

Aviation Passenger Charter Research

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1 Methodology and Research Objectives

1.1 Research Background

The Department for Transport (DfT) developed the Aviation Passenger Charter (APC) following the Covid-19 pandemic to make sure that passengers have the information they need on their rights and responsibilities when travelling by air. Within, the Charter is broken down into stages of the passenger journey:

- Planning and booking your trip
- Travelling to and through the airport
- Taking your flight and returning to the UK
- Knowing what to do if things don't work out as planned

The APC was developed with industry, consumer groups, and disability stakeholders. The Department for Transport wanted to explore the public's views on the APC to ensure that it reflected the needs of passengers. Therefore, this study was designed to review the APC and develop a series of suggestions to improve its usability.

1.2 Research Objectives

The DfT commissioned Ipsos UK to conduct a programme of research into usage and improvements to the APC.

The research aimed to address the following research objectives:

- Explore participant's broader travel habits and confidence when flying. Garner an understanding of some of the issues and concerns they experienced when travelling by plane.
- Assess the usability of the APC, with a focus on the ease of use, structure, content, language and tone of voice.
- Examine the presentation of the APC, with a focus on the suitability of headings and additional graphics and imagery.
- Explore participant's awareness of the APC and examine how and where the APC should be promoted.
- Understand the experiences of those who have used the APC and explore how it could be improved.
- Identify suggestions for improvement across the APC.

1.3 Methodology

A three-stage programme of research, along with a case-study, was created to meet the aims and objectives.

Stage 1: UX (User Experience) heuristic evaluation of the APC

An expert desktop UX Audit of the APC was carried out by an experienced member of the Ipsos UX team. This evaluated the APC against a set of pre-determined criteria to assess its overall usability and to identify usability challenges, in order to help minimise barriers to use. These pre-determined criteria focused on three main areas of user experience. These three areas were usability, relevance and design appeal.

Usability included evaluating the structure of the charter to ensure it met user needs and expectations. It also assessed whether the separate summary document of the APC was needed.

The focus on relevance, assessed the readability and comprehension of the APC, through the language and tone of voice, to identify any improvements in linguistics. It also focused on graphics and visual elements such as icons throughout the document.

Participants also reviewed the presentation of the APC to identify areas for improvement and enhance its design appeal.

Stage 2: 35 in-depth interviews and UX testing

Ipsos interviewed 35 people between 5th and 23rd June 2023, who were not aware of or had not engaged previously with the APC. To ensure a good representation of different types of travelers, the 35 participants were divided across the five sampling groups (see section 1.4).

Participants were taken through testing of the APC by a member of Ipsos' UX team using a discussion guide developed by Ipsos in conjunction with DfT (Appendix 6.1). Interviews were then conducted on a mobile phone using Zoom and lasted around 60 minutes.

Participants were asked to refer to the APC to seek information and guidance in hypothetical situations while being observed by an experienced UX researcher. This exercise identified any problems and barriers, as well as what already worked well when using the APC, along with suggestions for improvement. Testing honed-in on various aspects of the APC to gauge how "user friendly" it is in terms of the following:

- Ease of use
- Structure of the document
- Language and tone of the document
- The content of the document

Stage 3: 5 online focus groups

The five sampling groups outlined in the sampling approach (see section 1.4), also took part in a series of online focus groups, following the UX interviews and user testing. The five focus groups, each 60 minutes in length, took place between the 26th and 28th June 2023.

Each focus group comprised of participants from a single sampling category (e.g. those with non-visible disabilities), to ensure that discussions were able to focus on the particular needs of that group. The research aimed to build upon findings from the UX research by exploring suggestions for improvement generated from the interviews. Focus groups were conducted over Zoom and followed a discussion guide developed by Ipsos researchers and DfT (Appendix 6.2).

The five ideas that were explored in greater depth as part of the focus groups were:

- Adding bullet points to break down large chunks of text
- Adding audio description
- Adding videos to summarise sections of the document
- Adding icons and imagery into the document
- Restructuring the document.

Case study: An individual who had used the APC

Along with the three main stages, a case-study was carried out on an individual who had interacted with the APC prior to this research. This was a depth interview, examining the participants awareness and impressions of the APC, how and why they used it, as well as any suggestions they had for how it could be improved. The interview lasted around 60 minutes and took place on the 27th June 2023. A discussion guide for the interview was developed by Ipsos and DfT (Appendix 6.3).

The individual from the case study was recruited through DfT, as they had previously contacted the department to request a hard copy of the APC. With their consent, they were then contacted by Ipsos to arrange an interview. Further recruitment was attempted to find and interview those who had previously used the charter; however, this is a significantly hard to reach group. Therefore, it was only possible to speak with one individual within the research's timeframe.

Rationale for the methodology

A UX user testing approach allowed participants to navigate through the document in real time, allowing easy identification of what currently worked well in the document and suggestions for improvement.

Online focus groups allowed for further exploration of key ideas for improvement raised in the UX User testing, in a collaborative setting, garnering further insight into how and where these ideas might best be implemented.

Ethical and GDPR Requirements

Throughout the course of the research all ethical and General Data Protection Regulation guidelines were followed. Participants gave informed consent to participate, and all Market Research Society guidelines were followed throughout. Any personal information given by participants, and transcripts from the fieldwork stage, were securely stored in a password protected folder.

Sampling Approach

The sampling approach was designed to bring together different groups of people from across Great Britain to discuss their experiences of interacting with the APC. Participants from Northern Ireland were not included in this study. This was because Northern Irish respondents were harder to reach, especially when using a third party for recruitment. After careful consideration, due to time and budget constraints no interviews in Northern Ireland were carried out.

As outlined in table 1 below, the research consisted of five target sample groups in total.

Table 1: Sampling categories for passenger types

Sampling Category	Type of passenger
1	Those who have flown in the last 3 years
2	Those who have not flown since March 2020 but are open to flying in the next 2 years
3	Older passengers (aged 65+) who have flown in the past 3 years
4	Those with physical disabilities who have flown in the past 3 years
5	Those with non-visible disabilities who have flown in the last 3 years

Participants were recruited through free-find recruitment via Criteria, Ipsos' external recruitment partner and were spread across the five sampling categories outlined in the table above. Each participant was invited to take part in both stage 2 (UX User Testing) and stage 3 (online focus groups) of the research.

Groups were recruited with targets to achieve a mix of standard sociodemographic categories, with additional segmentation relating to the flying behaviours.

1.4 Reading This Report

Qualitative research is illustrative, detailed, and exploratory. It offers insight into the perceptions, feelings, and behaviours of people. Evidence in this report is based on participants' perceptions. It is important to remember that even though some perceptions may not be factually accurate, they represent "the truth" to the participants and, as such, are vital in understanding their attitudes and views.

The data presented here is intended to demonstrate the range and diversity of the views and experiences of the target sample, and not to be a statistically representative sample of the wider population. Throughout, we have referred to participants and provided supporting evidence through verbatim quotes, which have not been directly attributed to protect anonymity.

2 Heuristic Evaluation

2.1 Approach

A heuristic evaluation is a method that evaluates the usability of a product (e.g. website or application) based on a set of principles or "heuristics." During a heuristic evaluation, a UX expert will review a product based on a set of guidelines that are known to contribute to a positive user experience to identify any potential usability issues for users.

The heuristic evaluation in this research, included an audit of eight use cases across the APC. A use case refers to a specific section of the APC that was audited. This qualitative audit evaluated the APC on usability, relevance, and design appeal, based on pre-determined principles from Global Ipsos UX heuristics.

2.2 Use cases

Below is a summary of the ideas and suggestions for improvement identified as a result of the heuristic evaluation for each use case explored.

Use Case 1: Landing and content pages

For the landing page, one suggestion for improvement was maintaining layout consistency with other pages on the site (Gov.uk), including having a table of contents visible on the first page. Optimising the use of screen space by reducing the header size and utilising a more streamlined header design was also suggested. Finally, optimising the website's navigation for mobile devices was suggested as a way to decrease cognitive load (i.e. mental effort required) by ensuring that users can navigate the website seamlessly and efficiently.

For the contents page, making the table of contents more concise and organised was suggested. Grouping related topics and utilising stacking menus to minimise scrolling was suggested as a way to achieve this, as well as ensuring sub-section headings are clear and easily differentiated from other section headings.

Use Case 2: Booking and before you travel

One of the main suggestions for these sections of the APC was ensuring information that requires users to take action is clearly signposted and is accompanied by links to further information. One example of content that required direct signposting was on how to contact the airline, travel agent, or tour operator to discuss travellers' needs. A further suggestion was to review the information in other sections to ensure content is logically grouped.

Use Case 3: What if things go wrong whilst at the airport?

Splitting the sections under different headings to make content more easily findable was one suggestion for improvement, along with adding callouts to important key information. Ensuring the titles within this section were consistent, concise, and clearly match the content below was also identified as a valuable way to prevent misunderstandings.

Use Case 4: Your rights if your flight is cancelled

Using subheadings to organise large pieces of text and identify main points, as well as highlighting key points to enhance information findability, were key suggestions for this section.

Simplifying the table about compensation if your flight is delayed, by removing any information that does not add significant value (e.g. examples of short-haul flights do not add value as not everyone would have experienced that flight journey), was also suggested.

Use Case 5: Your rights if your flight is delayed

Adding colours and shadings to the table to highlight key information and make it more visually appealing was one suggestion for this section. Defining which events classify as a “major disruption,” was also suggested.

Use Case 6 and Use Case 8: Your rights and what to do if your baggage/ mobility equipment is lost, damaged or delayed

Providing a clear indication of where information to raise a complaint is, by putting a link that directs users to the text, was identified as a way to enhance usability of the APC. In addition, including the steps users needed to take after finding out their mobility equipment is damaged or lost in bullet point form was identified as a way to increase information findability.

Use Case 7: Additional information on the journey for disabled passengers and people with reduced mobility

Suggestions for improvement in this section included adding sharp, concise page titles to reduce cognitive effort and including better signposting to relevant sections along with where readers are within the document. The addition of visuals (e.g. icons and imagery), along with examples of technical terms (such as non-visible impairments) was also identified as a way to enhance the experience.

Adding a drop-down menu of options and a way to navigate to subheadings (e.g. “At the airport” as a heading, with “wheelchairs” as a subheading), was suggested as a way of reducing information overload.

2.3 Summary of opportunities for improvement across the site

The heuristic evaluation summarised the key opportunities for improvement across the APC site. The following section provides an overview of these suggestions.

Usability: Further develop the information hierarchy

The structure of a website plays a critical role in determining its usability. The heuristic evaluation surfaced the following key areas for improvement, around the information hierarchy:

- Divide the different content sections into pages instead of putting them as one long piece of text to prevent cognitive overload.
- Optimise the table of contents by making it more concise and organised to improve navigation.

- Add navigational features to shortcut or skip parts of the page instead of forcing the user to scroll through the entirety of the page (e.g. a drop-down menu that includes all details of each sub-section).
- Include a direct link to the “summary of passengers’ rights” document to access key information.

Relevance: Ensure consistency of titles

The relevance of the APC is linked to the language and tone of voice of the copy as it impacts readability and findability. Based on the heuristic evaluation, the following changes were recommended:

- Add a consistent title format across the site to reflect the content of each section succinctly and accurately. This would involve using clear and concise language that accurately represents the information presented in each section.
- Use callouts for important pieces of information.

Design Appeal: Utilise imagery, iconography, and inclusive colour schemes

The visual appeal relies heavily on the way information is presented, including visual imagery and suitable headings. The following are examples of recommended improvements:

- Include universal imagery and iconography to support the text in order to improve readability and comprehension.
- Add inclusive colour schemes to account for accessibility needs (e.g. use shades of orange-yellow-blue instead of RYG traffic light colours for people who have colour deficiency).

3 UX User Testing

3.1 Airport and Flying Experience

This section outlines some of the wider travel habits and flying experiences of participants from across the UX User Testing interviews.

Broader Journey Habits

There were a range of broader journey habits exhibited from across the UX interviews. First, participants who travelled for business prior to the pandemic are now doing so less frequently. Instead, participants primarily travelled for leisure purposes, on average flying twice a year for recreation and holidays with friends and family members.

Those with non-visible disabilities took a mix of long-haul flights to visit other family members or discover new countries and short-haul flights to the EU for holidays. Older participants and those with physical disabilities opted for short-haul flights as they felt unable to stay seated on the plane for an extended period of time. Those who required a carer always ensured they were accompanied when traveling abroad.

“I go for shorter flights as I have a mobility impairment. My main consideration is having ample legroom to feel comfortable in my situation”.

Sample category 3, older, recent flyer

Travel experiences

Participants who were parents remarked about being anxious at multiple stages of the journey, such as security and border controls, as they needed to prepare for and cater to children's needs and explain the steps in the process. They also prepared activities to keep their children entertained during the flight.

“As a parent, I feel anxious when travelling with my children. I do a lot of preparations in advance, create a spreadsheet with all the needs and look for entertainment activities for the flight”.

Sample category 1, recent flyer

Those with reduced mobility encountered challenges – they needed extra leg room and airlines are not always supportive in providing them with exit seats. Wheelchair users were worried about travelling as they needed to transfer between their wheelchair and the aisle seat, which made them feel vulnerable.

Only wheelchair users described booking special assistance online on the airline website, and they found the process straightforward. Those with non-visible disabilities felt they didn't need it and were able to get through the journey with their companions.

“I feel worried about transferring from my wheelchair to the aisle chair and need help from the ground staff. This makes me feel vulnerable”.

Sample category 4, physical disability, recent flyer

Confidence in Aviation Journeys

Regarding confidence levels, frequent travelers and participants with non-visible disabilities were excited about the experience as they were accustomed to the journey through the airport and were fully aware of the different checkpoints.

“I don’t fear flying and I’m not stressed at all when travelling. I enjoy the experience and look forward to reaching a new destination at the end of each trip”.

Sample category 1, recent flyer

There were two groups which noted increased anxiety when taking aviation journeys. Participants with physical disabilities felt they needed to factor in extra time for finding accessible parking which was close to the terminal and to go through security. They travelled with family members who helped them during the journey and felt relaxed once they were seated in the plane. A similar pattern was seen among older participants, who were concerned about the journey through security and again felt more relaxed once they got on the plane.

“Getting to the airport is what I fear the most. I feel anxious about the traffic, parking and delays at the airport. I have a condition that affects walking so try to find a car park close to the terminal. Once I had to wait 4 hours at Gatwick”.

Sample category 3, older, recent flyer

Sources of information

While planning a trip, participants described searching for information about reasonable prices and better deals through online sites. They also searched for any visa or entry requirements on government websites of their respective destinations as opposed to the UK government website. In terms of specific information, wheelchair users and those with physical health conditions looked for information on the airline’s website on booking exit and aisle seats to ensure they would have enough space.

“I look for cues on country-specific entry requirements to check their rules and regulations and if I need a visa”.

Sample category 1, recent flyer

3.2 Aviation Passenger Charter Overview

This section outlines an overview of the participants perception of the APC, specifically first impressions, opinions on usefulness and ease and accessibility:

First impressions of the APC

The APC was relatively unknown among participants. They were not aware of the document and would not typically go to a government website to find out information while at the airport.

“I had no idea that this charter existed. I see its worth, but I wouldn’t look for support on a government website if I’m at the airport. I would directly go to the airline helpdesk”.

Sample category 5, non-visible disability, recent flyer

There were a number of positives picked out by participants when they first saw the document. It was seen as similar to other government websites in terms of the layout, which made it more acceptable that it wasn’t aesthetically pleasing as it was a government entity. The logos on the site reinforced it was a government website, bolstering credibility, awareness and attracting participants’ attention.

Finally, participants were drawn to the headings on information around compensation, flight delays, and special assistance and said these topics added reassurance that they were in the right place.

“Logos grab my attention as they’re widely known government entities”.

Sample category 5, non-visible disability, recent flyer

However, other participants raised some initial concerns. Participants with non-visible disabilities found the information overwhelming (although it was written in plain text) and suggested adding links to the subsections to make it less text heavy. In addition, there remained an expectation from participants with non-visible disabilities that COVID-19 guidance would still be in the APC. Participants also remarked that the title of charter did not immediately communicate the contents of the document as it included uncommon terminology like “aviation” and “charter”. Alternative suggestions included “flight” and “guidance”.

“Wording of the title does not mean anything to me. I think it’s not worded very well”.

Sample category 3, older, recent flyer

Usefulness and Ease

Participants generally found the APC very useful, particularly for new travelers and those who may face any challenges at the airport, such as flight cancellations, missing baggage, and special assistance needs. When asked to rate on a scale of 1-5 (5 being easy and 1 being difficult to use) the average score was 4.

“If you needed a lot of information, especially legally, the charter would be helpful”.

Sample category 5, non-visible disability, recent flyer

The suggestions which participants did have in this area were mainly centred around the contents page. Here they highlighted that they were not able to differentiate between links and

text as they didn't realise that the contents page included links to different sections. As a result, this led to the following three suggestions for improvement:

- A concise introduction at the top of the page before the table of contents.
- Adding a “back to top” button that redirects participants to the contents page to aid navigation.
- Condensing content into a drop-down menu.

“Navigation doesn't feel easy once you're down the page. Having a drop-down menu to avoid returning to the top of the page would be helpful”.

Sample category 1, recent flyer

Accessibility

Participants found information on accessibility weaker than other content (e.g. compared to sections on flight cancellations and delays) and required a higher level of detail on the types of special assistance available at the airport (e.g. if they provide support for specific seating or transportation and help at the airport). However, it was noteworthy that participants were not able to locate all the areas on accessibility throughout the APC during the 60 minute UX session and thus were only commenting on the elements they saw.

“I didn't know about special assistance services at the airport. This term is not clear and I'm not sure what it entails”.

Sample category 3, older, recent flyer

It was noted that some participants considered the term “special assistance” to be vague and required a definition of what it referred to. It was also suggested that the APC was not inclusive for those with visual impairments as the text was too small and there were no read-aloud options for these individuals.

“Text is too small and someone who has visual impairment would struggle to read it, especially on a mobile phone”.

Sample category 4, physical disability, recent flyer

3.3 Aviation Passenger Charter Deep Dive

In order for participants to fully interact with the APC, five scenarios were created to take them through a typical journey a passenger may take and the issues they could encounter. This activity helped to present a deep dive into the different sections of the APC and identify areas which worked well, pain points and suggestions for improvement.

Scenario 1 – Rights before/during booking

When reflecting on this scenario, participants said they would browse the internet. Whereas older participants (65+) would reach out to the airline or travel agent if necessary. When it came

to reviewing this section in the APC, participants did not notice the links to other websites encompassing country-specific entry requirements. They were also confused between “what you need to do when booking and before you travel” and “booking and before you travel” as headlines indicated the same type of content. To account for these issues, it was suggested that the APC includes an A-Z list for travelling to specific countries outside of the UK.

“I would like to have links that take you to country-specific requirements in booking and before you travel section”.

Sample category 5, non-visible disability, recent flyer

Scenario 2 – Flight delay

When introduced with the scenario about flight delays, participants said they would typically use a search engine or go to the airline helpdesk at the airport to know what their options are. The information within this section of the APC was easy to locate and met expectations as it was in line with participants’ existing thoughts and concepts. Including the table with the length of the flight and the corresponding compensation was appreciated by participants. However, it was felt that there was some missing information. As participants did not find the information in the document on how to get the compensation, insurance policies, and what to do if the airline does not provide compensation when a flight is delayed. As a result, it was suggested that contact information was added at the bottom of the section so people could reach out to relevant parties when a flight is delayed.

“I feel there’s missing information on how to go about getting the compensation”.

Sample category 5, non-visible disability, recent flyer

Scenario 3 – Baggage issues

Participants would go to the airline’s helpdesk if their baggage was lost, damaged, or delayed. Although within the APC, participants felt that baggage information matched expectations as the title was clear and signposted the content in the relevant sections. This helped users navigate easily through lengthy content. The only suggestion made by participants was to add information on what qualified as “damage” to claim compensation.

“I experienced an occasion where my suitcase was a bit dented. Hence, I would like to include in this what qualifies as damage”.

Sample category 1, recent flyer

Scenario 4 - Additional info for disabled passengers and people with reduced mobility

Participants said they would go to the airline’s helpdesk to book special assistance, or they would look for information online at the airline’s website. When it came to the APC, information for disabled passengers and people with reduced mobility met expectations somewhat but felt too general. They suggested emphasising key terminologies and providing links to book additional assistance.

Participants were not sure about what “special assistance” entailed and required more information on the services it included. They were also not able to find the definition of “special assistance” in the APC. For those who required mobility support and those who had non-visible disabilities, they thought special assistance information should be on top of the webpage rather than the bottom to increase findability and reduce the need to scroll. However, it is worth noting that participants were not always finding all the information on accessibility within the APC during their session.

“Information is good but not very practical. I’d like to see where I can book extra support. It would be helpful to have a link on the airline website”.

Sample category 4, physical disability, recent flyer

Scenario 5 – Flight cancellation

In the final scenario, participants said they would go to the airline’s helpdesk if their flight was cancelled. When it came to the APC, they stated that the content within this section was too general, and not specific enough (e.g. for cancellation of specific flight destinations). Consequently, it was felt that there was missing information on how to get compensation and an insurance policy. It was also noteworthy that participants didn’t see the information on making complaints. Therefore, it was suggested that this section could include contact information in case of flight cancellations.

“I would go to the airline, call them on the phone, speak to the insurer, and check accommodation options if my flight is cancelled”.

Sample category 5, non-visible disability, recent flyer

3.4 Summary document of the Aviation Passenger Charter

In addition to the main document, DfT also provides a shorter summary document, which summarises passengers’ rights. The UX user testing stage specifically looked at this section to garner opinions on if it was needed and what could be changed.

Overall, although participants found it less wordy compared to the full APC, this section was deemed unnecessary as it lacked depth on complex information. Crucial information such as: if their baggage was lost, the flight was delayed, or a person needed to book with special assistance was not included. These are all aspects which were considered important to participants.

“The summary is really lacking a lot of information compared to the previous one”.

Sample category 1, recent flyer

3.5 Case Study: Participant who had previously used the Aviation Passenger Charter

This section includes information from the case study which was conducted with someone who had previously used the APC. It should be noted that this experience is unique to the individual in the case study, and it may not reflect the experience of all those who have interacted with the APC.

Participant background and awareness of the APC

The participant who had interacted with the APC was a retired woman, living in Scotland. On average, she travels by plane twice a year and first became aware of the APC due to a television program. She then searched online for the APC but requested a paper copy from DfT after finding she was unable to download it. Prior to the interview, she last interacted with the charter in June 2023.

Overall impressions of the APC

Overall, the participant had a very positive view of the APC. She felt it covered all areas of travel and used language that was easy to understand. Due to its completeness, she also commented that she was likely to take a copy of the APC with her when travelling in future.

“I just think it's really good. It's got everything really you need in there. Not just if you have a problem, I don't think. Just to make you aware of things that possibly could be a problem”.

Retired female, recently used the APC

How and why had they used the APC?

The participant liked to plan their travel thoroughly and used the APC to help prepare for their journey. Initially, they had looked through the lost baggage sections and other sections pertaining to “when things go wrong.”

“When I first got it, I just read the sections that I felt applied to me. What I have done since then, I've actually gone through and had a closer look at the bits that deal with assistance. As I say, with a view that I might actually need it and I found that really very interesting and I found out at least one thing I didn't know about that”.

Retired female, recently used the APC

The participant identified themselves as someone who did not need special assistance yet - but was likely to need it in the future. Having read through the special assistance section, they identified the sunflower lanyard as something that would be useful to them. Since reading about the lanyards in the APC, they had contacted their local airport to request more information. They felt that wearing these lanyards would help their confidence flying. This was due to not feeling as rushed when walking to the gate.

“That's what I might actually consider getting, that's being able to get the sunflower lanyard for non-visual impairment. Now I didn't know about the sunflower lanyard. I didn't even know what it

was and I actually, when I was reading that, I actually went online and investigated what a sunflower lanyard was, what it looked like, where you can get them.”

Retired female, recently used the APC

Suggestions for Improvement:

Having interacted with the document, the participant had the following suggestions for improvement:

Explanation of any technical terms

Ensuring that any technical terms are explained throughout the document. The participant gave an example of a “biometric symbol on the cover of your passport.” They were unsure what this was and had to look up the definition.

Clarity of language

In the section on refunds or re-routing, there was some confusion from the participant around whether you would get both a refund and be re-routed, or whether you just received one of these.

Consideration of those who are not online/tech savvy

The participant had a paper copy of the APC as they not been confident using links and had not been able to download and access the information they needed online. They suggested having paper copies and copies available at travel hubs etc.

Picture or logo of the yellow lanyards

The participant suggested having additional information on the lanyards and where to get these.

4 Online Focus Groups

4.1 Aims of the online focus groups

A range of suggested improvements from the UX user testing stage were picked out by the Ipsos team; in conjunction with DfT these were narrowed down to 5 ideas which could be explored in the focus groups. These five ideas have been outlined in table 4.1 below:

Table 4.1: The five suggestions discussed within the focus groups

Bullet Points	Using summarised bullet points to replace the large paragraphs of text was the first suggestion explored to improve the APC
Audio Description	Using audio descriptions either in conjunction with, or in replacement of, the large paragraphs of text was the second suggestion explored to improve the APC
Videos	Using videos either in conjunction with or in replacement of, the large paragraphs of text was the third suggestion explored to improve the APC
Icons and Imagery	Including more icons and imagery throughout the document was the fourth suggestion explored to improve the APC
Restructuring the Document	Restructuring the document either through framing questions as headings, adding an introduction to the document, or structuring the document in the order of a journey was the fifth suggestion explored to improve the APC

4.2 Idea 1: Bullet Point Summaries

Opinion was divided among the groups when deciding if the inclusion of bullet points would be appropriate for the APC.

Participants who considered themselves confident readers were less likely to favour the inclusion of bullet points. As they outlined that they would be using the APC for a specific reason; therefore, they would read the section they needed and pick out the information without covering the whole document.

However, participants did identify those who were anxious flyers, or who tended to be uncomfortable absorbing large amounts of information, may benefit from the addition of bullet points. This was due to shorter text lengths being described as less overwhelming and easier to read. It was also pointed out these benefits may make it more accessible for those with non-visible disabilities which struggle to read for long periods, such as those with dyslexia.

“It can overwhelm people (large text), it overwhelms me, and I'm like, 'Oh my God, I can't be bothered reading through all of this.' So, if it was bullet pointed, it would be easier just to find what information you needed faster”.

Sample category 5, non-visible disability, recent flyer

However, there was little appetite for completely replacing the longer text. Instead, participants would prefer to have bullet points at the start of each section with a clickable drop down which unfolds to the longer text.

“I think it's a good idea but maybe have it in bullet points but then you can actually, kind of, click for further information, so maybe it gives you the highlight in the bullet point, but then click for further information and then it will go into the bigger text, which gives more detail”.

Sample category 1, recent flyer

4.3 Idea 2: Audio description

Participants with physical and non-visible disabilities were more likely to recognise the importance of audio description from an accessibility perspective. With one participant who had a physical disability, and worked with those with visual impairments, considering this an essential element that would make the document more inclusive and boost confidence when flying.

“Yes, I think it's a really good idea, because what if someone's really blind? Like, because I was saying on the one to one, like, my nana, she wouldn't be able to see that text”.

Sample category 5, non-visible disability, recent flyer

Contrastingly, participants who showed a preference for absorbing information through reading and were comfortable with large chunks of texts, were more likely to see the addition of audio description as a nice to have, rather than a necessity. There were also concerns from this group surrounding the length of time it would take to find information and the practicalities of listening to the audio description. Such as the requirement to be in a suitable location and having the correct equipment to hand.

Therefore, it was generally felt this should be an optional addition and not a replacement for any of the sections in the document, which could help cater to different learning styles.

“I switch off when it is audio tech because it doesn't work for me at all, I need to read something and digest it rather than having it said to me, but, you know, everybody is different, but it wouldn't work for me”.

Sample category 1, recent flyer

4.4 Idea 3: Addition of videos

There was a similar divide among participants when it came to the suggestion of including videos in the APC as there was for using audio description.

Those who were less comfortable with absorbing large amounts of text were more likely to feel that the addition of videos would be beneficial to the APC. This was due to videos being perceived by these participants as a potential time saving tool, that would allow them to absorb a large amount of information in a short amount of time.

“Not everybody wants to watch a video they want to zoom through, get the information because they're perhaps in a rush. So, it needs to be a link separately”.

Sample category 1, recent flyer

However, participants who were more comfortable absorbing large amounts of information, were unlikely to find the addition of videos helpful. Instead, believing it would take them longer to find the information they were looking for as they would have to watch the entire video. Although they generally recognised it might be beneficial for those with a more visual learning style.

Generally, participants felt that it would not be practical to add videos to every section of the APC, and the placement of videos throughout would have to be carefully considered. A suggestion from participants with non-visible disabilities suggested including videos acting out various scenarios and the actions they should take. As there was a general feeling that this would help reduce anxiety and increase confidence when flying.

“In the time of need you're not going to go down and be, like, 'Right, give me fifteen minutes while I read this long paragraph thing about connection flights.' You're going to want to go, 'Oh, here's a twenty second video that says, 'Don't you know that if your connection flight is cancelled or you've missed it you're entitled to this? Follow this link for more”.

Sample category 2, not recently flown

4.5 Idea 4: Icons and imagery

Opinions across the focus groups were mixed surrounding images and icons. Generally, those in favour of including icons and imagery felt that it could make the document more visually appealing and easier to absorb. However, participants across all focus groups generally felt that if images and icons were to be added, they needed to be purposeful and not just for the sake of making the document more visually appealing.

“I think it would only work if they were useful like things like, if you're at the airport and you needed assistance, is there an icon that's used to direct people to that assistant point?”.

Sample category 4, non-visible disability, recent flyer

Icons which helped navigate the document and signpost different sections could be useful, with examples including a suitcase for baggage loss or a clock for sections around delays and cancelled flights. However, any icon usage surrounding disability and assistance at the airport was highlighted by those with physical disabilities as something that would need careful consideration to reflect the wide variety of needs.

“Yes, I think it might be confusing if, say, you put an icon of someone in a wheelchair to represent disability because that doesn't entirely represent disability at all. I mean, there are many different disabilities”.

Sample category 4, physical disability, recent flyer

4.6 Idea 5: Restructuring

The first of the three restructuring ideas was to replace headings phrased as statements into questions. An example of this could be to replace the heading ‘Your rights if your flight is delayed’ with ‘What happens if your flight is delayed?’. Across the groups, opinions were mixed in relation to whether this would be beneficial. Those in favour of question-based headings said they would search for the issue they were having in the form of a question; therefore, the answers they were looking for would stand out quicker. Whereas other participants felt this would be an unnecessary change. This was due to concerns about not being able to cover every question for different scenarios; leading people to pick out the wrong information for their specific situation.

“You almost run the risk of giving people the right information but they're using it the wrong way. So, take the lost suitcase – what happens if my suitcase doesn't arrive or goes missing and then you've got to answer all these different scenarios of what might happen and then what you do next?”.

Sample category 5, non-visible

The second restructuring idea was to add an introduction paragraph before the table of contents to explain what the document is about. Again, there were mixed opinions in relation to this idea. Those who were against it claimed it would be a waste of time adding an introduction, as they would skip it and go straight to the section they needed. Although participants who favoured the idea believed that it was a useful addition to help confirm that you were in the right place and explain what the APC is about. However, it was noted across the groups that a couple of sentences would suffice, and if it was too long people would not read it.

“Those who haven't flown or those who aren't confident flyers, they'd want to know every detail so they would probably read the summary. So, I think a good summary paragraph for those who aren't confident travellers, it would be handy for them to think, 'Okay, I've found the right page”.

Sample category 1, recent flyer

The final restructuring idea looked at re-ordering the document to follow a typical journey a passenger may take. There was consensus from across the groups that this idea would make

the APC more accessible and user-friendly. The approach which was deemed most logical to achieve this was to have a few larger headings which outlined different sections along the timeline of the flying process; with smaller headings underneath. Those who have flown in the past three years suggested that these larger headings could be 'before you fly', 'during the flight' and 'once you arrive.'

"I totally agree because, it's like, you know, when you plan a journey. You start from A and go to Z. So, to do it in order I think is the best way".

Sample category 4, non-visible disability, recent flyer

5 Key Suggestions for improvement

5.1 Promotion of the Aviation Passenger Charter

Generally, participants across all focus groups felt that the APC should be promoted via travel channels and hubs. These channels could be defined as through the airline, when booking a flight or holiday, and at the airport. One commonly suggested idea for this route was to include a link to the APC when booking flights or using travel websites. That said, there were some concerns among participants about whether airlines would be willing to do this.

“Any travel website, really, so when you go to book a flight, I think it would be really useful, before you book a flight, [to see] all these things that you need to know”.

Sample category 1, recent flyer

Participants felt that the APC could be promoted in airports as well. They provided various suggestions on the best way to do it, such as QR codes on posters, advertisements on buses to and from the airport, or at the assistance desks that passengers could be signposted to. One older participant, who was a recent flyer, also highlighted the importance of any QR codes and advertisements for the APC, being easily accessible within the airport itself.

“I also think at the airport, if you've suddenly been told your flight has been cancelled or delayed, you need to not be running around like a headless chicken looking for it. It needs to be easily accessible there as well, at the airport”.

Sample category 3, older, recent flyer

Ensuring the charter was accessible to those who are not digitally confident was a consideration raised by participants across the focus groups, with suggestions to have printed booklets at help desks or throughout the airport, to support those who are not confident interacting with the charter online.

Participants across the focus groups generally liked the idea of using trusted online sources to promote the charter when prompted. On the other hand, social media was not spontaneously mentioned by participants when asked how the charter should be promoted.

5.2 Raising Awareness

As part of the analysis, channels were categorised into high, medium and low priority for promoting and raising awareness of the APC. This categorisation was based on how often channels were raised by participants throughout the UX user testing and online focus groups.

High priority channels

Any travel hubs, including promoting the charter through airlines and travel websites were considered high priority channels to raise awareness. QR codes in airports and at airport help

desks were also deemed high priority channels which would help increase awareness of the APC.

Medium priority channels

Including QR codes or advertisements for the APC on transport to and from the airport were considered medium priority channels. Ensuring the APC is accessible to those who are not digitally confident, including having printed booklets in airports and utilising trusted online sources were also considered medium priority channels for raising awareness of the APC.

Low priority channels

TV and radio advertisements and social media channels were less likely to be suggested as channels to raise awareness across the UX user testing and focus groups.

5.3 Language and Content

Suggestions for improvement on the language and content of the APC were also categorised into high, medium, and low priority. This categorisation was based on assessment in the UX user testing and input from the online focus groups.

High priority

Ensuring language and any technical terms are clearly defined was considered a high priority implementation for the APC. This also included adding a definition of “special assistance” and incorporating additional information about the services it includes. More in-depth information on accessibility, for example, the kind of support airlines and airports can offer, and clear directions to how to access this support were also high priority suggestions for improvement.

Rewording the title of the APC, with more commonly used terms was suggested as a way to improve users understanding of the content of the APC and help it be more likely to appear on top of any online search.

The addition of contact information for users to refer to during challenging situations, such as an email or telephone number to contact in the case of missing baggage or flight cancellation was also suggested as a high priority improvement.

Medium priority

Including videos summarising key scenarios and the addition of bullet points at the start of each section summarising key takeouts, was felt to be useful, particularly to those who have difficulties absorbing large chunks of text. The addition of audio description was also felt to increase accessibility, particularly for those with visual impairments.

Low priority

Lower priority suggestions for the language and content of the document included framing headings as questions and providing the option to change colours for individuals with visual impairments. Additional information, including an image of the yellow lanyards for those with

non-visible disabilities, and directions around where and how to acquire these at the airport was also a suggestion for improvement from a participant who had previously used the APC.

5.4 Navigation and Structure

Suggestions for improvement on the navigation and structure of the APC were also categorised into high, medium, and low priority. This categorisation was based on assessment in the UX user testing and input from the online focus groups.

High priority

Structuring the document in the order of a journey was considered a high priority suggestion for improvement to also assist with navigation. Condensing section titles into a drop-down menu or adding arrows leading to different sections was suggested to reduce the large amount of text and help reduce cognitive load for users.

Grouping all information on accessibility under one clearly labelled section within the same webpage and adding a “back to top” button that redirects users to the contents page were also both considered high priority suggestions for improvement to help ease navigation.

Medium priority

Adding a concise introduction on the top of the webpage before the table of contents to signpost the information in the APC was considered helpful. A search function for the document was suggested as a way to improve navigation through the document. A printing option for each section rather than for the whole document was thought to help those who are not digitally confident print just the sections they required.

Low priority

Including icons to help people navigate to different sections of the document was a lower priority suggestion for improvement, along with the addition of a live chat and numbering the sections in the APC.

5.5 Key suggestions for each section in the APC

The UX user testing also made a series of key priorities for users for each section within the charter. These are outlined below:

- **Rights before/during booking** - Including an A-Z list for travelling to specific countries outside of the UK.
- **Flight delay** - Adding contact information to reach out to relevant parties when a flight is delayed.
- **Baggage** - Adding information on what qualifies as “damage” to claim compensation.
- **Additional information for disabled passengers and people with reduced mobility** - Highlighting key words or sentences and including details on what special assistance

services entail. Adding contact information for special assistance and an option to book extra support were suggestions for improvement of this section.

- **Flight cancellation** - Including contact information in case of flight cancellations.
- **APC: summary of passenger rights** - Participants agreed that the summary of the APC was not needed. They generally felt that it lacked sufficient details and wouldn't be helpful when navigating challenging travel situations.

6 Appendices

Note: The discussion guides below have been edited to fit accessibility requirements for publication, meaning they are not an identical copy of what was originally used.

6.1 Discussion guide for UX User testing interviews

Notes on this guide

This document outlines how we plan to run 35 x 60-minute IDIs (In-depth Interviews) to be conducted in the UK. The sessions will be remote and take place between June 5th – June 23rd, 2023.

Please note the following:

- This guide provides an outline for the sessions, not a rigid script
- In addition to the questions listed, the facilitator will ask additional probing questions during the sessions in order to assess the users' reactions
- Timings within the document are approximate
- The guide includes priority areas to cover in addition to optional, low-priority ones (to be covered if time permits)
- Privacy and confidentiality information was sent out to participants prior to them taking part in the research

Research Overview

Objectives

Explore participants' broader travel habits

Explore the confidence of passengers, and potential passengers, to travel by plane, and what, if any issues/concerns are experienced during their travel journey

Understand preferred channels in accessing the Aviation Passenger Charter (APC)

Assess the ease of use, structure, content, language and tone of the APC

Examine the presentation of the APC e.g., suitability of headings and whether additional graphics could improve comprehension

Explore how well-known and used, if at all, is the APC

Examine how, and where, the APC should be promoted

Identify recommendations for improving the APC

Methodology

The logistics and technical specifics of how the study will be facilitated and observed, including which tools will be used for sharing and recording.

35 x Online usability testing In depth interviews

Duration: ~60 minutes

Location: Online (Zoom for participants and moderator, Teams for observers)

Time/Date: TBD W/C 05/06/23 – W/C 19/06/23

Recruitment Specification:

Segments:

- Those who have flown in the last 3 years
- Those who have not flown since March 2020 but are open to flying in the next 2 years
- Elderly/ older passengers (aged 65+) who have flown in the past 3 years
- Those with physical disabilities who have flown in the past 3 years
- Those with non-visible disabilities who have flown in the last 3 years

Session Agenda & Detailed Guide

Session Agenda

- Introduction (2 mins)
- Warm-Up (2-5 mins)
- Questions about the flying journey (10-15 mins)
- APC deep dive (25-35 mins)
- Wrap Up (3 mins)

Key

- Black: questions to participants
- Blue: direction to participants
- Grey: notes to the moderator
- Red: instructions to the moderator
- Purple: probes to participants
- Low-priority questions

1. Introduction (2 minutes)

Hello, nice to meet you – My name is [moderator name] and I'll be leading this interview today. I want to start off by thanking you for participating in this study. We have scheduled this session to run for approximately 60 minutes. If you need to take a break at any point, please let me know.

During this session, you will be looking at a Webpage for the Department for Transport. I am interested in getting your feedback on the way in which information is presented including your thoughts about how valuable and easy to understand some of the information is. We have a lot to get through today so I may need to interrupt you and move on at certain points if we get off track. This isn't because I'm not interested in what you have to say!

Also, please know that this is not a test of your abilities. As you go through the session, please do not hesitate to share your honest opinions and feedback with me. I do not work for the

Department for Transport, so feel free to give me your honest feedback on the concepts and ideas we are reviewing today.

With your permission, we are recording the session today to help us during the analysis. Please be aware that all the information that you provide will remain confidential and your name will not be associated with your comments at any time.

Some of my colleagues are watching but the conversation is between you and me. I may look at my notes and screen from time to time to see if they have any questions.

Before we begin, I'd like to request that you ensure your mobile phone is sufficiently charged, or if it isn't, you have a power source nearby in case you start to run low on battery. Hopefully you have good internet connectivity today, so our session runs smoothly. Additionally, if you can, please switch on 'Do not Disturb' mode on your mobile, just to make sure I don't see any of your notifications. These things will help our conversation stay on track today.

Are you happy for us to record the session? [Start screen recording]

- Are you happy to consent to take part in this research?
- Do you have any questions before we get started?

2. Warm-up (2-5 mins)

Firstly, I'd like to get to know you a bit better. This is a no-judgment space, and I'm just interested in learning a little more about you. You are not obliged to answer any question I ask you, so if you don't feel comfortable talking about a particular topic, please just let me know.

- Tell me about yourself.
- Tell me about how you spend a typical day or week.
- How do you typically access information?
 - What are your preferred sources?
 - Do you use any devices to access information? If yes, what types?
- What, if any, assistive technology do you use?
- Do you have everything you need today to start this interview?

3. Experience at the airport/flying (10 – 15 mins)

Now that I've got to know you a little better, I'd like to ask you about your previous experiences in traveling by plane.

General experience

- What is typically your main purpose of travel when you fly?
- How often do you travel by plane?
- Do you typically take long haul or short haul flights?

- Do you usually travel with anyone?
 - If yes, who do you usually travel with?
- When was the last time you traveled by plane?
 - Purpose of trip, who with, how was the experience?

Confidence in aviation journeys

- How comfortable, if at all, are you when you have to travel by plane?
- How much preparation, if any, do you do when you plan a flight?
 - What types of information do you look for online before booking?
 - What sources do you typically rely on for this information (e.g., airline, airport, government websites, social media, friends & family)?
 - Do you plan for any potential issues in advance? If yes, how?
- How do you feel about your journey from arriving at the airport to taking a flight?
 - How do you feel before, during, and after booking?
 - How do you feel when you are at the airport?
- How do you feel about traveling by plane?
 - Could you tell me about a time when you encountered any challenges?
 - How did you resolve it?
 - Did you look for any resources to help? Were they helpful? Why/Why not?
 - Probe on platform, device type, and website names

[For participants who have children]

- Do you encounter any challenges when traveling with kids?
- What are the key things you must consider when traveling with kids by plane?

[For participants who have accessibility needs]

- What are the main considerations you have when traveling by plane?
 - Do you ever look up any information before traveling?
 - What types of information? Where?
- Do you require special assistance at the airport?
 - If yes - Do you usually pre-book special assistance or book on the day?
 - How and where do you book?
 - How easy do you find it to access special assistance services?
 - If no – Is there anything you do to ensure staff are aware of your accessibility needs?
 - Do you use a lanyard to indicate your accessibility needs?
 - If yes – how do staff acknowledge your lanyard, if at all?
- Have you ever experienced any issues with accessing special assistance?
 - If yes, how was it resolved?
 - How would you improve the experience?

4. Aviation Passenger Charter (25 – 35 minutes)

Now that I've learned a little more about your experiences with air travel, I'd like to show you a webpage. So, I'm now going to send a link in the chat. I would like you to share your screen and open the link on your mobile phone.

Screen sharing instructions:

In the meeting controls toolbar at the bottom of the screen, scroll to the right and tap "Share Content". Next, tap "Screen".

[Paste link in chat]

<https://www.gov.uk/government/publications/aviation-passenger-charter/aviation-passenger-charter>

Please open the link I've pasted in the chat. The chat button should be on the meeting controls toolbar at the bottom of the screen.

- Have you seen this webpage before?

[If yes:]

- How did you access this webpage?
 - Where and when?
- What device did you access it with?
- When was the last time you opened this webpage?
- Why did you use the webpage? What, if anything, did you specifically look at?
- Did you find it helpful? Why/Why not?
- What, if anything, would you improve?

[Ask all participants]

Now let's imagine that you've landed on this page.

- What are your initial impressions?
- Is there anything that grabs your attention? If so, what?
- What information do you expect to find on this page?

I'm now going to ask you to browse this webpage for 2 minutes. Please explore it at your own pace, but I'm going to ask that you stay on this webpage. Please think out loud as you navigate the page.

[Allow participants to browse the webpage for 2 minutes, and probe as they scroll through]

- What do you think of the content presented?
- What are your thoughts on the layout of the page?

- Did you expect to find this information here?
 - Do you think the information should be in this section?
- Is there anything that confuses you in this webpage/section?
- Looking at the section title, what information would you expect to find here?

APC Deep Dive

Now that you've had a quick look around the webpage, I'm going to give you a few tasks to complete. These tasks are not to test your ability, but simply to understand how you navigate the webpage and find the information in it. There are no right or wrong answers. Please think out loud as you complete each task.

SCENARIO 1 – Rights before / during booking

Let's imagine that you are planning to book a flight to somewhere outside of the EU for the first time and you want to ensure you have the correct documents.

Before you have a look on this webpage, I'd like to know where you would typically go to find this information if you had to tackle this scenario in real life.

Now I'd like you to show me where you would go to find the information on this webpage.

[Expectations: Participants navigate to 'What you need to do when booking and before you travel']

Once participant has completed task:

- Did the information on the webpage match what you expected to find out?
 - If not – Where would you go to find further information?
- Is there any missing information?

Please go back to the top of the webpage.

SCENARIO 2 – Flight Delay

Now let's imagine that you're at the airport and your flight has been delayed. You feel annoyed by the inconvenience and want to know if you will be compensated .

Before you have a look on this webpage, I'd like to know where you would typically go to find this information if you had to tackle this scenario in real life.

Now I'd like you to show me where you would go to find the information on this webpage.

[Expectations: Participants navigate to 'Your rights if your flight is delayed']

Once participant has completed task:

- Did the information on the webpage match what you expected to find out?
 - If not – Where would you go to find further information?
- Is there any missing information?

Please go back to the top of the webpage.

SCENARIO 3 – Baggage

Imagine that after landing, you attempt to collect your baggage, but it didn't arrive. You are unsure of what to do next.

Before you have a look on this webpage, I'd like to know where you would typically go to find this information if you had to tackle this scenario in real life.

Now I'd like you to show me where you would go to find the information on this webpage.

[Expectations: Participants navigate to 'Your rights and what to do if your baggage is lost, damaged or delayed']

Once participant has completed task:

- Did the information on the webpage match what you expected to find out?
 - If not – Where would you go to find further information?
- Is there any missing information?

Please go back to the top of the webpage.

[Ask participants who have Accessibility needs]

SCENARIO 4 – Additional Info for disabled passengers and people with reduced mobility

Now let's imagine you are booking a flight and want to book special assistance for the first time. You are unsure of the services special assistance provides.

Before you have a look on this webpage, I'd like to know where you would typically go to find this information if you had to tackle this scenario in real life.

Now I'd like you to show me where you would go to find the information on this webpage.

[Expectations: Participants navigate to 'Additional rights for disabled passengers and people with reduced mobility']

Once participant has completed task:

- Did the information on the webpage match what you expected to find out?
 - If not – Where would you go to find further information?
- Is there any missing information?

Please go back to the top of the webpage.

Now let's assume that you are also worried about what would happen if a delay to the special assistance service resulted in you missing your flight. Where would you expect to find information about this on this webpage?

[Expectations: Participants navigate to 'Special Assistance']

Once participant has completed task:

- Did the information on the webpage match what you expected to find out?
 - If not – Where would you go to find further information?
- Is there any missing information?

Please go back to the top of the webpage.

[Ask participants who require mobility support]

Imagine you are in the process of booking a flight for the first time, and wanted some information about how to travel with mobility equipment.

Before you have a look on this webpage, I'd like to know where you would typically go to find this information if you had to tackle this scenario in real life.

Now I'd like you to show me where you would go to find the information on this webpage.

[Expectations: Participants either navigate to 'Additional information on booking and before travel for disabled passengers and people with reduced mobility' or 'Additional rights for disabled passengers and people with reduced mobility' or 'Additional information on the journey for disabled passengers and people with reduced mobility']

Once participant has completed task:

- Did the information on the webpage match what you expected to find out?
 - If not – Where would you go to find further information?
- Is there any missing information?

Please go back to the top of the webpage.

[Ask participants with non-visible impairments]

Imagine you are in the process of booking a flight for the first time, and wanted some information about what you could do to ensure airline staff knew you may need extra support.

Before you have a look on this webpage, I'd like to know where you would typically go to find this information if you had to tackle this scenario in real life.

Now I'd like you to show me where you would go to find the information on this webpage.

[Expectations: Participants navigate to 'Additional rights for disabled passengers and people with reduced mobility > Non-visible impairments']

Once participant has completed task:

- Did the information on the webpage match what you expected to find out?
 - If not – Where would you go to find further information?
- Is there any missing information?

Please go back to the top of the webpage.

[Optional Scenario, if time permits]

SCENARIO 5 - Flight Cancellation

Now let's imagine you are at the airport and found out your flight has been cancelled. You would like to know what your options are.

Before you have a look on this webpage, I'd like to know where you would typically go to find this information if you had to tackle this scenario in real life.

Now I'd like you to show me where you would go to find the information on this webpage.

[Expectations: Participants navigate to 'Your rights if your flight is cancelled']

Once participant has completed task:

- Did the information on the webpage match what you expected to find out?
 - If not – Where would you go to find further information?
- Is there any missing information?

Please go back to the top of the webpage.

[Questions to ask at the end of all scenarios]

Now that you've explored the Aviation Passenger Charter (APC) webpage, I'd like to know more about your experience.

Usefulness

- Did the information on the webpage match what you expected to find out?
 - If not – Where would you go to find further information?
- How useful or not useful did you find the APC?
- Are there any specific pieces of information that add reassurance?

Ease of use

- On a scale of 1 to 5 (where 1 is very difficult and 5 is very easy), how easy, if at all, is it to use this webpage? Why?

Navigation

- How do you feel about the way information is organised on this webpage?
- Are there any sections on the webpage you think should be somewhere else?
- How did you find navigating between different sections?
- Where would you expect to find the APC?
 - Through which channel (e.g. travel agent, information desk at the airport...)

Looks and Feel

- How do you feel about the way the APC looks?
 - What do you think about adding icons/images?
 - What would you improve in the design?
- How did you find the language of the APC?
- How did you find the tone of voice of the APC?
 - Did you find any words unclear?

Accessibility

- What do you think of how the information on accessibility is presented in the APC?
- Do you think there should be a dedicated document focused on accessibility rather than it being included in the APC?
- Is there any missing information? If so, what?

[Optional, if time permits]

Summary Passenger Charter

I'd now like to show you another webpage.

[Paste link for Summary Passenger Charter]

<https://www.gov.uk/government/publications/aviation-passenger-charter/aviation-passenger-charter-summary-of-passenger-rights>

I've just put a link in the chat – Please navigate back to the chat and open the link.

Now I would like to ask you to browse this webpage for a few minutes. Please explore it at your own pace and think out loud as you go through it.

- Considering the previous webpage we looked at, do you think this summary is needed? Why/Why not?
- What are your first impressions of this webpage?
- What do you think the purpose of this webpage is?
- How useful is this webpage?

5. Wrap-Up (3 minutes)

- What is your overall impression of the APC?
- Would you use it?
- What, if anything, would you want to improve?
- What aspect of the webpage do you find the most useful?

Finally, throughout our chat, we may have touched on sensitive or difficult matters and I appreciate that it could be challenging. If you need recommendations for mental health charities, we recommend that you contact the charity, 'Mind'. I have the contact details if you would like them – please let me know.

[If participant would like details, paste site link / phone number in chat, or read out loud]

Site: <https://www.mind.org.uk/>

Telephone: 0300 123 3393

Do you have any questions before we wrap up?

That's all for today, thank you for your time!

[STOP RECORDING]

6.2 Discussion guide for the online focus groups

Research Objectives:

- Explore participants' broader travel habits
- Explore the confidence of potential and regular flyers, and what, if any issues/concerns are experienced by them
- Understand preferred channels in accessing the Aviation Passenger Charter
- Assess the ease of use, structure, content, language, and tone of the Aviation Passenger Charter
- Explore how well-known and used, if at all, the Aviation Passenger Charter is among passengers
- Examine how, and where, the Aviation Passenger Charter should be promoted
- Identify recommendations for improving the Aviation Passenger Charter
- Understand experiences of those which have used the Aviation Passenger Charter and explore how it could be improved

Three stages to the research:

- Online depths - These will be carried out either via MS Teams video call, Zoom or over the telephone. Each interview will last up to 60 minutes and each participant is being provided with a thank you of £50 by Love2Shop e-voucher.
- UX testing - These will be carried out either via MS Teams video call, Zoom or over the telephone. Each interview will last up to 60 minutes and each participant is being provided with a thank you of £50 by Love2Shop e-voucher
- Focus Groups - This is the second stage of the UX process and will be carried out following the completion of all UX interviews. These will be carried out via Zoom, with the groups lasting up to 60 minutes. As a thank you, each participant will be provided with a further £50 Love2shop e-voucher

This topic guide is intended to lead the discussion with participants in a focus group setting. It will be used to ensure all topics are covered with participants, but not all questions will necessarily be asked, or to the exact wording used. The order of some questions may also differ as the moderator will be led by the participant, ensuring that the interview reflects the participant's views and experiences.

Timings are provided but are for guidance only.

Moderator notes:

- Please note the following keys:
 - Bold lower case = key questions
 - Non-bold lower case = follow up questions and prompts
 - CAPITALISED ITALICS, NON-BOLD = instructions for moderators
 - Lower case italics- script for moderators to read to participants

Topic guide flow:

The topic guide has the following sections. Suggested timings are provided but please tailor to each group while aiming to cover each topic.

Section	Remote depths timings
Introduction and background	5 mins
Warm-up	5 mins
Reflections of the Aviation Passenger Charter	10 mins
Opinions on suggested improvements to the charter	25 mins
Reflections on the structure of the charter	10 mins
Wrap-up	5 mins

Discussion Guide

5 mins	Introduction and background
	<p>INTRODUCE YOURSELF AND THE PURPOSE OF THE RESEARCH:</p> <ul style="list-style-type: none"> ○ I'd like to start by introducing myself, and the purpose of this research project. ○ I'm [name], and I work for an organisation called Ipsos, an independent research organisation. ○ We are working with the Department for Transport to understand public opinions around the Aviation Passenger Charter. I know you have all seen this document and already taken part in an interview exploring this document in more detail. Now you are more familiar with the Charter, today, we would like to explore your thoughts and opinions around some ideas for improving the document and the impact these changes may have ○ This is a relaxed and informal discussion and there are no right or wrong answers. <p>PARTICIPANT CHECKS:</p> <ul style="list-style-type: none"> ○ Please can I check, you are all currently in a location where you're happy to take part in this discussion?

	<ul style="list-style-type: none"> ○ The focus group will last no more than 60 minutes. We very much appreciate you taking part, and as a thank you, you will receive a £50 voucher for your time. <p>EXPLAIN TONE AND NATURE OF THE DISCUSSION:</p> <ul style="list-style-type: none"> ○ This research project is being carried out in accordance with the Market Research Society (MRS) Code of Conduct. ○ We make sure information is collected confidentially and stored securely. When we write a report back to the Department for Transport, we make sure your names or other identifying information isn't included. We aggregate the findings into themes but might include an anonymous quote from people too ○ Conversation is relaxed and informal ○ No right or wrong answers ○ We are keen to hear about everyone's views and experiences; we are after a range of opinions, not seeking consensus ○ Please feel free to disagree with one another; just keep it polite ○ We will make sure everyone gets a chance to share their opinion ○ Please try to avoid talking over one another – means the recorder does not work so well and harder for our note taker to hear what people are saying ○ Get permission to record video ○ Plenty to get through, so the moderator may have to move people on from time to time – not that we're not interested in what you have to say ○ Mention any observers ○ Clarify end time (60 minutes per group) ○ Any other housekeeping – phones on silent, bathroom break whenever you need ○ Are there any questions before we begin?
5 mins	Warm-up
	<p>Before we get started, I'd like to do a quick round of introductions so that we all have a bit of an idea about who else is in the room this evening.</p> <p>Please could everyone share:</p> <ul style="list-style-type: none"> ● Your first name ● Whereabouts you live ● Favourite thing about air travel <p>INTRODUCE THEMSELVES SHARING THE ABOVE INFORMATION, AND THEN CALL ON ANOTHER PARTICIPANT TO INTRODUCE THEMSELVES</p>
5 mins	Reflections of the Aviation Passenger Charter
	<p>All of you have taken part already in interviews about the Aviation Passenger Charter. Now you've had some time to reflect on the charter I'd like to hear your thoughts on it:</p> <p>Now you've had some time to engage with the charter, thinking about it now, what one thing stands out to you from the Charter?</p>
35 mins	Opinions on suggested improvements to the charter

We are now going to run through a few ideas that could be included in the Charter in the future. These ideas have actually come from the interviews that you have all just taken part in and we would like to explore these in more detail with you today.
 MODERATOR TO REASSURE PARTICIPANTS THERE ARE NO RIGHT OR WRONG ANSWERS HERE
 MODERATOR TO SPEND 5 MINS ON EACH IDEA

Idea 1: Including bullet points to summarise instead of large chunks of text

So the first thing I'd like to discuss is including bullet points to summarise instead of large chunks of text

What are your first impressions of this idea?

- What first comes to mind when you think about this being added into the charter?
- What might be some of the positives/ negatives?
- Do you think this change is worth making/ why?

How might this improve yours or the general public's experience of using the charter?

- Are there any sections of the charter where this would be especially helpful to include?
- Who might this addition help?

What do you think the impact (both for yourself and for other types of passengers) would be of including this in the Charter?

- What might be the impact of this addition on people's confidence to fly?
- Do you think this addition would make people more or less likely to use the charter?

Idea 2: Including audio description in the document

The second idea I'd like to discuss is including audio description to the document.

What are your first impressions of this idea?

- What first comes to mind when you think about this being added into the charter?
- What might be some of the positives/ negatives?
- Do you think this change is worth making/ why?

How might this improve yours or the general public's experience of using the charter?

- Are there any sections of the charter where this would be especially helpful to include?
- Who might this addition help?

What do you think the impact (both for yourself and for other types of passengers) would be of including this in the Charter?

- What might be the impact of this addition on people's confidence to fly?
- Do you think this addition would make people more or less likely to use the charter?

Idea 3: Including videos in the document

The next idea I'd like to discuss is including videos to summarise large chunks of text to the document.

What are your first impressions of this idea?

- What first comes to mind when you think about this being added into the charter?
- What might be some of the positives/ negatives?
- Do you think this change is worth making/ why?

How might this improve yours or the general public's experience of using the charter?

- Are there any sections of the charter where this would be especially helpful to include?
- Who might this addition help?

What do you think the impact (both for yourself and for other types of passengers) would be of including this in the Charter?

- What might be the impact of this addition on people's confidence to fly?
- Do you think this addition would make people more or less likely to use the charter?

Idea 4: Adding icons and imagery into the document

The next idea I'd like to discuss is using more icons and imagery throughout the document.

What are your first impressions of this idea?

- What first comes to mind when you think about this being added into the charter?
- What might be some of the positives/ negatives?
- Do you think this change is worth making/ why?

How might this improve yours or the general public's experience of using the charter?

- What types of icons and images do you think would be worth including in the charter?
- Are there any sections of the charter where this would be especially helpful to include?
- Who might this addition help?

What do you think the impact (both for yourself and for other types of passengers) would be of including this in the Charter?

- What might be the impact of this addition on people's confidence to fly?
- Do you think this addition would make people more or less likely to use the charter?

Idea 5: Restructuring the order of the document:

	<p>The final idea I'd like to discuss is restructuring the order of the document. In the interviews some people suggested that the document should be reordered. I'd like you to tell me how you feel about each of these suggestions...</p> <p>MODERATOR TO RUN THROUGH EACH IDEA BELOW. THIS IS MEANT TO BE A QUICK FIRE ROUND TO GARNER INITIAL THOUGHTS ON EACH OF THE IDEAS BELOW:</p> <ul style="list-style-type: none"> ○ Framing headings as questions (e.g. What happens if your flight is delayed?) ○ Adding an intro at the top of the page before the table of content ○ Ordering the document in the order of a journey (WHICH SOME FEEL IT WASN'T ALREADY) <p>MODERATOR TO ASK THE FOLLOWING QUESTIONS FOR EACH IDEA:</p> <ul style="list-style-type: none"> ○ How do you feel about this idea? ○ Any pro/ cons of incorporating this? ○ Do you think it's worth incorporating into the charter? <p>Is there anything else you would like to add about the structure of the document?</p> <ul style="list-style-type: none"> ○ Is there anything you would change about the headings etc or the order of content? <p>Is there anything else you think might be worth adding to this charter that could increase accessibility, by this we mean "making information, sensible, meaningful, and usable for as many people as possible, including those who might have specific needs such as Dyslexia, auditory impairment, visual impairment etc?"</p>
10 mins	Reflections and wrap up
	<p>Thanks so much for your time today. The insights gained will be really helpful in shaping the Aviation Passenger Charter going forward. I just want to wrap up by getting you to imagine that all the examples and ideas we've talked through have been implemented and these changes to the charter have been made</p> <p>Is there anything you think is missing from the charter or any areas you feel don't go into enough detail?</p> <ul style="list-style-type: none"> ○ Are there any situations or scenarios that you think might be worth including in the charter, that aren't currently in there? ○ What types of additional information might you add into the charter? <p>Where would you want to go to find the Aviation Passenger Charter?</p> <ul style="list-style-type: none"> ○ What channels should DfT use to promote the charter? ○ Where should it be advertised? ○ IF NOT MENTIONED: Some examples raised in the interviews included: ○ Promoting through social media, which platforms would be best to do this, and how could they be promoted on there?

- Promoting through other organisations/ spokespeople e.g. Which, Martin Lewis etc?
- Promoting when booking a holiday through items such as travel document. How could they be promoted on there?
- How do you think the charter should be promoted for those who don't use online news sources or social media?
- Which channels do you think should be prioritised for raising awareness of the Charter?

If all this happened, how would you feel about using the Charter?

- Would you be more or less likely to use it?
 - Would you be more or less likely to recommend it?
- What impact would it have on your confidence when flying?

If you could change one thing about the charter, what would it be?

- If you could only prioritise one area to change what would it be? e.g. structure, language, navigation, design, content, etc

What else, if anything, would you like to mention that we haven't covered yet?

EXPLAIN NEXT STEPS:

- We are producing a report to share with DfT setting out the findings from the research.
- If there is anything further you would like to discuss specifically with DfT, the enclosed information sheet has the correct contact details
- Criteria will issue £50 Love2Shop voucher for participation, if you have not already left your details please can I take them now.

Finally, throughout our chat, we may have touched on sensitive or difficult matters and I appreciate that it could be challenging. If you need recommendations for mental health charities, we recommend that you contact the charity Mind. I have the contact details if you would like them which I will share the details in the chat just in case anyone would like them.

MODERATOR TO SHARE THE DETAILS BELOW IN THE CHAT

Site: <https://www.mind.org.uk/>

Telephone: 0300 123 3393

Do you have any questions before we wrap up?

That's all for today, thank you for your time!

THANK AND CLOSE.

6.3 Discussion guide for those that have used the charter before:

Research Objectives

- Explore participants' broader travel habits
- Explore the confidence of potential and regular flyers, and what, if any issues/concerns are experienced by them
- Understand preferred channels in accessing the Aviation Passenger Charter
- Assess the ease of use, structure, content, language, and tone of the Aviation Passenger Charter
- Examine the presentation of the Aviation Passenger Charter e.g., suitability of headings and whether additional graphics could improve comprehension
- Explore how well-known and used, if at all, the Aviation Passenger Charter is among passengers
- Examine how, and where, the Aviation Passenger Charter should be promoted
- Identify recommendations for improving the Aviation Passenger Charter
- Understand experiences of those which have used the Aviation Passenger Charter and explore how it could be improved

Three stages to the research:

- Online depths - These will be carried out either via MS Teams video call, Zoom or over the telephone. Each interview will last up to 60 minutes and each participant is being provided with a thank you of £50 by Love2Shop e-voucher.
- UX testing - These will be carried out either via MS Teams video call, Zoom or over the telephone. Each interview will last up to 60 minutes and each participant is being provided with a thank you of £50 by Love2Shop e-voucher.
- Focus Groups - This is the second stage of the UX process and will be carried out following the completion of all UX interviews. These will be carried out via Zoom, with the groups lasting up to 60 minutes. As a thank you, each participant will be provided with a further £50 Love2shop e-voucher.

This topic guide is intended to guide the discussion with interviewees. It will be used to ensure the topics are covered with participants but not all questions will necessarily be asked, or the exact wording used. The order of some questions may also differ as the moderator will be led by the participant, ensuring that the interview reflects the participant's views and experiences.

Timings are provided but are for guidance only.

Moderator notes:

- Check the participant is able to access the Aviation Passenger Charter prior to starting each interview
- Record using OBS or encrypted digital recorder
- Please note the following keys:
 - Bold lower case = key questions
 - Non-bold lower case = follow up questions and prompts
 - CAPITALISED ITALICS, NON-BOLD = instructions for moderators
 - Lower case italics- script for moderators to read to participants

Topic guide flow:

The topic guide has the following sections. Suggested timings are provided but please tailor to individuals whilst aiming to cover each topic.

Section	Remote depths timings
Introduction and background	5 mins
Warm-up	5 mins
Experience at the airport/flying	10 mins
Use of the Aviation Passenger Charter	10 mins
Recall on specific areas of the Aviation Passenger Charter	10 mins
Navigation to the specific areas of the Aviation Passenger Charter	10 mins
Improvements to the Charter and channels for promotion	5 mins
Wrap-up	5 mins

Topic Guide

5 mins	Introduction and background
	<p>INTRODUCE YOURSELF AND THE PURPOSE OF THE RESEARCH:</p> <ul style="list-style-type: none"> ○ I'd like to start by introducing myself, and the purpose of this research project. ○ I'm [name], and I work for an organisation called Ipsos, an independent research organisation. ○ We are working with the Department for Transport to understand public opinions around a document called the Aviation Passenger Charter. DfT would like to review the Aviation Passenger Charter involving members of the public to ensure it reflects the needs of passengers.

- This is a relaxed and informal discussion and there are no right or wrong answers.

PARTICIPANT CHECKS:

- Please can I check, are you currently in a location where you're happy to take part in this discussion?
- The interview will last no more than 60 minutes. We very much appreciate you taking part, and as a thank you, you will receive a £50 voucher for your time. We will take your details after the interview to be able to send this to you.

REASSURANCES:

- This research project is being carried out in accordance with the Market Research Society (MRS) Code of Conduct.
- It is completely up to you whether you take part, and you can change your mind at any time.

GDPR CONSENT (RECORD):

IN LINE WITH DATA PROTECTION WE'D LIKE TO RECORD THEIR CONSENT TO TAKE PART IN THE INTERVIEW AND TO CONFIRM THAT THEY HAVE THE CHARTER TO HAND. PLEASE RECORD CONSENT. IF PARTICIPANT DOES NOT CONSENT FOR THE INTERVIEW TO BE AUDIO RECORDED, PLEASE TURN OFF AUDIO RECORDER ONCE CONSENT IS CAPTURED.

Please can I check that you are happy with the following – I have six points to cover with you (capture Y/N response):

- You have received an information sheet about the research and have had a chance to ask questions about the research.
- You have received a copy of the privacy policy and understand that any data concerning you will be stored and accessed in accordance with current laws. such as the General Data Protection Regulations (GDPR).
- You understand that Ipsos' legal basis for processing your data is your consent to take part in this research. Your participation in this research is voluntary. You can withdraw your consent for your data to be used at any point before, during or after the discussion.
- You understand that this conversation is completely confidential, and our findings will be reported anonymously. This means that you will not be identifiable in the published report and any direct quotes used in the report will not be attributed to you. The only time we would disclose any information that identifies you would be if you were to tell me something that suggests you or someone else is at risk of serious harm. In this case, we may need to tell someone but would discuss with you first.
- If you feel comfortable, we would like to make an audio recording of our conversation. Recordings are stored securely, only accessible by the Ipsos research team, and are permanently destroyed 12 months after the project finishes. The project is due to finish in July 2023.
- And please can I just confirm that you are happy to take part?

	<ul style="list-style-type: none"> ○ Before we begin, do you have any questions? And, do you have everything you need to take part today? <p>Thank you, now there is plenty to get through, so I may have to move the conversation on from time to time during the interview – it's not that we're not interested in what you have to say we just have a lot of topics to cover.</p>
5 mins	Warm-up
	<p>Firstly, I'd like to get to know you a bit better. This is a no-judgment space, and I'm just interested in learning a little more about you. You are not obliged to answer any question I ask you, so if you don't feel comfortable talking about a particular topic, please just let me know.</p> <ul style="list-style-type: none"> ○ Tell me about yourself, where do you live? How long have you lived there? who do you live with? ○ And how do you usually access information? What electronic devices do you use? ○ Tell me about how you spend a typical day or week. ○ Finally, what, if any, assistive technology do you use?
10 mins	Experience at the airport/ flying
	<p>Now that I've got to know you a little better, I'd like to ask you about your previous experiences in traveling by plane.</p> <p>General experience:</p> <ul style="list-style-type: none"> • What is typically your main purpose of travel when you fly? <ul style="list-style-type: none"> ○ PROBE: for leisure/ tourism, visiting family and friends, for business? ○ PROBE: Long haul/short haul? • How often do you travel by plane? <ul style="list-style-type: none"> ○ PROBE: If they haven't travelled since before the pandemic then ask if they intend to travel in the next 2 years • Who, if anyone, do you usually travel with? <ul style="list-style-type: none"> ○ PROBE: And, do any of these people you travel with have any accessibility needs? <p>[If yes], What accessibility needs do they have?</p> • When was the last time you travelled by plane? <ul style="list-style-type: none"> ○ What was the purpose of the trip? ○ Who was the trip with? ○ How was the flying experience? • How confident are you when travelling by plane? <ul style="list-style-type: none"> ○ What are some of the reasons you feel confident/ not confident? ○ Do you have any examples of this?

	<ul style="list-style-type: none"> • How much preparation do you do when you plan a flight? <ul style="list-style-type: none"> ○ What types of information do you look for online before booking? ○ Do you plan for any potential issues in advance? If yes, how? • How do you feel about your journey from arriving at the airport to taking a flight? <ul style="list-style-type: none"> ○ How do you feel before, during, and after booking? ○ How do you feel when you are at the airport? • How do you feel about traveling by plane? <ul style="list-style-type: none"> ○ Could you tell me about a time when you encountered any challenges? ○ How did you resolve it? ○ Did you look for any resources to help? Were they helpful? Why/Why not? ○ PROBE: On platform, device type and website names <p>[For participants who have children]</p> <ul style="list-style-type: none"> • What challenges, if any, do you encounter when traveling with kids? • What are the key things you must consider when traveling with kids? <p>[For participants who have accessibility needs]</p> <ul style="list-style-type: none"> • What are the main considerations you have when traveling by plane? <ul style="list-style-type: none"> ○ Do you ever look up any information before traveling? ○ What types of information? Where? • Do you require special assistance at the airport? <p>[If yes],</p> <ul style="list-style-type: none"> ○ Do you usually pre-book special assistance or book on the day? ○ How and where do you book? ○ How easy do you find it to access special assistance services? ○ Have you ever experienced any issues with accessing special assistance? [If yes], how was it resolved? ○ How would you improve the experience? <p>[If no],</p> <ul style="list-style-type: none"> • Is there anything you do to ensure staff are aware of your accessibility needs? <ul style="list-style-type: none"> ○ Do you use a lanyard to indicate your accessibility needs? [If yes]– how do staff acknowledge your lanyard, if at all?
10 mins	Use of the Aviation Passenger Charter
	<p>You were asked to take part in this research as someone who has used the Aviation Passenger Charter previously. Just as a reminder I'm just going to show you the Aviation Passenger Charter just to help you regain familiarity with it. (Facilitator to open link and share screen) and ask a couple of questions about your use of it.</p>

- What do you think the purpose of the Aviation Passenger Charter is, and who is it aimed at?
 - What do you think the Aviation Passenger Charter has been designed for?
 - Who do you think the Aviation Passenger Charter is for?
 - Who do you think would use the Aviation Passenger Charter and for what reasons?
- How did you find out about the Aviation Passenger Charter?
 - Who told you about the Aviation Passenger Charter?
 - Can you remember where you first heard about it?
 - How did you first find the webpage/ document?
 - PROBE: Where and when was this and on what type of device?
 - [If accessed online and not someone who requested a hard copy] What device did you access it with?
 - When was the last time you opened this webpage/ looked at this document?
- Why did you use the Aviation Passenger Charter?
 - What information were you looking for?
 - PROBE: Have they used it for more than one reason/ one occurrence. If yes, then explore the different reasons for using the Aviation Passenger Charter
 - PROBE: Was the charter the first thing you went to when trying to find this information?
 - [If yes], why did you go to the Aviation Passenger Charter first?
 - [If no], which other sources did you go to before using the Aviation Passenger Charter?
 - Why did you not use the Aviation Passenger Charter before this point?
- What were your overall impressions of the Aviation Passenger Aviation Passenger Charter?
 - Were they positive/negative and why?
 - How did this compare to other similar documents?
- To what extent would you say the charter was helpful? What makes you say that?
 - What aspects of the Aviation Passenger Charter did you find helpful/ unhelpful?
 - Did the Aviation Passenger Charter give you a clear answer to your question?
 - [If no], did you find the answer elsewhere? Where was this?
 - [If yes], did the information reassure you?
 - Did you take any further actions after reading the information on the Aviation Passenger Charter? [If yes], what were these actions?
- What sort of impact, if any, did the charter have on how confident you feel when flying?

	<ul style="list-style-type: none"> ○ [If yes] In what ways do you feel it impacted your confidence (positively or negatively) and why? ○ Are there any other things, outside of the charter, which generally impact your confidence when flying?
10 mins	Recall on specific areas of the Aviation Passenger Charter
	<p>SOME QUESTIONS MAY OVERLAP WITH THE PREVIOUS SECTION, IF ALREADY COVERED THERE IS NO NEED TO ASK AGAIN.</p> <p>We would now like to get your thoughts on some more specific areas of the Aviation Passenger Charter and your experiences when using it. For this I would like you to think back to your own personal experience using the Aviation Passenger Charter and the information that you were looking for:</p> <ul style="list-style-type: none"> • How easy was it to find the information you were looking for? <ul style="list-style-type: none"> ○ What did you think of the structure of the document? ○ How easy was it to find the relevant section or area you needed? ○ How did you find navigating around the document? ○ PROBE: Have you used other similar documents which were easier to navigate? If yes, what were these? Was it another government webpage? Why were they easier to navigate? ○ Was there anything that you think could be improved? • What did you think of the language and tone used in the Aviation Passenger Charter? <ul style="list-style-type: none"> ○ SPONTANEOUS FIRST THEN PROBE: on language formality, use of technical terms, did they think the information was easy to understand, are there other examples of similar documents which were easier to understand • What did you think of how the content of the Aviation Passenger Charter is presented? <ul style="list-style-type: none"> ○ SPONTANEOUS FIRST THEN PROBE: What were their initial impressions, was there anything they remember that grabbed their attention, what did they think about the layout of the document, are there other examples of similar documents that are better presented
10 mins	Navigation to the specific areas of the Aviation Passenger Charter
	<p>SOME QUESTIONS MAY OVERLAP WITH THE PREVIOUS SECTION, IF ALREADY COVERED THERE IS NO NEED TO ASK AGAIN.</p> <p>I'm now going to share with you a link in the chat to the Aviation Passenger Charter for you to open. Thinking back to when you used the Aviation Passenger Charter, could you take me to the part of the Aviation Passenger Charter you interacted with? Whilst you're navigating to the page it would be great if you could talk aloud your thought processes.</p> <ul style="list-style-type: none"> ○ PROBE: if participant is struggling with the thinking out loud:

	<ul style="list-style-type: none"> ○ What page/ section are they looking for? ○ Where do they think they will find this information before scrolling? ○ Which parts of the webpage are they looking at whilst scrolling? ○ What stands out as they scroll? <p>(ONCE AT THE RELEVANT SECTION)</p> <p>Now that you're on the relevant section of the Aviation Passenger Charter, I just have a few questions about the information in this section</p> <ul style="list-style-type: none"> • What do you think of the content presented? <ul style="list-style-type: none"> ○ What do you think of the layout? ○ PROBE: on opinions of headings, titles and general text layout • What do you think of the language and tone used in this section? <ul style="list-style-type: none"> ○ Are there any specific pieces of information that add reassurance? ○ Is there any missing information? ○ Are there any words that are unclear? ○ What do you think of the tone of voice used? • How easy or difficult is this section to read and understand? <ul style="list-style-type: none"> ○ PROBE: Why participants find the section or parts of the section difficult, which specific parts of the text or words that are unclear • How do you think this section could be improved? <ul style="list-style-type: none"> ○ SPONTANEOUS FIRST THEN PROBE: Is there anything in the layout, content, language, structure or language or tone that they want to improve?
5 mins	Improvements to the Charter and channels for promotion
	<ul style="list-style-type: none"> • What, if anything, would you want to change or improve? <ul style="list-style-type: none"> ○ SPONTANEOUS FIRST THEN PROBE: Is there anything in the layout, content, language, structure or language or tone that they want to improve? • How likely are you to turn to the Aviation Passenger Charter if you have a travel query/issue in the future? <ul style="list-style-type: none"> ○ What makes you say that? • Where do you think the Aviation Passenger Charter should be promoted? <ul style="list-style-type: none"> ○ Through which channels or places do you think would be good to promote the Aviation Passenger Charter? ○ How can the Department for Transport raise awareness of the Aviation Passenger Charter?
5 mins	Reflections and wrap up
	Thanks so much for your time today. The insights gained will be really helpful in shaping the Aviation Passenger Charter going forward.

- What else, if anything, would you like to mention that we haven't covered yet?

EXPLAIN NEXT STEPS:

- We are producing a report to share with DfT setting out the findings from the research.
- We would like to know if you can be contacted again to invite you to participate in further research about this topic. If so, are you happy for us to share your contact details with DfT?
- If there is anything further you would like to discuss specifically with DfT, the enclosed information sheet has the correct contact details
- Criteria will issue £50 Love2Shop voucher for participation, if you have not already left your details please can I take them now.

Finally, throughout our chat, we may have touched on sensitive or difficult matters and I appreciate that it could be challenging. If you need recommendations for mental health charities, we recommend that you contact the charity Mind. I have the contact details if you would like them – please let me know.

[If participant would like details, paste site link / phone number in chat, or read out loud]

Site: <https://www.mind.org.uk/>

Telephone: 0300 123 3393

Do you have any questions before we wrap up?

That's all for today, thank you for your time!

THANK AND CLOSE.