

# Travel Training

## Good Practice Guidance



# Foreword



Travel training has proven to be beneficial in enabling all users of public transport, not just disabled people, to have equality of access and independence. It assists in overcoming challenges, removes barriers to independent travel and gives people greater access to jobs, services and social networks. It empowers people to take greater control in their lives, enabling them to learn new skills and take advantage of opportunities in their communities. I am pleased to be able to support and commend this good practice guide to all those involved in the design, planning and operation of travel training as they deliver an attractive, safe and environmentally friendly scheme, which will encourage people to make more journeys by all modes of public transport.

This guidance has been developed in consultation with representatives from the Department for Work & Pensions, Department for Education and Department of Health. It reflects the important role travel training has to play in helping to deliver wider policy initiatives and agendas to ensure social inclusion and independence.

A handwritten signature in black ink that reads "Norman Baker". The signature is written in a cursive, flowing style.

**Norman Baker MP**

**Parliamentary Under-Secretary of State for Transport**





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# Executive Summary

## What is travel training?

Travel training provides tailored and practical help in travelling by public transport, on foot or by bicycle. Travel training aims to help people travel independently and without fear to work, to education, to other key services, or simply for leisure.

The term travel training is used to refer to any kind of scheme or programme or activity of this nature, and can take many different forms. There is usually a practical hands-on element involving accompanied journeys, as well as some classroom based tuition. See [Chapter 2](#) for a summary of the types of training currently in existence.

The training is predominantly aimed at people who are less able or less inclined to travel independently. This includes (but is not limited to) people with reduced mobility, learning difficulties, young inexperienced travellers, those who are older and have lost confidence or who find themselves without a car for the first time in years, and people who do not speak English. For a full list of target groups, see [Chapter 2](#) of the guidance.

Travel training is currently delivered and supported by a variety of organisations, often in partnership, and these include local authority social services or transport departments, passenger transport executives, voluntary organisations, schools/colleges, and employment agencies. For more detailed information about the delivery of travel training, see [Chapter 3](#) of the guidance. For information about how travel training is funded, see [Chapter 8](#) of the guidance.





## Why do travel training?

Travel training has been proven to be beneficial in enabling greater access to transport, education and employment opportunities for a range of people. However, travel training goes far beyond simply facilitating an individual to make a trip from A to B. The outcomes are wide ranging and transcend many key policy areas, including:

- Accessibility;
- Transport & Road Safety;
- Education;
- Health;
- Employment; and
- Social Services.

By improving access to jobs, education, services and recreational facilities, travel training supports the objectives of promoting equality of opportunity and independence.

Travel training also enables people to travel in a more sustainable way (i.e. by public transport, on foot or by bicycle).

## What are the benefits of travel training?

The benefits of travel training go far beyond the remit of transportation, as the positive impacts are far reaching and lifelong.

The beneficiaries of travel training include:

- Learners;
- Parents and carers;
- Trainers;
- Statutory agencies;
- Schools and colleges; and
- The wider community.

The benefits to **learners** include:

- Increased independence and confidence, and improved self esteem;





- Increased opportunity to participate in social and leisure activities, and generally broadened horizons;
- Improvement to general health and well-being, improved quality of life;
- Reduced likelihood of developing behavioural problems;
- Enhanced educational performance;
- Potential for recipients to gain a qualification and or recognition on completion of the training;
- Increased opportunity to access healthcare services; and
- Increased opportunity and likelihood of entering employment or education.

The main benefit to **parents and carers** is a reduction in care responsibilities, enabling greater participation in employment, education and leisure activities.

The benefits to **trainers** include:

- Opportunity to learn a skill and potentially gain a qualification;
- Possibility for people with physical disabilities or learning difficulties to gain training and employment; and
- A chance to engage with the community.

The benefits to **schools/colleges** include:

- More engaged, motivated students who require less support; and
- Learning opportunities associated with increased independence which would not otherwise present themselves, such as learning about attendance and punctuality, and attending excursions.

The benefits to **statutory agencies** include:

- Cost savings as a result of reduced demand on local authority transport services, such as taxis and escorted travel to schools and day centres for example;
- Cost savings in transport associated with healthcare, such as home visits;
- Reduced long term social care requirements;
- Reduced reliance on welfare benefits due to long term increase in independence and accessibility to employment opportunities;
- Reduced demand on the health service due to long term health benefits associated with increased independence;
- Support to the breakdown of the dependency culture; and
- Promotion of cross-departmental working, due to the wide ranging benefits.

The benefits to the **wider community** include:

- Economic benefits of more people in employment or education;
- More people available for employers who are willing and able to travel to work, and improved staff retention;
- Economic benefits of recipients spending more due to increased accessibility;
- Promotion of and increased use of sustainable travel modes, resulting in environmental and health benefits for all;
- Greater diversity of people accessing the community, which should serve to reduce prejudice; and
- Increased public transport patronage, benefitting local transport operators.

The benefits of travel training are **long term** as the training often results in lifelong changes in behaviour among learners. This is one of the reasons why travel training is most effective when received before adulthood, in order to maximise the long term benefits.

The driver to establish travel training is usually a desire or need to increase independence and improve the quality of life of a target group, and financial savings are often a side effect of this increased independence. Quantifying the wider long term benefits of travel training is impossible to do with any accuracy, but the experiences of scheme providers is that travel training does work to increase independence and bring about the benefits described above.

## Good practice guidance document

This good practice guidance has been produced in the interests of promoting best practice and information exchange. The guidance is aimed at organisations:

- a) Interested in establishing a scheme;
- b) Developing or improving an existing scheme; and/or
- c) Seeking to find out about other schemes currently operating elsewhere.

Some Frequently Asked Questions (FAQs) about travel training are answered in **Chapter 9** of the guidance.





# Glossary of terms

**Learner:** Someone in receipt of any kind of travel training. This includes those who have enrolled or participated on a programme or scheme, or have been a student of any kind of travel training activity for any length of time.

**Trainer:** Someone involved in the delivery of travel training. This includes the delivery of classroom-based teaching, as well as hands-on practical journey training. A trainer may be an unpaid volunteer or a paid worker and may be full-time or part-time in that role. A trainer may be qualified and/or accredited, or not.

**Scheme:** Any kind of travel training activity. This includes large formalised programmes of training as well as small-scale informal activities.

**Statemented as SEN / SEN statement:** A statement of Special Educational Needs (SEN) sets out a child's needs and the special help they should receive. Local authorities carry out an assessment of a child, and can then record the information they have in a statement of special educational needs. The local authority usually makes a statement if they decide a child doesn't seem to be making progress at school or needs a lot of extra help.

**Specialist transport services / assisted travel / dedicated transport / social transport / state transport:** This refers to transport provided by the local authority (and their contractors) to people who need assistance in some way in order to be able to travel. This is usually limited to children with SEN (see above), older people, and adults with learning and/or physical disabilities. Vehicles used are usually wheelchair accessible. Journeys are often to and from day centres, health appointments and school/college.



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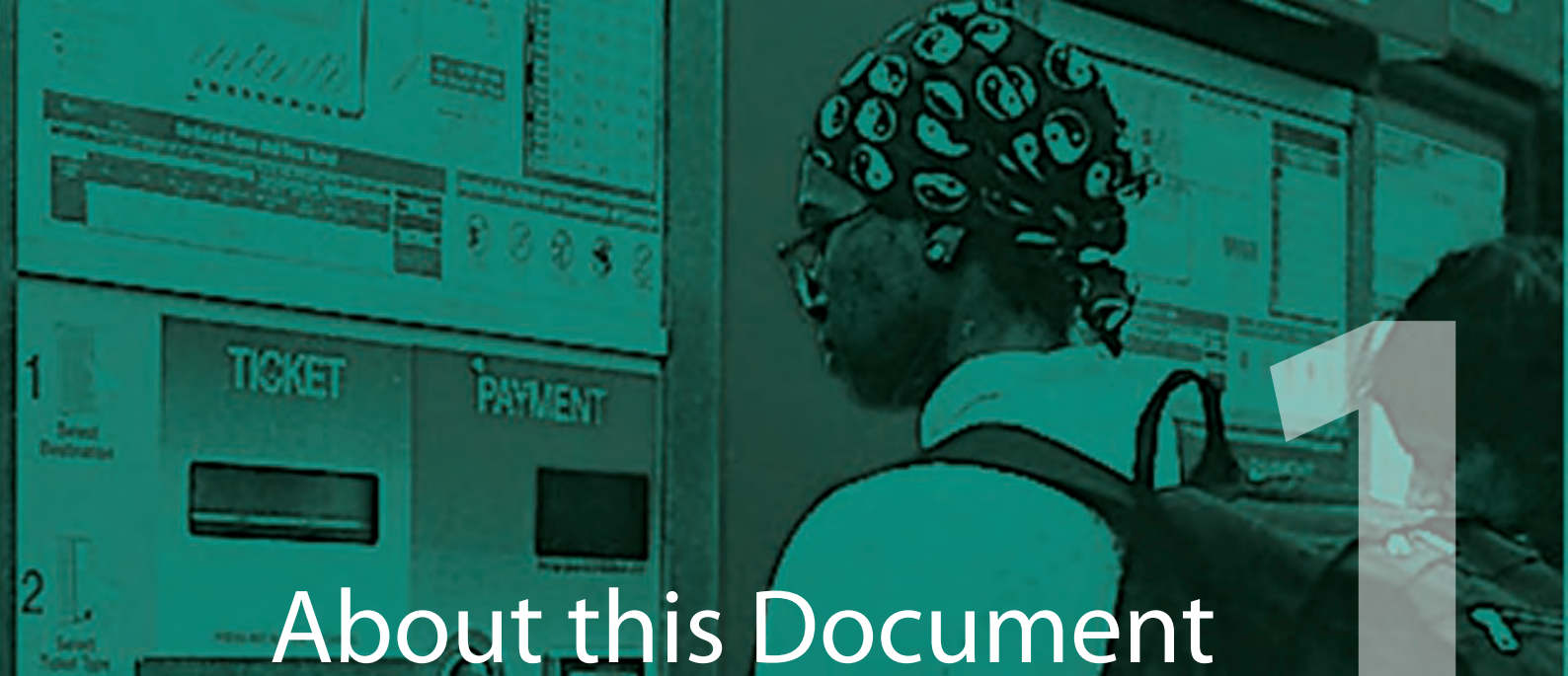
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# About this Document

## Background

Travel training is the term used to describe the variety of schemes (or activities/programmes) that are dedicated to giving practical and tailored help to people in how to understand and use the public transport network and travel by more active modes, such as walking and cycling. This is predominantly aimed at people that are less able or less inclined to use public transport for a variety of trip purposes.

Following an increase in the number of enquiries for advice about travel training from an array of organisations, and in accordance with a wider Department (for Transport) focus on promoting best practice and information exchange, AECOM was commissioned to produce good practice guidance for travel training.

Travel training has been proven beneficial in enabling greater access to transport, education and employment opportunities for a range of people and it is hoped that through the identification and dissemination of successful initiatives, not only will existing providers benefit in terms of potentially improving or expanding schemes, it might encourage the introduction of more travel training schemes targeted at new people and/or in new areas. Therefore, this 'Travel Training Good Practice Guidance' provides step-by-step information for organisations:

- Interested in establishing a new scheme;
- Developing or improving an existing scheme; or

- Seeking to find out about other schemes currently operating elsewhere.

The commission which has produced this guidance follows on from an earlier research study<sup>1</sup> into travel training schemes, reported in 2007, which sought to identify the extent to which schemes were being delivered at a national level, understand what people are using them, assess scheme effectiveness and identify barriers to use, whether perceived or otherwise. The report concluded that where travel training has been offered, the results have been positive in removing such barriers.

In October 2008, following on from this study, the DfT produced a discussion document and strategy outline, which identified the requirement to increase awareness of travel training schemes and good practice.

By potentially improving access to jobs, education, services and recreational facilities, travel training is consistent with the objectives of promoting equality of opportunity and independence. In addition to the accessibility agenda, travel training has many synergies with other key policy areas, including education, health and employment. Travel training also has a number of other direct benefits, such as reducing the demand on statutory transport provision (e.g. education-related escorted travel and specialist service provision). Wider benefits also attributable to travel training include increased use of sustainable travel modes and improvement to general health and well-being.

Concurrently, the Department has commissioned GoSkills, the Sector Skills Council for Passenger

» 1 Review of Travel Training Schemes, Final Report, June 2007, Paul Beecham & Associates in conjunction with Sheffield Hallam University

Transport, to follow up an earlier study which considered whether or not there was support amongst those engaged in travel training for the development of curricula and associated qualifications and, if so, how this work could be taken forward. GoSkills' initial work in 2009 identified that there was a need for qualifications for those who deliver travel training. GoSkills is currently developing National Occupational Standards (NOS) for travel training and these standards will form the basis of new qualifications. The NOS will be available in Spring 2011 with qualifications due to be developed by the end of 2011.

## Aims and objectives

Key aims and objectives of this guidance are as follows:

- Encourage the dissemination of good practice in the setting up, delivery and monitoring of travel training schemes;
- Improve knowledge of and access to existing funding mechanisms and information on the calculation and presentation of cost and benefit information;
- Detail guidance on the accreditation of both trainers and schemes; and
- Provide advice, information, examples of good practice and facilitate networking between those involved in the provision of travel training schemes.

Whilst very few travel training schemes are identical in terms of scope (e.g. target groups, skills covered, approach, techniques used etc), it is hoped that the principles provided in this guidance can be adapted to suit people of all abilities and needs, and will be helpful to people involved in any types of travel training activity.

## The research

In order to establish a baseline understanding of existing schemes, all known scheme providers were invited to participate in a survey via an online questionnaire or telephone interview.

Following the initial survey, a sample of 30 schemes was selected for more detailed study. Schemes were sampled to demonstrate a range of characteristics, including the type of learners, age of learners, approaches and including a mixture of urban and rural schemes. Subsequently, face-to-face visits were organised with each of these schemes to consult with scheme managers and staff to collect detailed information including income and costs, benefits of operation, barriers/resistance to delivery and gaining an understanding of future plans.

Feedback from learners on the schemes was also gathered where possible, in order to provide an insight into their perceptions of the schemes' effectiveness and to achieve a balanced view, as it is recognised that their perceptions may differ from those of the scheme staff.

The findings and key themes emerging from the case study research, have been used to inform the development of this Good Practice Guidance document.

## Guidance outline

This guidance is provided in 8 chapters and a series of appendices. Chapters can be used in isolation or together, depending on the specific guidance required.

- **Chapter 2** provides a general introduction to travel training, detailing the common beneficiaries of schemes and includes a section on the wider benefits of scheme implementation.
- **Chapter 3** focuses on the initial considerations in establishing a travel training scheme, including a section identifying which agencies should be involved in organising and managing schemes.
- **Chapter 4** provides a summary of the major considerations in managing a scheme, including issues such as the need for and route to accreditation for trainers. The chapter also contains a section on the factors that contribute to a successful scheme.
- **Chapter 5** contains advice relating to the delivery of schemes, covering how individuals are enrolled onto schemes, training structure and includes a section on some of the more common issues likely to be encountered.
- **Chapter 6** contains a framework for target setting, scheme monitoring and evaluation, with a view to maximising success and ongoing financial viability.
- **Chapter 7** details the wider benefits associated with operating travel training schemes and contains a summary of the direct and indirect costs of operating a scheme and the potential savings and efficiencies to be gained.
- **Chapter 8** provides a summary of the sources of potential funding and details key considerations in presenting a case for funding.
- **Chapter 9** details further sources of information relevant to travel training schemes, where to go for help and a list of Frequently Asked Questions (FAQs) as informed by existing scheme providers.
- **Appendix A** contains a series of sample forms that might be useful in developing a travel training scheme.
- **Appendix B** details some useful resources for practitioners looking at finding out about other travel training schemes.
- **Appendix C** contains acknowledgements of the individuals/organisations that assisted in helping to pull this document together.







# Introduction

**This chapter provides a general introduction to travel training, detail on the common beneficiaries of schemes and the wider benefits of scheme implementation.**

## What is travel training?

Travel to work, education, leisure and other key services is generally viewed as a fundamental aspect of everyday life, which should be achievable without a great deal of difficulty and where possible, independently. However, access to the transport network, particularly public transport and other sustainable modes of travel, is often not straightforward for certain individuals and groups within society. Therefore, support is required to facilitate the same level of accessibility that most of us often take for granted.

Travel training generally provides practical and tailored help to those who need support to travel both without fear and, where possible, of their own accord. This can take many different forms in terms of the approach used and the length of contact, all of which is targeted at a range of people with an array of successful outcomes.

It should be noted that there are apparent differences in the terminology used to describe schemes and the various target groups. It is hoped that no offence is caused and the terminology used in this document has been used for reasons of consistency and clarity. Please refer to the glossary for a definition of terms used.

## Who are the target individuals or groups?

The principal beneficiaries of travel training are as follows:

- People with learning difficulties of all ages, requiring individualised training appropriate to their situation for specific journeys or the whole network;
- People with disabilities, ranging from physical or cognitive disabilities to mental impairments, reduced sensorial abilities, again people of all ages;
- Children and young adults with Special Educational Needs (SEN);
- Children (often at/or approaching transitional stages);
- People who do not know how to and/or do not feel safe or confident using public transport;
- Older people who find themselves without the use of the car for the first time in many years, either through their own deteriorating health or the death of a spouse/partner that drove them;
- Ethnic minority groups, particularly when English is not the first language;



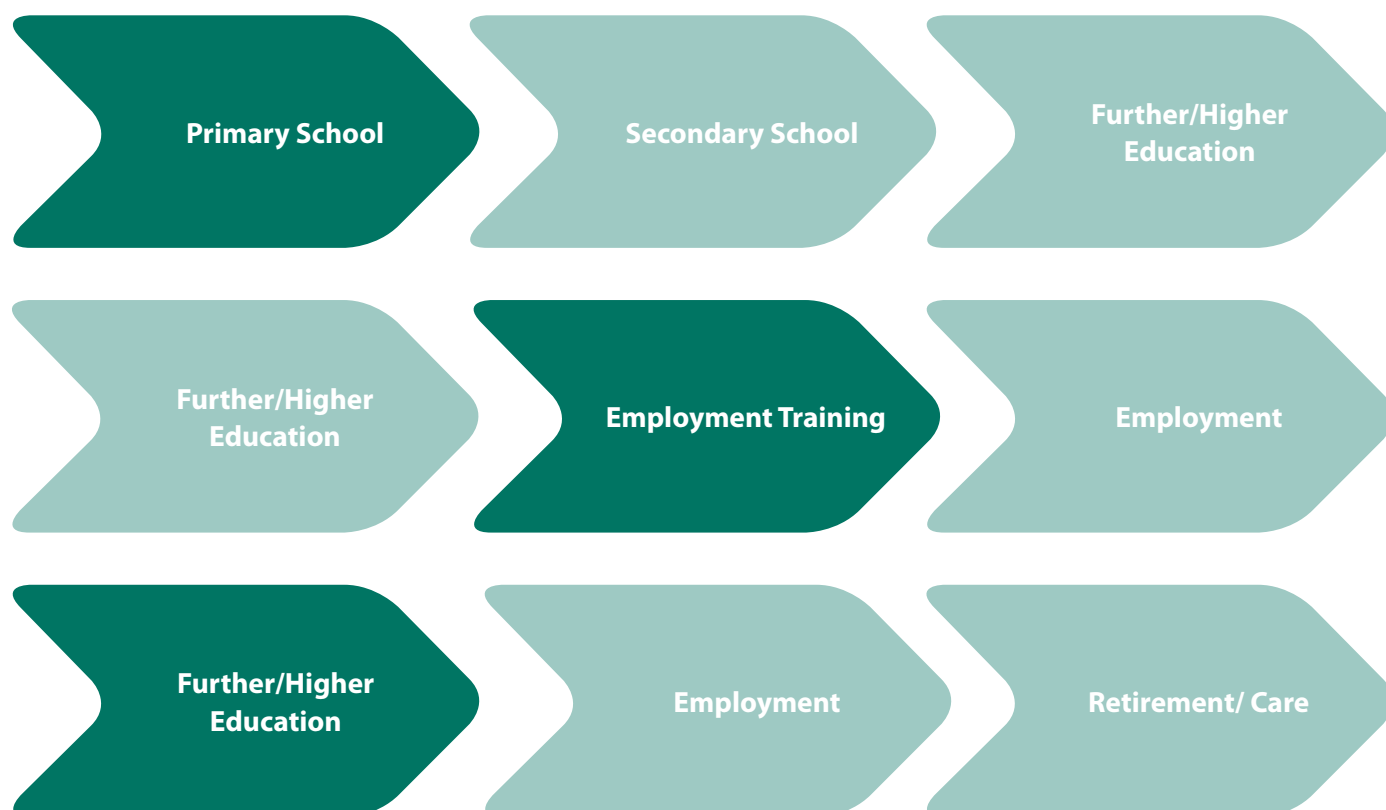
- Unemployed people who might not, for a number of reasons, be able to access and/or remain in employment; and
- People who have started to use specialist transport services such as dial-a-ride.

Travel training is also often delivered at key transitional milestones where people may have to make new journeys, for example, assisting young people moving from primary to secondary school or from secondary school or college into employment. Figure 2.1 presents an example of key transitional milestones.

Travel training is often used to assist the rehabilitation of people who may be experiencing severe illness or have suffered from an accident or deterioration in cognitive skills.

The introduction of free off-peak travel for people over 60<sup>2</sup> in April 2006, which in 2008 was extended to include local free bus travel anywhere in England, has

Figure 2.1: Key Transitional Milestones



» 2 From April 2010, this will be linked to changes to the State Pension Age, gradually increasing eligibility to 65 by 2020 for both men and women.



also substantially increased the number of people who may consider public transport and a proportion of these may not have used the public transport network for a considerable period of time. Indeed, for many older and disabled people, a free local bus service can be a lifeline, providing access to employment, healthcare and other key services, as well as allowing people to visit family and friends.

In order to receive travel training, individuals often have to meet strict eligibility requirements, which are often stipulated as a condition of funding. For example, learners may require a statement of SEN or need to be registered disabled before they can be referred for assessment. In addition, a number of existing schemes stipulate that learners must be receiving dedicated home-to-school transport in order to qualify for training.

Whilst the list above details some of the more traditional participants in travel training schemes, primary research undertaken to inform this guidance has identified that there are a number of sections of the community that although stand to gain much from travel training, often do not quite meet the criteria for engagement. Examples include:

- Disabled people that fall just outside the eligibility for statutory care or SEN services;

- Individuals that are vulnerable to becoming NEET (Not in Education, Employment or Training);
- School children prior to key transitional milestones; and
- Unemployed people generally.

Therefore, these groups should also be considered for engagement.

Learners can be referred to schemes in a variety of ways (see Section 4.1.2 for more detail). Routes include referral by local authorities (e.g. transport departments, education departments or social services), schools, parents/carers, Connexions, Job Centres, day centres, occupational therapists, other professionals, and a number of schemes are open to self-referrals by individuals.

## What does travel training typically involve?

Travel training can take many different forms and varies greatly by scheme type, purpose, target group and in terms of who is responsible for managing and delivering the training.





In broad terms, travel training generally includes at least one of the following:

- General awareness raising and events;
- Face-to-face advice, information and guidance;
- Journey support and assistance; and
- Vocational or academic training programmes concerning all aspects of undertaking a journey.

Reflecting the multitude of challenges involved in facilitating greater accessibility and freedom in travel, travel training schemes are delivered in a variety of ways, ranging from 'one-to-one' travel training, 'buddy' schemes (i.e. accompanied travel, where learners are

matched to trainers, often previous trainees), group work or classroom sessions. This training seeks to ensure that the learner develops and demonstrates the necessary competencies to travel with a companion or independently, key skills include:

- Personal and road safety awareness (e.g. stranger danger, use of pedestrian crossings);
- Journey planning and preparing for a journey (e.g. what items to take, making allowances for the weather);
- Locking the door/handling keys;





- Handling emergencies or coping strategies; and
- Using technology (e.g. use of smartcards and mobile phones) and existing infrastructure.

## What are the aims and objectives of travel training schemes?

The majority of schemes are primarily aimed at reducing dependence and promoting greater equality. Common scheme aims are to facilitate access to education and employment opportunities. In addition, travel training schemes can also be directed at facilitating trips for access to health care, leisure opportunities and visiting friends and family, and therefore play an important function in the lives of those who are able to utilise them.

There is also a great diversity in the main drivers for the introduction of travel training schemes, with many having objectives which extended far beyond simply facilitating travel. Common objectives include:

- Increasing the independence of individuals and provision of life skills;

"The mobility training programme aims to embed the ethos of independence across all students within all aspects of their life."

**Linden Lodge School, Wimbledon**

"It is a life change - it is not just about helping one person from A to B."

**Northumberland County Council**

- Communication (e.g. if the person needs to speak to a bus driver or train guard);
- Handling money and paying fares;
- Using and getting in and out of taxis;
- Getting on and off buses, trains, trams/underground, ferries etc;
- Telling the time and understanding information sources, such as timetables and real-time information displays;
- Appropriate behaviours (e.g. how to behave on public transport and how to respond to anti-social behaviour);

- Increasing the confidence of individuals and improving social interaction;



- Improving quality of life for learners and parents/carers;
- Improving health and wellbeing of learners;
- Increasing awareness of the importance of independent travel among parents and carers;
- Facilitating extension of participation in education (e.g. access to College or Further Education);
- Facilitating access to employment opportunities;
- Facilitating access to leisure opportunities or visiting friends and family;
- Reducing reliance on dedicated transport, for cost savings as well as wider benefits;
- Reducing reliance on Day Centre or other Social Services structures;
- Ensuring people with disabilities are safe when they are travelling;
- Encouraging unemployed people back into employment, for their own quality of life and to reduce dependency on benefits; and
- Encouraging people to use sustainable travel to reduce their own environmental impact and/or reducing the carbon footprint of the organisation.

Whilst the potential for cost savings are recognised by many schemes, it is rarely the main aim or driver for

schemes, rather the overriding ambition of schemes is 'to broaden horizons'.

"It was not about spending money or rather saving money; it is about equality, inclusion and life skills." **Bristol City Council**

"It's all about helping individuals to use public transport. To enhance their self-esteem and build confidence. life skills." **Merton Council**

The aim of **Halton Borough Council's** scheme is to make sure learners are safe when they are travelling, whether independently or with a parent/carer, by building on their current skills and giving them new skills. As a result of the increased independence gained from safe independent travel, the council has benefitted from reduced costs in the provision of assisted transportation (however this was not the main objective when establishing the scheme).

# What travel training schemes currently exist?

## Type of training provided

Travel Training schemes are diverse in terms of their activities and outcomes, however broad categories of schemes can be defined as follows:

### ...Increasing Independence

On behalf of Wandsworth Council, HAIL, a voluntary organisation, co-ordinates a programme supporting people with learning difficulties to become independent travellers. The scheme uses 'Travel Mates' to provide advice and guidance.

Bristol City Council (BCC) operates a travel training scheme within its Children & Young People's Service (CYPS), offering travel support to all SEN pupils, with the aim of facilitating independent travel and reducing dependence on provided home transportation. The approach is tailored to the individual circumstances; "fit the scheme to the kid rather than the kid to the scheme". Upon referral, the BCC scheme co-ordinator initially meets with an individual to assess feasibility and understand what the person wants to do and then seeks to work with the school (often learning support assistants) or parents/carers to provide the training and the necessary financial support.

Halton Borough Council operates a 'train the trainer' course designed to help other authorities to train young people with disabilities and learning difficulties themselves. The course is geared towards helping the learners gain the essential skills they need to access public transport and enabling them to gain independence and full social inclusion.

### ...Facilitating Access to Education

Bristol City Council's CYPS co-ordinate a travel training scheme, which although is predominantly aimed at primary school SEN pupils, it also provides short-term help to pupils in the transition to secondary schools.

### ...Reducing Unemployment

Centro operates 'Workwise', a scheme which provides travel training in areas of high unemployment in the West Midlands. The scheme, established in six authorities, provides travel advice and guidance to individuals seeking employment, with a view to facilitating access to job interviews and ultimately gaining employment.

Manchester City Council, together with partners in Jobcentre Plus and other local organisations, are working on a 'Community Travel Project' in Woodhouse Park, Wythenshawe. The project has two strands, with one element dealing with worklessness and the other seeking to promote active travel and public transport use. As part of the scheme, a local person has been recruited to act as a Travel Advisor within the local Jobcentre Plus office, with a view to identifying a means of travelling to potential jobs that may not previously have been considered viable.

South Gloucestershire Council's Travel Training and Buddy Scheme provides the opportunity for adults with learning difficulties to become Travel Buddies, supporting other adults with learning difficulties to become independent and safe travellers.

### ...Provision of Mobility Training

Surrey Association for Visual Impairment (SAVI) is contracted by Surrey County Council to deliver mobility training for individuals who are visually impaired.

Linden Lodge, a specialist sensory and physical college in Wimbledon, provides a mobility programme as part of a wider curriculum.

As demonstrated above, travel training can sometimes be delivered as part of wider programmes and as such, is more prevalent than might be expected. For example, travel training is often delivered as part of road safety training units, via travel plans or packaged as part of a wider Life Skills course.

## Target groups of training

Figure 2.2 presents a summary of the core target groups of the schemes who responded to our survey. The majority of schemes were aimed at children and young people, for example over three-fifths (62%) were aimed towards children/young people aged 16-19 with SEN and approximately a half (49%) were aimed at children/young people aged 14-16 with SEN. Over a third (37%) of the schemes targeted adults with learning difficulties and one fifth (20%) targeted adults with physical disabilities.

## Topics covered

Figure 2.3 details the types of training provided by the schemes. All of the schemes provided training in a multitude of areas of travel, with almost all providing some sort of training in road safety (95%), personal safety (94%) and appropriate behaviour (92%). Stranger danger (80%) and money skills (79%) were also common themes. Within the 'other' category, common themes include bus, train/tram training, travel planning/ journey/planning, communication/social skills and mobile phone skills.

Detailed analysis of the primary research is presented in a Final Report produced by AECOM, which is available on the DfT website. This illustrates the diversity in the type and scope of schemes that currently exist.

**Figure 2.2: Target Individuals/Groups of Schemes**

Base: 131 (Note: Respondents could provide more than one response)

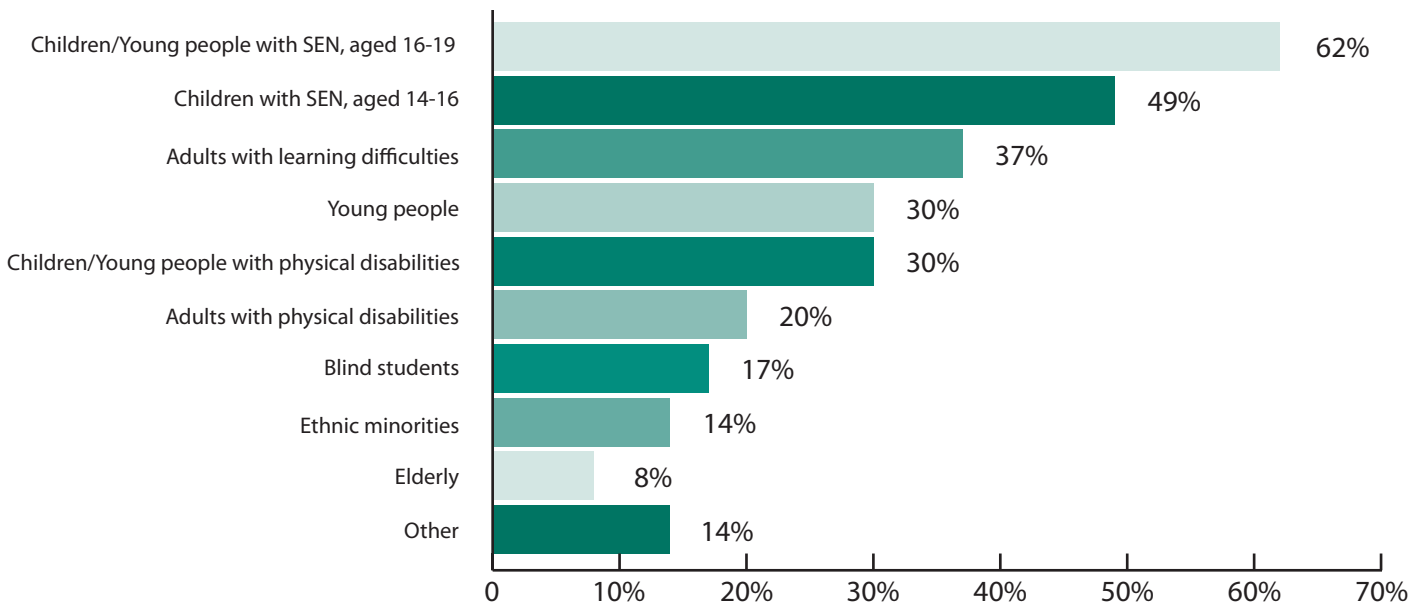
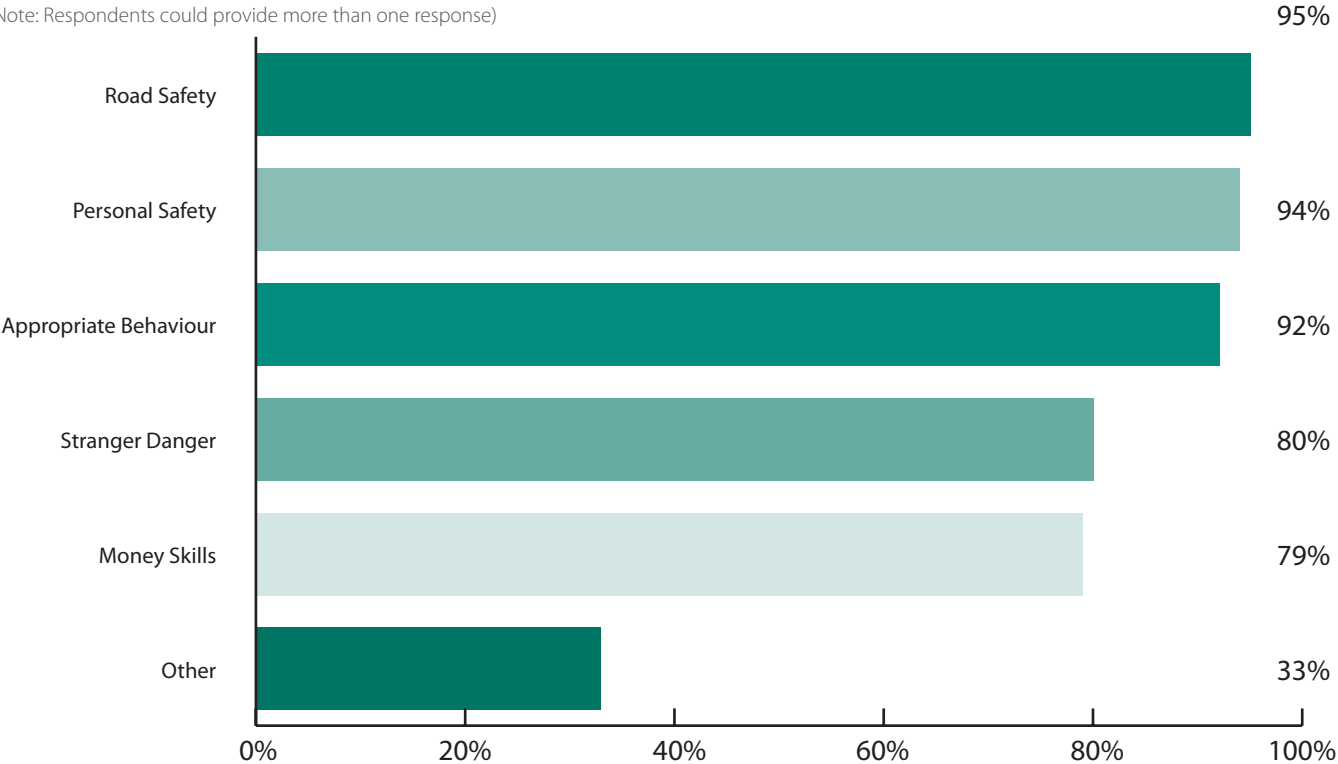




Figure 2.3: Types of Training Provided by Schemes

Base: 133 (Note: Respondents could provide more than one response)



**“Independent travel and the skills learnt while travel training can be transferable across people’s lives and help them experience greater confidence with independent living.”**

**South Gloucestershire County Council**

## **What are the potential benefits of travel training schemes?**

Evidence drawn from existing travel training initiatives indicates that there are considerable benefits associated with an increased use and understanding of the public transport system. In turn, this has led to increased levels of independence and confidence amongst the recipients of travel training, thereby reducing the demand on a host of statutory service provision areas.

Amongst travel training providers, there is a widespread belief that schemes benefit society as a whole, in particular increasing independence and freedom and breaking down the dependency culture. Wider benefits also attributable to travel training include increased use of sustainable travel modes and improvement to general health and well-being.

An important factor in securing funding for many travel training schemes is the opportunity to make significant cost savings. Savings can be made as a result of providing people with the necessary knowledge and tools to travel independently which in turn can help to reduce demands on certain local authority services, such as taxis and escorted travel used in transporting SEN learners to and from educational facilities. Wider economic benefits can also be attributed, for example, as individuals’ horizons are broadened, they are spending more, and are more likely to enter into education or employment.

Similarly, travel training can also free up parents or carers to participate in opportunities that may not previously have been possible, such as gaining employment, even if only part time.

Wider benefits are also felt by others not necessarily directly targeted by initiatives, such as local transport operators that benefit from increased patronage on their services.

The various ways in which each of the core beneficiary groups are believed to benefit from travel training are summarised in Table 2.1.

**“The scheme we’ve developed is life changing. It’s life changing for the young person, it’s life changing for the carers and parents, and it’s life changing for their attitude to learning in school. It also benefits an individual’s progress with life.”**

**Birmingham City Council**

“The sooner in their life that they have the training, the quicker they can take it on board and adjust their life culture.”

Lincolnshire County Council

Table 2.1: Broad Benefits of Travel Training

Grouping	Potential Benefits
Learners	Increased independence and freedom, broadened horizons, new opportunities for education and employment, enhanced health, improved quality of life and social networking.
Parents/Carers	Reduced dependency, increased freedom and opportunities for employment.
Schools/Colleges	Learners are more motivated, are punctual, require less support, have fewer behavioural problems, perform better in class and in exams, and are more able to participate in excursions and other learning opportunities not previously feasible.
Local Authorities	Cost savings as fewer people are relying on dedicated transport and adult social services. Potential for better communication and more shared working between departments such as road safety, transport, education and social services.
Central Government	Reduced reliance on welfare benefits, due to increased independence for a life time, increased employment and reduced demands on the health service.
Trainers	Receive free training, employment, qualifications and the opportunity to engage with the community.
Employers	More people available who are willing to travel to employer's business and improved staff retention.
Public Transport Operators	Helps retain existing and gain new customers, enhanced image.

The primary research indicated that travel training is most effective if it is delivered prior to a transition in the learner's life, for example, from primary school to secondary school or from college to employment. These are considered critical milestones as they are the times at which people start to use and rely upon social transport. It is also considered most beneficial to deliver training before adulthood, in order to incur the highest cost savings in social transport and benefits over a lifetime. In addition, it is suggested that younger learners are more likely to change their behaviour, are the most keen to learn and also the quickest to benefit.

“Travel Training is a whole of life solution, unless people's circumstances change, they will carry it on. It is not just a year's benefits.”

**Wiltshire Independent Travel Support**

## How does travel training meet wider objectives?

Whilst it is easy to think of travel training as having a significant transport-led agenda, there are a number of equally important synergies with key policy areas, which fall under the remit of other departments. This section details the major policy areas with which, travel training can be related.

### Transport

A specific target for transport authorities is to identify and address accessibility issues within their area. Travel training presents the opportunity to significantly assist in meeting some of the key targets. A key policy driver for travel training is the Local Transport Plan (LTP), which sets out the transport related objectives for an area and the programme in which it plans to achieve those objectives.

The potential sustainability and carbon benefits of reducing dependency on escorted travel and promoting independent and more sustainable travel modes are significant and could be an important element of helping to meet stringent reduction targets.

### Education

Local Education Authorities (LEAs) have various duties and responsibilities relating to sustainable school travel and the provision of school travel arrangements for children and young people. Key legislation relating to this area is the Education and Inspections Act 2006, with the key duties and powers detailed in the Home to School Travel and Transport Guidance (Department for Education and Skills).

LEAs have a duty to produce annual 'Transport Policy Statements' specifying transport arrangements for 'the provision of transport or otherwise that the authority considers it necessary to make to facilitate the attendance of all persons of sixth form age receiving education or training', which has recently been affected by a number of significant policy changes including an increase in the participation age and the 14-19 reforms. As part of the strategy, LEAs are invited to

consider alternative means of facilitating attendance at education establishments, with independent travel training cited as a means to achieve this. More specifically, the Transport Policy Statement should detail the arrangements for Learners with Learning Difficulties and/or Disabilities (LLDD).

Within Education Policy, there is recognition that a learner's transport needs and disability needs change, and as such, there is a need to ensure that regular reviews are embedded in schemes. In this respect, there may also be a need to continue to support an individual beyond the age of 18, where existing support would be expected to end. Continuation of support will ensure that an individual is able to complete any programmes started before this age. In addition, there is a requirement that LEAs assist LLDD individuals in accessing education and training opportunities beyond this up to age 25.

### Health

It is well documented that the UK, like many other western countries, is experiencing rising levels of obesity, especially amongst children. The cost of obesity to the UK economy is estimated to be around £4.3 billion annually (Department of Health, 2010). Government-led programmes such as 'Change4Life' seek to promote a healthier and more active population and one of the ways in which this can be achieved is through the use of sustainable modes of transport, such as walking and cycling. As such, travel training schemes can make a positive contribution to achieving these objectives.

The Coalition Government is committed to the priorities set out in the Valuing People Now (VPN) strategy published in January 2009. VPN has set priorities until March 2011 of improving outcomes for people with learning disabilities and their family carers around health, housing and employment, in particular improving access to high quality healthcare, employment and supporting people to live in their own homes.

The Coalition Government also recognises and supports the principles of independent living to ensure disabled people who need support to go about their daily lives have greater choice and control over how that support



is provided and that disabled people have greater access to: housing, health, education, employment, leisure and transport opportunities and to participation in family and community life.

The Learning Disability Partnership Boards are to engage with local transport plans to ensure the effective inclusion of people with learning disabilities. Valuing People Regional Leads will support local systems to address the range of support people need to travel, investment and issues around safety. DfT and the Department of Health are to ensure national programmes on inclusive transport include people with learning disabilities.

A further consideration relevant to future travel training demand is the impacts of an ageing population. Access to transport for older people is often dependent on having the ability to use public transport or having the finances to run a car or pay for taxis. Alternatively, family or friends are relied upon to provide lifts, however those living alone or without family support, can be vulnerable to isolation. In some cases, older people may find themselves without the use of the car for the first time in many years, either through their own deteriorating health or the death of a spouse/partner who drove them around. In such circumstances, travel training can potentially prevent social exclusion and loneliness, help them to maintain social contact and the ability to perform everyday tasks such as going to the local shops, which could in turn promote independence and better health.

## Equality and independence

Various pieces of legislation exist in England to eliminate discrimination and promote equality. This covers areas such as human rights, race relations and sex discrimination. In particular, disability legislation, now incorporated into the Equality Act 2010, protects people from 'indirect discrimination' and requires, amongst other stipulations, that all public sector bodies seek to promote equality for disabled people, which includes mobility as a key component.

In addition, the Government's Equality Strategy sets out the commitment to tackling the barriers to equal opportunities and social mobility.

Recent transportation policy has also been directed at increasing the accessibility of the public transport network, incorporating the actual physical infrastructure (e.g. vehicles, stations and stops) and accompanying interventions to improve ticketing and travel information, which has also led to the increased viability of, and demand for, travel training schemes.

## Employment

Issues of employment and employability have become more pronounced as a result of the recent economic downturn. With unemployment levels rising, issues such as accessibility to education and training increase in prominence. In some areas, travel training is used as a means by which people can gain access to and retain jobs. Initiatives aimed at helping people to overcome the accessibility barriers to employment are supported by Jobcentre Plus. For example, potential support could include providing short-term discounted or free travel to help an individual get to work whilst they are waiting to receive their first pay.

Travel training therefore presents an opportunity to tackle all of these key areas.

## Summary of good practice:

- The scheme needs to be clearly targeted towards particular individuals/groups, to be able to cater for specific needs.
- Establish clear eligibility criteria and be prepared for funders to attempt to stipulate who is eligible.
- Travel training can be most effective when delivered early on (i.e. during childhood) and preceding a transition in the learner's life (for example, before changing school or workplace).
- Upon determining the key driver for a scheme, consider the wider benefits as this is likely to increase potential sources of funding.



# Setting up a Travel Training Scheme

**This chapter contains advice on how to set up a travel training scheme, provides assistance in identifying a need for travel training, guidance on which agencies/organisations should be involved in organising, managing and delivering schemes and a synopsis of the wider linkages.**

## Is travel training needed in my area?

Given the variety of travel training schemes in existence, that are engaging with people of all ages and abilities, it is inevitable that there is demand for travel training in some form in every local authority. A number of factors determine a need to consider support for certain sectors of the community, including the following:

- Disability can affect people at any time and increases in likelihood with age and potentially limits opportunities in education and employment;
- General lack of awareness of public transport options and alternative, more active, modes;
- Lack of equality and independence;
- Unequal access to key services, such as healthcare, education and leisure opportunities;

- Changing demographics, such as an ageing population or immigration can influence demand; and
- General correlation between inaccessibility and unemployment.

Most existing schemes have been established following an identification of a gap in service provision or linked to a service improvement plan. In order to help establish whether there is a need for travel training in your area, the following actions could be undertaken:

- Conduct a user consultation or audit with vulnerable people/groups to understand the barriers to public transport and independent travel and identify any deficiencies in current provisions;
- Liaise with existing organisations (e.g. schools/ colleges) to consider whether existing programmes could be modified or extended to provide structured training;

**Surrey County Council's** Adult Social Care collated best practice examples from across the country and held an open day with schools, colleges, council departments and day centres to gauge interest in travel training. Having established there was significant demand, the council set up a travel training steering group and offered courses to train people as travel trainers (through the Bradford Travel Training Unit). Upon completion of the training, the trainers could roll out travel training in their own organisations.

In the case of **Merseytravel**, training was established after research conducted during the European Year of People with Disabilities in 2003. The research established that there were significant barriers for people with disabilities when accessing destinations, and to help address this, Merseytravel developed a partnership with a number of voluntary organisations to deliver travel training. This was done in the context of cuts to dedicated transport in Merseyside and the emergence of the personalisation agenda.

**Merton Council's** scheme was set up following the Government White Paper 'Valuing People: A New Strategy for Learning Disability', in the context of increasing the number of people with disabilities accessing services, and was developed by seconding council staff into a local day centre.

**Centro's** Workwise scheme was set up in 2003 following a report by Centro into social exclusion and barriers to employment. Centro reviewed a number of existing schemes and decided to set up a scheme similar to one in Nottingham, which provided travel training to the unemployed to encourage them back to work. Workwise now has a Steering Group, and a Memorandum of Understanding between all agencies within the scheme.

- Consult with neighbouring local authorities to identify deficiencies in current provision and opportunities for combined working; and
- Consult with existing travel training scheme providers to understand origins and expected demand.

Beecham et.al./Sheffield Hallam University<sup>3</sup> identified a major deficiency in current assessment procedures for care support (e.g. in SEN statements). In particular, it noted that there is rarely any consideration of alternatives to bespoke transport services, certainly in any detail, and not least the potential for travel training. It is therefore recommended that attempts are made to increase awareness of travel training as a solution in care assessments across the various government bodies through, for example, inclusion in guidance and policy, and that joined-up thinking between departments is encouraged. This would help to ensure that, subject to individual needs/abilities/motivations etc, travel training is considered as an alternative to the normal presumption towards state transport provision.

A number of travel training schemes have been established following successful pilots or short-term arrangements and have become more permanent upon realisation of the demand for the service and the benefits accrued.

Upon determining a need and target audience for a scheme, it is important to establish the scheme aims as this will likely dictate the potential sources of funding (see Chapter 8) and inform requirements for suitable trainers.

## Who should be responsible for organising and managing travel training?

Owing to the multi-faceted nature of the challenge of providing or enhancing access to public transport and overcoming the barriers of independent travel (perceived or otherwise), travel training is currently delivered by an array of authorities/bodies in England. The lead agency on most schemes is a local authority through Adult Services or Children and Young Peoples

» 3 Review of Travel Training Schemes, Final Report, June 2007, Paul Beecham & Associates in conjunction with Sheffield Hallam University



Service (CYPS), a voluntary body/charity or a stand-alone unit attached to a school or college.

An important strand of this guidance is that travel training should not just be seen 'as a means to an end' (i.e. the facilitation of an individual to make a trip from A to B), but outcomes which are wide-ranging and importantly, provide important life-skills and leading to a greater level of independence. In this regard, travel training transcends many departments, most significantly Transport, Health, Education, Employment and Social Services.

It should be noted that it is not always the case that the organisation that has commissioned work into an assessment of need, or indeed, has identified a need

for, and funding of travel training, is always the same as that responsible for delivery and management of the scheme. For example, a number of schemes have originated from studies commissioned within local authorities, such as identifying barriers to education or employment, yet the actual delivery of the training itself was better suited to a structure within a school/college or in employment agencies (e.g. Jobcentre Plus).

The schemes deemed to be the most successful have been established and driven forward by one or two individuals with a passionate belief in the importance and benefits of travel training, and these individuals come from a variety of backgrounds. The achievements of many schemes can be attributed to these champions pushing the travel training agenda by identifying and seizing opportunities to develop their scheme.

Travel training is delivered by a variety of organisations....

#### **...by voluntary organisations on behalf of a Council or PTE**

On behalf of Merseytravel, not-for-profit organisation Transform CIC, deliver a 'train the trainer scheme' in the community. This scheme differs from many others because it trains the trainers (known as travel ambassadors), rather than the end users. Once qualified, each of the travel ambassadors has to train at least ten people in their communities to travel independently.

#### **...by the local authority themselves**

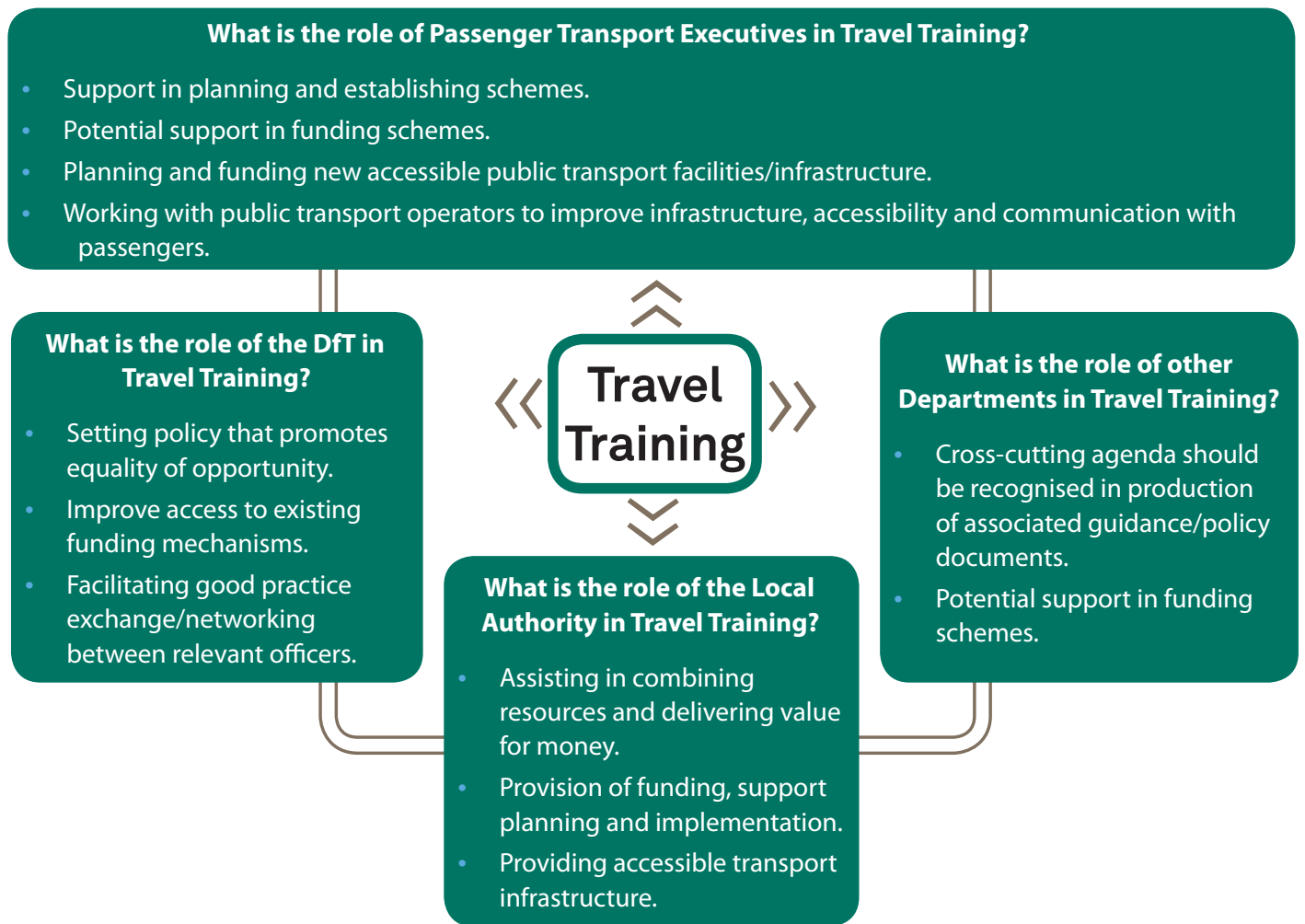
Birmingham City Council's Independent Travel Training Consultancy Service (ITTCS) was initially delivered by a travel training team that was employed at City College Birmingham, but seconded to the council. The scheme co-ordinator established a full-time travel training team at the Council. ITTCS, funded by the Post-16 Transport Partnership, now deliver to all referred SEN pupils aged over 14.

#### **...by schools/colleges/day centres**

Highbury College in Portsmouth offer an Independent Travel Training Programme (ITTP) to young people (aged 16-19) with SEN and adults with physical/learning difficulties who are studying on a Work Skills Programme. The ITTP is delivered by lecturers from the Independent Living and Work Skills Department and aims to help students travel independently to college, work and other specific destinations.

#### **...by other relevant bodies/organisations**

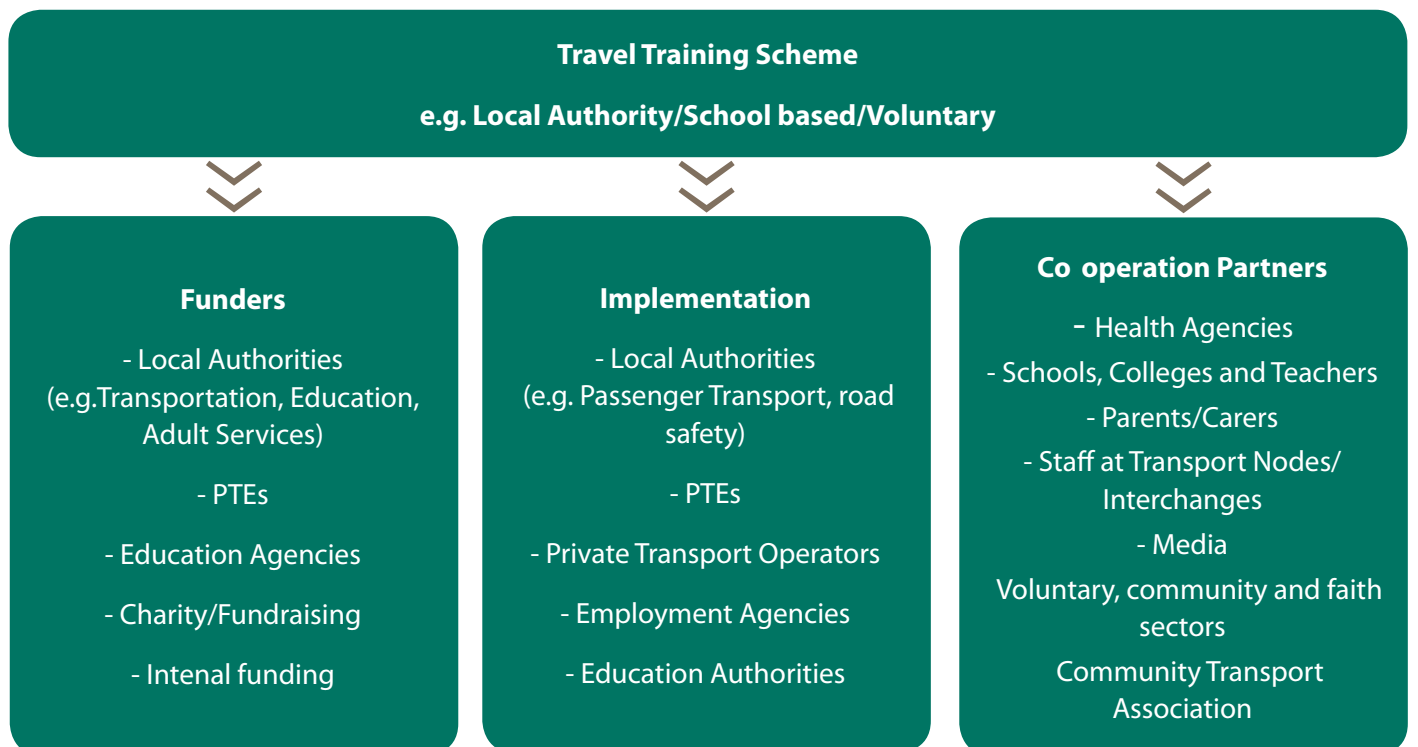
Centro's Workwise scheme is delivered through Job Centres. Initially, trainers deliver training to Job Centre staff in how to deliver personalised travel training. Subsequently, Job Centre staff provide one-to-one guidance to individuals, covering the basics on how an individual can get to and from job interviews. Learners who have signed up to the scheme receive free travel to/from any interviews, and if they are successful, they are entitled to receive a 3-month free travel pass to their place of employment, designed to ensure job retention and engender more sustainable travel patterns.



## Who else should be involved?

Figure 3.1 provides an at-a-glance summary of the bodies/organisations that can be involved in travel training schemes.

Figure 3.1: Travel Training Partners for Delivery



## Key stakeholders for implementation

Most travel training schemes are delivered by a small core team of dedicated individuals, however, the long-term viability of travel training schemes is often attributable to the partnerships that have been forged in the course of development. Therefore, a mix of stakeholders, preferably involved at the outset, is required to ensure that all key components of travel training, such as recruitment, development and impact and risk assessment, are working together.

Subject to the particular nature of the travel training scheme/programme, it can be expected that a selection of the following stakeholders should be involved.

As the predominant lead in travel training schemes, **Local Authorities** are usually involved in the delivery of most schemes, with assistance ranging from provision of funding, support planning or implementation. Subject to the area of intervention, schemes are often co-ordinated by a particular department, such as Education, CYPS or Social Services. Regardless, it is important that officers in other teams such as road safety, travel planning and passenger services should be involved and, at the very least, aware of the target audience and how people are signed up.

Some schemes are co-ordinated or funded by **Passenger Transport Executives (PTEs)**, such as Merseytravel and Nexus. Strong links to the appropriate section within the local authorities are important for success.

Recognising that many travel training schemes seek to encourage people to use public transport, **private transport operators** are often engaged in travel training schemes to provide assistance at the implementation stage. Involvement tends to be either through the provision of funding or staff for involvement in the scheme planning. In a number of schemes, public transport operators have assisted in providing vehicles for training purposes, such as familiarising potential users in how to get on and off vehicles and practice in communicating a journey requirement and handling money/paying fares etc. Organisations such as the Confederation of Passenger Transport (CPT) also have a role to play.



“[There are] clear links for people with disabilities around employment strategies, Department for Work & Pensions and travel training - they are missing the mark slightly by not addressing them together.”

Anonymous

**Employment agencies**, such as the Jobcentre Plus, have increasingly recognised the links between accessibility and employment and therefore, particularly in deprived areas, have led or worked with travel training providers to develop innovative schemes to enhance employment prospects.

## Co-operation partners

This section details various other delivery partners, many of whom are essential to the ultimate success of the scheme.

Engaging with **schools/colleges and teachers** is particularly important in schemes involving school children as teachers and support staff are often involved in the implementation of schemes providing training support. Indeed, a number of schemes rely on staff within schools or colleges to deliver the training itself.

Experience from established travel training schemes has also identified a particular need to engage with **parents and carers** at the outset and maintain a close relationship and involvement through to the end when an individual is signed off. Parents and carers are often reluctant to allow their children or teenagers to participate in schemes as it can create a level of uncertainty and concern that might not be evident with provided transportation solutions. A further concern is that successful travel training can also potentially lead to a possible loss of benefits, which in some instances may have involved a lengthy process to gain eligibility in the first place.

**Transform CIC** (based in Merseyside) funded through the Local Transport Plan Access Grant is delivering a 'Year 6 to Year 7 Transition' project from Primary to Secondary at two local schools, developing innovative solutions for young people who need to travel longer distances to school, even across local authority areas. The project involves parents and carers as well as teachers responsible for school travel plans.

Alongside the drivers/guards of various public transport services, **staff** at bus and rail stations are key partners in ensuring travel training schemes are successful. Staff at transport facilities are often required to provide advice and support to learners, particularly in instances when an individual has reached independence and might not have the immediate support of a trainer. The co-operation of such staff is important in ensuring individuals can be given the necessary reassurance or guidance on what to do if a journey isn't going to plan, and also to provide feedback on how the scheme is working and how it could potentially be improved.

**Health agencies**, such as the Primary Care Trust<sup>4</sup>, also have a role to play in travel training schemes as there are a number of mutual aims, such as promoting independence, accessibility and contributing to reductions in obesity levels.

» 4 Primary Care Trusts are to be abolished in 2013, with GPs assuming more responsibilities.



The **media** is also an important partner in terms of raising the profile of schemes and to demonstrate the benefits, particularly useful in helping to reassure parents/carers who may be reluctant to permit participation and also to generate support from decision makers.

In recognition of current Government policy to enable citizens to come together to solve local problems and drive growth, the **Voluntary, Community and Social Enterprise sector (VCSE)** and local communities have

been invited to develop community transport solutions. Such schemes can make an important contribution to local economies and to individuals' access to employment and key services.

**Community Safety Officers** and the **Police** also have a role to play in providing advice to schemes on safety and security in the local area.

## Summary of good practice:

- Set out why the scheme is needed and identify the main beneficiaries.
- Consider piloting the training with a small number of learners so that the training offer is tested and evaluated before roll out. The experience and feedback from pilot courses can prove invaluable in fine-tuning a scheme. It also takes time to develop the necessary relationships with other agencies and attract the correct staff.
- When considering setting up a scheme, seek to utilise existing staff, structures and programmes where possible, as this helps to keep costs down.
- Consider introducing obligatory assessments of transport and travel needs as a way of identifying potential demand for travel training and helping to reduce long-term care requirements.
- Successful schemes are often delivered through multi-stakeholder partnerships involving both internal departments and external agencies. Establish relationships with relevant decision makers in the local authority and other key stakeholders, including local transport operators, parents and carers and contacts at other relevant organisations and where appropriate, utilise their expertise.
- Identify and set out the context of the scheme so that it is clearly positioned in terms of local initiatives and its relationship with other agencies.





# Manage a Travel Training Scheme

# 4

This chapter provides a summary of the major considerations in managing a scheme, covering a range of issues including the qualifications/experience required of those involved in travel training, the need for and the route to accreditation. The section also identifies the factors that contribute to a successful scheme and contains advice on how the potential issues associated with scheme management can be overcome.

## How should the scheme be set up?

Travel training is most often provided as a stand-alone activity, although many of the school/college based schemes seek to embed modules within the curriculum. Travel training schemes can be categorised into two types:

a. Direct training with Learners – this is the most common form of travel training delivery and allows for a more specialised one-to-one approach.

i. In **Essex**, training is delivered by a team of 11 specialist travel trainers who work throughout the county providing one-to-one training and guidance with route planning, using public transport, road and personal safety, dealing with emergency situations and building confidence. They also build relationships with schools and colleges.

ii. In **Suffolk**, the Adult Services Department delivers one-to-one route based travel training to adults with physical disabilities or learning difficulties. Most learners or trainees are referred to the scheme internally via Social Services or externally, by organisations such as Connexions.

“There is no ‘one size fits all’ - all staff have different personalities, different skill sets. Every individual comes from different backgrounds and therein the diversity is the strength.”

National Star College LIFT

b. Training the Trainers – common in education-based schemes where actual delivery is often undertaken by the schools or colleges themselves, who in many cases have a greater awareness of the strengths and weaknesses of individuals, a greater knowledge of the local area with the inherent challenges and have established relationships with parents/carers. This approach relies on the organisation which trains the trainers to provide ongoing advice and support as required.

i. **Suffolk County Council**’s CYPS currently sub-contract the delivery of travel training in special schools to Norfolk County Council. Using the TITAN (Travel Independence Training across the Nation) model, Norfolk County Council train staff within each special school to deliver training initially to staff (to become ‘in house’ travel trainers) and then to referred students on a one-to-one basis.

ii. **Halton Borough Council** operates a ‘train the trainer’ course designed to help other authorities to train young people with disabilities and learning difficulties themselves. The course is geared towards helping the learners gain the essential skills they need to access public transport and enabling them to gain independence and full social inclusion.

Upon determining the type of scheme to be operated, it is important to identify and set out resource requirements, including budget, trainer/

mentor requirements and a proposed management structure. The numbers of staff (i.e. trainers, mentors, administrators etc) involved varies considerably, depending on the nature, scope, coverage and potential funding available for the scheme.

## What are the qualifications or experience required of trainers?

Travel trainers come from a variety of backgrounds, ranging from teaching to passenger transport, with few schemes stipulating a particular qualification. Most schemes seek staff with experience of working with people with learning difficulties, SEN or physical disabilities, either through general care work, support work or teaching.

Exceptions, in terms of the professional backgrounds required of trainers, are for a number of more specialist schemes, such as those providing assistance to individuals with visual or sensory impairments, where trainers are usually required to have qualifications in rehabilitation and visual studies and/or teaching mobility. In these cases, travel training is usually delivered at the school as part of a wider curriculum on mobility training, incorporating cane training and moving between classrooms as well as travel outside of the school environment.

For schemes aimed at the Further Education (FE) sector in England, teachers, tutors or mentors should





have the Preparing to Teach in the Lifelong Learning Sector (PTLLS) award. This award was introduced to provide a threshold and covers the basics of teaching in continuing and adult education - including how to plan sessions, motivate learners and use a variety of assessment methods.

Enthusiasm, people skills and the ability to mentor others are considered to be the most important attributes of trainers. It is also important to have an understanding of day-to-day requirements including health and safety, equal opportunities, bullying and data protection.

An important consideration in assembling a team of travel trainers or volunteers is that diversity in terms of gender, age, background and personality can be advantageous in order to better reflect the people being trained as there is a greater chance of achieving a good match between the trainer and the learner.

## Training and accreditation

### Does the scheme need be accredited?

There is currently no overarching national accreditation for travel training schemes, with many either demonstrating standards through various qualifications of trainers or through internal Quality Assurance (QA) procedures.

"Quality assurance should be an outcome approach and be steered to objectives of delivery and financial partners."

**National Star College LIFT**

"If you have got something to say that you are working to a certain standard, it gives the parents some level or reassurance."

**East Riding Council**

Using evidence drawn from the case study visits, Table 4.1 details the advantages and disadvantages associated with a national travel training scheme accreditation.

## Do the trainers need to have an accredited qualification?

At the moment, few schemes stipulate that travel trainers need to have accreditation. **Birmingham City Council's** ITTCS is one of the few that only uses accredited trainers. On completion of the accreditation training, the trainer becomes a Travel Training Assistant. The scheme achieved accreditation for the course through the Northern College of Further Education

(NCFE) with trainers awarded an NVQ Level 2 equivalent.

A number of schemes, such as the **Nexus** scheme and **Transform CIC** at Merseytravel, encourage staff to gain a qualification through in-house accredited training, which offers a nationally recognised qualification, Level 2 National Open College Network (NOCN), with staff having gained or working towards a Level 2 National Vocational Qualification (NVQ).

**Bradford's Travel Training Unit** offers a fully accredited Level 2 NOCN two-day training course designed to give participating candidates the appropriate skills, in order that they will be able to offer people with a learning difficulty an individual structured travel training programme.

The course is aimed at support workers, classroom assistants, Local Education Authority (LEA) staff, day centre officers, residential staff and volunteers working in an associated field. Since March 2008, the unit has run 32 courses, training over 500 participants.

GoSkills is currently developing National Occupational Standards for independent travel training (aimed at trainers and assistants). These standards will form the basis of new qualifications and should be available in Spring 2011, with qualifications due to be developed by the end of 2011.

**Figure 4.1: Advantages & Disadvantages of a National Travel Training Scheme Accreditation**

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Providing quality assurance and maintaining standards.</li> <li>• Increased potential for securing funding.</li> <li>• Empowering and raising the profile of travel training nationally.</li> <li>• Providing consistency in approach and guidelines for delivery.</li> <li>• Increased confidence amongst parents and carers.</li> <li>• Transferability of training, between schemes and areas.</li> </ul>	<ul style="list-style-type: none"> <li>• May be prohibitive in terms of timescales as funding is often only committed for one year, or is committed for a specific length of time or purpose.</li> <li>• Variety in schemes makes it difficult to provide too rigid a structure and approach would have to be flexible.</li> <li>• Achieving accreditation standards could be time consuming and lead to an increase in administrative burdens.</li> <li>• Route to accreditation might detract from core purpose of training.</li> </ul>

The draft modules for consultation include: -

- Preparing for work in the travel training environment;
- Planning for travel training;
- Preparing for travel training;
- Preparing for a travel training meeting;
- Managing a travel training meeting;
- Participating in a travel training meeting;
- Carrying out an assessment of the client's travel training needs;
- Developing travel training programmes to meet the needs of the client;
- Preparing for the travel training journey;
- Implementing the travel training programme;
- Monitoring and reviewing the travel training programme;
- Evaluating the travel training plan;
- Maintaining effective working relationships with colleagues in the travel training environment;
- Obtaining and communicating information in the travel training environment;
- Ensuring health and safety and deal with incidents, accidents and emergencies in the travel training environment; and
- Co-ordinating travel training activities.

Further information can be found on the GoSkills website. <http://www.goskills.org>

It is felt by many existing scheme staff that the development of a standardised national accreditation system for travel trainers would help to maintain high standards of training. Benefits to be gained by formal accreditation for trainers include:

- Giving the trainers, including volunteers, something back, for example, recognition for their work and potentially a graduation ceremony;
- Providing assurance to parents/carers that the learner is being trained professionally by qualified individuals;
- Improving employment prospects, particularly among people with disabilities or learning difficulties;
- Building confidence and self esteem of trainers, some of whom may be previous learners;
- Increased recognition of travel training as a profession; and

- Potential to lead to further qualifications, offering potential for professional development.

Although most recognise the potential benefits, a number of scheme co-ordinators have reservations about accreditation for trainers and a standardised approach to what is a complex area. The reservations included:

- It may limit the numbers who may be prepared to undertake the trainers' training, particularly in a volunteer capacity;
- Associated costs of achieving accreditation might detract from the delivery of the scheme and there is a concern that the cost of providing accreditation would fall to scheme (at least initially, as few would have the qualification to begin with);
- Different schemes and trainers will be delivering to different people, with varying abilities and trainers

need to be able to train people with particular issues, so training for trainers would have to be very flexible; and

- Concern that it would be too classroom/theory based and not practical enough, and that the bureaucracy might distract from the job of training.

Key areas of training includes gaining an understanding of theory and practical methods appropriate to the needs and practicalities of the particular target group and other more generic training such as first aid and guidance on completing risk assessments.

Taking the above into account, it is advocated that the qualification is flexible enough to be adapted to all categories of travel training, but whilst it is recommended, should not be deemed compulsory.

## Accreditation/qualification for learners

At present, very few schemes offer qualifications or accreditation per se, however quite a few schemes provide a certificate upon completion of training or upon achieving independence.

**National Star College's** LIFT scheme is an exception to the norm in that it provides learners with the option to gain an entry level 'Travel and Transport in the Community' qualification (through Edexcel). Learners work towards this in classroom sessions.

General views on the accreditation of learners are mixed, however there is a consensus that if introduced, any accreditation should be nationally co-ordinated. Benefits of accreditation for learners are as follows:

- Learners would have recognition for their work and achievement, something to take away, and parents may be more keen on the training as a result;
- Learners would achieve a recognisable and transferable qualification which could help them gain employment as they have evidence of being able to travel to work, and which they could use as part of their Continued Professional Development at

college or in employment;

- Schemes need recognition at a national level in the curriculum and a qualification would help to achieve this;
- Consistency in the training provided would enable delivery of initiatives that could be recognised by users wherever they are (e.g. **South Gloucestershire's** 'Safe Havens'); and
- May assist in attracting funding for schemes from different sources.

It is likely that certain types of schemes will lend themselves to accreditation better than others will, for example, a standardised approach may be more feasible for education-based schemes and help address a void in the curriculum.

Those not, in favour, of a national accreditation for learners feel that it might risk oversimplifying something very complex. The view was that each learner is very different, and can start the training with an incredibly diverse range of physical, social and learning difficulties and to stipulate that they have to achieve a certain standard will, in many cases, be unrealistic. For some, there is a fear that the training might become a 'box ticking' exercise rather than a practical, individually tailored experience.

**Ravenscliffe High School** does not provide accreditation for their learners but does show recognition of their achievements in other ways. The school runs presentations during assemblies and awards gift vouchers, provided by Calderdale Council, to learners who complete the training. Upon completion, learners also receive a letter from the council congratulating them on their achievement.

Similarly, **Stockton-on-Tees Council's** scheme doesn't have an official accreditation or qualification system, but provides a certificate to all students. A silver certificate is presented to individuals who have participated on the course and demonstrated an improved understanding of travel training awareness and a gold certificate is awarded to individuals who complete travel training and are ultimately signed off.



## Building relationships

Long-term success of travel training is partly attributable to the extent to which relationships have been formulated with both internal and external agencies.

Part of the management of the scheme, should be devoted to building relationships with other key partner agencies as identified in Chapter 3.

The importance of building effective relationships can be demonstrated by the success of travel training delivery at **King's Mill Special School** in Drifffield, East Yorkshire. Travel training at the school was initially set up as a pilot project following collaboration between the school, East Riding of Yorkshire Social Care (Transitions and Outreach team) and Passenger Services, with the latter keen to reduce costs associated with supported travel. Subsequently, funding was identified which provided a two year post at the school.

As the benefits have been realised, this individual is now working with two other local schools, supported by cross-funding from Passenger Services, Social Care and the Local Education Authority. A further indicator of success is that as a direct result of the training, two minibus services previously serving the school have now been amalgamated into a combined service that also serves a neighbouring secondary school, which in itself helps to break down barriers and better integrate students within the local community.

Manchester's Woodhouse Park Worklessness and Community Travel Project is involving partnership building at many levels. The main partners in the scheme are **Manchester City Council** and Jobcentre Plus. However, a number of other organisations are involved in some capacity. For example, Greater Manchester Passenger Transport Executive (GMPTE) has been involved in training the travel advisor in journey planning and the local Willow Park Housing Trust is involved in a scheme that will house community bicycles and is planning to recycle donated bicycles for public use. In addition, Manchester Airport, located immediately to the south of Woodhouse Park, and a potential employer for local unemployed people, is involved in offering its visitor centre for orientation training.

## What makes a successful scheme?

The diversity in the range and aims of travel training schemes offered means that success can be measured in many ways. Most assess the ultimate success of the scheme in terms of how many individuals have been trained to travel independently. Other common indicators of success include the following:

- Reduction of the level of state support, for example, costs associated with dedicated transport from home to education/day centres and social services;
- Increased opportunities for and access to employment and job retention levels;
- Increase in opportunities for access to social activities and leisure pursuits;
- Improvement in the learners' self-confidence and quality of life;
- Promotion of the use of public transport amongst learners and parents/carers alike;
- Improvement in public relations and publicity and raising the profile of travel training;
- Reduction in resistance from parents/carers with evidence of success;



- Staff resources freed up for other benefits; and
- Helping to make students more flexible and able to attend extra-curricular courses.

It should be noted that the criteria against which success is measured will also vary according to the needs and abilities of individual learners, as each person will be aiming towards slightly different outcomes. For example, for visually impaired learners, being able to move between classrooms independently will mean that the training has been successful, while for others, the mark of success might be travelling to the shops unaccompanied.

It is important that travel training schemes are monitored closely and it is suggested that this is carried out as part of the ongoing management of the scheme. Chapter 6 contains specific guidance on developing a monitoring framework.

## Scheme Success Stories

Of the schemes engaged during the production of this Good Practice Guidance, a number of notable successes were identified:

### ...Achieving independence/targets

- Most schemes believe that the independence and confidence of their learners had increased as a result of the training. In the last three years, Essex County Council received over 800 referrals, with in excess of 600 successful completions.
- Learners continuing to use public transport on at least one journey, often more: the success rate was considered to be high amongst all schemes.

**...Financial savings**

- Reducing the cost of providing dedicated transport: A few schemes had calculated that significant savings had been made by the transfer of people away from dedicated transport and onto public transport. For example, Halton Borough Council's Independent Travel Training Scheme estimated that it has saved approximately £500,000 since inception.
- The National Star College LIFT scheme has worked closely with Gloucestershire Council to develop a formula that calculates the savings in assisted travel upon completion of training. To date, savings are £400,000, less costs of £190,000 leaving efficiency savings of approximately £210,000 on the core offering alone.

**...Providing qualifications**

- National Star College's LIFT encourages all learners on its core programme to work towards the Edexcel qualification. Since 2006, 106 of 142 enlisted on the core programme have gained the Edexcel qualification.
- Providing a qualification for trainers, such as Transform CIC's Merseyside Travel Ambassador Scheme, which is a Level 2 accredited scheme and trainers can use it to work towards gaining an NVQ.

**...Reducing unemployment**

- Since 2003, Centro's Workwise scheme claims to have helped almost 7,000 people in 7 years get back into work in 6 authorities in the West Midlands.
- In less than 4 months, the Travel Advisor appointed as part of Manchester City Council's Woodhouse Park Worklessness and Community Travel Project has handed out 330 passes linked to travel to/from interviews and placements. Successful candidates are given a one month travel pass intended to cover the period before an individual is paid and also to instil sustainable travel habits from the outset.

**...Changing perceptions/celebrating success**

- Improving perceptions of travel training amongst parents and carers: most schemes found that their activities had resulted in positive perceptions of travel training amongst initially reluctant guardians.
- Raising the profile of travel training amongst local authorities, schools and other organisations, and building strong relationships with relevant organisations: this was felt to be a positive step forward taken by a number of schemes.
- Introducing travel training into the curriculum: A few schemes, such as that operated by Northumberland County Council, have brought travel training into the school curriculum, resulting in wider participation in the training.

**...Increasing awareness of LLDD and travel training generally amongst public transport operators**

- Highbury College in Portsmouth and Nexus have achieved this by completing training with transport workers.

**...Winning awards**

- Wiltshire Independent Travel Support (WITS) came runner-up in the Breakthrough UK Accessible Transport Awards, the National Star College LIFT scheme was awarded Beacon Status and won a Guardian Public Service Transportation Award in 2009, Essex County Council scooped the top award in the 'Dedication to Access for All' category at the National Transport Awards, and Nexus has won three awards for partnership working with social services for their scheme.

## What are the major issues affecting scheme management and how can these be overcome?

There are numerous benefits associated with the delivery of travel training schemes. However, it can be expected that at some point in time, all schemes are likely to encounter barriers or challenges. This section details the more common issues associated with the management of travel training schemes and provides practical advice on how these can be overcome.

### Lack of awareness and understanding of external agencies:

Whilst improving, a recurring issue associated with the promotion of independent travel is the lack of understanding or awareness of learners' needs demonstrated by public transport operators and at stations or other transport infrastructure. In these circumstances, scheme providers have developed a number of strategies for assisting learners in communicating with people they may encounter on journeys and how to react when things do not go to plan, such as, for example, train cancellations, delayed buses or route diversions, all of which can be very unsettling.

In order to improve interaction with learners, a number of schemes have sought to engage with public transport operators and other transport staff to improve awareness and ensure that individuals do not lose the confidence that has been established over the course of the training. Assistance from transport operators can include providing more time to allow an individual to take their seat or providing reassurance that an individual is alighting at the correct stop.

The DfT is also seeking to ensure that transport staff have the appropriate disability awareness training to help people, and that passengers can travel in a safe environment.

**South Gloucestershire's** Travel Training & Buddy Scheme has sought to improve the understanding of station staff and bus drivers by increasing awareness of the significance of orange wallets containing speaking cards, photographic route books etc, particularly with First Bus. The scheme is working towards a commitment to deliver a training course with the intention that trained drivers would wear an orange badge with a logo that would be recognisable to learners.

### Funding and scheme continuity:

Uncertainty over annual funding or a lack of long-term funding is a significant threat to scheme continuation and is often a constraint on developing schemes to their full potential. Evidence drawn from existing schemes revealed that despite increasing demand and awareness of other groups potentially suitable for training, expansion was not possible for many schemes unless further funding could be secured. Indeed, a number of schemes do not have the capacity to take on additional learners within existing budgets and operate a prioritised waiting list, often based on need or transitional deadlines. In this regard, it is schemes that train the trainer, often using volunteers in the community or schemes established in schools that potentially have greater scope for continued growth.

The restrictions placed by funders on who is eligible for training has also presented challenges for some scheme staff, who would like to be able to train others who might benefit, but who do not fulfil the eligibility criteria.

For a significant proportion of travel training schemes, there is a need to be continually seeking sources of funding and applying each year, which is a major threat to the ongoing viability of schemes. The lack of a mainstream funding source is compounded by variation in funding from other departments, many of which are vulnerable to shifts in policy in local and national government.



“Local authorities tend to assume that once someone has been trained to do a journey, they are ‘off the books’ and can travel independently, which is not always the case. It is more complex than that, as a person’s confidence can go, and their situations change for example moving from school to college or work, new journeys. They may still need the option of social transport in the future.”

Merseyside Travel Ambassadors

“I feel that there are a number of areas that are missing out, for example mental health, older people (especially those not used to using public transport), young people, persons with learning difficulties and not quite qualifying and individuals who have suffered accidents. It [travel training] is a unique process so there is potential to work with children of a younger age. I would love the opportunity to do that, but at the moment this travel scheme is only funded for people over the age of 18. I can only work with people that qualify; it is frustrating as I know there are people out there who would benefit that don’t meet the criteria. Huge number of people in nowhere land and will not get funding to have taxis or be supported and not be independent in a number of ways and will be the individuals who end up costing a lot more in the long run.”

Anonymous

Short-term funding commitments can be seen as detrimental to the effective operation of a scheme in terms of getting established, functioning fully and planning for the future. A number of existing schemes have been able to survive by attracting funding from existing delivery partners or through forming new partnerships, and in many cases schemes have evolved to engage with new individuals as a way of attracting additional funding.

In addition, a further problem can occur due to a lack of understanding of the fact that although trained, learners may need to return to dedicated transport at some point in the future, and that this needs to remain an option for learners. In this respect, a number of schemes have adopted post-training monitoring to ensure that learners can be re-trained should the need arise.

“In recognising the breadth of areas and potential of the impacts – there is a need for an integrated transport strategy and a range of outcomes deliverable to individual area needs. It needs to be a ‘cradle to grave’ experience, across all services, following that person as an individual all through their life; through school - college - training and employment or later on. It (joined-up thinking) is not there at the moment.”

National Star College

In order to address issues associated with continuity of support, **National Star College**’s LIFT scheme is developing a travel passport that is intended to allow for an assessment of an individual’s needs at key milestones, such as moving from education to employment. Similarly, **Bradford’s Travel Training Unit** updates a central database, which contains a list of individuals who had not met the criteria at the time of referral, together with current learners and previous participants for future reference in the event that an individual comes back for a different journey or if circumstances for engagement change.

The combined challenge of securing funding and meeting demand for enrolment means that the **National Star College**’s LIFT scheme has evolved and now includes core operational staff, together with an individual who has responsibility for scheme development, seeking new opportunities to increase participation and attract additional funding.

Other potential problems relate to how the scheme is initially set up.

- Understanding of particular disabilities: There is

a belief that schemes should not ‘cast the net too widely’, that is, to engage with individuals where they do not have the specialist skills to provide adequate training;

- Deskillling over holidays: A further problem, perhaps more common in education-based schemes is that as schemes can be structured around term times, individuals may lose the skills learnt over holiday periods and it may require refresher training to return an individual to the same level;
- Recruiting the right volunteers: As with most schemes, it is important to ensure that the staff recruited are reliable and conscientious. They will need excellent people skills, and the ability to mentor is essential.

“Making sure I have got the right volunteers on the scheme. If you get your foundation right then the success will follow, if you don’t then you are setting up to fail.”

NEXUS

## Summary of good practice:

### Staffing & Training

- Identify and set out resource requirements including budget, trainer/mentor requirements and a management structure.
- Identify how to recruit and train staff. Some of the most successful schemes have attributed their success to the recruitment of a strong team of committed staff and/or volunteers; building upon existing links to form strong working relationships with other organisations (including transport providers).
- Consider carefully the skills required of the trainers. They will need excellent people skills and the ability to mentor. They may need transport or road safety experience, and/or experience of working with the particular target group. Depending on the target group, they may also need specialist experience or qualifications.
- Consider stipulating that trainers should be working towards accreditation. Accreditation helps to recognise and reward achievement and demonstrate a quality standard to funders and parents/carers. Providing accreditation for trainers does however, have to be weighed up against the cost of doing so, and the suitability of accredited courses for the particular scheme.
- Consider delivering the training through the third sector (i.e. the voluntary or charity sector) or recruiting and training volunteers as a way of keeping staff costs down. Alternatively, consider a 'training the trainer' approach to deliver it to the community.

### Building Relationships

- Promote the benefits of travel training amongst schools, colleges and training providers, local authorities and the wider community to improve awareness and gain support.
- Identify key delivery partners and seek to develop strong relationships to secure 'buy-in' and an active involvement.

### Setting up to Succeed

- Establish objectives and a monitoring framework at the outset. This will help ensure that the scheme remains focused on achieving its defined goals.







# Delivering a Travel Training Scheme

This chapter provides a summary of the major considerations in delivering a travel training scheme, covering the various approaches used, the referral process and details the various tools and techniques used in existing schemes. The chapter also includes advice on ways in which the key issues associated with scheme delivery can be overcome.

## How and where is travel training delivered?

The nature of travel training can vary greatly in terms of how it is delivered, length of contact, the focus of training and the methods and techniques used. Most travel training schemes concentrate on assisting learners with a particular journey (such as home to education or home to employment), depending on their individual needs, circumstances, and on the modes of transport that are feasible for use. Other schemes provide more general travel training, without focussing on a specific journey.

## What approaches are used?

Given the diversity in the needs and abilities of learners, travel training is most often carried out using a one-to-one approach, allowing the training to be tailored to

each learner's specific abilities. In most instances, the training will initially commence with generic skills such as general road safety and accessing public transport, before embarking on direct journey-specific training. The training often moves on to repetition of the route, until it is felt the learner is in a position to travel a route independently. Upon reaching this point, it might be arranged for the learner to take the trip alone and be shadowed by the trainer.

It is critical that the transition from accompanied travel to shadowed trips and ultimately from shadowed trips to independent travel is agreed at the correct stage in the training, as individuals will need to be able to cope with unexpected situations.

Some schemes, such as the **South Gloucestershire's** Travel Training & Buddy Scheme and the **Wandsworth's** Travel Mate scheme utilise 'buddying' as a technique of training for independence, whereby learners are matched with past learners who have completed the

“The scheme has really benefitted adults with learning difficulties who become trainers, as they now are able to gain employment and are no longer on Job Seekers Allowance.”

Wandsworth Council

training, to buddy them on the journey for which training has been identified. This needs to be assessed on an individual basis. Advantages of this approach are that it allows for a greater empathy with the learner in terms of understanding the issues and barriers faced and also provides past learners with the opportunity to gain qualifications and employment, when they might otherwise be living on welfare benefits, thereby giving ‘something back’.

Group training is commonly used in education-based schemes, often as an addition to one-to-one approaches, covering topics such as road safety, personal safety and practical sessions. Although there are merits to group training, it is generally viewed to be less-effective than one-to-one approaches.

**Wandsworth** Travel Mate Scheme matches each learner with a ‘Travel Mate’ to train them. ‘Travel Mates’ are people with learning difficulties who have graduated from the scheme. This gives past learners the opportunity to gain a qualification (NVQ Level 2) and employment.

## How do individuals sign up?

Whilst common beneficiaries of travel training have been identified in Chapter 2, actual participation in travel training schemes is usually subject to meeting strict eligibility criteria, often stipulated by the funding providers. Examples of common eligibility criteria include: if an individual is in receipt of home-school transport, registered disabled, has SEN/learning difficulties or attends a day centre and is in receipt of local authority transport.

Learners are usually referred either on their own accord, through a parent/carer or through other organisations to travel training schemes when they need help with a specific journey; usually to education (school or college), day centres, or work, but sometimes for everyday activities, such as shopping or visiting family or friends, or other leisure activities.

Organisations involved in the referral process are diverse and usually relate to the type of travel training required. In addition to parent/carer initiations and through self-referrals, the following individuals/agencies are commonly involved:

“For adults with learning disabilities, one-to-one travel training on a specific route is more effective than group training, which can lead to gaps in the training programme.”

Surrey County Council

- Social Services;
- Local Education Authorities;
- Schools/Colleges (including SEN establishments);
- Day Centres;
- Connexions;
- Employment Centres;
- Health workers;
- Other professionals (e.g. Occupational Therapists); and
- Voluntary, Community and Faith sectors.

Upon referral, it is advisable to carry out an initial assessment of potential learners to determine the level of training and support that might be needed and to help identify if the individual possesses the pre-requisite skills and capabilities required to work towards independent travel. The learner's willingness and motivation to take part should also be taken into account.

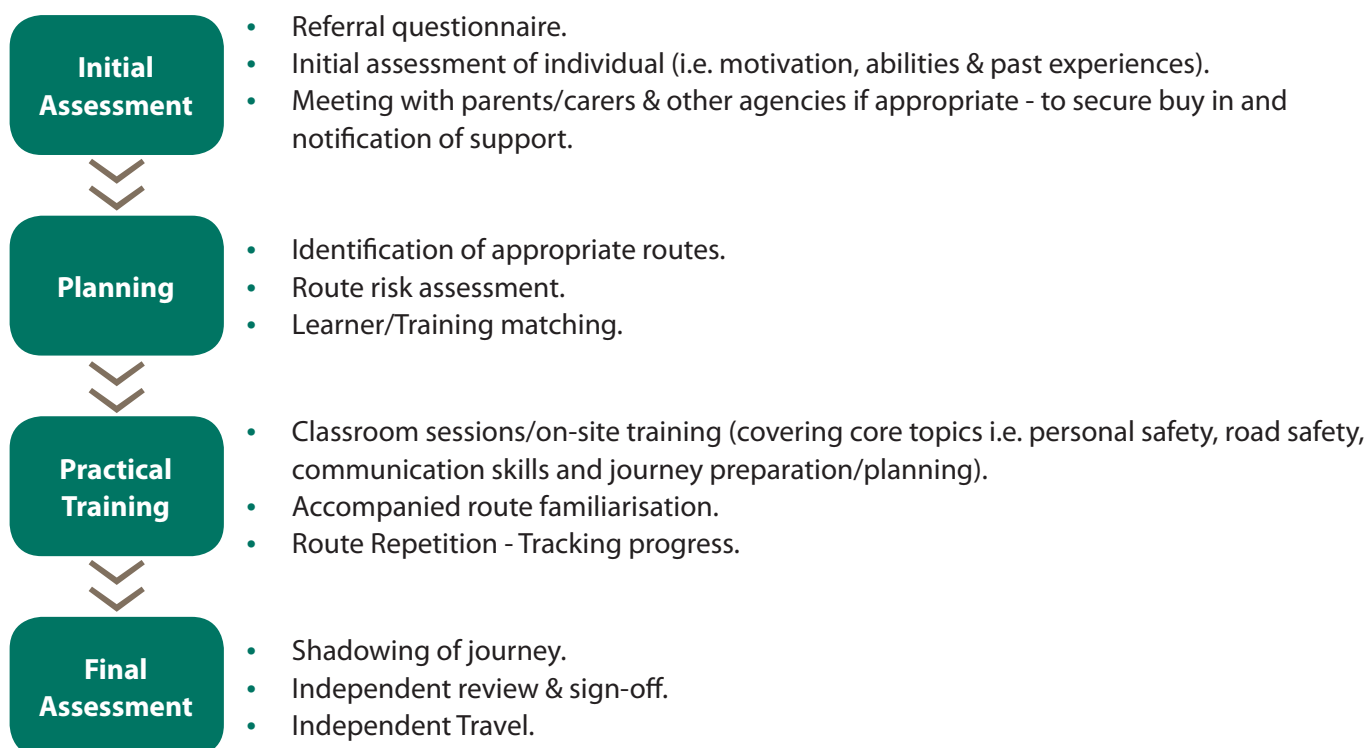
At this stage, it is also appropriate to undertake a risk assessment of the proposed journey to assess the viability of the journey for the individual and to inform the training agreement. The risk assessment is important in ensuring that the safety of the learner, the trainer or indeed other members of the community would not be put at risk.

It should be noted that the referral process or initial assessments may indicate that travel training is not appropriate for the potential learner at that particular time. In such instances, there should be a mechanism in place to re-consider potential learners as circumstances change or at key milestones in the future.

## What is the general structure of travel training?

Figure 5.1 details the broad structure of travel training schemes upon referral.

Figure 5.1: General Structure of Travel Training





Although there is a general commonality in the broad structure of much of the training provided, it must be emphasised that the view among existing providers was that there is no fixed approach and that the structure, content and techniques employed to deliver the training should be tailored to individual circumstances.

A number of existing schemes, such as the **Bradford Travel Training Unit** and **Halton Borough Council's** Independent Travel Training have produced training toolkits, which contain detailed information relating to course coverage and provide example forms such as the referral questionnaire and risk assessment. These are often used in helping to earn the support and co-operation from parents/carers. Appendix A contains a series of sample forms that may be useful in helping to develop an approach.

## Training tools, techniques & innovation

A summary of the various tools and techniques that have been developed to break down barriers and help reduce some of the concerns of parents/carers and others is provided in the following section.

## Training aids

An important element of travel training schemes is getting an individual to the stage where it is appropriate to commence training in real-life situations. Therefore, the practical elements of the early training should aim to familiarise learners with how to access and use public transport.



**National Star College's** LIFT scheme has developed links with Stagecoach, who support the scheme by providing drivers and buses to reinforce the training including practicing boarding and alighting buses which is particularly useful for people with physical disabilities. Such an initiative not only has value to the learner, but also helps the drivers involved, as it helps them to gain an understanding of what assistance might be required.

**Tyne and Wear's** programme for Independent Travel Training uses a specialist training unit on the grounds of Beacon Hill School. This includes a number of pedestrian crossings; a bus stop and the recent addition of a tram stop complete with ticket machine and tram carriage. Bus/tram drivers visit on certain days, and learners are given the opportunity to purchase tickets, board the bus and tram, and take a seat. Other schools in the area can rent the facilities for their training.

The advantages of both schemes are that they prepare students for travel in a safe environment, without the added stresses of being in public and dealing with busy drivers who are under pressure, providing practical, hands-on experience.

### Communication Card/Wallets

A further technique introduced by a number of scheme providers is the use of communication card or wallet as a way of demonstrating that an individual may require more assistance when travelling, whether for reasons of disability, illness, a lack of confidence or old age. Presentation of a card or wallet to a driver or train guard will signify that a learner may need help in finding a seat, require assistance on when to alight, or assistance in a panic situation. In addition, some schemes teach learners to carry cards detailing their specific journey requirements.



### On the Move – Journey Aids

#### *Journey Picture Books/Simplified Timetables*

Recognising that some individuals participating in travel training schemes have learning difficulties, a number of tools have been developed to assist users with their journeys. Whilst solutions are often tailored to specific needs and abilities, examples include journey picture books and simplified timetables, which help learners know for example, which is the right bus to hail, reassurance with orientation and when to alight.

**Merseytravel** has developed a range of training aids in words and pictures that provide practical and support to travel trainers, particularly with young people and people with disabilities.

**East Riding of Yorkshire Council** use 'Liberty Wallets', which are personally tailored for each individual learner. They may contain route details, a bus pass, details of disabilities, and contact telephone numbers. The wallets are bright orange and easily recognisable to bus drivers and train guards.

**Nexus** has developed a 'Bridge Card', which is supported by the five local authorities in Tyne and Wear, GoNorthEast, Stagecoach and Arriva North East. The card is available to anyone who has difficulty using public transport. Users are trained to show the card to transport staff, who will recognise the card and be prepared to give an individual extra help if needed.

### *Mobile Phones and Other Technology*

The increased availability and capability of mobile phones and other technology has made the process of reaching full independence much easier, as learners can phone their trainer or mentor at various stages of their journey to contact them in case they need assistance and also provides some reassurance to scheme providers of their safety.

**King's Mill Special School** in Driffeld, East Yorkshire, is increasingly using mobile phones as part of training for independence. When pupils reach a certain stage in their development and, subject to completion of appropriate risk assessments, pupils are challenged to find certain landmarks within neighbouring villages or towns and phone back into the office upon arrival. The successful individuals are then challenged to orientate themselves in residential areas, which are less distinctive and harder to navigate.

### **Coping Strategies**

Upon completion of training, an important factor in the long-term viability of independence is the ability to react when things go wrong. A loss of confidence associated with adversity in travel, can lead to an individual once again becoming dependent and/or falling behind in education, employment or avoiding leisure or social activities. Therefore, a number of schemes incorporate training that deals with 'what-if' scenarios, such as what to do if you miss a bus or train, get lost or if services are disrupted or even cancelled.

**South Gloucestershire** Travel Training and Buddy Scheme has established a number of 'Safe Havens', 59 in total across South Gloucestershire, which are places learners can go to if the need arises whilst they are out and about. Learners are introduced to Safe Havens during practical training. Each 'Safe Haven' has a distinctive green logo in the window and stores an information pack for staff detailing what to do. The scheme co-ordinator has also developed close links with Avon & Somerset Police and its communications team are aware of contingency plans should a learner experience difficulty.





## What are the major issues affecting scheme delivery and how can these be overcome?

However successful a scheme is, it can be expected that at some point in time, all schemes are likely to encounter challenges or barriers. This section details the more common issues and provides practical advice on how these can be overcome.

### **Parental and Carer Resistance:**

A significant, and perhaps the most common, challenge faced by existing travel training schemes is that of

overcoming parental or carer resistance for their dependant to participate in the training. Parents and carers will often have understandable concerns about allowing their dependants to be put in what they perceive to be risky situations. Sometimes, parents/carers may doubt that independence can be achieved. Gaining the trust of parents and carers and subsequent 'buy-in' is essential if training is to be successful.



“Working to change parents’ expectations – some parents get accustomed to having their child taxied to school and there has been a need to alter this pattern for 16-18 year olds.”

National Star College

A general lack of awareness of travel training and/or the fear of the unknown, sometimes combined with a perception among parents that their entitlements or benefits will be reduced or removed if their son or daughter becomes independent can mean that a number of individuals may be excluded from developing skills that can increase their independence and quality of life.

Existing schemes have developed various techniques to help gain the trust of parents. These include home visits early on in the process to discuss any issues parents might have, attending community forums and workshops, school open days and parents evenings to promote the benefits of the scheme, working with the learner to ‘build up’ their journey to being independent, and allowing parents/carers to follow them on their first journey alone, the latter promoted by **Transform CIC’s** Merseyside Travel Ambassadors. The majority of scheme providers supported the inclusion of the parents or carers at an early stage and that making them feel involved helps to ‘win them over’, as well as being very clear about their future entitlement to dedicated transport and benefits as appropriate. The build up in trust over time assists in any agreement to ultimately sign an individual off.

Most schemes find that despite initial doubts and fears, parents almost always supported the training once it had begun as the benefits become apparent.

#### **Resistance from School and Teachers:**

Resistance is not always limited to parents and carers, but can come from within schools. Some schools see it as a

problem in that students become more independent and start displaying associated behavioural patterns (such as absenteeism and unpunctuality), as their confidence grows and they are no longer driven from home to school and supervised all the way. Upon learning how to travel independently, individuals may now be liable to getting diverted, or indeed have the opportunity to not turn up, and this can present teachers with what they see as additional work or stress. However, the demonstration of such behavioural traits can be seen also as positive, and in such instances, it presents an opportunity to teach students about the importance of time management and of maintaining communication.

#### **Scheme Delivery in Rural Areas:**

As might be expected, the operation of travel training schemes in rural areas can be more challenging than in urban areas. One key barrier is the higher cost of training in a rural area, as a result of the longer distances being travelled by trainers and learners. This can be exacerbated by difficulties associated with travel through multiple authority boundaries or journeys which necessitate more than one operator, often with no common pass. A further constraint is presented by a lack of or infrequent services, which can, in some cases, limit the potential for engagement. An assessment of suitability should be conducted at an early stage of the process, covering not only the suitability of the individual and the willingness of parent/carers, but also the feasibility of seeking alternative means of travel for an existing journey.

In addition, it is often the case that rural (and other small) bus and coach companies lack the resources to



provide fully accessible vehicles, which can in some circumstances limit the potential for training. However, disability legislation dictates all buses and coaches (and trains) used on local services are required to meet access standards and must be compliant by 'end dates', ranging between 2015-2020<sup>5</sup>, reducing the likelihood of training being ruled out on grounds of a lack of accessible services.

**East Riding of Yorkshire Council's** Travel Training Scheme has worked hard to ensure the backing of the passenger transport department and has secured an agreement that they will cover the costs associated with the cost of staff journeys' when accompanying a learner.

## Summary of good practice:

### Scheme Approach

- Consider using group classroom sessions to assess the suitability of individuals to progress to the practical elements of training.
- The practical, 'hands-on' element of the training works best when delivered on a one-to-one basis.
- Seek to match the trainer with the learner to ensure a good working relationship.
- Consider 'buddying' learners with past learners. This has many advantages for the buddy and the learner, but will not be suitable for every type of scheme.

### Recruitment/Sign-up

- Consider how learners are to be referred, how flexible this can be, and whether it is open to self-referrals.
- Upon referral, potential learners should be subject to an initial assessment to determine the level of training and support required and indeed if the individual possesses the pre-requisite skills and capabilities required to work towards independent travel. The learner's willingness and motivation to take part should also be taken into account. Be careful not to under-estimate the potential of learners, who are often capable of more than anticipated.
- An assessment of route feasibility should be conducted as part of an initial evaluation of the potential for engagement. Not all journeys will be suitable for travel training; in cases where support is not feasible, seek alternatives, such as enlisting willing parents/carers to take responsibility for part of the full journey.
- Owing to resource constraints, it may be necessary to prioritise learners for training, taking into account factors such as need, individual readiness and any transitional deadlines.

### Scheme Delivery

- Consider providing some kind of recognition and reward to learners on completion of the training so that they can maximise the benefits of the training. However, this must not be based on fixed criteria, but on individually tailored goals, as not all learners will develop the same abilities or achieve the same levels of independence.
- There are various tools and techniques which can be used to maximise the effectiveness of the training and reduce the concerns of parents/carers.
- Improve chances of gaining parental/carer support by communicating with honesty and openness from the outset. Involve parents/carers through home visits and open days and invite them to shadow the learner's journey as a way of building trust.
- Work with public transport operators to secure passes for learners and staff to reduce costs and help them improve awareness and understanding of the needs of learners.





# Monitoring and Evaluation

# 6

**This chapter contains a framework for setting targets linked to scheme monitoring and evaluation, with a view to maximising success and ensuring financial viability.**

## How do I ensure the travel training scheme is a success?

An essential element of the effective management and continuation of travel training schemes is the development of a robust monitoring framework. Many existing schemes are bound by requirements to carry out monitoring activities as a condition of receiving funding in the first place, often involving commitments to compile monthly, quarterly or annual reports.

The diversity in the range and aims of the schemes offered means that success can be evaluated in many ways. Many schemes have specific aims that are directly

relevant to the type of scheme, and therefore it is important to ensure that scheme specific indicators form the basis of any framework. For example, a scheme that has origins within transportation is likely to be targeted at achieving a modal shift or financial savings in supported travel and the indicators against which its success is measured should include these outcomes. Wherever possible, all targets should be Specific, Measurable, Achievable, Realistic and Time-based (SMART).

When reviewing the success of the scheme, potential indicators may include the following:

- Number of learners who have been enrolled/referred (important to capture true value of scheme, as not all individuals will progress towards independence);
- Number of learners who complete the training and gain independence;
- Number of learners who have attended job interviews and the number who have gained employment;
- Number of passes issued to people attending interviews for employment;
- Number of sessions required for each learner;
- Number of accompanied journeys made and transport modes used;
- Progress of individual learners and training completed by each;
- How many people are currently employed by the scheme by role;
- Has the scheme received accreditation;
- How many trainers have received accreditation or an alternative qualification;
- How many learners have been accredited or received a qualification of certificate;
- Number of learners no longer requiring supported private transport;
- How the income has been allocated; and
- What are the savings in local authority specialist service provision?

In addition to the overarching scheme monitoring, the progress of individual learners should also be closely monitored to identify changes and where additional support might be appropriate. In some cases, such reviews might highlight individuals who are not benefitting from the training and should potentially be removed from the scheme with a reassessment at a later date.

Progress should be recorded by the scheme co-ordinator, and also where possible by the learner

themselves, which would typically involve the use of a travel folder or travel diary. Such a system should contain records of individual journeys, demonstrating progress and recording any problems or issues. For example, the **Nexus** scheme issues a 'Travel Safe' booklet to each learner, which is to be completed during the course of training. Progress in each session is recorded and any problems are noted for the next session.

Similarly, **Bradford's Travel Training Unit** has developed a working manual, which contains all the relevant forms, risk assessments and training records to document and track a student's progress throughout the training. The LIFT scheme, operated by the **National Star College**, includes a self-esteem survey, which learners complete as part of their classroom work, and this is also used to monitor confidence levels and assess progress and potential for independence.

It is also considered good practice that feedback is sought from learners, parents/carers and schools upon completion of training. The approach to ascertaining feedback varies, with some schemes issuing postal feedback forms and others conducting face-to-face sessions. Feedback can also be gained from contacts developed in other service areas, as individuals move between agencies, for example from education to employment. Such feedback is vital in helping to ensure that schemes are responsive to needs and able to continuously improve the service they are providing.

It is important that there is a mechanism of re-engagement should an individual lose confidence or need assistance with additional journeys or where circumstances have changed. For example, **National Star College's** LIFT scheme remains in contact with learners for a period of 6 months after completion of the training, conducting satisfaction surveys with parents and learners after 3 months and again after 6 months. These surveys help to establish whether the learners are still travelling independently and if not, to assess whether they may need additional support. The need for repetition and reinforcement is likely to vary significantly on a scheme by scheme basis, with people with autism for example, likely to require greater 'aftercare'.



One of the school-based schemes, **Linden Lodge** in Wimbledon stages open days where they invite people who have completed the training to demonstrate what they've achieved. **Manchester's Travel Training Partnership** makes home visits to learners 6 weeks after completion of the training to gain feedback and assess progress made. The same scheme also holds evaluation workshops with some learners to evaluate what impact the training has in the long-term and whether they need to change the course content and/or approach.

A high proportion of existing schemes collate anecdotal stories of success (see Denise's Story – a beneficiary of Essex's Travel Training scheme) and these are often useful in helping to sell the benefits to reluctant parents or carers. Scheme successes should be advertised in the media and relevant journals, as the publicity helps to raise the profile of both the scheme itself and wider travel training.



Being able to travel independently is something that most of us take for granted but for many people with physical or behavioural difficulties taking a bus or a train can seem like a monumental task. And that's where Essex Travel Training can help. Specialist travel trainers will accompany trainees on their journeys, providing encouragement and guidance until he or she is able to travel independently. They can also provide advice and support on skills such as using a travel timetable, road safety and coping with traffic.

Many trainees find that the scheme gives them a new lease

of life enabling them to travel to school or college, to gain employment or to be able to enjoy leisure facilities. Denise Jackson is one trainee to whose life has been transformed by travel training. Denise lived at home in Clacton with her mother until April 2007 when her mother sadly passed away. Denise, then aged 45, had rarely left the house alone. Denise began working with Essex travel training in June 2007; she had been offered a job in a library café and needed to learn how to walk there and back independently. Once those skills were mastered, Denise learned how to travel to and from Plough Corner

community centre using the bus. But Denise has not stopped there. A year later and she now walks into town alone to do her shopping, regularly uses the buses, has enrolled at gym and regularly travels to car boot sales. Denise's confidence has grown so much that she's also taken on a job as a Health Access Champion for the Tendring district becoming a voice for people with learning difficulties using the health service.

For more information on travel training email [traveltraining@essex.gov.uk](mailto:traveltraining@essex.gov.uk), call 01245 434 865 or visit [www.getonthemove.org.uk](http://www.getonthemove.org.uk)

Source: Essex Works, Issue 6, 2010

**Centro** monitor their Workwise scheme closely, producing monthly and quarterly reports which detail the number of people who have gained employment through the scheme. Feedback from previous learners is obtained via questionnaires. Post-completion monitoring has established that 89% of learners on one of their schemes were continuing to use public transport to get to and from work 6 months after the training.

**Linden Lodge** School in Wimbledon monitors the progress of learners by setting them individual targets, which are reviewed quarterly, and producing end of term reports for learners identifying their achievements. The trainers also compile a training portfolio for each learner which includes videos and assessments. Future carers can use this to better understand the individual without having to conduct further assessments.

**Wiltshire's** Independent Travel Support (WITS) uses a structured approach to scheme monitoring. Each user is given up to 12 sessions of travel training, with a note of progress recorded after each session - any issues are dealt with as and when they arise with advice sought from within the wider service area where necessary. As the trainee approaches the end of the structured training programme, an independent review is undertaken to confirm whether the individual is ready for independent travel.

## How do I monitor the financial aspects of travel training schemes?

A number of travel training schemes require completion of an annual (or more regular) evaluation of expenditure and benefits and these reports are often used in determining whether funding is increased, decreased and in some cases discontinued.

In order to monitor the financial aspects of travel training, it can be expected that evidence will need to be collated as follows:

- Number of staff involved in the delivery of the scheme – include whether paid or unpaid, full time or part time, hours per week worked by each staff number, noting proportion of time dedicated to the scheme, particularly where a resource is shared;
- Identification of capital, including any start-up costs, and operating costs, including direct, indirect and overheads associated with the operation of the scheme – include any indirect costs incurred by scheme partners or others as part of the delivery of the scheme;
- Identification of full income;
- Annual participation and completion rates to assist in the assessment of scheme value and calculation of cost per completion (for example, number of learners travelling independently after training); and
- Comparative costs of supported travel provision – consider savings in taxis/private buses, drivers, passenger assistants and fuel against purchase of tickets/subsidy costs.

In addition to monitoring incomes and costs relating to the operation of the schemes, scheme providers should consider monitoring changes in the travel behaviour of those receiving training and whether these changes have resulted in local authority cost efficiencies. While travel training schemes undoubtedly have benefits for those receiving training, traditional transport cost-benefit analysis is unable to capture many of these benefits in a quantified manner.

Therefore, summaries of changes in travel behaviour (number of trips, mode used, reduced need for a travel companion etc), plus evidence for reductions in local authority spending on supported travel will be important in providing justification for the continuation of schemes. For example, keeping an accurate log of expenditure on public transport fares is captured accurately as this information is useful in the calculation of benefits (e.g. in comparing costs with statutory transport provision, such as taxis and mini buses).

## Summary of good practice:

- Set out clear objectives and success measures for the scheme at the outset.
- Monitor the scheme from the beginning, with regular reviews (at least annually), keep good records for the scheme as a whole and for the individual progress and, where appropriate, give learners diaries and carry out regular surveys post completion.
- Seek feedback from learners and parents/carers during and after the training, and act upon it.
- Funders will often require detailed reports to understand what the scheme has achieved and progress made.
- Monitor the longer term impacts of the training - learners may need refresher training or training for a different journey later in life.
- Collate success stories and use them to sell the benefits of the scheme.





# Benefits and Costs of Travel Training Schemes

This chapter presents a more detailed analysis of the benefits and costs associated with travel training schemes.

## What are the benefits of travel training?

Travel training schemes not only benefit learners, but also benefit parents/carers, statutory agencies, trainers and the community.

"I don't think there are any losers with travel training, everyone benefits."

**Sheffield Council**

"My son's confidence and self-esteem have blossomed. In his eyes, the world has become accessible and he feels that he 'fits in' with his peers, which is so important to a teenager."

**Parent – Halton**

"My daughter has matured and has independence which she didn't have before she started travel training... This time last year I had a child, now I have a young lady."

**Parent – Halton**

## ...to learners

The main beneficiaries of travel training are the actual learners themselves who benefit in so many ways. Specific benefits include:

- Increased independence/confidence associated with developing new skills;

“I was very nervous about travelling on the bus as I was concerned that I would miss my stop or get off at the wrong place. Now I can get to college without any worries or fears. I couldn’t have gone to college without that support.”

User – Halton

- Increased opportunity to participate in training and education, in particular post-16 years;
- Increased opportunity to access employment opportunities;
- Increased opportunity to access healthcare services and health generally;
- Increased ability to engage in social and leisure activities;

“I’m glad I’m not treated like a baby anymore. It’s brills [sic.] being able to go out places with my mates.”

User – Halton

“It is a life change - it is not just about helping one person from A to B. This could change someone’s life so that they go on to volunteer, take employment or take a completely different path than they would have done otherwise.”

Northumberland County Council

- Improvements in quality of life and self-esteem levels;
- Opportunity to gain qualifications (e.g. NVQ 2);
- Broadened horizons for travel;
- Reduction in behavioural problems; and
- Enhanced levels of alertness and performance in education.



## ...to parents/carers

Whilst sometimes reluctant to permit participation, parents and carers stand to gain significantly from the increased independence of an individual for whom they care. Other potential benefits include:

- Removal of care responsibilities provides freedom to take on new roles, including employment, or to enjoy leisure time; and
- Perception of dependents can change and lead to further encouragement to realise their potential.

"...this training has not only given AH some independence and so much more self confidence, it has also freed up Mum's time. This is a relatively simple intervention, but the effects for all concerned are dramatic."

**Parent - Lincolnshire**

"Parents and carers regain autonomy with their lives, reassured that their dependents are travelling independently with confidence."

**South Gloucestershire Council**

- Perception of dependents can change and lead to further encouragement to realise their potential.

"I often get comments from parents/carers relating to how different their child has become - they didn't know they could do it."

**Greater Manchester Coalition of Disabled People Travel Training Project.**



## ...to statutory agencies

- Savings in transport costs associated with access to and from schools, colleges, etc and day centres;
- Savings in transport costs associated with healthcare, such as home visits by doctors or other medical staff;
- Environmental benefits in reducing taxis/car journeys by switching to public transport or more active modes;
- Colleges and schools can also benefit through the greater flexibility afforded by the greater levels of independence of pupils who have been independently travel trained;
- Reduction in long-term social care requirements;
- Assistance in breaking down the dependency culture; and

“Each student if travel trained can save costs for the council for on average 25 years as you are saving costs down the road because they do not need the extra costs going into adult social care services.”

North Tyneside and Tyne & Wear

- Helps encourage joined-up thinking between departments (e.g. employment, social services and education).

### ...to trainers

Travel training schemes employ a mixture of full-time and part-time employees on either a paid or voluntary basis. Benefits to trainers include:

- Increased training opportunities for volunteer trainers, some of whom may have disabilities or learning difficulties themselves;
- Opportunities for trainers to gain new qualifications;
- Increased social interaction; and
- Have an opportunity to make a difference.

### ...to the community

Travel training has significant community benefits, many derived through the impact at an individual level. Wider benefits include:

- Promotion of public transport and the environment/ health benefits associated with use of more sustainable modes of transport; and
- A greater diversity of people accessing the community may reduce prejudice.

In addition to the benefits detailed above, public transport operators stand to gain from increased revenue associated with facilitating greater independence in travel and behaviour, which might extend to parents and carers in their everyday activities.

## What are the direct and indirect costs of operating a travel training scheme?

Schemes will typically involve capital costs and operating costs. Capital costs will relate to initial outlay on setting the scheme up and may include purchase or renting of property, vehicles or equipment. After the initial start up, these costs should not recur unless replacement or renewal is required. Scheme promoters should identify these one-off costs separately from ongoing operating costs.

Operating costs tend to fall into three main categories: direct costs (the costs directly associated with travel training), indirect costs (incidental costs associated with travel training, such as support staff costs, Criminal Record Bureau (CRB) checks, promotional material, vehicle maintenance and depreciation) and overheads (e.g. rents, rates, telephones, cleaning etc).





Table 7.1: Typical Costs of Operating Travel Training Schemes

Type of Cost		Detail
Capital		<ul style="list-style-type: none"> <li>• Building lease.</li> <li>• Office equipment.</li> <li>• Technology – hardware and software.</li> <li>• Vehicles.</li> </ul>
Operating	Direct	<ul style="list-style-type: none"> <li>• Direct salaries of staff (including employer pensions, NI and other salary costs).</li> <li>• Fuel (for direct visits).</li> <li>• Bus/train fares (for trainers, assistants, buddies and learners).</li> </ul>
	Indirect	<ul style="list-style-type: none"> <li>• Supply/support staff (to cover secondments etc).</li> <li>• Training.</li> <li>• Ad-hoc costs (e.g. referrals, risk assessments, CRB checks).</li> <li>• Advertising/promotional material.</li> <li>• Recruitment.</li> <li>• Events.</li> <li>• Equipment/materials (e.g. telephone, stationary).</li> <li>• Vehicle maintenance/insurance.</li> </ul>
	Overheads	<ul style="list-style-type: none"> <li>• Utilities (e.g. heating, lighting).</li> <li>• Postage.</li> <li>• Printing.</li> <li>• Telephone.</li> <li>• Building/public liability insurance.</li> <li>• Cleaning.</li> </ul>



In comparison to infrastructure measures, travel training schemes have relatively low costs, with the main costs predominantly relating to staff time. Economies of scale will apply to travel training schemes, because while direct costs are likely to increase proportionally to the number of people receiving training, indirect costs and overheads will not increase at the same rate. Therefore, unless scheme promoters believe that they will be responding to a specific niche sector, they should seek to maximise the number of people receiving training, whilst demonstrating that indirect costs and overheads have been kept as low as possible.

As discussed, a high proportion of the cost of running travel training schemes is attributable to staff time, however costs vary greatly depending on the type and nature of the scheme. For example, schemes targeted at people with disabilities or learning difficulties may require more time than those that engage with elderly persons or children. Similarly, schemes that offer one-to-one training using specialist staff also incur more costs than schemes that adopt a train the trainer approach.

Travel costs associated with fares for trainers and learners, particularly in rural areas, can also represent a significant proportion of total operating costs and need to be managed carefully.

## What are the financial savings/efficiencies from operating travel training schemes?

Direct financial savings will be possible if training reduces the need for public sector outlay on supported travel associated with trips to/from colleges, schools or social service premises, which could take the form of subsidised public transport services or payment for taxis. Savings in mini-bus services are likely to be more marginal and realised in savings in fuel and more tangibly, whether the scheme removes the number of minibuses operating.

### Example Income & Expenditure Sheet

Scheme X is an independent project, established in a rural county, offering initial travel support to individuals who would like to travel to/from work, to meet friends, or for college or training.

The scheme employs 7 part-time members of staff.

Costs	Income
Buildings - £7,200	Local Auth. Transport Department – £0
Vehicles - £0	Local Auth. Social Services Dept. - £0
Travel - £14,300	Local Education Authority - £0
Technology - £1,400	Other local regional or national govt. - £88,000
Staff - £57,000	NHS Department - £0
Management - £7,000	Young People's Learning Agency - £0
Supplies - £1,100	Other Source - £0
<b>Total Annual Costs - £88,000</b>	<b>Total Annual Income - £88,000</b>

As shown above, the majority of costs are attributable to staffing (64%) or travel costs (i.e. fuel or public transport fares).

The scheme is entirely funded by the Local Authority Community Services Department.

Efficiencies could occur if travel training schemes are able to offer a service that can be provided more cheaply than if the public sector was providing the service in-house. Additional efficiencies could be achieved if a number of small schemes could be combined into a single larger scheme, because of the potential of economies of scale.

Other financial savings could potentially be made in terms of the social benefits of improving mobility and empowering people to become more active socially and economically. These benefits could manifest, for example, as reductions in NHS costs or unemployment benefits. While these benefits are likely to be almost impossible to quantify with any degree of accuracy, scheme promoters may wish to assemble qualitative evidence in order to support any assertion that benefits of this type are occurring as a result of a scheme.

“Problem is that it is not always possible to demonstrate financial savings – it is the quality of life that has improved.”

**Wiltshire Independent Travel Support**

The major constraint to presenting a true picture of the potential savings generated by travel training schemes is the lack of resources available for post-training monitoring. Whilst, many schemes seek user and parent/carer feedback upon completion, key information, such as how long after training individuals continue to travel, how often and by what mode and any change in use of families/carers as escorts, is difficult to quantify and costly to collect.



“Prefer to look at it as we don’t save money, we reduce what we are spending. Costs are coming down and the number of kids travelling is increasing.”

Bristol City Council

Whilst there are a number of financial savings or efficiencies attributable to the delivery of schemes, it should be noted that the drivers for the majority of schemes are non-financial (i.e. the provision of life skills and the value of promoting independence).

“Number crunching exercises - is the most irrelevant thing in all of this – it’s the quality of what you turn out at the end, not the numbers.”

Stockton-on-Tees Council

A tool has been developed to help local authorities monitor the cost effectiveness of travel training schemes in a consistent way. The tool is intended to assist in making a case for mainstream funding by assisting with the quantification of the potential financial savings that are (or could be) be realised through implementing travel training schemes. This tool is available at: [www.dcsf.gov.uk/14-19/transport](http://www.dcsf.gov.uk/14-19/transport).





Through its LIFT scheme, the **National Star College** cite savings of in excess of £400,000 since inception, less costs of £190,000 leaving efficiency savings of £210,000. Up to 2008, cost savings were calculated using a devised formula - taking one rural taxi, one urban taxi cost, finding the average and multiplying it by the number of days a pupil goes to school or college over the year and comparing this against the costs of operating the scheme. From 2008, the council wanted the potential savings tracking individually to gain a more accurate understanding.

**WITS** is also able to demonstrate significant savings in statutory transport costs, citing an example of an individual who was travelling from Mere to Salisbury College (a 2 bus journey). Taxi costs would have been in the region of £20,000 over 3 years, however following travel training, Wiltshire County Council now pays only £390 for an annual bus pass.

**Essex's** Travel Training programme, established in 2006, has led to savings in the region of £500,000 across the Education and Adult Social Care budgets (Source: Essex Transport Policy Statement, 2009).

The **Manchester Travel Training Partnership** is self-sustaining, savings in homecare transportation costs attributable to the training are ploughed back into the scheme.

Since 2003, **Centro's** Workwise scheme claims to have helped almost 7,000 people (to March 2010) into employment in 6 authorities in the West Midlands. Taking 1,000 individuals as an average annual figure and using an assumption that all gained employment solely as a result of travel related assistance, this would contribute savings of over £5m per annum (based on a figure of £5,100 for the average annual cost of benefits for an unemployed person, provided by DWP in 2009/10). Whilst travel training is unlikely to have been a major factor in all cases, savings are still substantial.

## How to calculate the benefits?

### ...Savings in supported travel

Many travel training schemes result in a reduction in the requirement for dedicated bus services, thereby creating vehicle operating cost savings, or associated costs with taxis.

Scheme Y, established within a Children & Young People's Services department, enrolls 100 SEN pupils per year, of which 73% successfully complete travel training and are now able to travel to/from their educational establishment by public transport. Scheme Y has total annual costs of £96,700.

Using a number of broad assumptions, it is possible to calculate the savings in supported travel per annum (assuming that the scheme has capacity to engage with all pupils with SEN).

- Average annual cost of supported travel per person to the Local Authority is £3,458<sup>6</sup> (although the actual cost of SEN supported travel is recognised to be a lot higher in reality).
- Average annual cost of travel fare (i.e. annual bus pass) per person is £450<sup>7</sup>.

» 6 Extracted from An Independent Travel Training Model, Supporting Material, SQW Consulting, October 2009

» 7 Extracted from An Independent Travel Training Model, Supporting Material, SQW Consulting, October 2009

## Calculations

### Completions

- Average cost per enrolled pupil [Total annual costs of scheme/Number of pupils enrolled on the programme]  
**Scheme Y = £967** (i.e. £96,700/100).
- Average cost per completion [Total annual costs of scheme/Number of pupils successfully completing the programme]  
**Scheme Y = £1,325** (i.e. £96,700/73).

### Costs to local authority prior to training

- Average annual cost of supported travel [(Cost per return trip x total number of trips) x Number of eligible pupils].  
However, using the assumptions above, it is possible to estimate a total cost of supported travel per annum for Scheme Y.  
**Scheme Y = £345,800** (i.e.  $100 \times £3,458$ ).

### Costs to local authority post-training

- Average annual cost of travel following training [(Cost per return public transport trip x total number of trips) x number of pupils successfully completing travel] + [(Cost per return supported trip x total number of trips) x number of pupils not able to complete the training]  
However, using the assumptions above, it is possible to estimate a total cost for travel arrangements following completion of the training for Scheme Y, where individuals who have completed the training have been allocated an annual bus pass.  
**Scheme y = £126,216** (i.e.  $(73 \times £450) + (27 \times £3,458)$ )

Therefore, in this example it is possible to calculate an indicative annual saving of **£122,884** (i.e. £345,800 - £126,216 - £96,700 (total annual costs of travel training scheme). This is repeated over the number of years savings continue for on trained routes.

In reality, the costs vary significantly by mode and the more analysis of pre-training trips against post-training trips, the greater the accuracy of saving identification.

## ...Savings in escorted travel

A further saving derived from a number of travel training schemes is that of a reduction in the use of escorts. Financial savings can be secured when, for example, escorts previously paid for their time to assist individuals on their journeys to/from a place of education are no longer needed. In such cases, it is possible to measure the direct reduction in expenditure resulting from successful completions of travel training.

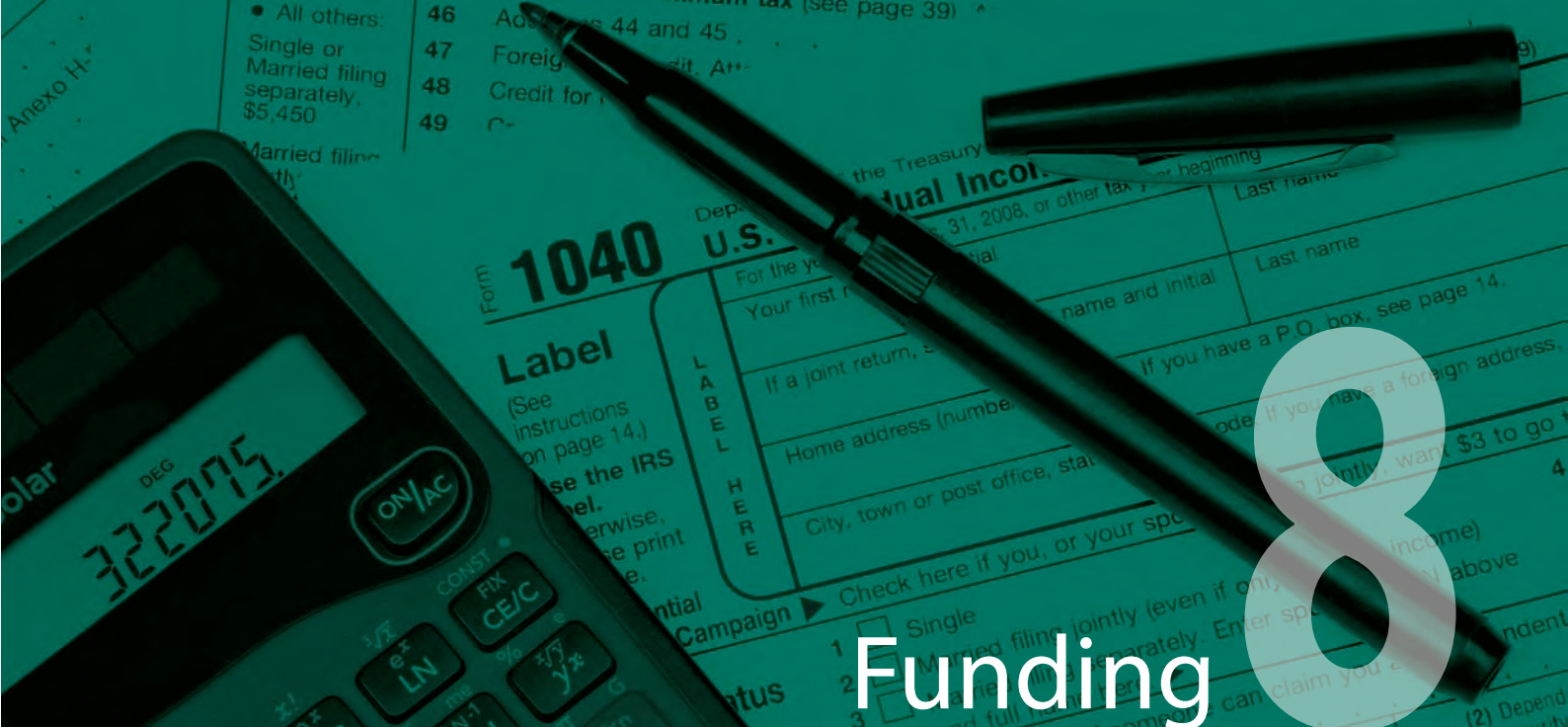
In many cases, escorts are unpaid members of families or carers and in these circumstances; it is the value of their time and the potential for that person for leisure or to access education or employment that might not have been previously possible. If desired, the value of saved carer or escort time can be calculated by making assumptions about the number of trips to be made independently and multiplying this by assumptions on previous involvement and using a value of leisure time.

### Summary of good practice:

- Carefully monitor costs associated with fares for trainers and learners as these can be highly variable; seek to develop relationships with Passenger Transport and public transport operators.
- In order to maximise the potential benefits, seek to maximise the number of people participating in the training.







**This chapter provides a summary of the sources of potential funding and details the key considerations in presenting a case for funding.**

## What are the potential funding sources?

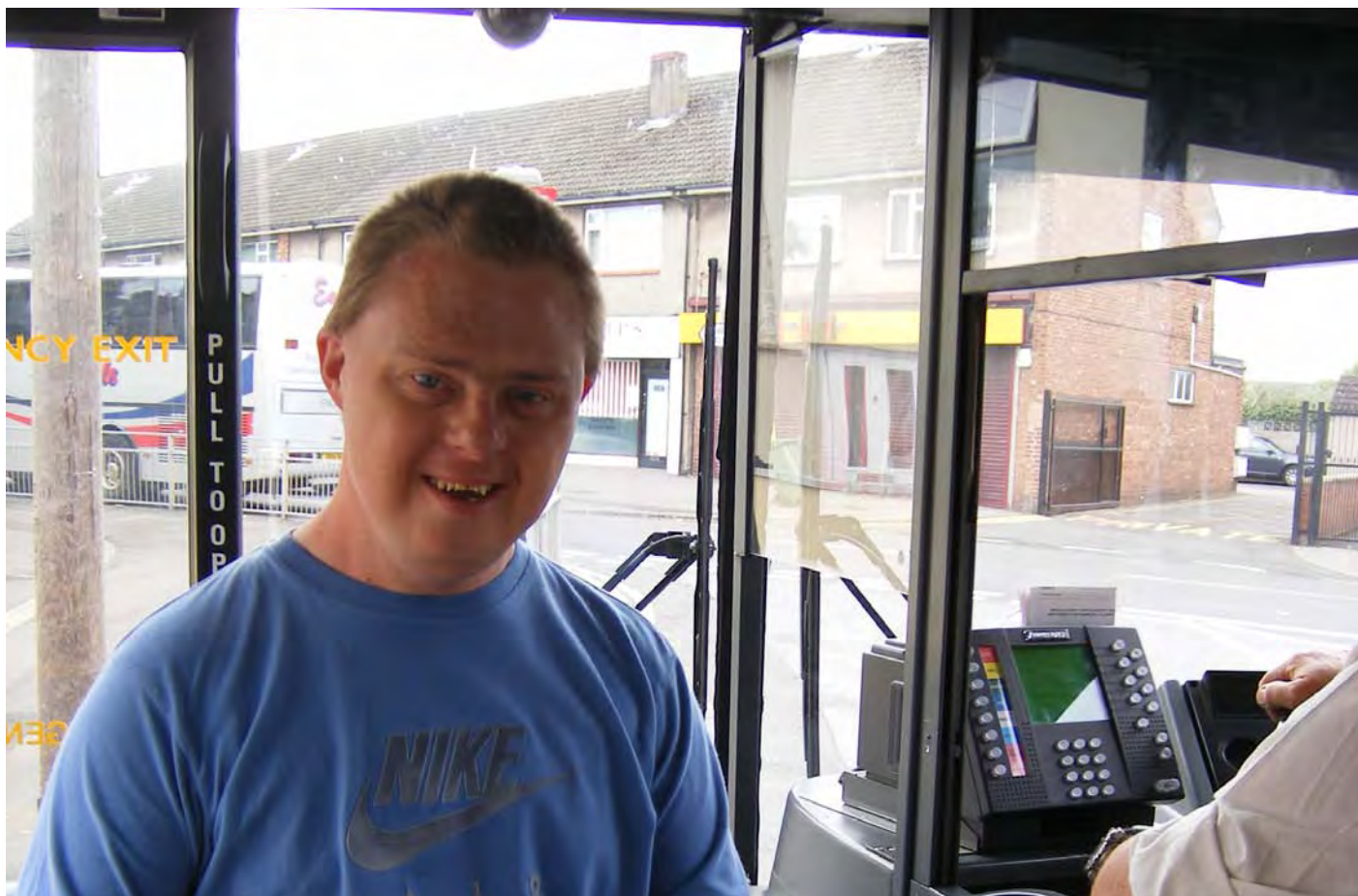
Existing travel training schemes have been set up using a wide range of funding sources including:

- Funding from local authorities and PTEs, through Transportation, Education, Social Services budgets etc – this is the most common source of funding for travel training schemes;
- Funding from employment agencies, such as Connexions and Jobcentre Plus;
- Charity/fundraising; and
- A school or college's own funds.

As shown above, there is a great diversity in the departments from which funding is sourced. Schemes are most often established through contributions from education authorities or social services and to a lesser extent transport and health authorities and, are most often directly related to the intended beneficiaries.

The current economic difficulties have led to an expectation that schemes will need to be increasingly funded from local authority core funding (i.e. from formula grant or locally raised revenue).

Attracting sufficient funding is imperative to both the short and long-term success of any travel training scheme. The major sources of funding for travel training schemes are listed below:



## Education

A number of travel training schemes have attracted funding from the Transport Partnerships Fund, linked to duties imposed for Post-16 Transport and the production of a Transport Policy Statement. Local Authority-led Transport Partnerships exist throughout England to consider Post-16 transport provision and transport issues within the local area. Partners may include the YPLA, Further Education Colleges and Higher Education Institutions, transport companies and authorities operating in the locality, public sector bodies, community groups, voluntary organisations and groups or organisations with an interest in disability issues.

The YPLA, established in April 2010, is one of two successor organisations to the Learning Skills Council (LSC) and it has a mission to champion education and training for young people in England. It provides some funding to support Transport Partnerships so that they are able to test strategic and innovative transport solutions for learners of sixth form age and are sometimes used to support the cost of adult LLDD transport provision and for other purposes (including the provision of travel training schemes).

It should be noted that whilst the Transport Partnership Fund has been available to local authorities in 2010/11, it is a short-term source of funding, with no guarantee that funding will continue to be made available in future years.

In addition, a further funding source for certain schemes such as those operated by schools or colleges in particular, is often internal funding.

## Employment

The linkage between facilitating independence and breaking down dependency on social services and welfare has been recognised by DWP and as such, funding contributions may also be sought from agencies currently involved in employment and employability. Whilst, Jobcentre plus is currently not able to fund any initiatives directly, it may be able to offer non-financial assistance to help in establishing or operating a scheme.

A number of schemes have duly developed in response to studies that have identified that a major barrier to employment is often a lack of accessibility (whether perceived or actual). In this regard, the provision of personalised journey planning services or simple guidance on how to find and access bus or rail timetables can form an element of a package of measures to help facilitate returning an individual to work, accessing Job Centre services or indeed, gaining employment in the first place. A number of schemes established in areas of low economic participation may also contribute to supporting travel to an interview or upon gaining employment, discounted travel in the short-term.

## Health/Social Care

Whilst very few schemes are currently funded by health agencies, there is a case for seeking funding contributions for travel training schemes, particularly in view of the recognised benefits of promoting more active lifestyles and also when considering the implications of an ageing population.

Increased life expectancy and the changing demographics in England will increase demands on social care provision, with the 'baby boomer' generation nearing retirement. This issue will be more chronic in areas of the country where there is a higher proportion of people aged over 65 and are thus more likely to require care/support. Whilst there are areas where the average age is decreasing (for example in areas of high immigration where birth rates are higher), this means that there will be fewer younger people to provide care and as such a greater need to maintain or facilitate self sufficiency and independence and as such, may result in an increased demand for travel training.

## Transport

A key policy driver for travel training is Accessibility Strategies and the Local Transport Plan (LTP), which sets out the transport related objectives for an area and details a programme in which it plans to achieve those objectives. Integrated and Local Transport Authorities have been developing their LTP3 strategies, which will replace existing plans in 2011.

The Local Sustainable Transport Fund (LSTF) will also be a potential source of funding for travel training schemes as it may support schemes that align with goals outlined in the LSTF guidance (refer to DfT website). The DfT plans to make £560million available via the LSTF over the 4 year period to 2014-15.

At the time of writing, existing departments and policy are undergoing a comprehensive review following a change in Government. As an example of change, Regional Development Agencies (RDAs) are to be replaced by Local Enterprise Partnerships (LEPs). These bodies will be responsible for tackling issues such as planning and housing, local transport and infrastructure, employment and enterprise. It is likely that, once established the LEP's will be expected to bid for money from central funds. Clearly, it is not possible to identify at this stage, whether this might be a potential source of funding for travel training schemes, but it will be increasingly important to be flexible and seek opportunities from a variety of sources, appropriate to the type of scheme being developed and those schemes that can demonstrate joined-up thinking/approaches are likely to have a greater chance of success.

Funding opportunities may also be identified from the European Union. One such source is the European Social Fund (ESF), which is distributed through 'Co-financing Organisations' (CFOs), which can range from local authorities to the Skills Funding Agency or the DWP. ESF Funding is currently available up to 2013, but any funding will be subject to meeting criteria and dependent on success in a competitive bidding process.

Many of the current schemes have been established with set eligibility criteria linked to the concerns of the main funding agency. This is not to say that schemes should not engage with individuals that do not meet the defined criteria, but in such instances, additional funding sources is likely to be required.

Research into travel training schemes has identified that a major issue in funding travel training schemes is that some are funded using short-term, one-off grants, which means that successful schemes are sometimes discontinued. However, in some instances, pilot schemes developed using short-term or kick-start funding allocations may be able to survive using the

partnerships developed but funded in different ways. The lack of certainty over funding can hinder scheme development, in terms of the ability to recruit and develop staff and the actual continuity of the training offered.

## How to present a case for funding?

Scheme providers should seek to demonstrate that there is a specific need for training within their target market segment. They should also consider the extent to which the scheme would reduce public sector costs (e.g. through reduced subsidies or through efficiencies), would transfer trips made by car to more sustainable modes, or would generate trips by a sustainable mode that were previously being suppressed due to the lack of training. Promoters may wish to consider whether part of their case for funding offers to provide ongoing monitoring of these areas to assess the extent to which the expected benefits are occurring.

It is recognised that many of the benefits of travel training schemes will be difficult to quantify, such as improving mobility and empowering people to become more active socially and economically. However, it is again suggested that promoters may wish to consider including the collection of qualitative evidence for these benefits as part of their case for funding.

In setting out the costs of a prospective scheme, promoters should attempt to break these down, such that initial capital outlay, direct costs, indirect costs and overheads can be separately identified (see Chapter 7). Given that larger schemes may offer better value for money, because of economies of scale, promoters should use the breakdown in costs to provide evidence that indirect costs and overheads have been kept to a minimum relative to the number of people receiving training.



## Summary of good practice:

- Keep abreast of policy change and new funding sources. The multi-faceted nature of travel training ensures that it has potential to meet a range of funding criteria.
- Develop a robust monitoring framework, the more data that can be collected, the more benefits can be demonstrated, which is likely to be necessary in securing repeat funding.



A photograph of two young men standing at a bus stop, looking at a large information board. The board displays 'Bus Times', a 'MetroCard' advertisement, and other transit-related information. A digital display above the board shows 'Next Departure 662 KEIGHLEY BUS ST 1100'. The scene is overlaid with a teal tint. A large white number '9' is positioned on the right side of the image.

# Further Information

**This chapter details further sources of information on travel training schemes, where you can go for help and a list of Frequently Asked Questions (FAQs).**

## Further information

The following reports help provide a wealth of information relating to travel training and help to set the background to the production of this Good Practice Guidance.

**Review of Travel Training Schemes; Final Report – Paul Beecham & Associates in conjunction with Sheffield Hallam University (June 2007).**

The DfT previously commissioned a national review of travel training schemes in 2007. This study set out to identify the extent to which schemes were being delivered at a national level, understand what groups are using them and furthermore, assess scheme effectiveness and barriers to use, whether perceived or otherwise. This report is available on request from the DfT.

**Travel Training Schemes – a Review of Travel Training Schemes in England, DfT (2007).**

Following completion of the Beecham et.al/Sheffield Hallam University Report, the DfT published its review of travel training schemes in England in late 2007. The review recommended increasing awareness of travel training schemes and good practice, and developing

frameworks to accredit both trainers and training schemes. The key review findings can be found at [www.dft.gov.uk/pgr/inclusion/tts/](http://www.dft.gov.uk/pgr/inclusion/tts/).

**Travel Training Discussion Document and Strategy Outline, DfT (2008).**

The document outlines DfT's strategy for travel training and details some of the key policy drivers for this area of interest. It also provides a useful background behind the development of this particular commission.

**Travel Training Good Practice Guidance, Halcrow (2005).**

Document produced on behalf of Greater Manchester PTE. The research included a review of travel training schemes across the UK which were identified through contacting local authorities, voluntary organisations and other relevant agencies – this also involved an email survey of identified schemes. Following this, 40 phone interviews were conducted representing a range of target group ages and geographical locations. Six in-depth case studies were then examined in greater detail and this research formed the basis of the document.

The research is very useful in providing an overview concerning the various stages involved in developing a successful Travel Training programme.

## Where to go for help?

It is evident that there is already an informal knowledge sharing exchange among travel training providers, within regions and further afield.

As an example of an informal network, **Northumberland County Council** has grouped their schools by region and each collaborative of schools has identified an individual to take the role of champion to lead for the region. The champions meet regularly with the travel trainers and council partners to discuss the scheme and deal with any issues which arise, and are in the process establishing a Travel Training Steering Group for the area.

Contact details for organisations involved in case studies mentioned in this guide are contained in **Appendix B**.

## Other useful contacts

### Community Transport Association (CTA)

The CTA is a national charity giving voice and providing leadership, learning and enterprise support to organisations across the third sector which are delivering innovative transport solutions to achieve social change. CTA promotes excellence through providing training, publications, advice, events and project support.

Tel: 0845 130 6195

Website: [www.ctauk.org/](http://www.ctauk.org/)

### Criminal Records Bureau

The Criminal Records Bureau (CRB), an Executive Agency of the Home Office, provides wider access to criminal record information through its checking service.

This service enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involve children or vulnerable adults. The CRB was established under Part V of the Police Act 1997 and was launched in March 2002.

Tel: 0870 90 90 811

Website: [www.crb.gov.uk](http://www.crb.gov.uk)

## Useful resources

The DfT has a travel training webpage at the following address:

Website: [www.dft.gov.uk/pgr/inclusion/tts/](http://www.dft.gov.uk/pgr/inclusion/tts/)

Another useful resource for travel training practitioners is the Cool Move website, which was established as part of a scheme established by Hawkley Brook College in Wigan.

Website: [www.coolmove.org.uk](http://www.coolmove.org.uk)

**Appendix B** details a list of DVDs that have been produced by various schemes around the country; these may be a useful resource in helping to demonstrate the potential benefits to prospective scheme funders.

## FAQs

### Q. Do I need insurance to operate the scheme?

A. When establishing a scheme, it is important to ensure you have appropriate insurance covering your scheme, likely to include both employers' liability insurance and public liability insurance. Employer's liability insurance covers any legal liability for injuries caused to employees whilst on work business, on or off-site. Public liability insurance is required to cover legal responsibility for any potential claims from learners/travel trainees, parents/carers or other members of the public that may arise as a result of participation on the scheme.

For train the trainers schemes, it is suggested that travel trainers should hold professional liability insurance once they are qualified and operating on their own.

### Q. Will travel training effect entitlement to dedicated transport/benefits?

A. If an individual has been assessed as being able to travel independently on a route, then it is suggested that transport should be withdrawn on the route on which training was conducted only.

Upon completion of training, entitlement to benefits may be affected and it is recommended that individuals are referred to the Benefits Agency.

### Q. Is independent travel training safe?

A. No travel is 100% safe and therefore it is important to undertake a full risk assessment prior to engagement to reduce risk and address any issues which arise throughout the course of training.

### Q. Can technology assist in travel training?

A. Technology has the potential to assist in the delivery of travel training in a big way. For example, the use of mobile phones by learners can enhance their safety and the confidence of their parents/guardians, as learners can be in regular contact. Mobile phones could also be used to store pictures of the route that the learner can refer to easily and without being conspicuous. GPS tracking tools could be used to monitor the progress of learners on a journey, to build their independence safely.

Generic developments such as the development of Smart cards or smart tickets<sup>8</sup>, such as the Oyster card in London, can assist in reducing the need to carry money and purchase a ticket, which makes the transport network more conducive to use. Furthermore, smart ticketing also reduces concerns over whether the most appropriate ticket for the journey in question has been purchased, which is important in providing and maintaining passengers confidence in the use of the public transport network.

» 8 Note that the Coalition Government has committed to improving end-to-end journeys by enabling most public transport journeys to be undertaken with a smart ticket by December 2014 (Creating Growth. Cutting Carbon – Making Sustainable Local Transport Happen, Department for Transport, January 2011).



# Appendix A – Sample Forms

Examples of forms used in travel training schemes.



## Referral Form

**For students/trainees to access the Travel Training programme, it is essential that the Travel Training Unit receive all relevant background information, in order to assess the level of training and support required.**

(All information supplied is regarded as confidential)

Date received  
(for TTU staff)

Student Name			
Date of Birth		Age	
Home Address		Parent/Carer details (if different)	
Post Code			
Telephone No.			
National Insurance No. (if known)			
Name of person making referral			
Tel no.			
Centre/School			
Tel. No.			
Please give any relevant medical information that may affect the student.			
Please indicate the journey that the student wants to learn, <b>including day and time.</b>			
Please comment on the <b>student's motivation to make this journey.</b>			

*Please complete both sides*

*Return completed form to:-*

**Bradford Travel Training Unit, Room S3, Old Building, Bradford College, Bradford BD7 1AY**

# Bradford Travel Training Unit.

What is the current level of the referred student/trainee's travel and road safety skills?

	YES	NO	UNKNOWN
Has this person had any previous level of travel training?			
<b>Can this person:</b>			
recognise the dangers of crossing the road?			
use a pelican/pedestrian crossing?			
cross streets safely, without using a recognised crossing?			
learn to remember routes and directions?			
travel on foot unescorted?			
travel by bus with support?			
read a bus number?			
<b>Is this person able to:</b>			
request help from an appropriate source?			
maintain their own personal safety?			
deal appropriately with strangers?			
<b>Does this person:</b>			
have any physical problems that may restrict their ability to travel?			
have any allergies or phobias?			
have any behavioural problems that may restrict their ability to travel independently?			

Please use this space to elaborate on any answers, or to give any other information about the individual.

*Return completed form to:-*

**Bradford Travel Training Unit, Room S3, Old Building, Bradford College, Bradford BD7 1AY**

## Risk Assessments - prompts

<b>Route</b>			
<b>Trainee</b>		<b>Date</b>	

Use the prompts listed below to help assess any risks associated with this particular journey (Environment). Then identify risk areas associated with the individual who is making the journey: their skills, limitations, attitude, support etc (Personal). On the next page reference environmental factors to personal factors and outline the actions taken to minimise risks.

	Environment	Example comments
<b>A</b>	<b>Time of day</b>	<i>Travelling in the dark or rush hour</i>
<b>B</b>	<b>Type of weather</b>	<i>Snow, Ice, low sun gives poor visibility</i>
<b>C</b>	<b>Complexity of route</b>	<i>Number of changes, variety of buses at stop</i>
<b>D</b>	<b>Amount of walking</b>	<i>Length of foot journey, uphill</i>
<b>E</b>	<b>Bus passes</b>	<i>Issues with cost of peak time travel</i>
<b>F</b>	<b>Contact with people</b>	<i>Bus station is busy, people getting of trains</i>
<b>G</b>	<b>Threats to personal safety</b>	<i>Schoolchildren (intimidation), fear of subways</i>
<b>H</b>	<b>Amount of traffic</b>	<i>Travelling at peak times</i>
<b>J</b>	<b>Road crossings</b>	<i>No pelicans or other safe crossing points</i>
<b>K</b>	<b>Obstructions and surfaces</b>	<i>Roadworks, repairs to pavements</i>
<b>L</b>	<b>Landmarks/ Landscape</b>	<i>Lack of visual prompts for when to get off the bus</i>
<b>M</b>	<b>Length/type of journey</b>	<i>Falling asleep, variety of buses at same stop</i>
<b>N</b>	<b>Frequency/ Nature of transport</b>	<i>Hourly, unreliable, often cancelled</i>

	Personal	Example comments
<b>1</b>	<b>Family support</b>	<i>Out at work, opposed to indep. travel, apathetic</i>
<b>2</b>	<b>Ability to remember things</b>	<i>Will forget routine, help with money and pass</i>
<b>3</b>	<b>Attitude and motivation</b>	<i>Not interested</i>
<b>4</b>	<b>Correct clothing</b>	<i>Wears T shirt in winter, attracts attention</i>
<b>5</b>	<b>Looking after personal property</b>	<i>Constantly loses things (bag, bus pass)</i>
<b>6</b>	<b>Working things out</b>	<i>Inability to intellectualise, solve problems</i>
<b>7</b>	<b>Knowledge of emergency procedures</b>	<i>Needs help with lack of social experience</i>
<b>8</b>	<b>Dealing with money and fares</b>	<i>Poor coin recognition</i>
<b>9</b>	<b>Timekeeping skills</b>	<i>Never ready on time, always misses bus</i>
<b>10</b>	<b>Prone to distractions</b>	<i>Easily distracted, shops, traffic, schoolchildren</i>
<b>11</b>	<b>Vulnerability</b>	<i>Unaware of social dangers, will not ask for help</i>
<b>12</b>	<b>Medical, physical and/or sensory considerations</b>	<i>Lack of breath, eyesight, hearing, needs medication</i>
<b>13</b>	<b>Speech and Communication</b>	<i>No English, unclear, will not ask for help</i>

# Health and Safety – A student checklist

Name.....

Date.....

Do you know what to do if:

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| 1. You have an accident?                    | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 2. You lose something?                      | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 3. Your bus or train does not come on time? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 4. You are approached by a stranger?        | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 5. You don't have enough money?             | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 6. You forget something?                    | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 7. You become anxious or worried?           | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 8. You have something stolen?               | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 9. You lose your way?                       | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 10. You cannot find anyone to ask?          | YES <input type="checkbox"/> | NO <input type="checkbox"/> |

If you have a minor accident or another type of incident whilst you are travel training:

What would you do first?

What would you do next?

What else would you do?

**Does your journey involve using money?**

If yes, have you had instruction in this?

YES ☐ NO ☐

YES ☐ NO ☐

**Does your journey involve being with people in a crowded place?**

If yes, are you able to deal with these situations?

YES ☐ NO ☐

YES ☐ NO ☐

**Does your journey involve being alone for long periods?**

If yes, are you able to deal with these situations?

YES ☐ NO ☐

YES ☐ NO ☐

**Does your journey involve walking a long way?**

If yes, are you able to do this?

YES ☐ NO ☐

YES ☐ NO ☐

**Does your journey involve crossing busy roads?**

If yes, have you had instruction in this?

YES ☐ NO ☐

YES ☐ NO ☐

**Does your journey involve travelling when it's dark?**

If yes, are you able to do this?

YES ☐ NO ☐

YES ☐ NO ☐

**Does your journey involve travelling in different weathers?**

If yes, do you have the correct clothing for this?

YES ☐ NO ☐

YES ☐ NO ☐

**Does your journey involve using public transport?**

If yes, have you had instruction in this?

YES ☐ NO ☐

YES ☐ NO ☐

Student  
Signature

Supervisor  
Signature





---

## Agreement Form

**Name of Trainee**

**Address**

**Contact Nos.**

**Details of Journey/s**

**Start Date**

**I have met with staff from the Travel Training Unit.**

Yes ☐ No ☐

**I understand the details of the travel training programme.**

Yes ☐ No ☐

**I am aware that the risks of the travel training have been assessed.**

Yes ☐ No ☐

**I agree to my photograph being taken and used in TTU literature.**

Yes ☐ No ☐

**I agree to the travel-training programme as proposed.**

Yes ☐ No ☐

**Signed .....** **Travel trainee**

**Signed .....** **Parent/carer/guardian**

**Signed .....** **Travel Training Unit Staff**

### Important Information

If the trainee is unable to participate in training due to sickness or unforeseen circumstances, please contact the Travel Training Unit on **01274 436199** and/or your individual travel trainer on.....

TRAVEL TRAINING UNIT, Room S3, Old Building, Bradford College, Bradford BD7 1AY  
Telephone (01274) 436199 email: c.walters@bradfordcollege.ac.uk

## Emergency Procedures

Ideas for discussion with student/trainee when travel training.

### What to do if: -

### Some suggestions

1. You have an accident  
Can you cope on your own? If not, ask for help, use your phone, show your card.
2. You feel unwell  
How badly? Return home, make sure you tell someone.
3. You lose something  
How important is it? If it is important report **it immediately to .....**
4. You forget something  
How important is it? Does it stop you going to work/college? If yes, should you return home for it?
5. **You don't have enough money**  
Do you have enough for a single fare? Could you borrow some? If not might you have to return home?
6. You have something stolen  
Report it immediately, either to bus driver, Trainer, police officer or at work/college.
7. The bus is late  
This is not your fault, wait, and explain when you get to your destination.
8. You miss your stop  
Stay on bus until next stop, then either walk back, or cross over road and get bus back to correct stop, or remain on bus.
9. You get on the wrong bus  
If confident, get off bus, cross over road and return to original bus stop. If not, ask bus driver for help. Show your card.
10. A road is too busy to cross  
Ask for help, or walk to pelican/zebra crossing, traffic island.
11. You lose your way  
Ask for help from bus driver, person in shop, police officer, traffic warden, street warden. Use your phone. Use your card.
12. You cannot find anyone to ask  
Use your phone, keep walking towards busy, well lit area until you find someone you can ask.
13. People cannot understand you  
Show them your card. Try not to get cross.
14. You are frightened by something  
Can you cope on your own? If not, ask for **help from..... talk about it.**
15. You are approached by a stranger  
If they ask you something, try to answer and then walk away. Never go off with someone **you don't know.**

**\* Don't ask all these questions at once, you'll terrify the student!!**

# Appendices

## Form A Referral Questionnaire

Referral Questionnaire			
Student Name			
Date of Birth		Age	
Home Address		Parent/Carer details (if different)	
Post Code			
Telephone No.			
Mobile No.			
Name of person making referral			
Tel No.			
Centre/School/Support Org.			
Tel No.			
Please give any relevant medical information that may affect the student.			
Please indicate the journey that the student wants to learn, including day and time.			
Please comment on the student's motivation to make this journey.			



What is the current level of the referred student/ trainee's travel and road safety skills?

	YES	NO	COMMENTS
Has this person had any previous level of travel training?			
<b>Can this person:</b> recognise the dangers of crossing the road?			
use a pelican/pedestrian crossing?			
cross streets safely, without using recognised crossing?			
learn to remember routes and directions?			
travel on foot unescorted?			
travel by bus with support?			
read a bus number?			
<b>Is this person able to:</b> request help from an appropriate source?			
maintain their own personal safety?			
deal appropriately with strangers?			
<b>Does this person:</b> have any physical problems that may restrict their ability to travel?			
have any allergies or phobias?			
have any behavioural problems that may restrict their ability to travel independently?			

Please use this space to elaborate on any answers, or give any other information about the individual.





# Form B For Permission

..... has been referred to our travel trainer.  
Travel training involves taking the trainee out on public transport and practising journeys to and from .....

If you agree to this, please sign and return the slip below to ..... I would also like to meet to discuss travel training and any concerns you may have, please call xxxxxxxxxxxx to arrange.

[illegible]

☐ I understand that during the training photographs may be taken and used to encourage and motivate other travel trainees.

☐ I agree to ..... going out of school or college or other to practice using public transport as part of their travel training.

☐ I agree to ..... carrying a Travel Training Wallet while travel training, in case of emergencies.

**Please give details of any medical or other relevant information.**

---

**Your address:**

**Your evening contact phone numbers:**

Date:

# Appendices

## Form C Pre-Requisite Skills and Initial Assessment Form

### Recording Plan

Name Of Student .....

Date Programme Started .....

	Comments
<b>Pre-requisite skills</b>	
a) is aware of dangers when out and about	
b) can respond appropriately to these dangers	
c) identifies basic colours (red & green)	
d) identifies numbers	
e) is aware of their own personal space	
f) can get off/on bus/train	
g) will be able to learn to make decisions	
h) will be able to learn to communicate needs to bus driver	
i) will be able to learn to ask for help	
j) responds appropriately to verbal directions	
k) understands need for socially acceptable behaviour	
l) has a sense of personal safety	
m) wants to learn to travel independently	
<b>Initial assessment</b>	
a) discussed individual with referrer	
b) questionnaire completed	
c) met and discussed proposed training with individual	
d) discussed proposed training with parents/carers	
e) pre-requisite skills assessed	

Has pre-requisite skills ..... (Date)

Signed ..... (Trainer)



## Appendix B - Useful Contacts and Resources

Contact details for organisations involved in case studies mentioned in this guide are as follows:

**Table B.1: Case Study Contacts**

Scheme Characteristics				
Name	Organisation	Description/Type	Urban/ Rural	Delivery Organisation (Lead)
Chris Walters	Bradford Travel Training Unit	Mobility training to people with learning disabilities in Bradford.	Urban	School/ Colleges & Local Authority
Jacqui Price-Tippetts	Bristol Children Young & People's Services	Travel training to young people who qualify for supported travel within education.	Urban	School/ Colleges
Maria Machancoses	Centro	Travel training for the unemployed in areas of high unemployment in the West Midlands.	Urban	Centro/ Jobcentre Plus
Lee Dibnah	East Riding of Yorkshire Council	Travel training for young people and adults with learning disabilities.	Rural	Local Authority
Jackie Brewer	Essex County Council	Travel training aimed at young people and adults with additional needs for everyday journeys.	Rural	Local Authority
Nicola Mayne/ Sarah Howse	Grace Eyre	Grace Eyre run a travel training scheme for adults with learning difficulties.	Urban	Grace Eyre
Phil Samphire	Greater Manchester Coalition of Disabled People	Travel training for individuals with learning difficulties and physical difficulties within Greater Manchester to use public transport.	Urban	PTE

Scheme Characteristics				
Name	Organisation	Description/Type	Urban/ Rural	Delivery Organisation (Lead)
Derek Donoghue	<b>Halton Borough Council</b>	Specific journey training for children and young people aged 11-19 with SEN and learning difficulties.	Urban	Local Authority
		Contact: itt@halton.gov.uk		
Debbie Lyall	<b>Highbury College, Portsmouth</b>	Travel training for young people (aged 16-19) with SEN and adults with physical/ learning difficulties who are studying on a work skills programme.	Urban	College
		Contact: Debbie.Lyall@highbury.ac.uk 🔗: <a href="http://www.highbury.ac.uk/CLIENT/depart_column_showcase.asp?ContentID=531">www.highbury.ac.uk/CLIENT/depart_column_showcase.asp?ContentID=531</a>		
Irene Jones	<b>Independent Travel Training Consultancy Service, Birmingham City Council</b>	Supports children with SEN post-14 to improve their learning opportunities and work towards independence.	Urban	Local Authority/ School/ Colleges
		Contact: irene.p.jones@birmingham.gov.uk		
Amy Crowe	<b>Lincolnshire County Council</b>	Travel training to help children and young people with SEN to get to/from school.	Rural	Schools
		Contact: amy.crowe@lincolnshire.gov.uk		
Joyce Allison	<b>Linden Lodge School, Wimbledon</b>	Provision of mobility training as part of wider programme.	Urban	School
		Contact: mobility@lgflmail.org		
Jennifer Batchelor	<b>London Borough of Merton</b>	Travel training delivered to attendees at an Adult Day Centre.	Urban	Local Authority
		Contact: jennifer.batchelor@merton.gov.uk 🔗: <a href="http://www.merton.gov.uk/living/disabled/independenttravel.htm">www.merton.gov.uk/living/disabled/independenttravel.htm</a>		
Rachel Wills	<b>London Borough of Wandsworth</b>	Travel buddy scheme for people with learning difficulties.	Urban	Local Authority
		Contact: wandsworthtm@hailltd.org.uk		
Kevin Northrop	<b>Manchester Travel Training Partnership</b>	Travel training to help children and young people with SEN to get to/from school.	Urban	School
		Contact: k.northrop@lancasterian.manchester.sch.uk 🔗: <a href="http://www.lancasterian.manchester.sch.uk/index.php">www.lancasterian.manchester.sch.uk/index.php</a>		



Name	Organisation	Scheme Characteristics		
		Description/Type	Urban/ Rural	Delivery Organisation (Lead)
Sara Kearney/Lila Bennett	<b>Merseytravel</b>	Train the trainer approach to developing travel champions who are able to support local people to travel independently within communities.	Urban	Independent Org.
		Contact: lila@transformcic.org.uk		
Ian Clark/ Natalie Wadley	<b>National Star College – Learning Independence for Travel</b>	Provides a range of services to support disabled and vulnerable people to access school, college, employment, training, social and leisure activities.	Rural	College
		Contact: iclark@natstar.ac.uk 🌐: <a href="http://www.natstar.ac.uk/content/lift-independent-travel-training">www.natstar.ac.uk/content/lift-independent-travel-training</a>		
Irene Storey	<b>Nexus</b>	Journey training for people with learning difficulties, visual/hearing impairments and Attention Deficit Hyperactivity disorder (ADHD).	Urban	PTE
		Contact: irene.storey@nexus.org.uk		
Marie Rooney	<b>North Tyneside Council</b>	Travel training to children and young people with a range of learning and physical difficulties, including some with hearing and visual impairments.	Urban	Local Authority
		Contact: marie.rooney@northtyneside.gov.uk 🌐: <a href="http://www.traveltraining.org">www.traveltraining.org</a>		
Gemma Bray	<b>Northumberland County Council</b>	Travel training to children and young people with a range of learning and physical difficulties.	Rural	Schools/ Colleges
		Contact: gemma.bray@northumberland.gov.uk 🌐: <a href="http://www.northumberland.gov.uk/default.aspx?page=5408">www.northumberland.gov.uk/default.aspx?page=5408</a>		
Jason Oldroyd	<b>Ravenscliffe High School</b>	Specialist sports college catering for pupils with a range of SEN delivers a number of schemes.	Rural	School
		Contact: jason.oldroyd@ravenscliffe.calderdale.sch.uk 🌐: <a href="http://www.ravenscliffe.calderdale.sch.uk/">www.ravenscliffe.calderdale.sch.uk/</a>		
Emma Cawley	<b>Sheffield City Council</b>	Provision of training for specific journeys to people with a range of physical and learning difficulties.	Urban	Local Authority
		Contact: emma.cawley@sheffield.gov.uk		

Scheme Characteristics				
Name	Organisation	Description/Type	Urban/ Rural	Delivery Organisation (Lead)
Teresa Derrick	South Gloucestershire Council	Travel training for adults with learning difficulties.	Rural	Local Authority
Elizabeth Bird	Stockton on Tees Council	Travel training for children/young people with SEN.	Urban	Local Authority
Irene Noakes	Suffolk County Council	County provides two travel training schemes, one aimed at adults with learning difficulties and the other delivered through special schools by Norfolk Council.	Rural	Schools/ Care Workers
Bev Bishop	Surrey Association for Visual Impairment	Mobility training for individuals who are registered as visually impaired.	Rural	Charity
Phillipa Mack	Surrey County Council	Travel training to adults and children with learning difficulties.	Rural/ Urban	Local Authority
Louise Rendle	Wiltshire Independent Travel Support (WITS)	Travel training for individuals who would like to travel independently on public transport for work, to meet friends, for college or training.	Rural	Service Area



## Scheme DVDs

The following list is a selection of schemes that have produced DVDs:

- Halton Independent Travel Training 'Supporting Independence', Halton Borough Council, 2009.
- 'Travel Wise: A Guide about Travel Safety for People with Learning Difficulties', North Tyneside Council.
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- 'Merseyside Travel Ambassadors', Merseytravel/ Transform (in the community) CIC.
- Merseytravel: 'Jack's Journey' by Oakfield Day Service.
- Indetravel, Sheffield City Council.

# Appendix C - Acknowledgements

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We would like to thank all those who have contributed to this guidance, in particular the Travel Training Steering Group and participating case studies.

Special thanks to:

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Jacqui Price-Tippetts	Bristol Children Young & People's Services (CYPS)
Maria Machancoses	Centro
Brian Shawdale	Community Transport Association
Stephen Jackson	Department for Education
David Corcoran	Department of Health
Sandy John-Baptiste	Department of Health
Pam Nixon	Department of Health
David Boden	East Riding of Yorkshire Council
Lee Dibnah	East Riding of Yorkshire Council
Eleni Scoffins	East Riding of Yorkshire Council
Jackie Brewer	Essex County Council
David Partington	GMPTE
Vicki Ball	Go Skills
Sarah Howse	Grace Eyre
Nicola Mayne	Grace Eyre
Phil Samphire	Greater Manchester Coalition of Disabled People
Derek Donoghue	Halton Borough Council
Debbie Lyall	Highbury College, Portsmouth
Irene Jones	Independent Travel Training Consultancy Service, Birmingham City Council
Janet Okoroafo	Jobcentre Plus
Andy Tearle	Kingsmill Special School, Driffeld
Amy Crowe	Lincolnshire County Council
Joyce Allison	Linden Lodge School, Wimbledon
Jennifer Batchelor	London Borough of Merton
Rachel Wills	London Borough of Wandsworth

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Sophie Armstrong	Manchester City Council
Kevin Northrop	Manchester Travel Training Partnership
David Finnegan	Merseytravel
Paulette Lappin	Merseytravel
Sara Kearney	Merseytravel
Natalie Wadley	National Star College – Learning Independence for Travel (LIFT)
Ian Clark	National Star College – Learning Independence for Travel (LIFT)
Irene Storey	Nexus
Marie Rooney	North Tyneside Council
Gemma Bray	Northumberland County Council
Jason Oldroyd	Ravenscliffe High School
Emma Cawley	Sheffield City Council
Teresa Derrick	South Gloucestershire Council
Elizabeth Bird	Stockton on Tees Council
Irene Noakes	Suffolk County Council
Bev Bishop	Surrey Association for Visual Impairment
Phillipa Mack	Surrey County Council
Lila Bennett	Transform CIC
Louise Rendle	Wiltshire Independent Travel Support (WITS)



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