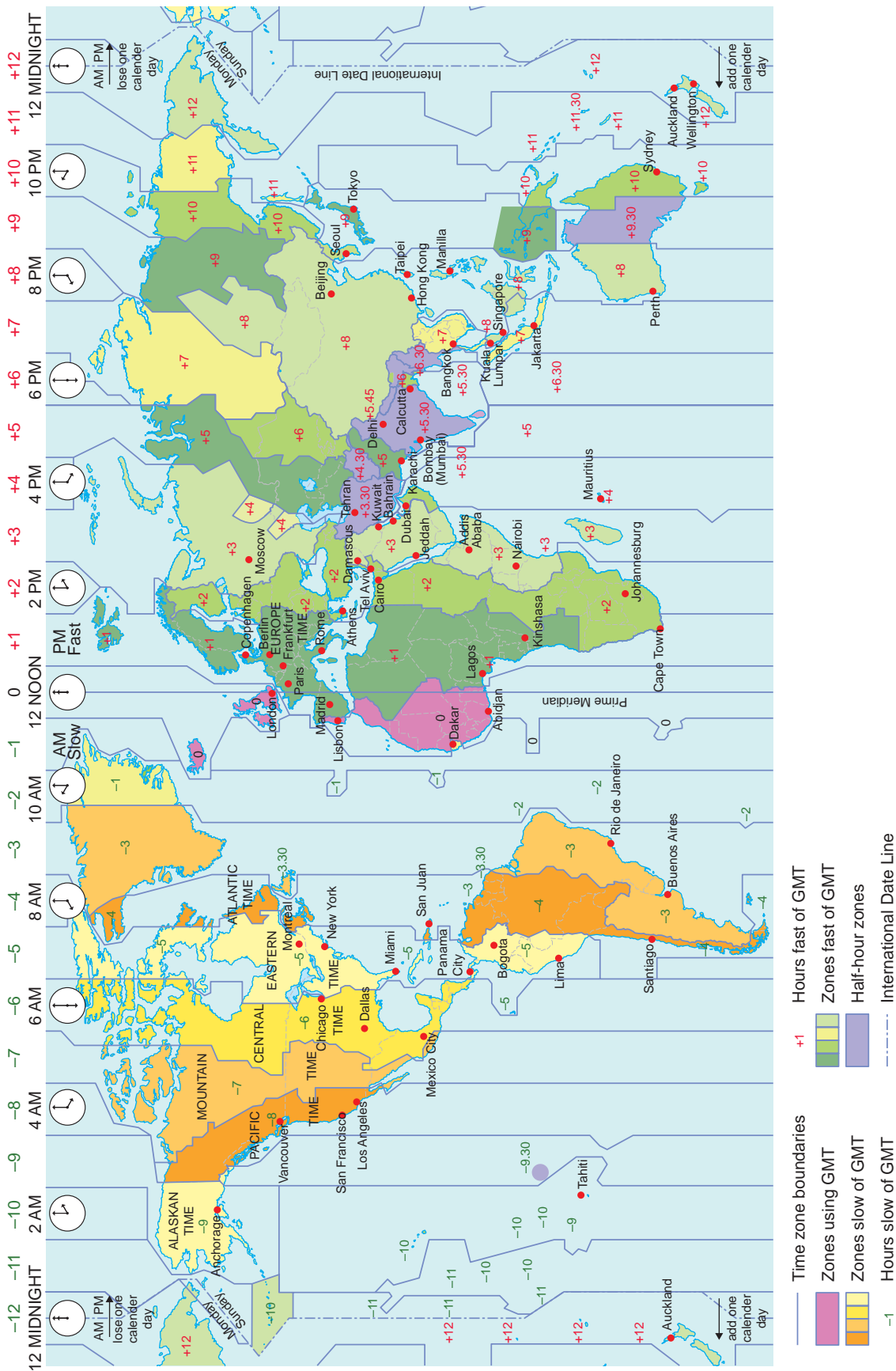
10. TRAINING:

The Company believes in ‘ongoing’ training and attendance of courses. Employees will be asked and expected to attend such appropriate training/venues as required by the Employer.

I acknowledge that this Contract constitutes the entire agreement and understanding between the Employee and the Company. I confirm that I have read and understood it.

Signed Date

Time zones



Manual check-in procedure

Manual check-in procedure

- Organise your workspace so that you know where all your documentation and details are. (The items you may need immediately are your passenger manifest, bag tags, boarding cards and seat plan where applicable.)
- Start by greeting the passenger in a polite and friendly manner, using eye contact and the passenger's name. If you can't pronounce it, do not embarrass yourself or the passenger; use 'sir' or 'madam' instead.
- Obtain the passenger's ticket and passport and then confirm how many passengers are travelling.
- Do all your ticket and passport checks and, if necessary, a visa check.
- Separate the appropriate flight coupon from the main ticket. If applicable, you may need to validate the name against the passenger name list.
- Ask the passenger if they are taking any hand luggage on board and weigh it. Be aware of the airline's allowance.
- Ask how many items they are checking into the hold.
- Ask all the passenger security questions, including those about forbidden articles, and listen carefully to the responses. Maintain eye contact during this period. Remember, these are serious questions.
- Tag the luggage, placing the respective sticker from the bag tag on the appropriate part of the ticket or confirmation sheet.
- Check that there are no more items to be tagged.

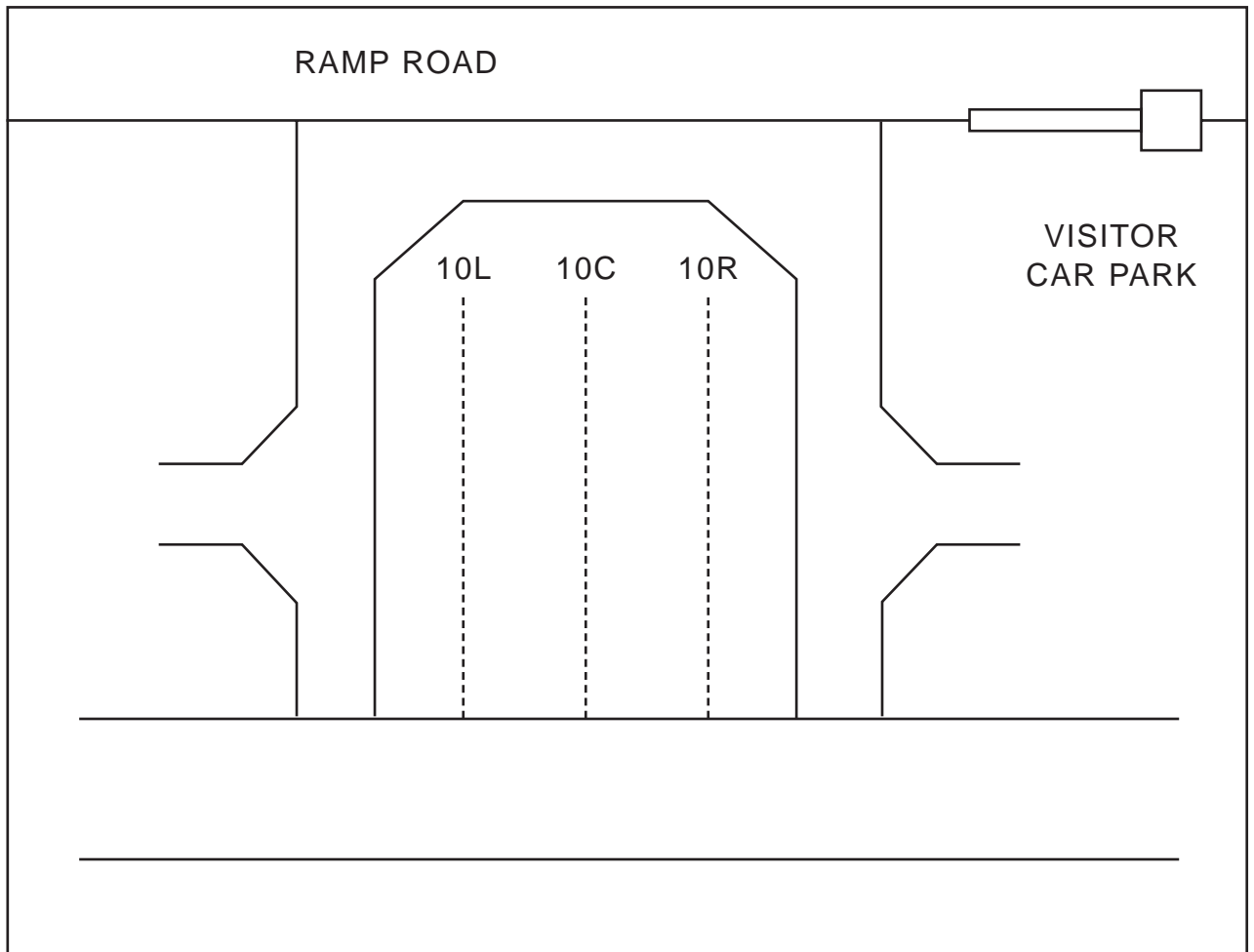
Passenger reconciliation procedure

Procedure for the reconciliation of passengers at the gate

The reconciliation of passengers at the gate is very important and **must** be done correctly.

- Be professional at all times. Do not lounge over desks or sit on work surfaces. Do not have personal conversations.
- When greeting passengers at the gate, smile and greet the passenger in a friendly manner.
- Try to be aware of how long passengers will have to wait until boarding takes place so that you can respond to a passenger query. (The dispatcher will be able to tell you how long it is until boarding.)
- Ask the passenger for his/her boarding card and passport.
- Check the passenger's boarding pass. Separate the boarding pass stub and return it to the passenger. Keep the larger copy and hand it to the agent responsible for reconciling the passenger numbers.
- After checking the documents, try to use the passenger's surname when thanking him/her.
- On the boarding pass you will see the security number. This is the number that you must mark off on the manual tick sheet. (You should use a highlighter pen to do this.)
- At flight closure, telephone check-in and request the closure figure/TOB. Ask for the highest used security number, then clearly mark with a different pen all the unused security numbers on the tick sheet.
- As you mark off the tick sheet, place the boarding pass stubs into piles of 20 and then into piles of 100. In this way you will keep an easy-to-count running total. Place any infant boarding cards to one side.
- If you are missing any security numbers from your check sheet you must advise the dispatcher straight away. Then contact check-in and ask them to check the names that are registered to the missing security numbers and the tag numbers if bags are present.
- Pass these tag numbers and names to the dispatcher and check on board in the seat numbers for the passengers in case they have passed through the gate without their boarding passes being taken. At the same time contact the departure lounge and request a call to be made for the missing passenger(s).
- The loaders will be looking for the baggage to offload it. If passengers arrive before the bag has been found, they may travel. If they arrive after the bags have been found then they will not be permitted to travel.

Visitor car park plan



AOI 99/99

FOCUS ON AERODROME SAFETY

AIRPORT OPERATIONAL INSTRUCTION

AOI 99/99

TERMINAL 2 – STAND 9

This instruction is effective from 00:01 Thursday 19 May 2005

1. INTRODUCTION

- 1.1 This instruction sets out the arrangements for the use of Stand 9, Terminal 2.

2. GENERAL

- 2.1 This stand has been introduced to increase flexibility of aircraft parking in Terminal 2. It is an additional aircraft parking position. The new stand centreline is intended to accommodate Boeing 737-800 and 900 (New Generation or NG) aircraft, though it can accommodate aircraft with a wingspan up to 42.00m.
- 2.2 Stands 8L, 8C and 8R remain available in Terminal 2.
- 2.3 Stand 9 is designed to enable the aircraft to park and use the 8C/8R airbridge.
- 2.4 Stand 9 is marked by a dashed yellow centreline midway between Stands 8C and 8R centrelines, Map A.

3. AIRCRAFT ARRIVAL

- 3.1 Aircraft must be marshalled on to this stand.

4. EFFECT ON ADJACENT STANDS

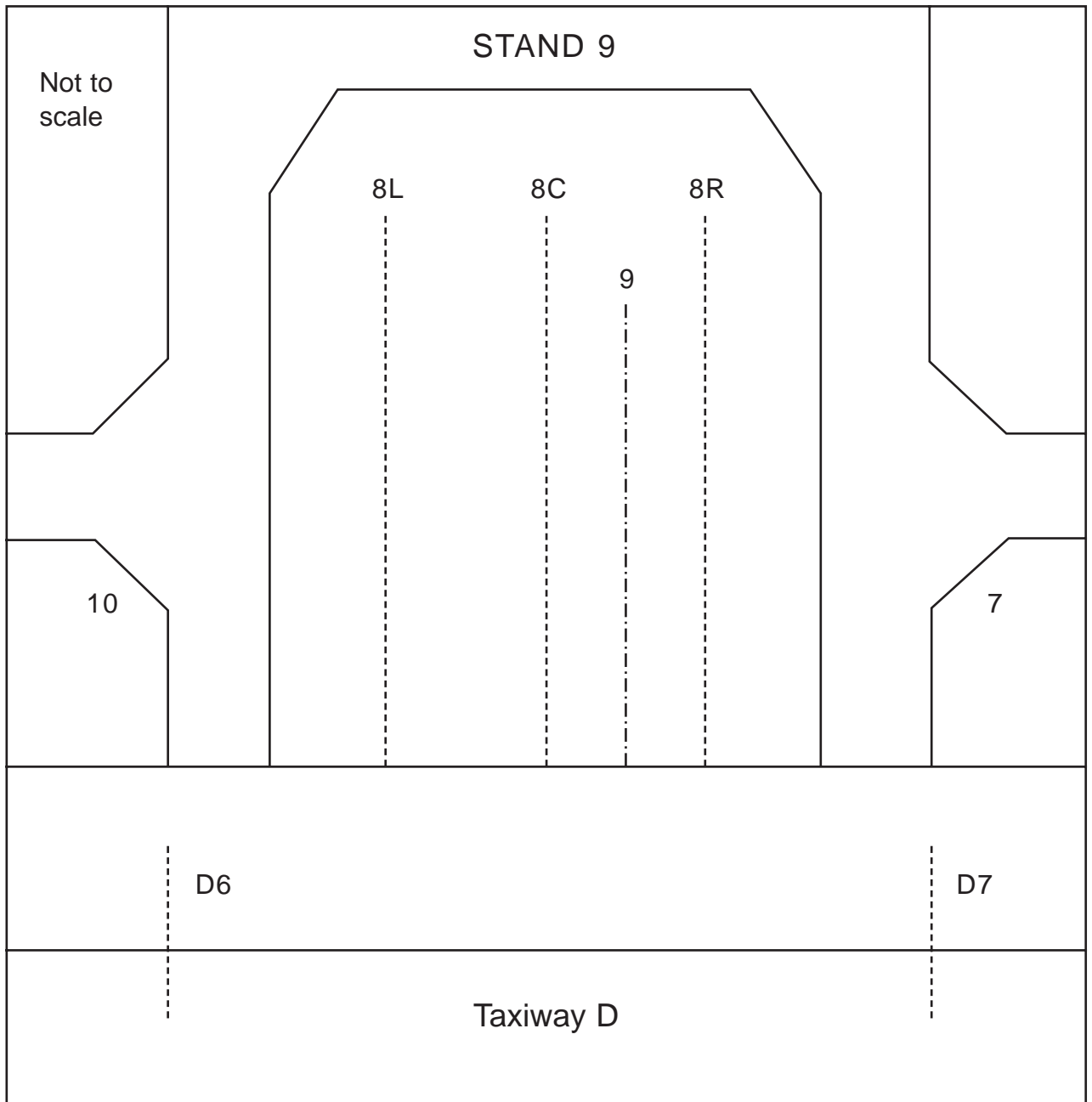
- 4.1 When Stand 9 is occupied by an aircraft Stands 8L, 8C and 8R are unavailable for aircraft parking.

5. PUSHBACKS FROM STAND 9

- 5.1 Pushbacks from Stand 9 push straight back along the extended centreline of the stand vacated until the main wheels are on Taxiway D where towbars etc. will be disconnected. This is the same as for Stands 8L and 8R.
- 5.2 AOI Terminal 2 Pushbacks will be amended in due course.

PLEASE ENSURE THAT THIS INSTRUCTION IS BROUGHT TO THE ATTENTION OF ALL STAFF WHO NEED TO BE AWARE OF THE PROCEDURES.

Map A








Baggage labels

ROBERTSON 055 11OCT AGP XH 070213 0000070213	DUNE 034 11OCT ALC XH 007111 0000007111	TRACEY 035 11OCT AMS XH 0077233 0000077233	SANDERS 006 11OCT AGP XH 070122 0000070122	TSING 144 11OCT ALC XH 007215 0000007215
AGP GA1576 /11	ALC GA1765 /11	AMS GA1756 /11	AGP GA1576 /11	ALC GA1765 /11
AGP GA1576/11OCT XH 070213	ALC GA1765/11OCT XH 007111	AMS GA1756/11OCT XH 077233	AGP GA1576/11OCT XH 070122	ALC GA1765/11OCT XH 007215
AGP GA1576/11OCT XH 070213	ALC GA1765/11OCT XH 007111	AMS GA1756/11OCT XH 077233	AGP GA1576/11OCT XH 070122	ALC GA1765/11OCT XH 007215
AGP GA1576/11OCT XH 070213	ALC GA1765/11OCT XH 007111	AMS GA1756/11OCT XH 077233	AGP GA1576/11OCT XH 070122	ALC GA1765/11OCT XH 007215

Baggage labels






<p>RIMMER 004 11OCT AMS XH 077241 0000077241</p>   <p>AMS GA1756 /11</p> <p>AMS GA1756/11OCT XH 077241</p> <p>AMS GA1756/11OCT XH 077241</p> <p>AMS GA1756/11OCT XH 077241</p>	<p>FLETCHER 023 11OCT AGP XH 070211 0000070211</p>   <p>AGP GA1576 /11</p> <p>AGP GA1576/11OCT XH 070211</p> <p>AGP GA1576/11OCT XH 070211</p> <p>AGP GA1576/11OCT XH 070211</p>	<p>TRAVIS 010 11OCT ALC XH 007342 0000007342</p>   <p>ALC GA1765 /11</p> <p>ALC GA1765/11OCT XH 007342</p> <p>ALC GA1765/11OCT XH 007342</p> <p>ALC GA1765/11OCT XH 007342</p>	<p>REED 061 11OCT ALC XH 007234 0000007234</p>   <p>ALC GA1765 /11</p> <p>ALC GA1765/11OCT XH 007234</p> <p>ALC GA1765/11OCT XH 007234</p> <p>ALC GA1765/11OCT XH 007234</p>	<p>LYNCH 121 11OCT AMS XH 077332 0000077332</p>   <p>AMS GA1576 /11</p> <p>AMS GA1756/11OCT XH 077332</p> <p>AMS GA1756/11OCT XH 077332</p> <p>AMS GA1756/11OCT XH 077332</p>
<p>ARCHER 149 11OCT AGP XH 070245 0000070245</p>   <p>AGP GA1576 /11</p> <p>AGP GA1576/11OCT XH 070245</p> <p>AGP GA1576/11OCT XH 070245</p> <p>AGP GA1576/11OCT XH 070245</p>	<p>FLYNN 097 11OCT AMS XH 077224 0000077224</p>   <p>AMS GA1756 /11</p> <p>AMS GA1756/11OCT XH 077224</p> <p>AMS GA1756/11OCT XH 077224</p> <p>AMS GA1756/11OCT XH 077224</p>	<p>BOND 093 11OCT ALC XH 007155 0000007155</p>   <p>ALC GA1765 /11</p> <p>ALC GA1765/11OCT XH 007155</p> <p>ALC GA1765/11OCT XH 007155</p> <p>ALC GA1765/11OCT XH 007155</p>	<p>TROY 028 11OCT ALC XH 007312 0000007312</p>   <p>ALC GA1765 /11</p> <p>ALC GA1765/11OCT XH 007312</p> <p>ALC GA1765/11OCT XH 007312</p> <p>ALC GA1765/11OCT XH 007312</p>	<p>GRISSOM 056 11OCT AGP XH 070243 0000070243</p>   <p>AGP GA1576 /11</p> <p>AGP GA1576/11OCT XH 070243</p> <p>AGP GA1576/11OCT XH 070243</p> <p>AGP GA1576/11OCT XH 070243</p>

Baggage labels

BROOKES 129 11OCT ALC XH 007101 000007101


ALC GA1765 /11
ALC GA1765/11OCT  XH 007101
ALC GA1765/11OCT  XH 007101
ALC GA1765/11OCT  XH 007101

NASSER 088 11OCT AGP XH 070112 0000070112


AGP GA1576 /11
AGP GA1576/11OCT  XH 070112
AGP GA1576/11OCT  XH 070112
AGP GA1576/11OCT  XH 070112





Mc GLINCHY 087 11OCT ALC XH 007144 000007144


ALC GA1765 /11
ALC GA1765/11OCT  XH 007144
ALC GA1765/11OCT  XH 007144
ALC GA1765/11OCT  XH 007144

LARRABEE 076 11OCT AMS XH 077132 0000077132




AMS GA1756 /11
AMS GA1756/11OCT  XH 077132
AMS GA1756/11OCT  XH 077132
AMS GA1756/11OCT  XH 077132

BAINS 112 11OCT AGP XH 070323 0000070323


AGP GA1576 /11
AGP GA1576/11OCT  XH 070323
AGP GA1576/11OCT  XH 070323
AGP GA1576/11OCT  XH 070323





SALAS 022 11OCT AMS XH 077110 0000077110


AMS GA1756 /11
AMS GA1756/11OCT  XH 077110
AMS GA1756/11OCT  XH 077110
AMS GA1756/11OCT  XH 077110

DAVIES 011 11OCT ALC XH 007255 000007255


ALC GA1765 /11
ALC GA1765/11OCT  XH 007255
ALC GA1765/11OCT  XH 007255
ALC GA1765/11OCT  XH 007255

SMITH 009 11OCT AGP XH 070153 0000070153







AGP GA1576 /11
AGP GA1576/11OCT  XH 070153
AGP GA1576/11OCT  XH 070153
AGP GA1576/11OCT  XH 070153

DUQUESNE 142 11OCT ALC XH 007123 000007123


ALC GA1765 /11
ALC GA1765/11OCT  XH 007123
ALC GA1765/11OCT  XH 007123
ALC GA1765/11OCT  XH 007123





VARSANI 047 11OCT AGP XH 070214 0000070214


AGP GA1576 /11
AGP GA1576/11OCT  XH 070214
AGP GA1576/11OCT  XH 070214
AGP GA1576/11OCT  XH 070214

Baggage labels

CAINE 141 11OCT ALC XH 007124 0000007124
 
ALC GA1765 /11
ALC GA1765/11OCT  XH 007124
ALC GA1765/11OCT  XH 007124
ALC GA1765/11OCT  XH 007124




TURNBULL 017 11OCT AGP XH 070142 0000070142
 
AGP GA1576 /11
AGP GA1576/11OCT  XH 070142
AGP GA1576/11OCT  XH 070142
AGP GA1576/11OCT  XH 070142

LEWIS 077 11OCT ALC XH 007345 0000007345
 
ALC GA1765 /11
ALC GA1765/11OCT  XH 007345
ALC GA1765/11OCT  XH 007345
ALC GA1765/11OCT  XH 007345

WHITPEN 074 11OCT AMS XH 077302 0000077302
 
AMS GA1756 /11
AMS GA1756/11OCT  XH 077302
AMS GA1756/11OCT  XH 077302
AMS GA1756/11OCT  XH 077302

PURVIS 015 11OCT AMS XH 077212 0000077212
 
AMS GA1756 /11
AMS GA1756/11OCT  XH 077212
AMS GA1756/11OCT  XH 077212
AMS GA1756/11OCT  XH 077212

McDONALD 132 11OCT AMS XH 077152 0000077152
 
AMS GA1756 /11
AMS GA1756/11OCT  XH 077152
AMS GA1756/11OCT  XH 077152
AMS GA1756/11OCT  XH 077152

WILMINGTON 103 11OCT ALC XH 007251 0000007251
 
ALC GA1765 /11
ALC GA1765/11OCT  XH 007251
ALC GA1765/11OCT  XH 007251
ALC GA1765/11OCT  XH 007251

BRASS 101 11OCT AMS XH 077114 0000077114
 
AMS GA1756 /11
AMS GA1756/11OCT  XH 077114
AMS GA1756/11OCT  XH 077114
AMS GA1756/11OCT  XH 077114

BROWN 013 11OCT AMS XH 077151 0000077151
 
AMS GA1756 /11
AMS GA1756/11OCT  XH 077151
AMS GA1756/11OCT  XH 077151
AMS GA1756/11OCT  XH 077151

HALL 066 11OCT AGP XH 070235 0000070235
 
AGP GA1576 /11
AGP GA1576/11OCT  XH 070235
AGP GA1576/11OCT  XH 070235
AGP GA1576/11OCT  XH 070235

Accident report form – aviation

ACCIDENT REPORT	
1. About the person who had the accident	
Name _____	
Address _____	

_____	Postcode _____
Occupation _____	
2. About the person filling in this record	
Fill this in only if you are not the person who had the accident.	
Name _____	
Address _____	

_____	Postcode _____
Occupation _____	
3. About the accident	
Say when it happened.	
Date _____	Time _____
Say where it happened. _____	
Describe how it happened and any injury caused.	

Sign and date the record	
Signature _____	
Date _____	
4. For the employer only	
Complete this box if the accident is reportable under RIDDOR.	
How was it reported? _____	
Date reported _____	
Signature _____	

Glossary

- ◆ prices and validity codes apply for travel in both directions; the same fare applies in the opposite direction
- ‡ local fares; these can only be used for the journey shown and cannot be used as through fares; prices apply only to the specific journey shown; these fares must not be used to compile fares for any other journey
- ⊗ the prices shown include travel across London by London Underground or Thameslink services; the symbol should be shown as a route on the ticket

abbreviation(s) shortened form of written words; usually the first letter or letters of words, e.g. Aug is an abbreviation of August

accident a mishap; something that happens unexpectedly and usually involves some sort of injury

accommodate provide a place to stay

acknowledge admit, declare to be true

acknowledgement a formal statement that something has happened

adjacent next to

advise give advice to, inform

advisory suggesting what to do

affect have an effect on

aggressively forcefully or violently

airport code the three-letter code given to each airport, e.g. the airport code for Manchester Airport is MAN

aligned in line with something else; facing the correct way

alleged suspected: if you allege that somebody has done something, you say it, but have not yet proved it

alteration a change

alternative a different option

am abbreviation for *ante meridian* which means 'before midday'

amended adjusted, altered, changed

anxious worried and concerned

AP Advance Purchase (abbreviation)

appropriate suitable for the situation, fitting

aspect the coloured light signal that gives a train driver information, e.g. on whether the train is clear to move, etc.

assertive confident, firm

assess consider, think about

assistance help or support

ASST assist (abbreviation)

authorised given permission

baggage luggage, suitcases

be conversant with be familiar with, know about

bias favour towards one side of an argument for personal reasons

body language the signals a person gives to other people by their facial expressions, gestures and posture

breach break

brief short

cancel stop

carbon dioxide a gas used in some fire extinguishers

cash takings money you have received in cash from passengers

cleanliness good hygiene

colleague workmate, person you work with

combustible easily burnable

commence start, begin

commencement beginning or start

commercial confidentiality keeping company information private

compile put together

compliance observance or following of rules

comply with obey

concession reduced fare

concise short, exact, to the point, relevant

COND condition (abbreviation)

conduct behaviour

confined small, enclosed

confined space small, enclosed space with not many windows and doors

conform with obey

connection where one service ends and another service starts

consequences things that might happen later as a result of what you do now; cost

constructive positive, helpful

constructive criticism helpful comments that can lead to a positive change in behaviour or action

consuming drinking or taking

context setting, theme

contribute take part or have a say in something

correction putting a false statement right; (in spoken announcements and radio communication) 'I am about to correct an error I just made'

- courteous** polite and well-mannered
- credit** money coming in
- critical** vital, essential
- criticism** a comment on the behaviour or actions of another person
- cultural** belonging to a particular culture or ethnic origin
- dash** short horizontal mark used like a bullet point
- debit** money going out
- declined** refused, not accepted
- defect** fault
- depot** bus garage
- designated** planned, timetabled, scheduled
- destination** finishing point
- detracted from** made something less pleasant or enjoyable
- detrain** get off a train or be helped off a train
- direct transfer** travelling straight to a country without stopping anywhere else on the way
- disciplinary procedure** what happens to an employee accused of doing something wrong at work, aiming to correct their behaviour; action that takes place when rules have not been obeyed
- discipline** obedience to rules or standards of behaviour
- disregard** (in radio communication) 'ignore the last message I sent'
- divulge** tell
- DO** Driver Only (abbreviation); where there is no guard on a train
- duty schedule** a list showing which employee is assigned to which duty
- duty summary report** a brief description of an employee's duties
- effective** of use
- efficiently** well, capably
- empathise** understand, sympathise with
- employee** a person who works for somebody else to earn his/her wages; a worker, a member of staff
- employer** a person who pays other people to work for him/her; a boss, a company owner
- enclosed** attached to or supplied with
- ENDETRAIN** entrain and detrain (i.e. get on and off a train)
- ensure** make sure, make certain
- entitled** allowed, permitted
- entitlement** what you have a right to receive
- entrain** to get on a train or be helped onto a train
- established** set up
- exceeded** gone over or beyond
- exception(s)** person(s) or thing(s) that are not included
- excess baggage** luggage that exceeds the allowed limits for weight, size, or number of pieces
- excess baggage charge** an amount of money that a customer must pay if their luggage exceeds the allowed limits for weight, size, or number of pieces
- exempt** not bound by the same rules
- expires** runs out
- expiry date** the last date that something (e.g. a travel pass) can be used
- extinguish** put out
- facial expression(s)** the look on a person's face that shows particular feelings or emotions, e.g. smiling to show happiness
- factual** truthful, not made up or exaggerated
- failure** not a success; a let-down
- familiarise** make known and more familiar
- fauna** animal life
- fire extinguisher** equipment used to put out or stop a fire
- fire-retardant** a substance that stops or slows down burning
- flammable** easily set on fire
- flexibility** usefulness in different circumstances
- flight code** a particular code given to each flight, made up of an abbreviation of the airline name followed by the flight number
- float** a sum of money given at the start of a shift to use for giving passengers change
- flora** plant life
- focus** concentrate
- formal** official and proper
- format** the way a piece of text is set out
- fraud** dishonesty involving money
- free travel** travel at no cost to the passenger
- functional** working, going
- gestures** movements of the body, usually the arms or hands, that mean something, e.g. waving
- gist** the general idea of what something is about
- GMT** Greenwich Mean Time (abbreviation); also called Greenwich Meridian Time
- gross misconduct** extremely bad or unacceptable behaviour; serious wrongdoing; breaking the rules in a very bad way
- handbook** a guidebook or book of instructions
- hasty** in a great hurry
- have due regard** have the right amount of care and respect for something or somebody, e.g. *He acted with due regard for passengers' safety*

- hazardous** dangerous, harmful
- head code** the code that indicates a particular train
- hereafter** from now on
- hereunder** below
- hinder** get in the way of
- hologram** special three-dimensional icon used to prevent fraud
- host** a person who has invited somebody to do something
- hour** unit of time; one hour is made up of 60 minutes
- hours ahead of GMT** hours fast of GMT
- hours behind GMT** hours slow of GMT
- illuminated** lit up
- impressed** pleased, delighted
- improved** made better
- in the process of** in the middle of (doing something)
- incident** an event, something that happens
- inclusive** complete, including the things mentioned
- indemnity** insurance, protection against future loss
- indicate** point out or show
- indication** sign, signal
- info** information (abbreviation)
- informal** relaxed and comfortable
- information** facts or knowledge
- inhaling** breathing in
- insubordination** disobedience
- intended** meant, planned
- intonation** the way in which changes in the musical pitch of the voice are used to make up speech and to add to meaning
- irritated** cross, angry or annoyed
- italics** letters written in sloped writing *like this*
- jargon** language that is particular to certain jobs or subjects and is therefore not widely used or understood by everybody
- kg** kilograms (abbreviation); also known as kilos
- Laissez-Passer** a permit, a document allowing the holder to pass
- LD3** type of container that can be loaded directly into the hold of a plane
- line manager** member of staff directly in charge of you and your work
- live electrical equipment** machines and equipment that use electricity and are plugged in
- location** place such as a particular station or department
- logical** sensible
- logical order** order that things should be done in; not out of sequence
- logistics** the organisation and skills needed when doing something complicated, e.g. *The logistics of getting all the stock for the new shop caused plenty of practical problems*
- logo** an emblem, icon or style belonging to a company
- LUG** luggage (abbreviation)
- maintain** keep up or continue
- major** biggest, most important, main
- mandatory** what you must do
- manifest** list of passengers
- manual** 1 by hand, in person, without the use of machinery
2 an information pack or book
- max** maximum (abbreviation)
- maximum weight limit** the heaviest weight allowed
- mental** of the mind or imagination
- minute(s)** unit(s) of time; there are 60 minutes in one hour
- misaligned** crooked, not in the correct position
- monetary** to do with money
- mutual** on both sides, shared
- negative** off-putting, unhelpful
- negative criticism** unhelpful comments on the behaviour or actions of another person
- negligently** without due care and attention
- nil** zero, nothing, none
- NLC** National Location Code (abbreviation); a four-character code, shown on the ticket, used to identify each station
- non-cash payment** a payment made with something other than money, e.g. using a card, cheque or voucher
- non-compliance** not following the rules, disobedience, not co-operating
- non-standard** not typical or recognisable to everyone
- non-verbal** not spoken
- northbound** travelling towards the north
- notified** told
- numeral** a number
- observe** 1 notice, pay attention
2 follow, abide by
- obstructed** blocked
- occurrence** event, thing that happened
- odometer** an instrument that measures the distance travelled by a vehicle
- operate** run or work

operating 1 working, e.g. *he is operating the machine*
2 in action, e.g. *the machine is operating*

origin starting point

out (used in radio communications) 'I have finished my message and do not expect a reply'

over (used in radio communications) 'I have finished my message and I am expecting a reply'

PAX passenger(s) (abbreviation)

pedestrians people walking

penalty punishment

per item for each piece (of luggage)

persistently regularly, all the time

personal individual and special

phonetic alphabet a system used in nearly every country of the world to spell out letters in codes and words; it ensures that similar sounds do not get confused and cause misunderstanding

PLS please (abbreviation)

pm abbreviation for *post meridian* which means 'after midday'

policy 1 a general plan of action

2 rules to be followed in a company

positive helpful and encouraging

positive criticism helpful comments on the behaviour or actions of another person

posture position of the body

power-operated doors doors on a train where the opening and closing are controlled by the driver or guard

principal main

priority main concern

proactive practical and hands-on; showing initiative

probationary period trial period for a job to find out if an employee is suited to it

procedure(s) a series of actions to be followed at work when carrying out a particular task or under particular circumstances

proceed continue, go on, carry on

process way of doing something

prohibition instruction not to do something

prompt remind or instruct

promptly straight away

provision providing or supplying anything that is required

PTE Passenger Transport Executive (abbreviation)

purchase buy

pursuant to in agreement with; if something is done pursuant to a law or regulation, it is done in agreement with that law or regulation, e.g.

Pursuant to the local bye-law, he didn't ride his bike in the park

qualities merits or good traits of a person

receipt of receiving

reconciliation of passengers the process that makes sure that the number of passengers boarding a plane matches the number of passengers that checked in

rectified put right

reflective surface a surface, e.g. a white wall, that reflects the brake lights when the brakes are applied so that they can be seen by the driver in the rear view mirror

rehearse practise

relevant applying directly to the situation

reliable trusted to work well or behave in the way that you want it to, e.g. *You can depend on that radio; it has always been reliable*

rendezvous a meeting

resolve solve or sort out a problem

responsibilities things you should do, e.g. *It is my responsibility to lock the doors of the workshop before I go home*

restricted travel travel that can only be made during certain hours or to certain destinations

return journey there and back

revenue the money that a company receives from the people who use its service

reverse go backwards; go the opposite way round

rights things you are entitled to, e.g. *I have the right to see a doctor without paying for the appointment*

roadworthy fit to be driven on the road

ROPT ride on pallet truck (abbreviation)

roster table listing all the members of a team and the time of their duties

RTE route; a three-number code used to identify specific routes for travel

sarcastic mocking

scan look quickly through a piece of writing to find particular words or phrases

schedule a rota; a list of employees who are working on any given day, week, or month in a workplace

seating capacity the number of people who can sit on the bus

selected chosen

shift the time period during which groups of workers carry out duties; at the end of the period, they are replaced by another group of workers doing the same job

sincere truthful and friendly; not pretending or acting

single one-way journey

skim read a piece of text very quickly to get the general idea of what it is about, without reading every word

skimming reading quickly to get an idea of what written information is generally about

slang language used in very informal social situations

solely only, just

solution answer to a problem

southbound travelling towards the south

specific exact, particular

strategies methods or ways of doing something

subject main topic or purpose of a text

substances materials or liquids

sufficient enough, e.g. *There are **sufficient** biscuits here for everybody to have one*

summary dismissal removing an employee from their job straight away; giving an employee the sack

T junction where two roads meet in the shape of a T

tension strain and stress caused by a difficult situation

terminal point place where a route ends

termination end, stop, finish

territories parts of a country that are often overseas; provinces

text written or printed language

THANX thank you (abbreviation)

timesheet fraud dishonesty involving filling incorrect times onto a timesheet in order to claim money for more hours than were worked

TOC Train Operating Company (acronym)

TOI Train Operator Indicator (abbreviation); a two- or three-letter code used to identify the train company responsible for fares for individual journeys

tone the manner in which something is said, e.g. sadly, in a bored way, excitedly

transaction payment, deal or business

transit travel, transfer

travel restrictions destinations or times that are not included on the travel permit

undergo go through, experience

undermentioned things written about below here

undersigned the person who has signed his/her name below this

undertake agree to, take on

unique the only one like it; no other one is the same

unlimited pieces as many items (of luggage) as you want

unrestricted travel the option to travel anywhere at any time

unroadworthy not safe to be used on the road

unsupported not proved; based on opinion without evidence

UTC Universal Time Constant (abbreviation); also known as Co-ordinated Universal Time, it is the same as Greenwich Mean Time

vacated left empty

valid acceptable

validate confirm, approve

validity code the code that tells you when a ticket can and can't be used

vehicle allocation sheet sheet which shows which vehicle is assigned to which job

ventilation circulation of air

vigilant observant, watchful; paying careful attention; alert to any possible danger or trouble

visualise see in your mind's eye, make a mental picture of something

vital extremely important

warrant a method of paying for a ticket

Zulu Time another name for Greenwich Mean Time