



**Train Examination
(Braking System)
Addendum**

**Knowledge
Checklist**

(Generic Version)

Version 1

June, 2011

IMPORTANT NOTICE

This booklet is one of a series of generic training and assessment templates developed by the Association of Tourist & Heritage Rail Australia Inc (ATHRA) as guides for heritage railway operators seeking to develop or upgrade their local training and assessment resources.

This booklet and others in the series are not intended to be training resources in their own right but rather to be suitably customised, embellished and adapted by railway operators to match the specific context of their own railway, e.g. types of locomotives, rollingstock and associated equipment, the track layout and infrastructure, the local standard procedures and rules, the safety management and safeworking systems, the railway organisational structure, and the roles and functions of personnel in the railway, etc.

Railway operators seeking to use this booklet and others in the series should initially refer to the ***ATHRA Customisation Guidelines Booklet*** which provides important information on how the generic templates should be used.

Disclaimer

The information contained herein is made available by the Association of Tourist & Heritage Rail Australia Inc (ATHRA) as part of a set of ***generic training and assessment templates*** for use by individual heritage railway operators.

It is intended that heritage railway operators will be able to create their own local training resources by suitably modifying, embellishing and customising the generic templates to meet their own requirements.

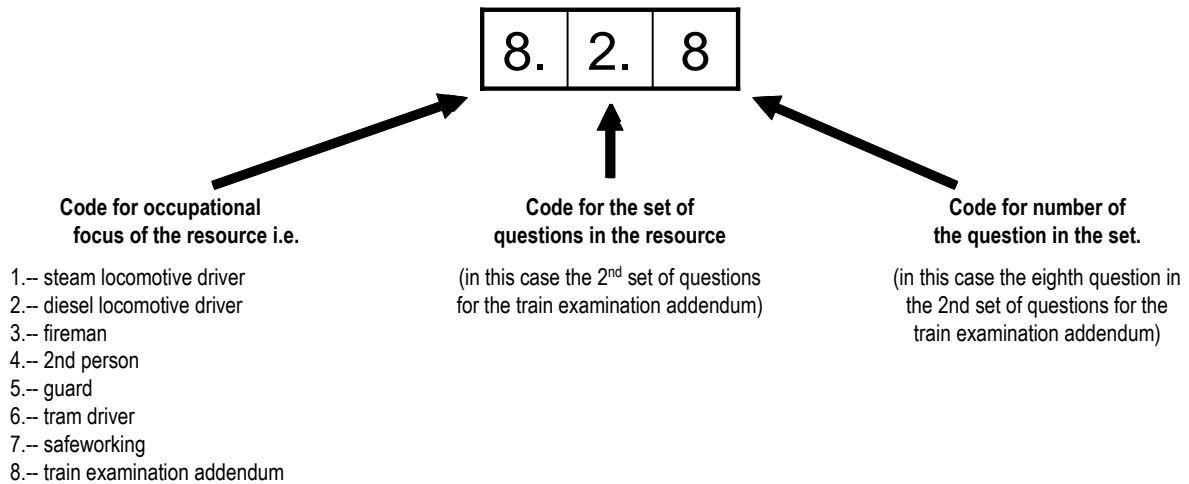
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NOTES

CODING SCHEME FOR THE ATHRA RESOURCES

The coding scheme for the ATHRA Resources is as follows:



CUSTOMISATION OF QUESTIONS IN THE 'KNOWLEDGE CHECKLIST'

As explained in the ATHRA Customisation Guidelines, this **Knowledge Checklist** is a generic document designed to be customized and adapted, if necessary, by local heritage railways to match their own railway configuration, equipment, procedures, safety management systems, etc. Questions in the booklet and related sample responses in the **Mentor's Q&A Booklet** may be modified by updating the content of the existing templates to incorporate appropriate information about the railway's own operating system, equipment, road, procedures, safety management system, etc. This may involve appropriate alteration to existing questions or the insertion of additional suitable questions.

To aid in the addition of questions, if needed, a blank row has been provided at the end of each set of questions in the generic checklist. The following is a step-by-step process to incorporate any additional questions:

1. Using the mouse, select the blank row
2. In the 'TABLE' drop down menu at the top of the document select 'Insert'
3. Click on 'Insert rows below'
4. Repeat as many times as necessary until you have sufficient rows for the additional questions (including the original blank row in the generic document)
5. Insert the text for each of the additional questions
6. Insert the codes of the additional questions as per the coding scheme for the ATHRA training and assessment resources
7. Make sure there are matching questions and sample responses in the **Mentor's Q&A Booklet** with the same code

Question Set 3.1 Role and responsibilities of a person conducting a train examination (braking system)

- Q3.1.1 Who conducts a train examination (braking system) in a heritage railway?
- Q3.1.2 What is involved in a train examination (braking system)?
- Q3.1.3 What is the **braking system** used on heritage trains in your railway?.....
- Q3.1.4 Briefly describe your **main responsibilities** when conducting a train examination (braking system)?
- Q3.1.5 What are the **potential consequences** of not conducting a train examination (braking system) in accordance with the railway operator’s standard procedures?
- Q3.1.6 What **action** must you take if you find a defect during a train examination (braking system)?.....
- Q3.1.7 What **action** must you take if you are involved in a safety incident during a train examination (braking system)?
- Q3.1.8 Give three examples of **hazards** that exist when carrying out a train examination (braking system)?
- Q3.1.9 Give two examples of **risk management strategies** to control hazards when carrying out a train examination (braking system)?
- Q3.1.10 *Blank for additional question?*

Question Set 3.2 Westinghouse air brake system check

- Q3.2.1 What is the **initial step** in the conduct of a Westinghouse air brake system check performed by a person conducting a train examination (braking system)?
- Q3.2.2 What **observations** does a person conducting a train examination (braking system) need to make when walking along the driver’s side of the train during a Westinghouse air brake system check?
- Q3.2.3 What **action** must a person conducting a train examination (braking system) take on reaching the last vehicle of the train during a Westinghouse air brake system check?
- Q3.2.4 What **observations** does a person conducting a train examination (braking system) need to make when walking back along the opposite side of the train during a Westinghouse air brake system check?
- Q3.2.5 What **action** must a person conducting a train examination (braking system) take on arriving back at the locomotive during a Westinghouse air brake system check?
- Q3.2.6 What brake checks need to be made by the guard if **another vehicle is attached** to the consist during the running of a train?

- Q3.3.7 Describe what brake checks need to be made by the guard if the locomotive is **detached** from the train for any reason whatsoever?
- Q3.2.8 **What must a driver do** if a defect or deficiency is found in the braking system during the conduct of a Westinghouse air brake system check?
- Q3.2.9 *Blank for additional question?*

Question Set 3.3 Vacuum brake system check

- Q3.3.1 What are the steps involved in the conduct of a **vacuum** brake test after a train has been **marshalled** prior to its departure?
- Q3.3.2 What are the steps involved in the conduct of a vacuum continuity brake test at **terminal stations** and at locations when vehicles have been added to the train?.....
- Q3.3.3 Describe what action must be taken if there are any **difficulties** involved in creating the required vacuum when a locomotive is attached to a train.
- Q3.3.4 What must a driver do if a **defect or deficiency** is found in the braking system during the conduct of a vacuum brake system check?
- Q3.3.5 What must a driver do if the **vacuum brake fails** and the defect can' be remedied in reasonable time
- Q3.3.6 What action must be taken if it is necessary to **isolate a vacuum cylinder** in the vacuum brake system of a train?
- Q3.3.7 *Blank for additional question?*

RECORD OF THE KNOWLEDGE ASSESSMENT

Name of Rail Operator

Date assessment completed

Name of candidate

Signature of candidate

Name of the person conducting the assessment.....

Signature of the person conducting the assessment.....

Number of questions satisfactorily answered
(as per the ticked boxes on checklist)

COMMENTS OF THE PERSON CONDUCTING THE ASSESSMENT