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| Overview | This standard is about preparing a learner for an assessment of competency in the Tram and Tramway environment. You will be able to monitor a learner’s progress against the standards of competency required by your organisation and be able to confirm opportunities for a learner assessment of competence. You will know and understand the range of assessment types available and how to support a learner to prepare for an assessment. Where barriers to assessment are identified you will be able to support a learner overcome these as well as reviewing learner progress during the preparation for an assessment and adapting plans for an assessment of competency, as required.  This standard is for those who work in a training role at supervisor level in the Tram and Tramway environment. |

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| **Performance criteria**  You must be able to: | 1. monitor a learner’s performance against the standard of competency set by your organisation 2. review the evidence obtained of learning and achievements by the learner 3. confirm opportunities for an assessment of competency to take place in the Tram and Tramway environment, in line with organisational requirements 4. prepare a learner to undertake an assessment of competency 5. identify when a learner is not ready to undertake an assessment of competency 6. support a learner to overcome any identified **barriers** that may prevent them from undertaking an assessment of competency 7. review the learners progress during the preparation for an assessment and adapt plans for an assessment of competency, as required |

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| Knowledge and understanding  You need to know and understand: | 1. how a standard of competency is set and monitored by your organisation 2. the methods and techniques for reviewing a learner’s progress against the standards set by your organisation 3. the range of assessment types in use by your organisation for confirming competency in the Tram and Tramway environment 4. the importance of confirming competency of learners in the Tram and Tramway environment 5. the importance of reviewing learners progress and the most suitable opportunities to do so 6. the different methods used to monitor learners’ performance against agreed standards 7. how to support learners to prepare for an assessment of competence 8. how to support learners to remove identified barriers to assessment 9. how to adapt plans for assessment of competency in the Tram and Tramway environment |

**Additional Information**

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| Scope related to performance criteria | P5 **Barriers** may include; confidence, lack of skills and knowledge, resource. |
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**Additional Information**

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| Glossary | **Tram**  Tramcars, tram vehicle, and any other rail vehicles that operate on tramways. It includes one or more trams coupled together and includes non-passenger-carrying vehicles.  **Tramway environment**  Includes the tramway (a set of rails, switches and crossings which form the route of a Tram), infrastructure (fixed assets used for the running of the Tram transport system, including, the tramway, bridges, tunnels, stops, stations and fixed equipment for signalling, communications and electrification), depots, stabling yards. |

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| **Developed by** | UK Tram |
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| Indicative review date |  |
| Validity | Current |
| Status | Original |
| Originating organisation | New NOS |
| Original URN | New |
| Relevant occupations | Transport Operations and Maintenance |
| Suite | Tram Driver Training |
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