SCC Training
Briefing Notes
Module 4: More Protocols

Introduction

The Safety Critical Communications training programme is modular. The full programme consists of **six** modules:

- Foundation
- Protocols 1 (ABC-P, Phonetic Alphabet, Numbers, Time)
- Structure and Lead Responsibility
- Protocols 2 (Standard Words and Phrases, Emergency Call, Equipment)
- Confirming Understanding (Repeat Back, Questioning)
- Communication Skills (Assertiveness, Challenging, Understanding Other's Needs)

For best results, please deliver the modules in order. It is especially important to deliver the **Foundation Module** first. However, you may want to prioritise one of the other modules if you are faced with a particular communication issue.

Timing

The module will take at least 45 minutes to deliver. The timings are as follows:

- Presentation Content: 17min
- Discussions and Questions (3): 20min
- Test Questions: 10min
- Optional material: 2min

Discussions

Do not skip the discussions. They are essential to the learning process. Without them, the content will just be a stream of meaningless words. It is important that attendees work through the issues themselves as well as listening to the briefing material.

Try and ensure that everyone participates in the discussions. You may need to balance 'loud' individuals with those more reluctant to speak. Bear in mind that the quiet, thoughtful person at the back of the room may have a valuable contribution to make.

Your input is welcome. Your specific experience and knowledge are relevant to the discussion. You may wish to guide the discussion and make it relevant to your particular area of the industry, though please don't detract from the minimum standard set by this training course.

Notes for each discussion are provided below in the Content Notes. Don't 'wade in' with your answers too early. Let the group make their own suggestions and perhaps argue with each other.

National Minimum Standard

The standard is composed of **Key Learning Points** which are highlighted throughout the module and again, in the summary at the end. There is nothing difficult or complex about the standard. It simply seeks to set a minimum level, above which we should all be operating.

The **Key Learning Points** for this module are**:**

- **Use the standard words and phrases**

- **Learn to make an Emergency Call**

- **Safety Critical Communications is a formal conversation**

The Test

The test is not designed to catch anyone out. It simply makes sure that attendees have understood the material. The questions are all based on the National Minimum Standard. As the Briefer, you will be responsible for delivering the questions, which are provided below.

The questions should be directed to **individuals** within the group, making sure that **each person answers at least one question**. If someone fails a question, allow the other group members to help them, and then ask them another.

Delivering the Presentation

The PowerPoint presentation contains voice-over and example communication recordings. You will therefore need to make sure that you can **deliver audio to the room** at a suitable volume.

Most of the content is voice-over driven and the **slides will auto-forward**. However, we have paused the auto-forwarding in certain places to allow you to facilitate a discussion, play an example, or check that attendees are happy with the content.

Slides which require you to press forward (space bar, forward arrow or left-mouse click) are marked with this icon in the bottom right-hand corner.
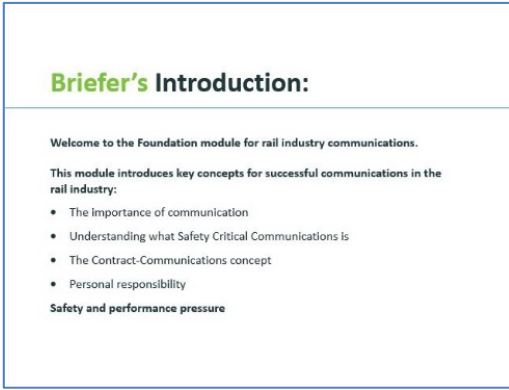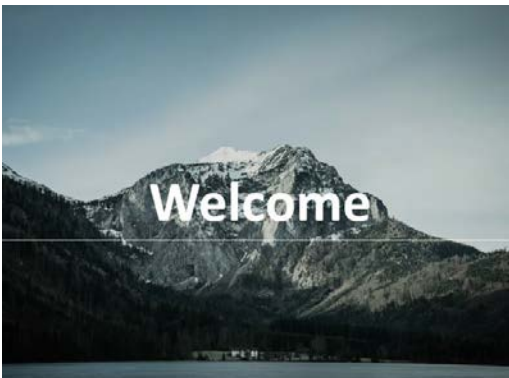
VO   Slides containing voice-over. Note, the voice over is **sometimes delayed** to allow learners to digest the contents of a slide before listening to it. **Be patient!**

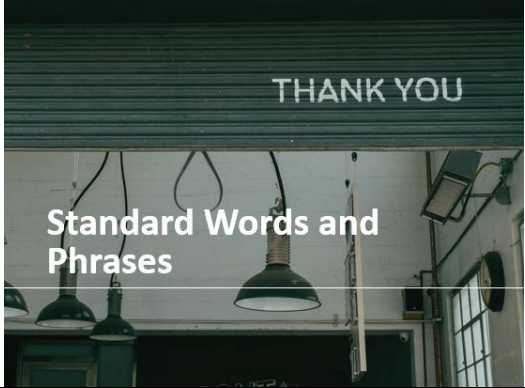…VO pause before VO   VO… pause after the VO   VO…VO pause between VOs

Content Notes
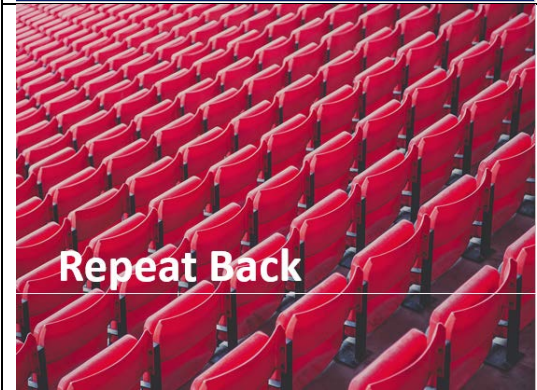
The following relate to specific content in the module. You may wish to have the module open

Page Reference	Notes
	The presentation has some notes at the beginning. These are for you, the Briefer, and not for attendees.
	This Welcome page is designed to sit on the screen while you take care of 'housekeeping' details such as fire exit and introductions.
	This first section recaps some of the key points about rail industry protocols that we dealt with in module 2.

THANK YOU **Standard Words and Phrases**	This section looks at the reasons we have developed standard words and phrases. We start with a discussion. Many attendees will be familiar with the standard words and phrases but have probably never thought about why we need them.
DISCUSSION Q. **Why do we** have standard words and phrases? Q. **Which ones** can you remember?	Hopefully you'll get answers along the lines of removing ambiguity and helping with clarity in noisy situations. Write the remembered standard words and phrases on a flip chart – we'll compare them later. If your attendees are all new to the industry, they may not know any of the standard words and phrases. In this case, get them to think about how to use a radio – they may have heard 'over and out' on the telly! **There is no need for you to provide answers** – we'll do that in the following slides
List of standard words and phrases: a) Phrases to use when **using a radio or telephone** **Correction** I have made a mistake and will now correct the word or phrase just said. **Repeat back** Repeat the message back to me. [Steering Group Note, the rule book states: "repeat **all of** the message back to me. This is unrealistic for detailed conversations where several 'repeat backs' are required.]" **This is an emergency call** This message provides information which needs immediate action to prevent death, serious injury or damage. b) Other phrases to use when **using a radio and only one person can be heard at a time** **Over** I have finished my message and am expecting a reply. **Out** I have finished.	Compare the ones you generated in the earlier discussion to the official list. You may find that you have many more on your flip chart. This may be because certain roles, eg. Signaller, have created additional phrases to support their communications.
Here are some more phrases that a Signaller may use: "Make no further movements….." "Await signal….." "Obey all other signals." "When I give you permission…." "Proceed at caution." Beyond /approach approach…. beyond….. Skip this section	This section provides some of the standard words and phrases used by Signallers. Please **run through these if your attendees are Signallers or are likely to interact with them**. You can skip the section by clicking on the blue button. Else, move though the section as usual (space bar, arrow keys, left mouse…)

Correction	This section focuses on one of the key words: correction.
What effect does the Signaller's mistake have on the message Opening? Example — Model Answer These examples are all taken from recorded communications.	The Signaller's exclamation throws him out of sequence and he asks what the driver needs before allowing the driver to identify himself. This in turn throws the driver out but he recovers and provides an accurate identification. In the model answer, the message **Opening** is correct.
Which version is more 'ABC-P?' Example — Model Answer Note, this recording may sound strange if you are unfamiliar with shunt moves. The communication takes place over a radio in a shunt yard. The train movements are given using the location of the trains.	Remember: Accurate, Brief, Clear and Professional. Obviously, the model answer is more 'ABC-P.' In the model, the controller takes the time to restate the instruction. It's not enough to simply say 'correction.' **We must also gather our thoughts and provide a clear statement.**
Repeat Back	This section looks at the standard phrase: repeat back. We've looked at this in module 3 and we'll return to it again here and in module 5.

Use the standard words and phrases: a) using a radio or telephone **Correction** **Repeat Back** **This is an emergency call** b) using a radio and only one person can be heard at a time Over Out KEY LEARNING	Now we get to our first Key Learning Point: **Use the Standard Words and Phrases.** Note, we haven't explored 'over' and 'out' as they are fairly self-explanatory. Also, we haven't looked at 'This is an Emergency Call' because we're giving it a section all of its own...
Making an Emergency Call	This section focuses on making an Emergency Call.
Mini Workshop **Split into groups.** **Each group** should write a realistic emergency scenario, **relevant to their job function.** **One member** of each group should make the emergency call while the rest listen in. Whilst it is stressful to make a call in front of your peers it is more stressful to make an emergency call in a real emergency situation.	**Do not miss this out.** Split into groups of 3 of 4, depending on the size of your class. Try and get people with similar job roles into the same group so they can work on a relevant scenario (all attendees may work in similar roles). Making the call: you can make this more realistic if you have use of mobile phones. Get a member from each group to leave the room and call in to report the emergency. Put the receiving phone on 'speaker' so that everyone can hear. Make sure that everyone gets an opportunity to practice making a call.
Communication Equipment	This section looks at GSM-R technology and compares it to the simplex radio system. GSM-R brings many benefits but our research identified a common problem with communications become too informal and 'chatty.'

In **what manner** are the participants talking to each other? Specifically, **what is happening?** What happens **as a result?** ▶ 🎵 MP3 The hand signaller is standing track-side, talking on a GSM-R radio.	They are talking informally, chatting like mates. Specifically, they are over-talking each other. The hand-signaller misses a key part of the message "at my instruction," because he starts talking too early. If your attendees are unfamiliar with hand signallers, think of them as an assistant – working trackside on behalf of the Signaller. Note this communication is an **exaggeration** of a real one which contained over-talking.
What effect has the simpler equipment had? (think ABC-P) ▶ 🎵 MP3	The conversation is more formal. There is no over-talking. Overall, whilst not perfect, the communication is more: • accurate • brief (by a long way] • clear • and professional. The limited simplex technology forces them to use the radio protocols. A by-product is that the conversation becomes more structured and more formal – less chatty.
📖 **KEY LEARNING** □ **Safety Critical Communications is a formal conversation.**	Note. We've made this statement for simplicity. Our industry has a big problem with 'chatty' communications and we need to change. However, we should recognise that our communications CAN become more conversational if we're discussing a problem – talking about a situation and assessing options. You may need to talk this through with attendees. However, the majority of our communication should be FORMAL.
📖 **KEY LEARNING** **1** Use **the standard words and phrases** **2** Learn to make an **Emergency Call** **3** Safety Critical Communications is a **formal conversation**	This slide is designed to enable you to run this as a mini question and answer session (ask them to remember), or as a straight 'tell them' slide.

SAFETY CRITICAL COMMUNICATIONS **Every time we hold an operational conversation, we are agreeing a contract** **- keep the contract tight** Your briefer will now conduct a **short test** to confirm understanding.	

M4 Test Questions

This module has presented the 'Protocols 2' module of the course.

The National Minimum Standard requires that attendees understand the following Key Learning Points:

The **Key Learning Points** are:

1. **Use the Standard Words and Phrases**
2. **Learn to make an Emergency Call**
3. **Safety Critical Communications is a formal conversation**

Questions

Make sure that everyone in the room answers at least one question. It's best to ask them in order as some of them build on previous questions.

1. **Q. If you make a verbal mistake and want to 'put it right,' which standard word should you use?**

   A. Correction

2. **Q. Which Standard Phrase is used to confirm understanding?**

   A. 'Repeat Back'

3. **Q. 'Repeat Back' should only be used at the end of a message. True or False?**

   A. False. Repeat Back can be used at any point, to confirm details relating to the message-opening, information or actions.

4. **Q. If a 'repeat back' has taken place during a message, you don't need to add another one at the end. True or False?**

   A. False. A safety critical communication must always have a 'repeat back' at the end to confirm understanding.

5. **Q. Which standard phrase should be used to open a call made in an emergency situation?**

   A. 'This is an emergency call'

6. **Q. An emergency call has a completely different structure to a normal communication. True or False?**

   A. False. An emergency call must still have an opening followed by information, actions and confirmation.

7. **Q. Name three bits of information you should give at the start (opening) of an emergency call.**

   A. Name, location, and one of: role or company (it is best to provide all four of these items)

8. **Q. Emergency Calls made using the GSM-R system are simplex, 'press to talk.' True or False?**

   A. True. GSM-R is usually a duplex system but when making an emergency call, the system uses 'press to talk.'

9. **Q. In normal operation, GSM-R is a full duplex system. To save time, we should try and talk at the same time as the person we're communicating with. True or false?**

   A. False. We should avoid speaking at the same time in case we miss what is being said.

10. **Q. Is safety critical communications a formal or informal conversation?**

   A. Safety critical communications are formal. There is no space for chatting or 'sounding off' about an issue.