

Train driver psychometric assessment process

Purpose of the assessment

Being a train driver is an extremely important and responsible job. It is essential that you demonstrate the right skills, aptitudes and characteristics required for the job. The exercises that make up the assessment process have all been chosen to measure these skills, aptitudes and characteristics.

The assessment exercises

The table below lists the timed exercises you will sit. You may also be asked to sit some additional exercises and this will be determined and communicated to you by the prospective employer.

Name of exercise	Description of exercise
Group Bourdon	This exercise measures your attention. It is a paper and pencil exercise that requires you to work through a block of differently grouped dots, putting a mark through a certain group of dots.
Test of Everyday Attention-Occupational (TEA-Occ)	This is another paper-and-pencil exercise to measure your attention. It includes counting certain tones while ignoring a distracting tone, searching a telephone directory page for specific information and then completing the two activities at once.
TRP1 Trainability for Rules and Procedures Test (part 1)	This is a paper and pencil exercise that measures your memory. You will be given some instructions to read and then asked a number of multiple choice questions to measure your ability to learn and recall new information.
TRP2 Trainability for Rules and Procedures test (part 2)	This paper and pencil exercise measures your ability to solve problems and make decisions. You will be presented with pictures of dials and cables and asked questions about these.
WAFV Vigilance test	This a computerised exercise to measure your vigilance and reaction time. A square will appear in the middle of the screen and you will be asked to push a button when the square gets darker.
ATAVT Adaptive Tachistoscopic Traffic Test	This is a computerised exercise to measure you perception. You will be presented with images briefly. Once they have gone you will be presented

Name of exercise	Description of exercise
	with a list of objects and asked to determine which you saw in the image.
2HAND Two hand coordination test	This computerised exercise measures your hand co-ordination. You will be presented with a picture of a shape and asked to use specialised joy-sticks to move a ball around this shape.
Situational Judgement Exercise (SJE)	This is a computerised questionnaire that measures how comparable your preferred way of working and behaving is with the requirements of the train driver role. You will be presented with different dilemmas and options for responding. You will be asked to rate how helpful or unhelpful each option is in dealing with the situation
Multi-Modal Interview (MMI)	This is a structured interview measuring the behavioural characteristics required for the train driver role. You will be asked to identify and talk through examples of six different types of experiences that you have had in your life. This can be from any part of your life such as work, training, education, leisure or family life. The interviewer will evaluate your answers to determine if you have demonstrated the behavioural characteristics required. You may also be asked hypothetical questions which are looking to understand how you may behave in certain hypothetical situations.

Tips for success

1. Read carefully the practice materials you will be provided with. These will help you to better understand each exercise and provides helpful tips and practice examples and activities for each exercise.
2. Work systematically through each exercise and ensure you have understood what you are being asked to do before you start each one. You are able to ask questions, but not once an exercise has started.
3. Remember to bring reading glasses or hearing aids if you need them.
4. You are likely to be completing the exercises in a group (except for the MMI), try to concentrate on your own performance, not what other people are doing.
5. Stay calm, try not to get flustered during the exercises. Don't panic if you do – just try to bring yourself back to the task at hand as quickly as possible.
6. Be honest – for example in the MMI the interviewer will be asking about situations in a lot of detail so it will be easy to tell if some details are made up. It will be much better for you if you use real examples and be honest about them.

There are also things you can do to help hone your skills. The following are some examples.

1. Get a puzzle book that includes word searches. Looking for words amidst a grid of letters is good practice for the attention exercises.
2. Try searching for specific symbols in a book or a magazine to practice your visual scanning skills. You can also try listening out for specific words or names on a radio station and counting the number of times you hear them, say in two minutes. This can help with listening skills.
3. When watching TV listen out for a certain word and tap the arm of your chair when you hear it. First pick a word that regularly occurs, such as 'the'. Then try it with a word that occurs less such as 'holiday'. This can help with vigilance.
4. Pick 5 objects that you would expect to see when you are out and about and keep an eye out for these objects. This can help hone your perception skills.
5. Play computer games where you are required to use both hands to help improve your hand co-ordination.

Practice examples

You will be provided with practice materials before you undertake the exercises. The following are two examples for you to practice.

Practice 1

On the next page you will find blocks of letters. You are searching for the letter D in the block.

Give yourself 1 minute. If you do not finish in the first minute go to a fresh line on the same page and work for another minute. When you have finished mark your answers. The answers are provided on the subsequent page.

Use a pencil and time yourself. If you make a mistake, correct it by turning the stroke (/) into a cross (X).

When you are ready start the stopwatch or note the time, and begin.

Cross out the letter 'D' (upper case)

1	B D G P B O Q D O P B P G D P B O G Q P D B	1	<input type="text"/>
2	G P O D Q G B O D Q P G O B Q D P D B O G Q	2	<input type="text"/>
3	D D P O B D D G O Q B D O G P B G Q D Q P B	3	<input type="text"/>
4	P Q O B G O P B D P O Q P D Q P D O B G P P	4	<input type="text"/>
5	D Q B P D G B D P D B P D Q G Q D P O Q P Q	5	<input type="text"/>
6	D B P D Q O G B Q O D B G D P O G Q P O G D	6	<input type="text"/>
7	Q O D Q B O Q D Q P B O P Q B O P O O B G O	7	<input type="text"/>
8	O Q P B P D G O D O G B D Q O B P D P Q B D	8	<input type="text"/>
9	B G Q D Q P B G O Q O G O Q O O Q P G O B O	9	<input type="text"/>
10	O D D P Q B O Q P D O Q B G Q B G D O D Q G	10	<input type="text"/>
11	P Q G O D O Q P B Q P D G O P D O Q B G O P	11	<input type="text"/>
12	D O Q O B Q D G O D Q B G D B Q O D B Q D P	12	<input type="text"/>
13	O P O Q D P B O B Q P B O D Q D Q B G O B G	13	<input type="text"/>
14	Q B D Q O D P B O G Q G D P Q G B O D Q G O	14	<input type="text"/>
15	G P B Q P O Q D D B Q G B O D Q G D P B O Q	15	<input type="text"/>
16	D O P O B G O P B Q D Q P G Q B D P O G Q P	16	<input type="text"/>
17	Q G O D P D Q B O D O P Q B Q D P D Q O B D	17	<input type="text"/>
18	P D Q O P B O P D G B P O D P B Q P D B O P	18	<input type="text"/>
19	B Q P D O P D Q G O Q D P G O Q D G Q D P O	19	<input type="text"/>
20	O Q B Q O D G O D B G P D O D Q P O B G Q B	20	<input type="text"/>

Practice 1 answers

Count up the number of letters you crossed out correctly in each line. Write the number for each line in the box at the end of each line. Then compare your answers to the correct answers below.

1.	4	6.	5	11.	3	16.	3
2.	4	7.	2	12.	6	17.	6
3.	6	8.	5	13.	3	18.	4
4.	3	9.	1	14.	4	19.	5
5.	6	10.	5	15.	4	20.	4

Practice 2

Before starting this exercise print out:

- The passage entitled “Duties of Drivers - Headlights, Marker Lights and Headcodes”,
- The set of 7 questions to answer
- The answer sheet.

Study the passage “Duties of Drivers - Headlights, Marker Lights and Headcodes”.

Give yourself 3 minutes to do this. You can make rough notes to help you but you should not look at them or the passage itself once you begin to answer the questions.

Once have studied the passage, put aside your notes and answer the 7 questions that are presented. Give yourself have 6 minutes to answer these questions.

Remember, it is important that you do not look at the passage again until you have answered all 7 questions.

Mark your answers by filling in the appropriate box for each question using the answer sheet provided.

Once you have finished the answers have been provided so you can check how well you did.

Duties of Drivers - Headlights, Marker lights and Headcodes

The driver must ensure that:

- a) the marker and/or headcode lights at the front of the train are illuminated when on a running line; or whenever moving on any line or siding. This also applies when the train is being propelled in the right direction; and,
- b) where provided, the headlight is illuminated (and the correct day/night beam is in use) whenever moving on a running line. The headlight must not be used in depots, yards or sidings or when stabled on a running line.

If there is a partial failure of illumination, the train may continue normally to the first location where it can be taken out of service without causing delay or cancellation. If there is a partial fault of the headlight, the other day/night beam must be used when possible.

If there is a complete failure of illumination, the driver must arrange for a white light to be exhibited; a hand lamp may be used for this purpose. During darkness or fog or falling snow, the train must be worked at caution to the first place where the defect can be remedied or the train taken out of service. Frequent use must be made of the horn to warn anyone on or near the line.

Before proceeding to the other end of the train at a reverse sign point, the driver must ensure that any head or marker light or headcode is extinguished and any built-in tail lamps are switched on.

Practice 2: Answer Sheet

Use this to record your answers to the questions on the next page. For each question, choose your answer A, B, C or D. Completely blacken the square containing the letter that you think is the right answer.

1. A B C D

2. A B C D

3. A B C D

4. A B C D

5. A B C D

6. A B C D

7. A B C D

Practice 2 Questions

1. Where should the headlight be illuminated?

- A. In depots.
- B. In yards or sidings.
- C. When stabled on a running line.
- D. Whenever moving on a running line.

2. What should happen if there is a partial failure of illumination?

- A. The driver must arrange for a white light to be exhibited.
- B. The train may continue normally to the first location where it can be taken out of service.
- C. The train must be worked at caution.
- D. The train must not proceed until repair work is carried out.

3. What should happen if there is a complete failure of illumination?

- A. Built-in tail lamps must be switched on.
- B. The other day/night beam must be used when possible.
- C. A hand-lamp must not be used.
- D. A white light must be exhibited.

4. At a reversing point, what should the driver do before proceeding to the other end of the train?

- A. Ensure that there is no complete failure of illumination.
- B. Ensure that any head or marker light or headcode is extinguished.
- C. Make frequent use of the horn to warn anyone on or near the line.
- D. Ensure that any built-in lamps are switched off.

5. What should happen if there is a partial fault of the headlight?

- A. The other day/night beam must be used.
- B. It must be turned off.

- C. The train must be worked at caution.
- D. The train must be taken out of service.

6. When must the horn be used?

- A. If the train has a partial failure of illumination.
- B. If the train is reversing.
- C. To warn anyone on or near the line.
- D. When the train is being worked at caution.

7. What things must the driver check are working when on a running line?

- A. Headlight, marker and headcode light.
- B. Headlight, horn and tail lamps.
- C. Hand lamp, horn and tail lamps.
- D. Headcode light, markers and tail lamps.

Practice 2 Answers

Find out how many of the questions you got right by using the answers below.

Question	Answer
1.	D
2.	B
3.	D
4.	B
5.	A
6.	C
7.	A

Where to find more information

You will be provided with practice materials to help you to better understand each exercise, which includes helpful tips and practice examples and activities for each exercise.

You can also ask your prospective employer questions to better understand the assessment exercises you will be undertaking.

Finally, you can also read more about the psychometric assessment in the following Rail Industry Standard:

<https://www.rssb.co.uk/rgs/standards/RIS-3751-TOM%20Iss%203.pdf>