

On-the-Job Training Standards
For
Locomotive Engineer Trainees

February 12, 2019

Foreword

The OJT tasks identified below assumes a continuous and ongoing positive conversation between the designated instructor / qualified person and trainee. It means enough opportunity for conversational feedback before, during, and after any task is undertaken. The purpose of this conversation is to ensure learning transfer occurs. Depending on task complexity and learner skill level, most adults gain mastery of new skills through practice and repetition. OJT standards provide the basis for measuring mastery of new skills in a fair and objective manner. It is understood that many of the tasks below are presented in a manner that may suggest non-complying conditions must be present for the trainee to demonstrate proficiency. That is not the case and it is for this reason that a positive conversation between teacher and learner is encouraged throughout the OJT process.

Please also note that there is no obligation under 49 CFR Part 243 for employers to train safety-related railroad employees on skills they will never apply in connection with their duties. For example, if an employee will not be required to perform duties in passenger service, no training on those tasks is required.

On-the-Job Training Roles and Responsibilities – Example Template

1. The **designated instructor** serves as the overall coordinator of the specific OJT program and is primarily responsible for:
 - Acting as the principal point of contact for the process, and ensuring the process is properly implemented.
 - Ensuring that all trainees and qualified persons involved in the OJT process have received hard copies of the OJT program or electronic copies of the checklist.
 - Providing guidance to both the trainee and qualified person in the process once they have received the OJT program.
 - Ensuring that trainees have access to all the supporting publications listed in this OJT program.
 - Ensuring the trainee has successfully completed all safety-related tasks to become a qualified member of an occupational category or subcategory.
2. The **qualified person** (sometimes referred to as a peer trainer) may serve as the mentor/coach for trainees. The qualified person must be qualified and has a duty to communicate with the trainees to ensure OJT is properly administered throughout the process. The qualified person will also provide daily briefings at the beginning and end of each day regarding the specific tasks focused on during that day. The trainee may perform OJT under the direct onsite observation of any qualified person, provided the qualified person has been advised of the circumstances and is capable of intervening if an unsafe act or noncompliance with Federal railroad safety laws, regulations, or orders is observed. **However, the trainee must demonstrate OJT proficiency to the satisfaction of the designated instructor to become a qualified member of an occupational category or subcategory.** A designated instructor and qualified person can be the same person.
3. The **trainee** (new hire) has the responsibility to pay close attention to the qualified person providing OJT, and to take advantage of the knowledge and experience he or she has to offer. Tracking progress of the OJT is essential and is the trainee's responsibility. Trainees should be aware of, and abide by, the following:
 - The designated instructor and/or qualified person will provide practical information and advice on the requirements and responsibilities of assigned duties.
 - Trainees are responsible for completing any narrative and self-study assignments outside the scope of this OJT program. Additional assignments are an integral part of the training experience and must be completed before being deemed qualified by the employer.
 - To gain the maximum benefit from the OJT experience, trainees should:
 - Remain alert and involved in the training activities.
 - Ask questions and learn from feedback.
 - Take notes and apply previous lessons.
 - Complete all required assignments.

- Become familiar with and comply with FRA regulations, railroad safety rules, and other procedures mandated as a condition of employment by the employer.
- Develop and maintain a learning attitude.
- The OJT experience is designed to be much more than following a qualified person around and watching what he or she does. Trainees must take an active role in the OJT and thoroughly engage in the various job tasks outlined in this OJT program.
- Expect the qualified person to say, “Here, you give it a try.” Remember, while progressing through the OJT program, trainees can learn skills, to develop knowledge, and to adopt work habits and routines that will last throughout a railroad career.
- Tracking and documenting OJT progress is an essential process step.

Guidelines for On-the-Job Training Program Coordination and Administration

In most cases, the first week or so of employment will involve administrative details and an overall orientation. Although it is understood that a trainee’s duties may overlap with other organizational requirements, each day of OJT should focus on one of the major duties of the OJT program to the extent possible. Once the tasks have been selected, there should be both an initial briefing on the tasks to be completed at the beginning and end of each day.

- The purpose of the debriefing is to go through the day’s activities, and to focus on each of the tasks associated with the task selected.
- There is no required sequential order for completing the OJT associated with any task, and no attempt is made to prioritize any tasks. Although OJT should be focused on a task, it is anticipated that the task standards will be accomplished based on available training opportunities.

Important Note: Although OJT is a critical aspect of 49 CFR Part 243, FRA will consider, on a case by case basis, alternate approaches to OJT in lieu of the traditional approach (*see 49 CFR § 243.5- On-the-job training*). For example, some employers or training organizations may have access to state of the art indoor/outdoor training facilities that permit students to practice tasks that require neuromuscular coordination to learn in a controlled environment with minimal or no risk of personal injury. Other approaches may include; classroom practical exercises, role play, lab simulation, virtual reality (VR), and other emerging technologies. While FRA does encourage alternate approaches to OJT to lessen the risk of personal injury exposure to students, enough detail must be included in the submission and satisfy the regulatory requirements of 49 CFR § 243.101(d) (1-3).

Part 240 Subpart B: Component Elements of the Certification Process

<p align="center"><u>Performance</u> Tasks</p>	<p align="center"><u>Conditions</u> Tools, Equipment, Documents, Practice</p>	<p align="center"><u>Standards</u> Time, Completeness, or Accuracy</p>
<p>Train handling practices, demonstrate proper throttle modulation</p>	<p>Given an opportunity to operate a locomotive or simulator (type 1 or 2), on at least two separate occasions, to the satisfaction of a qualified person or designated instructor, the trainee will conduct a comprehensive job safety briefing, and:</p>	<p>Demonstrate the ability to use proper throttle and dynamic brake modulation with at least 90% degree of accuracy as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use appropriately to start, slow, and stop train <input type="checkbox"/> Reduce throttle on descending grades <input type="checkbox"/> Appropriate use of dynamic brakes <input type="checkbox"/> Appropriate waiting time before engaging dynamic brakes <input type="checkbox"/> Proper use to control slack action in train
<p>Train handling practices demonstrate proper use of air brakes</p>	<p>Given an opportunity to operate a locomotive or simulator (type 1 or 2), on at least two separate occasions, to the satisfaction of a qualified person or designated instructor, the trainee will conduct a comprehensive job safety briefing, and:</p>	<p>Demonstrate the ability to use proper air brake procedures with at least 90% degree of accuracy as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use appropriately to slow and stop train <input type="checkbox"/> Appropriate use of dynamic brakes <input type="checkbox"/> Proper use to control slack action in train <input type="checkbox"/> Actuate independent brake when necessary
<p>Train Handling, Switching in Yards and Industry tracks conventional and/or Remote-Control Locomotive (RCL)</p>	<p>Given an opportunity to operate a locomotive on at least two separate occasions, to the satisfaction of a qualified person or designated instructor, the trainee will conduct a comprehensive job safety briefing, and:</p>	<p>Demonstrate the ability to use train handling techniques necessary to safely perform switching operations in yard and industry tracks with at least 100% degree of accuracy as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Test RCL pull back protection (when applicable) <input type="checkbox"/> Establish and release Remote Control Zone (RCZ) <input type="checkbox"/> Operate within an RCZ <input type="checkbox"/> Coordination with other train movements within an RCZ <input type="checkbox"/> Starting/Stopping /Coupling cars without using the train's air brakes (independent) under the most demanding operational conditions <input type="checkbox"/> Stopping/Coupling cars using the train's air brakes (automatic) under the most demanding operational conditions <input type="checkbox"/> Cutting off cars in motion <input type="checkbox"/> Spotting cars (industrial switching)

Part 240 Subpart B: Component Elements of the Certification Process

<u>Performance Tasks</u>	<u>Conditions Tools, Equipment, Documents, Practice</u>	<u>Standards Time, Completeness, or Accuracy</u>
<p>Demonstrate an understanding of the general requirements for all train brake systems</p>	<p>Given an opportunity to read 49 CFR Part 232, Part 238, relevant railroad air brake train handling and/or operating rules, one oral briefing by the designated instructor or qualified person, the trainee will conduct a comprehensive job safety briefing, and:</p>	<p>Explain in enough detail, with 100% degree of accuracy;</p> <ul style="list-style-type: none"> <input type="checkbox"/> The minimum number of operative air brakes in a freight or passenger train at any given time. <input type="checkbox"/> The number of operative air brakes required on freight or passenger trains receiving a Class I brake test.
<p>Demonstrate an understanding of the general requirements for all train brake systems regarding the securement of unattended equipment</p>	<p>Given an opportunity to read 49 CFR Parts 232 & relevant railroad air brake train handling and/or operating rules, and at least one oral briefing by the designated instructor or qualified person, the trainee will conduct a comprehensive job safety briefing, and:</p>	<p>Explain in enough detail, with 100% degree of accuracy;</p> <ul style="list-style-type: none"> <input type="checkbox"/> The purpose of venting air from brake pipe at a rate not to exceed a service rate and leaving the angle cock in the open position on the first unit of equipment left unattended. <input type="checkbox"/> Number of handbrakes required to be applied on unattended freight or passenger cars. <input type="checkbox"/> Number of handbrakes required to be applied on unattended locomotives in the lead consist of a train <input type="checkbox"/> Number of handbrakes required to be applied on an unattended locomotive consist outside a yard <input type="checkbox"/> Number of handbrakes required to be applied on an unattended locomotive consist in a yard <input type="checkbox"/> Requirements for securing the controlling locomotive cab and/or reverser on unattended train standing on a main train or siding outside a yard with any loaded tank car containing a poisonous inhalation hazard, and/or a combination of twenty (20) or more loaded tank cars, or loaded intermodal portable tanks with hazardous materials
<p>Demonstrate an</p>	<p>Given an opportunity to operate a</p>	<p>Demonstrate the ability to perform the following air brake tests with 100%</p>

Part 240 Subpart B: Component Elements of the Certification Process

<u>Performance Tasks</u>	<u>Conditions</u> Tools, Equipment, Documents, Practice	<u>Standards</u> Time, Completeness, or Accuracy
<p>understanding of the requirements for performing air brake tests from the cab of a locomotive or cab car</p>	<p>locomotive or simulator (type 1 or 2), to read 49 CFR Parts 232 & 238, relevant railroad air brake train handling and/or operating rules, on at least two separate occasions, to the satisfaction of a qualified person or designated instructor, the trainee will conduct a comprehensive job safety briefing, and:</p>	<p>degree of accuracy as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class I <input type="checkbox"/> Class IA <input type="checkbox"/> Class II <input type="checkbox"/> Class III <input type="checkbox"/> Running (passenger only) <input type="checkbox"/> Standing Locomotive Brake Test <p>Note: Complete the following steps for each test above when applicable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Brake pipe pressure within 15 psi at which train will be operated, but not less than 75 PSI at rear of train. <i>(If passenger at the air pressure train will operate, but not less than 90 psi)</i> <input type="checkbox"/> Brake pipe service reduction of 20 psi. (freight) <input type="checkbox"/> After waiting 45-60 seconds (freight), maintaining feature (if equipped) cut-out and brake pipe leakage does not exceed 5 psi. <input type="checkbox"/> If used, air flow does not exceed 60 CFM. (freight) <input type="checkbox"/> Communicating signal system known to be operating as intended (passenger) <input type="checkbox"/> Emergency brake application and deadman pedal or other emergency control devices function as intended (passenger)
<p>Demonstrate train</p>	<p>Given an opportunity to operate a</p>	<p>Demonstrate their knowledge of the physical characteristics of the territory</p>

Part 240 Subpart B: Component Elements of the Certification Process

<p align="center"><u>Performance</u> Tasks</p>	<p align="center"><u>Conditions</u> Tools, Equipment, Documents, Practice</p>	<p align="center"><u>Standards</u> Time, Completeness, or Accuracy</p>
<p>handling skills and knowledge of physical characteristics</p> <p>NOTE: in accordance with §§ 240.125 and 240.127</p>	<p>locomotive or simulator (type 1 or 2), on at least two separate occasions, to the satisfaction of a qualified person or designated instructor, the trainee will conduct a comprehensive job safety briefing, and:</p>	<p>over which they will operate with a 90% degree of accuracy including the following that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wayside Signals <input type="checkbox"/> Highway crossings at grade <input type="checkbox"/> Railroad crossings at grade <input type="checkbox"/> Pedestrian crossings at grade <input type="checkbox"/> Crossovers <input type="checkbox"/> Control points <input type="checkbox"/> Passenger Stations <input type="checkbox"/> Wayside detectors <input type="checkbox"/> Curves & Topography <input type="checkbox"/> Tunnels & Bridges <input type="checkbox"/> Close clearances <input type="checkbox"/> Interlockings <input type="checkbox"/> Sidings, location and length <input type="checkbox"/> Track speeds <input type="checkbox"/> Remote control locomotive zones <input type="checkbox"/> Quiet zones <input type="checkbox"/> Method of operation <input type="checkbox"/> Joint operations <input type="checkbox"/> Temporal separation
<p>Apply Federal Regulations when conducting daily</p>	<p>Given an opportunity to read 49 CFR Part 229, §§ 231.29 and 231.30, or</p>	<p>Find, on three separate inspections, at least 95% of any non-complying conditions noted by the designated instructor or qualified person. Non-</p>

Part 240 Subpart B: Component Elements of the Certification Process

<u>Performance Tasks</u>	<u>Conditions Tools, Equipment, Documents, Practice</u>	<u>Standards Time, Completeness, or Accuracy</u>
locomotive inspections	relevant railroad rules inspect five locomotive consists, the trainee will conduct a comprehensive job safety briefing, and:	complying conditions may include, but are not limited to, the following: <ul style="list-style-type: none"> <input type="checkbox"/> Overdue locomotive inspection record (blue card) <input type="checkbox"/> Inoperative Headlights <input type="checkbox"/> Inoperative Auxiliary lights <input type="checkbox"/> Insufficient cab lighting <input type="checkbox"/> Insufficient gauge lights <input type="checkbox"/> Inoperable train horn <input type="checkbox"/> Inoperable bell <input type="checkbox"/> Inoperable or defective alerter <input type="checkbox"/> Unsanitary toilet compartment <input type="checkbox"/> Windshield distorting view of right-of-way <input type="checkbox"/> Broken hand rail, hand hold, or step <input type="checkbox"/> Oil (slipping hazard) on running boards <input type="checkbox"/> Excessive piston travel <input type="checkbox"/> Brake shoe worn <input type="checkbox"/> Obvious wheel defects (break, cracked, shelled, flat spots) <input type="checkbox"/> Insecure brake rigging <input type="checkbox"/> Multiple Unit cable properly stowed <input type="checkbox"/> Inoperable sanders <input type="checkbox"/> Inoperable uncoupling lever or coupler
Configuring Locomotives for Multiple Unit Operation	Given an opportunity to read § 229.13 or relevant railroad operating rules, the trainee will, on two separate occasions, to the satisfaction of the designated instructor or qualified person, conduct a comprehensive job safety briefing, and:	Demonstrate their ability with 100% accuracy, to perform the following: <ul style="list-style-type: none"> <input type="checkbox"/> Connect all required hoses and cables between locomotives <input type="checkbox"/> Set all locomotive cab switches, air brake valves, and cut-out handles in the appropriate positions for trailing or lead configuration. <input type="checkbox"/> Test to ensure all functions of the system in use respond to control from the cab of the controlling locomotive.
Apply Federal Regulations	Given an opportunity to read § 229.15	Conduct tests, determine compliance and achieve 100 percent accuracy on

Part 240 Subpart B: Component Elements of the Certification Process

<p align="center"><u>Performance Tasks</u></p>	<p align="center"><u>Conditions Tools, Equipment, Documents, Practice</u></p>	<p align="center"><u>Standards Time, Completeness, or Accuracy</u></p>
<p>when inspecting Remote Control (RCL) Locomotives.</p> <p>NOTE: this task is in addition to the required daily locomotive inspection</p>	<p>or relevant railroad operating rules and to inspect three remote control locomotive consists, the trainee will to the satisfaction of the designated instructor or qualified person, conduct a comprehensive job safety briefing, and:</p>	<p>three occasions by verifying functionality of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Automatic notification of operator incapacitated feature in one-person operation. <input type="checkbox"/> Locomotive control unit to respond to Operator Control Unit (OCU) in primary command. <input type="checkbox"/> Secondary OCU functions man-down features remain active, e.g. bell, horn, and emergency brake application. <input type="checkbox"/> OCU initiates full service application of locomotive and train brakes and drops tractive effort when signal from RCL to OCU is interrupted in excess of five seconds. <input type="checkbox"/> On/Off OCU switch if so equipped. Off shall cause full service application of locomotive train brakes and elimination of tractive effort. <input type="checkbox"/> Distinct and unambiguous audible or visual warning device indicating when locomotive is under active remote-control operation. <input type="checkbox"/> Full service application of locomotive and train brakes and elimination of locomotive tractive when main reservoir pressure drops below 90 psi. <input type="checkbox"/> RCL initiates emergency application of locomotive and train brakes when air valves and electrical selector switch is moved between manual and remote-control mode

Part 240 Subpart B: Component Elements of the Certification Process

<u>Performance Tasks</u>	<u>Conditions Tools, Equipment, Documents, Practice</u>	<u>Standards Time, Completeness, or Accuracy</u>
Control a shoving, backing, or pushing movement to a successful coupling or stopping at a specified spot using a radio.	Given a radio, a locomotive with a cut of cars, an engineer, and an employee directing the move will conduct a job briefing in accordance with CFR Part 218.99, Part 220.49, and any applicable operating rules. On three separate occasions, to the satisfaction of the designated instructor or qualified person, the trainee will conduct a comprehensive job safety briefing, and:	Demonstrate the ability to control a shoving, backing, or pushing movement using only radio communications. This task must be achieved with 100 percent accuracy and include the following: <ul style="list-style-type: none"> <input type="checkbox"/> Engineer must understand by whom the movement will be directed <input type="checkbox"/> Engineer must understand how point protection will be provided <input type="checkbox"/> Engineer must understand what method of communication will be used to control the movement <input type="checkbox"/> Movement will not begin until employee directing move specifies the distance of the movement. <input type="checkbox"/> The movement shall stop in ½ the remaining distance unless additional instructions are received.
Demonstrate an understanding regarding the radio transmission of mandatory directives.	Given an opportunity to read 49 CFR Part 220.61, and to be a member of a train or engine crew, on 3 separate occasions, to the satisfaction of the designated instructor or qualified person, the trainee will conduct a comprehensive job safety briefing, and:	Demonstrate the following with 100% accuracy and include the following: <ul style="list-style-type: none"> <input type="checkbox"/> The steps required by a train dispatcher or operator before a mandatory directive can be transmitted. <input type="checkbox"/> What information the receiving employee is required to provide before mandatory directive is transmitted. <input type="checkbox"/> How the receiving employee shall copy the mandatory directive. <input type="checkbox"/> Demonstrate the conversation between the person giving and the person receiving the mandatory directive after it is copied. <input type="checkbox"/> Demonstrate how to distribute copies of the mandatory directive to other train crew members.
Demonstrate an understanding of FRA definitions pertaining to handling equipment, switches, and fixed derails.	Given an opportunity to read § 218.93, the trainee will, to the satisfaction of the designated instructor or qualified person:	Explain the definition of the following, achieving an accuracy of 100%: <ul style="list-style-type: none"> <input type="checkbox"/> Clearance point <input type="checkbox"/> Crossover Switch, including correspondence <input type="checkbox"/> Fouling <input type="checkbox"/> Hand operated switch <input type="checkbox"/> Track is clear <input type="checkbox"/> Remote Control Zone

Part 240 Subpart B: Component Elements of the Certification Process

<u>Performance Tasks</u>	<u>Conditions Tools, Equipment, Documents, Practice</u>	<u>Standards Time, Completeness, or Accuracy</u>
Read and understand work instructions and prepare good faith challenge.	Given an opportunity to read § 218.97 or any applicable railroad rules, demonstrate to the satisfaction of the designated instructor or qualified person the ability to:	Explain the procedures of initiating a good faith challenge, and achieve an accuracy of 90%
Demonstrate an understanding of the requirements when shoving or pushing equipment.	Given a radio, a locomotive with a cut of cars, after reading § 218.99 or any applicable railroad rules, on three separate occasions, to the satisfaction of a qualified person or designated instructor, the trainee will conduct a comprehensive job safety briefing, and:	<p>Demonstrate the ability to conduct shoving or pushing movement with achieving 100% accuracy the following, if applicable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide instructions necessary to control the movement <input type="checkbox"/> Provide point protection <input type="checkbox"/> Visually determine track is clear <input type="checkbox"/> Comply with the conditions required for shove lights <input type="checkbox"/> Comply with additional remote control movement instructions. <p>NOTE: The above items must be accomplished without participating in any other unrelated tasks</p>
Demonstrate an understanding of the remote-control locomotive operations when shoving or pushing equipment	After reading § 218.99 (c, d, and e) or any applicable railroad rules, demonstrate to the satisfaction of the designated instructor or qualified person, the trainee will:	<p>Explain the exceptions to providing point protection with 100% accuracy, as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual inspection of track, <input type="checkbox"/> Active remote-control zone <input type="checkbox"/> Proper use of shove light system <input type="checkbox"/> Signal governing movement is more favorable than restricting <input type="checkbox"/> Movement does not exceed train's length <input type="checkbox"/> The track is under the exclusive and continuous control of a yardmaster or other qualified employee

Part 240 Subpart B: Component Elements of the Certification Process

<u>Performance Tasks</u>	<u>Conditions Tools, Equipment, Documents, Practice</u>	<u>Standards Time, Completeness, or Accuracy</u>
Demonstrate the exceptions to leaving rolling and on-track maintenance-of-way equipment in the clear	After reading § 218.101 or any applicable railroad rules, demonstrate to the satisfaction of the designated instructor or qualified person, the trainee will:	Explain, with 100% accuracy, the exceptions for leaving equipment fouling adjacent tracks as follows: <ul style="list-style-type: none"> <input type="checkbox"/> On the main track <input type="checkbox"/> On a siding <input type="checkbox"/> On an industrial track <input type="checkbox"/> On a yard switching lead
Demonstrate proper use of hand-operated switches, including crossover switches	Given a locomotive with a cut of cars, and an engineer the trainee will, after reading §218.103 or any applicable railroad rules, on three separate occasions, will conduct a comprehensive job safety briefing and demonstrate to the satisfaction of the designated instructor or qualified person, the trainee will:	Demonstrate with an accuracy of 100%, their ability to: <ul style="list-style-type: none"> <input type="checkbox"/> Visually determine that switches are properly lined for the intended route and that no equipment is fouling the switches <input type="checkbox"/> Visually determine that the points fit properly and the target, if so equipped, corresponds with the switch's position <input type="checkbox"/> After operating a switch and before making movements in either direction over the switch, ensure that the switch is secured from unintentional movement of the switch points
Demonstrate an understanding of the general requirements of when to use a locomotive horn	Given an opportunity to read § 222.21, or relevant railroad rules, to the satisfaction of the designated instructor or qualified person, the trainee will conduct a comprehensive job safety briefing, and:	Demonstrate with accuracy of 100%, use of the train horn when approaching a highway grade crossing as follows: <ul style="list-style-type: none"> <input type="checkbox"/> Locomotive horn must be sounded at least 15 seconds, but not more than 20 seconds before locomotive enters highway grade crossing <input type="checkbox"/> Locomotive horn signal to be used is two long, one short, one long blasts <input type="checkbox"/> Trains operating more than 60 mph must not begin sounding the horn more than ¼ mile in advance of the nearest public highway-rail grade crossing.
Demonstrate knowledge of sounding the locomotive horn during an emergency or other situation.	Given an opportunity to read § 222.23, or relevant railroad rules, to the satisfaction of the designated instructor or qualified person, the trainee will:	Explain circumstances with an accuracy of 100%, when locomotive horn may be sounded in a quiet zone

Part 240 Subpart B: Component Elements of the Certification Process

<u>Performance</u> Tasks	<u>Conditions</u> Tools, Equipment, Documents, Practice	<u>Standards</u> Time, Completeness, or Accuracy
Demonstrate sounding locomotive horn when Roadway Workers are present.	Given an opportunity to operate a locomotive or simulator (type 1 or 2), and read § 214.339 and relevant railroad operating rules on at least two separate occasions, to the satisfaction of a qualified person or designated instructor, the trainee will conduct a comprehensive job safety briefing, and:	Demonstrate, with 100% accuracy, sounding locomotive horn and bell, when approaching roadway workers on or about the tracks