



## **Disability Equality and Awareness Training Framework for Transport Staff**

Research conducted on behalf of  
Disabled Persons Transport Advisory Committee

Research conducted by



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The views expressed are those of the authors and not necessarily those of the  
Disabled Persons Transport Advisory Committee.

# Foreword

The Disabled Persons Transport Advisory Committee (DPTAC) was established under the Transport Act 1985 to act as the statutory advisor to the Government on the transport needs of disabled people.

The aim of DPTAC is that disabled people can go where everyone else goes and can do so easily and without extra cost. In recent years there has been significant progress in making travelling by public transport a realistic option for disabled people. While there is still some way to go before we have a fully accessible public transport system, we have seen improvements in access to vehicles and transport infrastructure. Thanks, in part, to the Disability Discrimination Act, and to European regulations, progress will continue to be made.

However, despite these improvements, disabled people continue to face daily obstacles when travelling. A key element of this is poor or inadequate disability equality training of staff, who are often unable to give disabled travellers the support they would like to provide.

DPTAC commissioned CEDS to produce a training framework that will help transport providers identify the requirements of disabled passengers, and the training staff require to help assist them properly. In essence, our framework focuses on good customer care for disabled people. Just as improving accessibility for disabled people improves accessibility for all, our framework should help transport operators deliver a better service to all passengers.

We hope you find the framework a useful resource.

**Carol Thomas**

DPTAC, Chair of the Education & Training Working Group

# **Introduction**

## **The Research Process**

The Disability Equality and Awareness Training Framework was developed through a process of qualitative research and analysis.

A literature and information review explored a range of issues, including the duties and responsibilities of transport providers towards disabled travellers, the barriers faced by disabled travellers, steps taken to address these barriers, and the potential of staff training to increase the accessibility of transport systems for all travellers. The issues emerging from the literature review were then explored in more depth through discussion with disabled people (individuals and interest groups) and transport providers.

Detailed information on the actual experiences of disabled travellers making multi-modal journeys was collected through an extensive mystery shopping exercise. This focused on the impact of staff performance on disabled travellers' journey experiences, and on the identification of good practice as well as difficulties encountered.

Current best practice in the provision of disability equality and awareness training was identified through discussion with training specialists working in or for the transport sector. This provided information on existing training programmes and resources, guidance from both transport sector and disability interest groups on what should be included in the training, and existing performance standards for disability equality and awareness in transport and other customer service contexts (e.g. occupational qualifications).

## **Analysis**

The research generated a large amount of detailed information, from a variety of stakeholder perspectives, relating to the disability equality and awareness needs of transport staff. Content analysis was applied to this complex data set in order to identify general principles for disability equality and awareness training, and to develop a detailed specification for what transport staff need to do and know in order to meet the needs of disabled travellers.

## **Developing the Framework**

The key findings that emerged from the analysis, and formed the development of the framework, are as follows:

- Much good practice in meeting the needs of disabled travellers is an extension of good practice in dealing with all customers.
- The training framework must be flexible to the needs of different transport modes and individual transport organisations, and must take into account operational requirements, including health and safety.
- The precise nature of the barriers encountered by travellers will vary according to the nature of their disability and the mode of transport they are using, but the underlying staff awareness issues are common to all.
- Even where extensive good practice is in place, lack of continuity of service within or between transport providers will make the whole journey inaccessible. A framework that is organised around staff roles or journey stages, rather than passenger need, will increase the risk of service breakdown at some point during the journey.
- The needs of disabled travellers must be at the heart of the training framework to ensure that the service fits the passenger, rather than making the passenger fit in with the service.

The training framework was developed to reflect these principles and to clarify the behaviour, knowledge and understanding that staff need to be able to demonstrate in order to achieve an accessible transport system.

## **The Training Framework**

This Training Framework document contains tables, but is available in non-tabular format from DPTAC, 2/23 Great Minster House, 76 Marsham Street, London SW1 4DR. E-mail [gary.kemp@dft.gov.uk](mailto:gary.kemp@dft.gov.uk)  
Tel: 0207 944 8011. The Framework is also available in alternative formats from the above address.

# 1.0 Introduction

## 1.1 Who Should Use The Framework?

The framework is designed to be used by all those involved in the delivery or commissioning of training for transport staff within the UK. It has been developed to address the operational requirements of all public transport providers across all modes, whether they are multi-site national networks or small locally-based operators. It is not intended to be used directly by learners.

Since staff roles will vary according to the transport mode and job function, sections of the framework can be emphasised to reflect key tasks and responsibilities. However, all staff should develop a comprehensive and shared understanding of the issues faced by disabled passenger's at all different stages of their journey, and of the service delivery that could avoid, or alleviate, potential barriers to travel.

## 1.2 How Will It Help?

The framework has been developed to ensure transport providers are meeting legal requirements and operational best practice for access to their services by disabled passengers. Whilst the emphasis is on the disabled passenger, the core principles and operational requirements are embedded in good customer service, including the ongoing development of performance by staff and the organisation.

Framework details incorporate research findings on good practice currently seen within transport organisations and existing qualifications, and feedback from disabled passengers and representative groups.

The framework will allow transport providers to evaluate existing training programmes and, where necessary, structure new staff development activities. For those providers where staff currently undertake disability equality and awareness opportunities, it can be used to review the scope of programmes to ensure they meet the breadth and level of detail described in the framework. For organisations currently developing or updating programmes, it will provide key information on desired learning outcomes which, in turn, will lend itself to ongoing evaluation of performance.

For organisations delivering or commissioning training programmes that lead to nationally accredited qualifications, the framework can be used to support training delivery. For example, where qualifications list 'disability' within a broad range of 'diversity' requirements, the framework can provide a structured approach to the identification of content that should be included depending upon specific job roles and contexts.

Since it provides details of intended staff performance and supporting knowledge, the framework lends itself to quality assurance checking within organisations. However, this is not the primary purpose of the framework so it should be recognised that any such use is likely to require further work by quality assurance departments.

## **2.0 FRAMEWORK STRUCTURE**

### **2.1 How Is The Framework Structured?**

The framework uses similar language to accredited vocational qualifications. This is intentional. Developers and deliverers of training and assessment relating to these qualifications will find this language familiar. Those organisations approaching this style of learning and assessment for the first time should find that this provides a useful introduction to the style of occupational competency frameworks (though the latter are usually driven by job roles).

#### **2.1.1 Units**

There are 5 unit headings. These are based on research findings and outline the key issues for transport staff and disabled passengers. The unit headings and brief description of their aims are as follows:

##### **Unit 1**

##### **Recognise Disabled Passengers and Assess Their Needs**

At first contact, staff should be able to recognise and assess which passengers may be disabled. Having made this assessment (which will require a detailed knowledge of different disabilities, including hidden disabilities, and an understanding that passengers are individuals with different abilities) they should explain how they can help, find out what help the passenger would like, and explain the support they and their service can offer. They should then match needs with available resources. This might include deciding that a dedicated space is used on a bus, that directions are given to seating at a railway station, or that information should be given in an alternative format to make it accessible to the passenger.

## **Unit 2**

### **Provide Appropriate Information**

All passengers require relevant and accessible information at the different stages of their journey. The emphasis of this unit is to ensure disabled passengers can access all information that is relevant to their needs.

Experienced travellers may request this information, whereas staff will need to anticipate the needs of passengers who have limited experience of using public transport. The member of staff should make an assessment of how the information should be given, and take action to provide it in this way.

In addition to the passenger's information needs at different stages of the journey, staff should appreciate the importance of providing information on emerging situations such as delays, cancellations, suspension of services and replacement transport provision.

## **Unit 3**

### **Select, Utilise and Adapt Resources to Meet Passenger Needs**

Transport staff should ensure that all resources needed for the passenger to access the transport provision, and complete their journey, are made available. These resources could include staff assistance, specialist equipment or seating arrangements. Consideration should also be given to accommodating all aids such as guide and assistance dogs and wheelchairs.

Decisions and plans need to be communicated and agreed with the passenger. Where plans do not meet the passenger's needs or expectations, or the resources are inadequate or faulty, the member of staff should be able to record and report feedback and concerns using company procedures.

Whilst this unit encourages the member of staff to be pro-active and seek solutions to barriers, they also need to demonstrate their ability to operate within the legal and operational requirements relating to the rights of the passenger and health and safety.

## **Unit 4**

### **Establish and Maintain Passenger Comfort**

This unit focuses on the comfort and safety of passengers at all stages of their journey. For example, the bus driver may need to kneel the bus, the taxi driver may need to assist with seat belts, the station assistant or member of airport ground staff may need to guide a passenger to a seat.

Having supported access to the transport provision, passenger comfort should be checked and maintained. This might include providing information on journey progress, toilet facilities or buffets, storing luggage or travel aids, or simply checking that the passenger is comfortable.

A key factor within this unit is good, pro-active customer service by individual staff members and a high quality of continuous service from the passenger's perspective.

## **Unit 5**

### **Liaise With Others**

For the passenger to experience seamless customer service throughout their journey, it is likely that individual frontline staff members will need to liaise with colleagues and others.

The roles of these 'others', and the occasions when liaison is necessary, will depend on the role and context of the staff member. Examples include when advice or specialist knowledge is needed, when specialist skills (such as using ramps) are needed, or when the passenger moves on to the next stage of their journey and requires the member of staff to facilitate and support the contact with assistants or advisers.

It is important that the member of staff takes responsibility for the well-being of the passenger. They should seek passenger consent to information sharing and other actions, keep them informed of plans and progress, and engage them in the process.

#### **2.1.2 Performance Outcomes**

These define the broad actions expected in relation to the unit heading. For example, in order to 'Recognise the disabled passenger and assess their needs' (unit 1), the member of staff will need to 'Recognise the disabled passenger' (element 1.1), 'Facilitate effective communications' (element 1.2) and 'Assess the needs of the passenger' (element 1.3).

#### **2.1.3 Performance Indicators**

These give precise details of the staff practice required to meet the performance outcomes. The example used above ('Recognise the disabled passenger and assess their needs') will require the member of staff to demonstrate that they 'Use a range of communication skills to gather information and explore the needs of the passenger and their travel requirements' (performance indicator 1.2.3)

## 2.1.4 Knowledge and Understanding Requirements

Transport staff will need to demonstrate that they are aware of the issues relating to disabled passengers and have an understanding of the impact of their own performance. Knowledge and understanding requirements provide a 'checklist' of the supporting information and understanding required for staff to operate as effectively as possible.

## 3.0 Key Themes

When familiarising yourself with the framework, you will see that there are a number of themes that recur throughout it. The repetition within different units is intentional since the emphasis will alter in line with the overall heading or context.

As an example, the health and safety requirements relating to element 2.2.2 (a) will focus on the information given to the passenger about the transport providers services and facilities (such as emergency exits). In 3.3.1 (a) that focus will be much more on the behaviour of the member of staff to ensure that they do not compromise the passenger's, or their own, health and safety (such as lifting or using equipment without being suitably trained).

The key themes running throughout the framework are:

- **Legislation** – Staff should be aware of all relevant legislation and how it impacts on their work, the service being provided and the rights of disabled passengers. This is expected to include:
  - Disability Discrimination Act (DDA) 1995 & 2005
  - Equality Act 2006
  - Health and Safety at Work etc Act 1974
  - The Human Rights Act 1998
  - Data Protection Act 1998
- **Disability** – According to the Disability Discrimination Act, a person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Such impairments include physical, cognitive, mental health and sensory impairments (including multiple and hidden impairments). Staff need to understand how these may have an impact on the disabled passenger's requirements, behaviour and ability to express their needs.

Beyond this, staff should also have an understanding that people with impairments are disabled by the societal and environmental factors associated with travelling, and the public transport infrastructure. For example, a wheelchair user may be disabled if the only access is via steps, or a blind person may be disabled by a lack of accessible information.

- **Stereotyping** – Staff should be aware of how their own values and attitudes might impact on perceptions of disabled passengers and understand the importance of seeing disabled passengers as individuals with differing sets of skills, experiences and levels of confidence.
- **Fear Of Crime** – Staff need to understand how fear of crime might impact on passenger confidence, emotional well-being or willingness to undertake certain travel activities. Staff should also be aware of how their being visible and accessible is supportive to disabled passengers.
- **Resources** – Staff should know what resources are available to meet the individual needs of passengers who are disabled in different ways. These resources will include communication aids such as Braille or large print materials, audio-visual displays, access and safety equipment such as ramps, harnesses and safety belts, availability of staff including those able to use sign language or operate equipment, provision of seating for passengers who may tire easily, and priority protocols for accommodating disabled travellers. Consideration should be given to the full range of resources for disabled passengers that are available within the organisation and the circumstances in which they should be used.
- **Communication Skills** – Staff should understand the impact of good and poor communications. They should be able to demonstrate a set of skills that will facilitate effective and supportive communications with passengers. These skills should include verbal and non-verbal methods and the use of aids, where appropriate, to develop or improve communications. Within this theme the role of active listening, empathy and a pro-active attitude should be emphasised so that the importance of how a member of staff communicates is stressed.

- **Best Practice** – Continuous improvement of practice and provision is at the core of the framework. Staff should not only know what the organisation and disabled passenger expects of them, but should understand the quality assurance systems and strategies that can be used to develop and improve the service. Staff need to understand the importance of their own role in this process, the business case for encouraging disabled passengers to use the service, and the possible outcomes of not getting it right.
- **Ongoing Professional Development** – Staff need to recognise when their level of skills and knowledge are exceeded and know how to access further training or information using company procedures such as training plans.

It is important that generic disability equality and awareness training does not replace the need for specific training such as deaf awareness training or how to guide a blind passenger.

It is recommended that training addresses these key themes and explores their application to staff performance in relation to the requirements of the framework.

## 4.0 Using the Framework

### 4.1 How Does it Fit in With My Organisation?

The framework has been developed with a wide range of different transport providers, degrees of training expertise and staff duties in mind. However, there will be a need for deliverers of training to tailor the development of programmes to meet the specific needs of their organisation and staff roles. The training provider will need to include relevant information about organisational customer care policies, quality assurance standards, codes of practice, reporting processes and operational guidelines for staff.

### 4.2 How Does it Fit in With Different Staff Roles?

Disability equality and awareness training is important for all those who have a role in the design, development and operation of transport services; from those who sign the cheque and develop the policies and strategies, through to frontline staff who interact with passengers on a regular basis.

It is recognised that different transport sectors and staff roles will vary in terms of the focus of, and degree of involvement in, the care and well-being of disabled passengers. For example, policy makers may focus on the impact of their decisions on the travel experience of disabled passengers and on the ability of frontline staff to meet the requirements of disabled passengers. Throughout their day-to-day operations, some airline staff will be likely to address the sensitive issue of security checks; bus or taxi drivers are more likely to focus on driving techniques, manoeuvring vehicles and operating equipment to assist mobility impaired passengers; sales and information staff may focus on the available information resources, ticket types and concessions; and so on. Consequently, the 'weighting' of different parts of the framework will depend heavily on the environment and job roles of staff. Training programmes based on this framework should reflect the roles of staff and the context within which they operate.

### **4.3 How Should Training Programmes Be Structured?**

The framework is intended to address the needs of all transport staff and transport modes, and disability equality and awareness training programmes based on it will need to be tailored to the operational context. Programmes should be designed on the basis of a needs analysis which reflects staff roles, the operational environment, and current training priorities (such as responding to passenger feedback).

The framework should not be regarded as prescriptive in relation to either the structure of programmes or the training delivery method. Resource allocation, operational context and other constraints (such as the ability of staff to leave the workplace or the availability of replacement staff) will all have an impact. For this reason, the framework focuses on the outputs of training in terms of staff performance and knowledge, rather than the detail of the learning input.

There are many different ways to approach the design of a training programme based on the framework. Some organisations may choose to approach the development of training by focusing on the key issues for the disabled passenger (as outlined in the unit headings), whereas others may concentrate on the key themes outlined in section 3.0. These, and other approaches, are equally valid. The critical issue for training providers, when developing the training programme, is the need for measurable learning outcomes linked to the performance outcomes in the framework, which can then be evaluated. Section 5.0 provides more detail of different evaluation methods.

## **5.0 Evaluating Training**

### **5.1 Why Evaluate Training?**

The purpose of training is to bring about an improvement in some aspect of the organisation's performance. It is a costly and resource-intensive activity, and if it fails to deliver the desired changes then there is little benefit in doing it.

Disability equality and awareness training that is designed to address the requirements of the framework will aim to give participants the knowledge and understanding needed to meet legal requirements, and deliver an effective service to passengers with disabilities. However, to meet the performance standards described in the framework, that knowledge and understanding must be applied through work place performance.

It is therefore essential that transport providers are able to evaluate staff performance: firstly to determine existing performance as a basis for developing appropriate training interventions, and secondly in order to determine whether training activities have resulted in the desired performance improvements. When evaluating training, the assessment of performance should not be approached as a 'pass/fail' decision. Instead it should provide an opportunity to determine the impact of training on organisational performance and the ongoing development needs of individuals, and be linked to broader organisational improvement and development cycles.

### **5.2 How Should Training be Evaluated?**

Effective performance requires:

- Knowledge and understanding of disability-related issues
- Application of knowledge and understanding in work place settings

While these aspects of performance are linked, it is not safe to assume that an increase in knowledge and understanding will automatically result in changes to workplace practices, or to improvements in organisational performance. It is therefore important that the evaluation of training is based on evidence of behaviour in real work contexts as well as more 'academic' tests of knowledge and understanding.

### **5.3 Paper-Based Assessment**

Many aspects of the individual's knowledge and understanding can be assessed effectively in classroom, or other non-work, settings using paper based tests with multiple choice or open response formats.

Paper-based assessments tend to be relatively inexpensive to produce and use and straightforward to score. A well designed test can provide a good assessment of levels of knowledge and understanding, particularly when there are right and wrong answers to specific questions, or when potential answers are well defined, specific and easy to explain. However, paper-based tests can overestimate knowledge and have limited effectiveness in terms of assessing understanding of the practical implementation of knowledge. They can also disadvantage individuals whose literacy skills are less well developed and those for whom English is a second language. In organisations where this is likely to be an issue, alternative methods should be sought to ensure that all staff are given the opportunity to effectively demonstrate their knowledge and understanding.

### **5.4 Verbal Questioning**

Verbal questioning can be an effective method for use in classroom, or one-to-one settings, to test knowledge and understanding of facts and procedures, and checking understanding of principles and theories.

Verbal questioning is likely to be more time-consuming than paper-based questions, but more appropriate for individuals with poor written skills. The technique requires a skilled assessor, and a structured approach to questioning and recording of responses.

Verbal questioning can also be an effective method for collecting information about the thinking process that a person has gone through in deciding how to behave in a given situation, and the ways in which training has influenced that thinking.

When used in conjunction with workplace observation, verbal questioning techniques can be effective as a method for evaluating the extent to which knowledge and understanding gained through training has been applied in workplace settings. Verbal questioning is also a good way of assessing communication skills and use of appropriate language.

## **5.5 Workplace Observation**

Workplace assessment involves the observations of staff actions in response to disabled travellers in real workplace situations. This is the most direct, and effective, technique for assessing staff behaviours and attitudes, and should be included in the evaluation process whenever possible.

The criteria against which performance is assessed must be transparent, and evidence should be recorded in a structured manner. Assessment should concentrate on clearly demonstrated behaviours, and should not attempt to extrapolate on the basis of assumed, or unobserved, behaviours. All staff should be aware that such observations are in use, though they do not need to know when, and how, they will occur.

Observing staff in the workplace is resource intensive, and should only be conducted by suitably trained and experienced observers. Observations should take explicit account of operational constraints where they are relevant: information about operational constraints should be captured in the same way as the behaviours they affect, and at the same time.

All staff should be aware that workplace observation is in use, and it is important that the purpose of workplace assessment is explained in a positive, and non-threatening, way. Failure to reassure staff may result in negative attitudes towards observation and, possibly, to the whole issue of disability equality and awareness training. It is important to emphasise that the process is designed to evaluate training and support development, rather than identify poor performance. Feedback to staff is a vital part of the process.

## **5.6 Mystery Shopping**

Ideally, workplace observation will take place in real situations in which staff interact with real disabled travellers. However, for many staff, encounters with disabled passengers may be infrequent and unpredictable, and the range of disabilities represented by transport users may be limited.

Mystery shopping offers an alternative technique for observing workplace performance under normal work conditions, and has the advantage of being controllable with regard to when staff will encounter disabled passengers, and the range of access and assistance needs they will be required to address. However, this form of assessment can lack sensitivity to the operational constraints that can impact on staff performance.

Mystery shoppers require training and briefing to ensure they focus on aspects of performance to be assessed, and to record evidence in an objective, structured, and consistent manner. Mystery shopping services are often provided by special interest groups, advocacy groups, or consultants, and can provide an excellent source of evaluation evidence about the impact of training on the performance of front-line staff.

## **5.7 Simulations**

Workplace observation is not always practical or possible; for example in relation to situations that rarely occur in practice, but that are sensitive when they do, such as emergency evacuation procedures, or confrontation with aggressive passengers. Simulation offers an alternative method of assessing performance related behaviour in a controlled setting.

Simulation involves active participation of staff in a prepared scenario, and the assessment of their performance. Case study or scenario materials are provided as part of the preparation for the exercise, and scoring is by trainer observation. It is important that the situations and materials chosen are linked to practical behaviours that can be delivered in the workplace.

Simulation may involve face-to-face interactions in which a member of staff plays the role of the passenger, or they may involve participation of professional actors or disabled volunteers.

## **5.8 Surveys and Consultation Exercises**

Regular passenger surveys, and consultations with user groups, can be used to collect evidence of the quality of service received by disabled travellers, and the impact training makes on the perception of front-line staff performance.

## **5.9 Other Sources of Evaluation Evidence**

Existing sources of data often provide useful sources of indirect evidence that can be used for evaluation purposes. These might include:

- Number and content of passenger compliments and complaints received
- Review of how complaints have been dealt with, and whether the customer was satisfied with this
- Passenger surveys aimed at all passengers and/or that specifically target disabled passengers
- Commissioned studies
- Consultations with passenger and advocacy groups, particularly local ones
- Incident logs
- Frequency of use of assistance equipment
- Number of concessionary products sold/cards in use
- Uptake of special services and assistance
- Number of requests for information on disability services
- Level of usage of alternative information formats
- Number of web page hits
- Frequency of repeat bookings

Effective training would be expected to result in a reduction in negative indicators' such as complaints about poor treatment from disabled passengers and/or their carers or advocates; and an increase in positive indicators, such as passenger accolades for staff, use of special fares, and input from special interest groups.

## **5.10 Summary**

No single assessment method is effective in assessing all aspects of staff performance. Even small organisations should attempt to use a mix of methods to provide a meaningful evaluation of training effectiveness, and to identify areas for improvement.

## 6.0 Further Information

### 6.1 The Disability Discrimination Act

- [www.direct.gov.uk/en/DisabledPeople/index.htm](http://www.direct.gov.uk/en/DisabledPeople/index.htm)
- [www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG\\_4001068](http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001068)
- [www.dwp.gov.uk/employers/dda/](http://www.dwp.gov.uk/employers/dda/)
- [www.opsi.gov.uk/acts/acts1995/ukpga\\_19950050\\_en\\_1](http://www.opsi.gov.uk/acts/acts1995/ukpga_19950050_en_1)

### 6.2 Learning and Skills Advice

#### **GoSkills**

Concorde House, Trinity Park, Solihull, West Midlands. B37 7UQ

Tel: 0121 635 5520

Email: [info@goskills.org](mailto:info@goskills.org)

[www.goskills.org](http://www.goskills.org)

#### **Learning and Skills Council**

Tel: 0870 900 6800

Email: [info@lsc.gov.uk](mailto:info@lsc.gov.uk)

[www.lsc.gov.uk](http://www.lsc.gov.uk)

#### **Learning and Skills Development Agency Northern Ireland**

2nd Floor Alfred House

19-21 Alfred Street

Belfast BT2 8ED

Tel: 028 904 47700

[www.lsdani.org.uk](http://www.lsdani.org.uk)

#### **Port Skills and Safety**

Africa House, 64-78 Kingsway, London, WC2B 6AH

Tel: 0207 242 3538

[www.portskillsandsafety.co.uk](http://www.portskillsandsafety.co.uk)

#### **Scottish Enterprise**

Services to Business

Tel: 0845 607 8787

[www.scottish-enterprise.com](http://www.scottish-enterprise.com)

#### **Welsh Assembly Government**

Education and Skills

Tel: 0845 606 61 60

<http://new.wales.gov.uk/topics/educationandskills>

## 6.3 The Rights of Disabled Travellers

### **Civil Aviation Authority**

CAA House, 45-59 Kingsway, London. WC2B 6TE

Tel: 020 7379 7311

[www.caa.co.uk/](http://www.caa.co.uk/)

### **Department for Work and Pensions**

[www.dwp.gov.uk/employers/dda/customers.asp](http://www.dwp.gov.uk/employers/dda/customers.asp)

### **Disabled Passengers Transport Advisory Committee (DPTAC)**

Tel: 020 7944 8011

[www.dptac.gov.uk](http://www.dptac.gov.uk)

### **Equality and Human Rights Commission Disability Helpline (England)**

Tel: 08457 622 633

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

### **Equality and Human Rights Commission Helpline (Scotland)**

Tel: 0845 604 5510

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

### **Equality and Human Rights Commission Helpline (Wales)**

Tel: 0845 604 8810

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

### **Equality Commission for Northern Ireland**

Tel: 028 90 500 600

[www.equalityni.org](http://www.equalityni.org)

### **Office for Disability Issues**

The Adelphi, 1-11 John Adam Street, London. WC2N 6HT

[www.officefordisability.gov.uk/](http://www.officefordisability.gov.uk/)

### **Office of Rail Regulation**

One Kemble Street, London. WC2B 4AN

Tel: 020 7282 2000

[www.rail-reg.gov.uk/server/show/nav.75](http://www.rail-reg.gov.uk/server/show/nav.75)

## 6.4 Specialist Organisations

### **Access Association**

Tel: 0113 2478102

Email: [secretary@accessassociation.co.uk](mailto:secretary@accessassociation.co.uk)

[www.access-association.org.uk](http://www.access-association.org.uk)

### **Assistance Dogs UK**

c/o Hearing Dogs for Deaf People, The Grange, Wycombe Road,  
Saunderton, Princes Risborough, Buckinghamshire. HP27 9NS

Tel: 01844 348100

[www.assistancedogs.org.uk](http://www.assistancedogs.org.uk)

### **British Institute of Learning Disabilities**

Tel: 01562 723 010

[www.bild.org.uk/index.html](http://www.bild.org.uk/index.html)

### **Capability Scotland**

11 Ellersley Road, Edinburgh. EH12 6HY

Tel: 0131 313 5510

Email: [ascsc@capability-scotland.org.uk](mailto:ascsc@capability-scotland.org.uk)

[www.capability-scotland.org.uk](http://www.capability-scotland.org.uk)

### **Council for the Advancement of Communication with Deaf People**

Durham University Science Park, Block 4, Stockton Road,  
Durham. DH1 3UZ

Tel: 0191 383 1155

[www.cacdp.org.uk/](http://www.cacdp.org.uk/)

### **Deafblind UK**

National Centre for Deafblindness, John & Lucile van Geest Place,  
Cygnet Road, Hampton, Peterborough. PE7 8FD

Tel: 01733 358 100

[www.deafblind.org.uk](http://www.deafblind.org.uk)

### **Disability Wales**

Bridge House, Caerphilly Business, Park, Van Road, Caerphilly.  
CF83 3GW

Tel: 029 2088 7325

[www.disabilitywales.org](http://www.disabilitywales.org)

### **Guide Dogs for the Blind Association**

Burghfield Common, Reading. RG7 3YG

Tel: 0118 983 5555

<http://www.guidedogs.org.uk/>

**Joint Committee on Mobility of Blind and Partially Sighted People (JCMBPS)**

Tel: 0845 2412178

[www.jcmbps.org.uk](http://www.jcmbps.org.uk)

**Leonard Cheshire Disability**

30 Millbank, London. SW1P 4QD

Tel: 020 7802 8200

[www.lcdisability.org](http://www.lcdisability.org)

**MENCAP**

123 Golden Lane, London. EC1Y 0RT

Tel: 020 7454 0454

[www.mencap.org.uk](http://www.mencap.org.uk)

**National Association for Mental Health (MIND)**

15-19 Broadway, London. E15 4BQ

Tel: 0845 766 0163

[www.mind.org.uk](http://www.mind.org.uk)

**National Register of Access Consultants**

70 South Lambeth Road, London. SW8 1RL

Email: [info@nrac.org.uk](mailto:info@nrac.org.uk)

[www.nrac.org.uk](http://www.nrac.org.uk)

**People First**

[www.peoplefirst.org.uk](http://www.peoplefirst.org.uk)

**Update**

Hays Business Centre, 4 Hay Avenue, Edinburgh. EH16 4AQ

Tel: 0131 669 1600

Email: [infor@update.org.uk](mailto:infor@update.org.uk)

[www.update.org.uk](http://www.update.org.uk)

**RADAR**

12 City Forum, 250 City Road, London. EC1V 8AF

Tel: 020 7250 3222

[www.radar.org.uk](http://www.radar.org.uk)

**Royal National Institute of Blind People (RNIB)**

105 Judd Street, London. WC1H 9NE

Tel: 020 7388 1266

[www.rnib.org.uk](http://www.rnib.org.uk)

**Royal National Institute of Deaf People (RNID)**

19-23 Featherstone Street, London. EC1Y 8SL

Tel: 020 7296 8000

Textphone: 020 7296 8001

[www.rnid.org.uk](http://www.rnid.org.uk)

**Sense**

101 Pentonville Road, London. N1 9LG

Tel: 0845 127 0060

Email: [info@sense.org.uk](mailto:info@sense.org.uk)

[www.sense.org.uk](http://www.sense.org.uk)

**SCOPE**

6 Market Road, London N7 9PW

Tel: 0808 800 3333

Email: [response@scope.org.uk](mailto:response@scope.org.uk)

[www.scope.org.uk](http://www.scope.org.uk)

**Scottish Disability Equality Forum**

12 Enterprise House, Springkerse Business Park,  
Stirling. FK7 7UF

Tel: 01786 446456

Email: [general@sdef.org.uk](mailto:general@sdef.org.uk)

[www.sdef.org.uk](http://www.sdef.org.uk)

**The UK Disabled People's Council**

Litchurch Plaza, Litchurch Lane, Derby. DE24 8AA

Tel: 01322 295551

Email: [general@UKSDPC.org](mailto:general@UKSDPC.org)

[www.bcodp.org.uk](http://www.bcodp.org.uk)

This is not a comprehensive list but a sample of a range of disability organisations.

# Disability Equality and Awareness Training Framework

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
<b>Unit 1</b> <b>Recognise disabled passengers and assess their needs</b>	<b>Element 1.1</b> <b>Recognise disabled passengers</b>	<b>1.1.1</b> Assess verbal and non-verbal cues to determine which passengers may be disabled	A) The range of disabilities passengers may have: includes physical; mental; learning; visual; hearing; and speech, as well as multiple disabilities and hidden disabilities B) The potential impact of different disabilities on passengers' ability to access and use transport provision, including the issue of fatigue C) The flexibilities and restrictions of the transport provision to meet the needs of disabled passengers D) How fear of crime issues may impact on disabled people E) The ways in which the passenger's own perceptions of 'being disabled' may differ from the staff member F) Recognise the limitations of initial impressions and understand the importance of identifying individual needs
		<b>1.1.2</b> Ensure own behaviour assists the passenger to express their requirements	A) How stereotypes, personal prejudices, assumptions, and misinformation about disabilities and disabled passengers, might impact on perceptions of passenger needs and own behaviour B) The ways in which own behaviour can be adapted to assist disabled passengers C) What strategies can be effective, and which are most likely to be appropriate in relation to different types of disability
	<b>Element 1.2</b> <b>Facilitate effective communications</b>	<b>1.2.1</b> Be identifiable, and perform duties in a way that meets operational requirements and best practice with regard to behaviour and attitude	A) What is meant by 'good customer service', and the importance of the front-line staff role and behaviour in relation to travellers' perceptions of it. B) The importance of being a visible and accessible member of staff C) The equipment available to help with effective communication

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<b>Unit 1</b>  <b>Recognise disabled passengers and assess their needs</b>	<b>Element 1.2</b>  <b>Facilitate effective communications</b>	<b>1.2.2</b>  Explain own role and the support you and your organisation can provide in a way that meets legal and operational requirements.	A) The current legal, operational and best practice requirements regarding the rights of disabled passengers, anti-discriminatory behaviour and the obligations of the transport provider  B) The impact of, and restrictions imposed by, the transport infrastructure on the passenger's journey
		<b>1.2.3</b>  Use a range of communication skills to gather information and explore the needs of the passenger and their travel requirements	A) The impact of different disabilities on the passenger's ability to communicate their needs B) The equipment that is available, and how to use it, to support communications C) The different ways that disabled passengers might respond to offers of help, and how to respond sensitively to these differing reactions D) Different questioning techniques and their impact on communications E) What is meant by 'active listening' and how it can be used to support effective communications F) The importance of language, tone of voice, pace and body language/non-verbal communication, and how these might be adapted to different situations G) Ways in which own language and behaviour may or may not offend, embarrass, or reinforce stereotypes H) Awareness of own values, attitudes and feelings, and how these could impact on own actions and reactions I) How to assess the passenger's understanding of the discussion

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
<b>Unit 1</b> <b>Recognise disabled passengers and assess their needs</b>	<b>Element 1.3</b> <b>Assess the needs of the passenger</b>	<b>1.3.1</b> Assess the match between passenger requirements and the transport provision	A) The full range of disabilities passengers may have B) The impact of different disabilities on passengers' ability to access and use transport provision C) The flexibility or restrictions of the transport provision to meet the needs of disabled passengers D) How stereotypes, personal prejudices, assumptions and misinformation about disabilities and disabled passengers might impact on perceptions of their needs
		<b>1.3.2</b> Make a reliable assessment regarding the needs of the passenger	A) How to use both the passenger's expressed needs and own knowledge of the problems faced by disabled travellers to identify the most appropriate support. B) The different types of barriers disabled travellers can encounter C) The solutions available to overcome barriers D) The range of resources available to assist the traveller E) How delays, suspension, cancellation or replacement services will effect the passenger

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<b>Unit 2</b> <b>Provide appropriate information</b>	<b>Element 2.1</b> <b>Assess information needs</b>	<b>2.1.1</b> Identify information needs that have been expressed	A) How information needs will vary according to the passenger’s disability, level of confidence and prior experience of travel B) How to check and confirm own understanding of the passenger’s requests
		<b>2.1.2</b> Anticipate information requirements that have not been made explicit	A) How information needs might vary according to the nature of the disability, the transport mode, the resources available and current or potential difficulties (such as equipment failure or a disrupted service) B) The different resources available to support disabled travellers. C) How to identify the availability of assistance, and how to book and confirm it with the passenger D) How to assess any gap between the assistance required and the assistance offered, and what measures can be taken to address the gaps E) The importance of passengers receiving detailed and complete travel information for their whole journey (such as timing, access, allocation of resources, potential barriers and the solutions available) F) The importance of keeping passengers informed regarding actions which may be unfamiliar, unexpected, or potentially embarrassing (such as security checks)

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
<b>Unit 2</b> <b>Provide appropriate information</b>	<b>Element 2.2</b> <b>Provide information in an accessible format</b>	<b>2.2.1</b> Provide relevant information in a format that is accessible to the passenger, and which covers all stages of their journey (pre travel, tickets, boarding, on-board, alighting, moving on to the next stage of the journey, or leaving the facility)	A) The importance of travel information for the passenger B) The information that might be needed by different passengers, including emerging requirements (such as the delay, cancellation or suspension of service, or replacement transport) C) Different ways of presenting information to cater for people with different disabilities, and whether and how materials could be amended or developed to meet their needs D) How to overcome barriers to communication if standard information sources (such as visual displays or announcements) are inaccessible to the passenger E) How to assess the passenger's understanding of the information provided F) How and where to direct passengers if their information requests are outside the business of the current transport provider (correct websites, telephone numbers, leaflets, staff etc.)
		<b>2.2.2</b> Demonstrate awareness of policies, procedures and legal requirements with regards to providing accessible information	A) Legal requirements and personal responsibilities regarding access to information for disabled travellers - DDA, Health and Safety etc. B) Own company's policies and procedures regarding staff behaviour and disability equality C) Company procedures for dealing with passenger feedback, including comments, compliments and complaints relating to information provision.

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
<b>Unit 3</b> <b>Select, utilise and adapt resources to meet passenger needs</b>	<b>Element 3.1</b> <b>Recognise passenger needs</b>	<b>3.1.1</b> Make an assessment of the level of support required by the passenger	A) How different disabled passengers might react to offers of help, and ways to respond sensitively to these differing reactions. B) How the transport infrastructure could restrict the passenger's ability to access and make full use of the service. C) The potential improvements in accessibility and comfort if additional resources are provided for the passenger.
		<b>3.1.2</b> Identify difficulties and barriers that the passenger may encounter at all stages of the journey, and implement acceptable solutions to overcome them.	A) How operating systems and practices can present barriers to access B) How legal and organisational requirements will effect the solutions that can be found C) How different disabled passengers may feel and react if they encounter difficulties and barriers to their travel D) How other passengers react to situations involving disabled people, and the impact this could have on the passenger E) How, and when, to seek help or advice; and from whom, or where, it should be sought
		<b>3.1.3</b> Match available resources to meet passenger requirements	A) The range of resources available to assist disabled travellers, and how these might be used to address the needs of individual passengers B) The impact of stereotyping and the importance of treating each passenger as an individual, taking account of different levels of confidence and aptitudes C) The system to check for the availability of assistance, how to book it, and how to confirm it with the customer

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<b>Unit 3</b> <b>Select, utilise and adapt resources to meet passenger needs</b>	<b>Element 3.1</b> <b>Recognise passenger needs</b>	<b>3.1.4</b> Offer help in ways which will meet or exceed customer expectations	A) How a positive and pro-active approach can impact on the passenger's perception of the journey experience B) How staff knowledge of different disabilities and services offered can positively influence the passenger's perception of the journey experience C) The importance of the upkeep and presentation of resources such as specialist equipment D) How to make offers of help in a sensitive and responsive way
	<b>Element 3.2</b> <b>Secure resources to facilitate travel</b>	<b>3.2.1</b> Keep the passenger informed of actions, progress and plans, and involve them in their travel plan	A) The importance of informing the passenger and involving them in their travel plan, including emerging changes if necessary B) The importance of confirming that assistance has been booked, including how failure to deliver could potentially impact on current and future use of the company and other transport providers.
		<b>3.2.2</b> Arrange for appropriate services and resources to enable the passenger to undertake their journey	A) The range of resources available within the company, including equipment, specialist staff, information materials and space allocation for people with different disabilities B) How to identify which resources might meet passenger needs C) How to use different types of equipment safely, and when it is not safe to use equipment, including calling on other members of staff if this responsibility falls outside own job profile D) How own communication manner can have an impact on the passenger's experience of their journey E) The importance of prompt and appropriate allocations of resources

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<b>Unit 3</b> <b>Select, utilise and adapt resources to meet passenger needs</b>	<b>Element 3.2</b> <b>Secure resources to facilitate travel</b>	<b>3.2.3</b> Arrange a personal assistant or guide, where appropriate, and manage passenger expectations regarding this provision	A) The type of personal assistance available within own company and how to book it. B) How to manage expectations of disabled people regarding the role and responsibility of personal assistants or guides, when the person is using different transport modes C) How to find out about the options for personal assistance offered by other companies with whom the passenger will need to interact during the course of their journey D) How to identify and notify all others involved in organising and booking personal assistants or guides at different stages of the journey, and how to confirm this with the passenger
		<b>3.2.4</b> Use resources appropriately, within established guidelines, including summoning help or seeking advice when own knowledge or skill is exceeded.	A) The range of equipment available and when it should be used. B) How to operate equipment correctly, and when to summon others if this falls outside of own responsibilities and/or expertise C) How to involve the passenger in the process D) How to balance the needs of all travellers E) The legal requirements regarding access to, and facilitation of, travel F) Circumstances in which it might be appropriate to call for help or advice G) Organisational procedures for summoning help or advice H) The range and availability of staff that could offer help or advice (e.g. staff trained in sign language; staff trained to fit ramps)

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<b>Unit 3</b> <b>Select, utilise and adapt resources to meet passenger needs</b>	<b>Element 3.2</b> <b>Secure resources to facilitate travel</b>	<b>3.2.5</b> Seek acceptable solutions to identified barriers	A) The range of barriers to travel that could occur B) What could be 'acceptable solutions', and how these might vary according to the individual passenger C) The importance of a positive and pro-active attitude D) How interpersonal skills of transport staff can affect the passenger's experience of their journey
		<b>3.2.6</b> Assess whether the resources used (including own actions) have met passenger requirements	A) Why assessments of passenger satisfaction are important to the customer and the operations of the company B) How to gather the information needed to make reliable assessments, including using different questioning techniques and the assessment of verbal and non-verbal cues C) How different passengers might react to the provision of resources D) How to evaluate the passengers experiences, draw conclusions, and act appropriately, including making use of reporting procedures within the company
	<b>Element 3.3</b> <b>Operate within legal obligations and operational best practice</b>	<b>3.3.1</b> Operate in a way that meets legal and operational requirements	A) Relevant legislation (such as Disability Discrimination Act and Health and Safety), codes of practice and operational guidelines, including how these relate to staff and passengers B) How the legislation relates to own responsibilities and passengers' rights C) The business case for providing an inclusive service

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
<b>Unit 3</b> <b>Select, utilise, and adapt resources to meet passenger needs</b>	<b>Element 3.3</b> <b>Operate within legal obligations and operational best practice</b>	<b>3.3.2</b> Take appropriate action, including implementing emergency procedures and reporting when things go wrong	A) How to deal with emergency situations (such as deterioration in health, accident, equipment failure or transport service issues) in line with health and safety legislation and organisational requirements B) How to deal with complaints, including immediate responses to the passenger, and how to report the details C) How to resolve passenger conflict relating to resources that have been provided for use by disabled travellers
		<b>3.3.3</b> Use the organisation's compliments, comments and complaints procedures to elicit and record customer feedback	A) The organisation's quality assurance standards and procedures B) Why feedback is important, and how it can be used to improve services for disabled passengers C) How to deliver the best possible service within operational constraints D) The importance of own behaviour and attitude in enabling passengers to state their opinions E) The potential impact on business if the service does not meet legal requirements or operational best practice

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<b>Unit 4</b> <b>Establish and maintain passenger comfort</b>	<b>Element 4.1</b> <b>Enable the passenger to access the transport provision</b>	<b>4.1.1</b> Identify accessibility issues as they arise and take action to overcome them	A) The range of different disabilities, and the problems passengers with them might encounter when travelling B) The physical, confidence, information and design barriers disabled passengers might experience C) The organisational systems and facilities that are in place, and what to do when they are not working D) The importance of flexibility to respond appropriately to emerging requirements during the journey
		<b>4.1.2</b> Assess assistance needs and offer and provide assistance as appropriate	A) The potential assistance needs for different disabled passengers B) What assistance can be offered to people, and why it is important for passengers to know what they can, and cannot, expect C) Fear of crime, the implications of this for disabled travellers, and measures that can be taken to address it
		<b>4.1.3</b> Be pro-active in providing assistance to disabled passengers	A) The range of potential accessibility issues, and how to address them appropriately B) The importance of staff visibility, and how to make sure that staff presence is felt by passengers. C) What problems people might encounter when using the different transport modes

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
<b>Unit 4</b> <b>Establish and maintain passenger comfort during the journey</b>	<b>Element 4.2</b> <b>Take action to ensure the comfort and safety of the passenger during the journey</b>	<b>4.2.1</b> Ensure the passenger is comfortable and safe, their travel aids and luggage are correctly situated, and they are kept informed of your plans and actions	A) How to check that the passenger is comfortable and safe, including communications and checking of equipment where appropriate B) How to establish with the passenger what assistance is required, and inform them of what assistance can be offered C) Health and Safety requirements, including legal and operational responsibilities, guidelines and boundaries D) How to provide services in ways that give consideration to passengers' needs (e.g. style of driving)
		<b>4.2.2</b> Inform the passenger of any facilities or services which could make their journey more comfortable	A) The range of on-board facilities and services that are available to make the passenger's journey more comfortable B) How to inform the passenger of facilities and services available, and identify practical solutions if the passenger might have problems accessing them C) How and when to inform the passenger of emergency procedures
		<b>4.2.3</b> Provide consistency and continuity of service for the passenger	A) The importance of consistency of service, including the effect on the passenger's willingness to use the transport provision in the future B) The importance of continuity of service, including the long lasting impact on customer confidence and impact on business if things go wrong C) The importance of keeping the passenger informed of journey progress in a meaningful and accessible way

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
<b>Unit 5</b> <b>Liaise with others</b>	<b>Element 5.1</b> <b>Identify the need to liaise with others</b>	<b>5.1.1</b> Identify the points in a journey, and/or the different situations, where liaison with other people may either help or be a requirement.	A) The different stages of a 'journey' and the possible problem areas associated with different disabilities B) The situations in which passengers may benefit from further assistance C) The range of situations where liaison with other staff could be necessary and important, including passenger access, comfort and emergencies D) The situations where requests or requirements fall outside own authority and/or expertise, and how to request the involvement of others E) Action that might be necessary to avoid the breakdown of the service for the passenger, or them having a negative experience of the journey
		<b>5.1.2</b> Clarify the objectives of liaising with others	A) The range of support that different staff members might be able to offer B) How to act, and who to contact, in emergency situations C) How clear communication between different staff members, departments or roles can benefit disabled passengers
	<b>Element 5.2</b> <b>Establish communications and commitments to assist the passenger</b>	<b>5.2.1</b> Identify the appropriate staff member to assist the passenger	A) The different roles of staff within the organisation with responsibility for passengers with different disabilities and requirements. B) The roles and responsibilities of others who may accompany, and/or be involved with the journey of, a disabled person, such as care staff, companions and assistants

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
<b>Unit 5</b> <b>Liaise with others</b>	<b>Element 5.2</b> <b>Establish communications and commitments to assist the passenger</b>	<b>5.2.2</b> Share information about the passenger and their needs, in a way which conforms to legal boundaries and organisational codes	A) The main features of the Data Protection Act and how it impacts on staff responsibilities regarding shared information B) The personal information that might be necessary and relevant to enable the passenger to travel C) The obligations and restrictions of operational requirements that relate to information sharing within own, and between own and other, organisations D) How to obtain the passenger’s consent to record and share information E) How to explain the procedure and benefits of recording and sharing information
		<b>5.2.3</b> Seek and establish commitment from others to provide support to the disabled passenger	A) The importance of good communications, including questioning and summarising B) How to confirm that a commitment to supporting the passenger has been made C) How to record that a commitment has been made
	<b>Element 5.3</b> <b>Engage the passenger in the process</b>	<b>5.3.1</b> Explain to the passenger the reasons for, and benefits of, involving others	A) What third parties could be involved and why B) What the passenger might want to know about third parties C) How to present information in a positive, sensitive, and coherent way
	<b>5.3.2</b> Assess passenger reactions to the organisation of additional support	A) How different passengers might react to additional offers of help B) Situations where provision might not fully meet passenger needs C) How provision could be adapted to meet the passenger’s needs	

Unit	Performance Outcome	Performance Indicators	Knowledge and Understanding
<b>Unit 5</b> <b>Liaise with others</b>	<b>Element 5.3</b> <b>Engage the passenger in the process</b>	<b>5.3.3</b> Encourage feedback from the passenger regarding the experience and suitability of service	A) How own behaviour, attitude, and approach may encourage, or discourage, feedback B) How to report shortfalls or lack of provision, and make recommendations for improvements C) How feedback from passengers can be used to improve and benefit the business D) When, and how, to record passenger responses, including the use of organisational quality assurance systems for passenger comments, compliments and complaints
	<b>Element 5.4</b> <b>Handover responsibility for the passenger</b>	<b>5.4.1</b> Assist the passenger to access the next stage of their journey in a way which supports their health and safety requirements	A) How to ensure the passenger can continue their journey safely and without unnecessary physical or emotional barriers B) The health and safety requirements of the passenger, and how these effect their ability to access the next stage of the journey
		<b>5.4.2</b> Maintain commitment to, and responsibility for, the passenger until the handover or journey is completed.	A) How operational responsibilities and pressures could impact on interactions with the passenger, and how to maintain customer focus during busy or pressurised times B) How to hand over the responsibility for assistance to another member of staff within the same or another organisation in a way which reinforces expectations and commitments.