REAL Disability Equality Training Programme Manual for Trainers

Train the Trainer
Core Modules

REAL

REAL Passenger REAL Person

Department
for Transport

The REAL Disability Equality Training programme has been created on behalf of the Department for Transport to improve the sector's confidence and skills in delivering inclusive journeys for disabled passengers.

The modules in the REAL training programme have been developed with the engagement of transport sector professionals and people with lived experience of disability. They provide the basis for a comprehensive programme across five transport modes. Alongside core modules to be used in any programme for any mode, audience-specific materials for each of the five modes are also available.

Training managers can use the materials to put together a range of agendas, from induction briefings on disability to whole-day programmes and refresher interventions.

Before you read through this document, watch the accompanying Train the Trainer video.

Please note: this training package was published in December 2020. Some legal or regulatory references may have changed since this date. Trainers will need to ensure that delegates are made aware of any amendments, such as changes to EU regulations, until updated materials can be made available.

Contents

1. Introduction

This training package is underpinned by two important values: **Respect** and **Empathy**, and promotes two important actions: **Ask** and **Listen**.

Many elements of the package relate to these core concepts — for example, the material on **Rights and Duties** sets out how respect for disabled people as citizens is defined in law, and the material on **What is Disability?** encourages an empathetic approach.

Asking and listening relate both to finding out about what disabled passengers need in general — to inform the planning, delivering, monitoring and evaluation of services — and how we hear from and react to individual passengers about what they want and need.

The training package includes general information about good disability equality practice and specific advice on hearing directly from individuals about what suits them.

The accompanying document, Real Passenger, Real Person, contains further ideas about REAL to underpin delivery of the whole training programme.

2. Core Modules

The Core Modules (CM) do not reference a specific mode of transport or audience and can therefore be used in any training programme. The CM are:

- What is Disability?
- Inclusive Communication
- Inclusive Transport During a Pandemic
- Call Centre Staff
- Customer Service Face to Face (F2F)

3. Training Agendas for Transport Modes

All training sessions should begin with highlighting the lived experience of disabled travellers using the videos provided, followed by a short discussion on the experiences they illustrate.

The trainer should use 'Sometimes I just turn around and go home' to introduce the training and select from the remainder the most appropriate content for their particular audience and their chosen area of focus.

For example, 'My world didn't have to be these four walls' illustrates the impact on people's lives when they are unable to travel.

Video content

1. Sometimes I just turn around and go home
2. You feel that you're a person
3. A wall of silence
4. My world didn't have to be these four walls
5. It gives me the choice

Aviation   Bus and Coach   Rail   Maritime   Taxi and PVH

Suggested training agendas for staff groups

Aviation

Board and Operational Managers

1. Rights and Duties
2. What is Disability? CM
3. Board and Operational Managers Strategic Questions
4. Understanding Travel Challenges and Solutions
5. Inclusive Communication CM
6. Inclusive Transport Pandemics CM

Pilots

1. Pilots' Briefing
2. What is Disability? CM
3. Inclusive Communication CM
4. Understanding Travel Challenges and Solutions
5. Rights and Duties
6. Inclusive Transport Pandemics CM

Cabin Crew

1. What is Disability? CM
2. Understanding Travel Challenges and Solutions
3. Cabin Crew Practical Support
4. Customer Service F2F CM
5. Inclusive Communication CM
6. Rights and Duties

Call Centre Staff

1. What is Disability? CM
2. Understanding Travel Challenges and Solutions
3. Call Centre Staff CM
4. Inclusive Communication CM
5. Rights and Duties

Security, Border Force and Customs Officers

1. Train the Trainer: Security, Border Force and Customs

Ancillary Staff

1. Train the Trainer: Ancillary Staff

Suggested training agendas for staff groups

Bus and Coach

Board and Operational Managers

1. Rights and Duties
2. What is Disability? CM
3. Board and Operational Managers Strategic Questions
4. Understanding Travel Challenges
5. Inclusive Communication CM
6. Inclusive Transport Pandemics CM

Bus Drivers

1. What is Disability? CM
2. Inclusive Communication CM
3. Understanding Travel Challenges
4. Bus Driver Practical
5. Inclusive Transport Pandemics CM
6. Rights and Duties

Coach Drivers

1. What is Disability? CM
2. Inclusive Communication CM
3. Understanding Travel Challenges
4. Coach Driver Practical
5. Inclusive Transport Pandemics CM
6. Rights and Duties

Customer Service Staff

1. What is Disability? CM
2. Understanding Travel Challenges
3. Customer Service F2F Practical
4. Customer Service F2F CM
5. Inclusive Communication CM
6. Rights and Duties

Call Centre Staff

1. What is Disability? CM
2. Understanding Travel Challenges
3. Call Centre Staff CM
4. Inclusive Communication CM
5. Rights and Duties

Ancillary Staff

1. Train the Trainer: Ancillary Staff

Suggested training agendas for staff groups

Maritime

Board and Operational Managers

1. Rights and Duties
2. What is Disability? CM
3. Board and Operational Managers Strategic Questions
4. Understanding Travel Challenges
5. Inclusive Communication CM
6. Inclusive Transport Pandemics CM

Captains

1. Captain's Briefing
2. What is Disability? CM
3. Inclusive Communication CM
4. Understanding Travel Challenges
5. Rights and Duties
6. Inclusive Transport Pandemics CM

Portside Customer-facing Staff

1. What is Disability? CM
2. Understanding Travel Challenges
3. Portside F2F
4. Customer Service F2F CM
5. Inclusive Communication CM
6. Rights and Duties

Call Centre Staff

1. What is Disability? CM
2. Understanding Travel Challenges
3. Call Centre Staff CM
4. Inclusive Communication CM
5. Rights and Duties

Security Staff

1. Train the Trainer: Security Staff

Ancillary Staff

1. Train the Trainer: Ancillary Staff

Suggested training agendas for staff groups

Rail

Board and Operational Managers

1. Rights and Duties
2. What is Disability? CM
3. Board and Operational Managers Strategic Questions
4. Understanding Travel Challenges and Solutions
5. Inclusive Communication CM
6. Inclusive Transport Pandemics CM

Operational Managers (Additional)

1. Accessible Travel Policy and Passenger Assist Practical Support

Customer Service Staff

1. What is Disability? CM
2. Understanding Travel Challenges and Solutions
3. Accessible Travel Policy and Passenger Assist Practical Support
4. Customer Service Practical Support
5. Customer Service F2F CM
6. Inclusive Communication CM
7. Rights and Duties

Call Centre Staff

1. What is Disability? CM
2. Understanding Travel Challenges and Solutions
3. Accessible Travel Policy and Passenger Assist Practical Support
4. Call Centre Staff CM
5. Inclusive Communication CM
6. Rights and Duties

Ancillary Staff

1. Train the Trainer: Ancillary Staff

Suggested training agendas for staff groups

Taxi and Private Hire Vehicle (PHV)

Taxi and PHV Licensing Authorities

1. Licensing Authorities Briefing
2. Rights and Duties
3. What is Disability? CM
4. Inclusive Communication CM
5. Inclusive Transport Pandemics CM

Taxi and PHV Companies

1. Company Training
2. Rights and Duties
3. What is Disability? CM
4. Inclusive Communication CM
5. Call Centre Staff CM
6. Inclusive Transport Pandemics CM

Taxi and PHV Drivers

1. Driver Training
2. What is Disability? CM
3. Inclusive Communication CM
4. Customer Service F2F CM

4. Qualifications and Experience

It is vital that the training materials are delivered by trainers who have experience and expertise both in the delivery of training and in the subject matter of transport and disability.

It is also vital that the training delivery involves people with lived experience of disability.

There is no clear legal requirement covering the qualifications necessary to be a trainer.

However, the guidance given on training on disability in aviation (ECAC Doc 30), which is cited in the Regulation, does set out the minimum requirements for trainers:

"Training should be delivered by instructors with expertise and experience in the care of disabled persons and PRMs in air travel, and able to substantiate their qualification by records or acknowledgement from the air travel industry. Available expertise from recognised national and European disability organisations should be used in support of the preparation and delivery of the training courses."

Continued

For rail, the ORR's Accessible Travel Policy Guidance states that:

"Operators must make reasonable efforts to ensure the lived experience and expertise of people with a range of disabilities is utilised in disability awareness or disability equality training course development and delivery."

Many operators use in-house or contracted trainers to cover all their training requirements rather than specialists in different fields. Some of these trainers may have qualifications, others may not.

In the field of disability awareness training, operators should always ensure that the trainers they use have, as a minimum:

- Appropriate qualifications as trainers and/or in train the trainer delivery
- Experience of the industry within which they are training (preferably a number of years' operational/grassroots experience so that they understand the working environment and the conditions under which staff work)
- Experience of working with disabled people and/or personal lived experience of disability: in the former case, people with lived experience must also be engaged in delivering the training

5. Testing and Assessment

For some (but not necessarily all) groups of delegates, it will be important to check how well they have understood and taken on board the key messages of the training.

This can take any one of a number of forms. For example:

- A simple classroom-based set of oral questions at the end of the session — though be alert for those who never put their hands up
- A more formal oral exercise, with each delegate writing down their answers and handing them in
- A written test held under exam conditions with a strict marking system and a minimum pass mark (e.g. 80%)

The right approach and focus of the assessment will depend on the type of job each group of delegates does — for example, customer-facing staff will need an in-depth understanding of the advice and support that are needed for people with different disabilities.

It will be important to test this knowledge thoroughly. Those working at management level will need a clear grasp of their legal responsibilities but should not need a formal test to demonstrate it.

Continued

On pages 16–17, there are some generic questions that may be appropriate for most if not all categories of delegate. However, you will want to expand and personalise the questions both for your own industry, and your own company in terms of specific policies and practices.

Don't forget that you should also provide refresher training at regular intervals (every year or every two years depending on the role). This is important both to ensure that skills have not been forgotten and to update on new policies or practices.

Generic test/ assessment questions

To be conducted either orally or as a written test

What does REAL stand for? Describe the significance for your role of each of the four terms.

What categories of disability are protected by law?

What do you think are the biggest challenges faced by disabled people when they travel? Describe issues specific to people with:

a) Visual impairment
b) Learning disabilities
c) Mobility difficulties
d) Anxiety

What are the biggest challenges for your industry/ company in meeting the needs of disabled passengers?

Is it illegal to refuse to carry a disabled passenger? If so, under what legislation and if not, under what conditions might it be acceptable?

Describe the problems that someone with dementia might have in travelling with you and explain what could be done to help them.

Continued

What laws apply to people travelling with an assistance dog? Are there any circumstances in which a person travelling with an assistance dog can be refused?

Describe the significance of the Sunflower lanyard and what it tells you about the kind of support that someone wearing one might need.

If someone asks for assistance, are they legally entitled to receive it? Are there any conditions or limitations?

Describe the ways in which your company is doing well in the service it delivers for disabled people. Identify ways in which it could do better.

6. Diversity and Inclusion

Whether you are delivering training face to face or online, think about **enabling everyone's access** and participation.

Anticipate people's needs — try to make things accessible and inclusive when designing your programme and when planning delivery to reduce the need for people to ask for adjustments.

Having the structure of the training, the timings and an idea of which elements are presentational and which are interactive in advance can make learning a more positive experience for everyone, particularly from a neurodiversity perspective.

If you are working online, you may want to **use auto-captioning as standard** to help those who have hearing impairments or who use English as an additional language. Remember to speak slowly and to read or describe what is on each slide.

We can't anticipate everything, and people may have different needs. **Make individual adjustments** where needed — you should let people know about the training format and then ask in advance what your delegates need.

Continued

Try to convey a barriers, rather than impairment, focus when asking about adjustments and throughout delivery of the programme.

In general, avoid talking about diversity issues in terms of a deficit — locating a 'problem' within an individual or group. Instead, talk about how the transport system and services are not yet fully accessible and inclusive.

Consider idioms and cultural references and whether they will work for people who may not have grown up in the UK or who use English as an additional language.

Remember that **many people do not identify primarily as male or female** — use 'Hello, everyone', rather than 'Hello, ladies and gentlemen' when you welcome people.

Avoid jargon and acronyms where you can and always explain them when you use them.

REAL

Respect

Empathise

Ask

Listen

REAL Passenger **REAL** Person

Department for Transport