About this document

Welcome to the Travel Trainer Workbook for First Stop Transport. This workbook has been developed for travel trainers in consultation with Transport for NSW and its stakeholders, and its contents are aligned with the national Unit of Competency CHCCC S022 Facilitate independent travel. It forms part of the accreditation program, which also includes the First Stop Transport eLearning, and the Travel Trainer Guide and Assessor Guide.

The workbook will complement the eLearning module by allowing travel trainers like you to demonstrate competency in providing travel training through the application of their knowledge in theoretical and work-based exercises.

The workbook will consist of activities requiring written responses from you to demonstrate the performance evidence and knowledge evidence as outlined in the Unit of Competency. These activities will require you to:

- Refer to the eLearning module and First Stop Transport where necessary
- Provide detailed information about your experiences as a travel trainer
- Reflect on your practices and suggest improvements

*Travel training is the process of a trainer conducting a session (or series of sessions) where they facilitate a learner (or group of learners) to make trips by public transport. These trips may involve the use of multiple modes of transport. The primary objective of travel training is to increase learners’ capacity to travel independently and safely.*

Target Group

The Trainer Workbook has been developed for new or experienced workers or carers already conducting travel training for their clients, relatives, or friends, who seek accreditation for the national unit of competency CHCCC S022 Facilitate independent travel. In order to be able to successfully complete this unit you may need some of the following skills and knowledge:

- Ability to read and write English proficiently
- Prior travel training knowledge and/or experience
Activities included in this workbook

This workbook has two activity sections.

1. Short answer questions and a scenario

The first section will contain a series of short answer questions and other written activities for you to complete. This will include:

- Theory-based questions that require you to demonstrate essential knowledge of current practices, philosophies and theories inherent to travel training.
- A scenario that requires you to document a part of the travel training process to demonstrate evidence of skills and the ability to complete tasks outlined in the Unit of Competency performance criteria.

2. Travel training sessions

The second section will direct you to complete and document three effective travel training sessions.

Suggested learning techniques:

This workbook applies four principles of adult learning: Read, Reflect, Review and Report.

<table>
<thead>
<tr>
<th>Principle</th>
<th>What you need to do</th>
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</thead>
<tbody>
<tr>
<td>Read</td>
<td>Read materials covered in this workbook. You may also choose to look at other supporting online material available through First Stop Transport and the First Stop Transport eLearning module.</td>
</tr>
<tr>
<td>Reflect</td>
<td>Use the resources covered in this workbook and use it to reflect on your experiences as a travel trainer. What have you done in the past? What were some of the issues or barriers you or your learner encountered?</td>
</tr>
<tr>
<td>Review</td>
<td>Think about the steps you took while travel training someone. What worked? What did not work? What would you improve?</td>
</tr>
<tr>
<td>Report</td>
<td>Attempt the activities in this workbook and complete three travel training sessions.</td>
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</tbody>
</table>
Using this document
The following icons are used throughout the document.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
</table>
| ![Icon] | **ACTIVITY – SHORT ANSWER QUESTIONS**  
This icon is used to show when you must complete a free text response activity. This can include theory-based questions and scenario questions. |
| ![Icon] | **ACTIVITY – TRAVEL TRAINING SESSIONS**  
This icon is used to represent any activities that describe travel training sessions for you to conduct. |
Travel Training

What is travel training?

Travel training is a learner-centred training process, with the goal of promoting independent and safe use of public transport. Training is flexible, but it follows a pathway based on the learner’s objectives, wants and needs, and the barriers they experience to accessing public transport.

Travel training is not a travel assistance program, but rather a process to help your learners gain the information, confidence and capability to use public transport independently. Through this process, travel training recognises and reinforces the belief that activeness and independence are vital to a person’s health and well-being. It also promotes independent and safe transport across the entire community.

Example

For example, a person who has recently suffered a mild stroke may no longer be able to drive. But they may have little experience, confidence or information when it comes to using public transport. Travel training will help this person address these barriers and achieve their transport needs.
Who is travel training for?

Everyone is different, and we all have different levels of ability, experience and confidence with using public transport. Because of this, travel training is a service that people use for many reasons.

Travel training is learner centred. That means that, as a trainer, you need to provide a service that includes considering the learner’s strengths and needs. Here are some common types of learners.

Older learners

Our population is ageing, and there are increasing numbers of older people using public transport.

Older people may want travel training because they have:

- Anxiety or uncertainty about using public transport
- Physical or cognitive impairments
- Lack of recent experience using public transport (particularly if they are used to travelling by car).

Learners with disabilities

Public transport services and facilities are continually improving. They are designed for everyone to be able to get around. Learners with physical and/or cognitive disabilities may want travel training to:

- Build their confidence with using public transport
- Familiarise themselves with the services and facilities available
- Develop strategies to use during their trip.
Learners with limited mobility

Most public transport services now have accessibility features that cater for people with limited mobility.

Learners with limited mobility may want travel training to:

- Increase their confidence
- Practice using the accessible services and facilities available
- Work out the best routes to take on their trip.

Learners from CALD backgrounds

A great part of living in NSW is the multicultural population. Culturally and linguistically diverse (CALD) learners may want travel training because they:

- Are unfamiliar with local transport options
- Are used to different customs and protocols when travelling
- Find communication difficult during travel.
Your roles and responsibilities

As a travel trainer, you may be providing training as a paid service, or you may just be doing it as a favour for someone you know.

Regardless of your reason for providing training, there are roles and responsibilities you need to be aware of so that learners get the most from the sessions.

Your role when providing travel training is to:

- Centre the training on the learner
- Assist the learner in achieving their transport objectives, wants and needs
- Address and remove the barriers the learner experiences to accessing public transport
- Promote independence in using public transport.

Your responsibilities when providing travel training are to:

- Discover the needs of the learner, including their:
  - Transport objectives, wants and needs
  - Barriers to access
  - Current abilities and capabilities
  - Learning capabilities
  - Local transport options
- Plan and carry out information sessions with the learner
- Plan trips to facilitate travel training sessions
- Provide the learner with access to tools, resources and information, to facilitate their own learning and trip planning
- Provide the learner with opportunities to practise using public transport
- Assist the learner to develop coping strategies in case of unexpected events.
The travel training pathway

Travel training has a general pathway that you can follow. The three broad steps in the pathway are:

1. Prepare to facilitate access to transport
2. Provide information sessions
3. Provide opportunities to practise using public transport.

As the pathway will depend on the learner’s needs, the steps won’t be the same for every learner. Below is a description of some of the critical parts of the pathway.

Customer referral

If you are a travel trainer with an organisation, you will receive customer referrals. Customers may contact you directly. Others may be referred through an aged care or other organisation, or your own organisation may refer the customer.

If you are providing travel training for a loved one or other person in your care, it may be because they asked for your help or because you identified their need to be more independent.

Either way, at this stage you need to determine their eligibility for training. Some people may not be eligible for training, as they may not have the capability to travel independently. You will make this determination through an initial discussion with the customer and/or their carer. You may be able to refer them to an alternate service more appropriate to their needs, such as community transport.
Determine needs

Your first meeting with the learner is a vital opportunity for you to determine their needs. This will determine the way you deliver the rest of the training.

What trips does the learner want, or need, to make? What barriers are in the way? What does independent travel look like for the learner? What experience and information does the learner already have? What level of capability do they have? What are their learning capabilities? What do they want to learn?

Plan the learning opportunity

Now you can plan the training to meet the needs of the learner. It may simply be an information session. You will probably also provide an opportunity for the learner to practise using public transport. Whatever the learning, it needs to be aimed at the learner’s specific requirements.

For example, depending on their learning capabilities, you may need to be prescriptive in taking the learner through timetables and other information, or you may only facilitate the learner in navigating this information themselves.

Or, depending on their circumstances and transport needs, you may investigate a single route, or you may need to cover a wider segment of the transport network.
Investigate the trip

If the training involves particular trips, you will need to investigate those trips. Make sure you have all the information before you actually provide the training.

For this, you will need to take into account where they would like to go, and the local transport options. You will also need to take into account the types of transport that the learner is comfortable with, or would like to use, or is accessible for any barriers they experience. By either using maps or physically visiting the area, you will need to investigate any local issues, such as busy roads. You may also wish to consult local transport operators to confirm the information you have is accurate.

Take the learner through the trip and/or information

You have already planned for this step – now you just have to provide the training. This step involves providing information to meet the learner’s needs.

You may only need to point them towards resources. Or you may need to plan the trip for them. You may need to develop tools to use to overcome barriers or cope with unexpected events. For example, some learners may require “reminder cards”.

If you’re taking the learner through a trip, you must focus on the whole trip.
Practise the trip

Next, you action the plan and give the learner the opportunity to practise using public transport. As with providing information, this will depend on the learner’s level of need.

You will probably need to accompany them on their first practice. You may even need to take the lead, such as letting them know that their stop is next.

Review the trip

During and after the practice session, you should review the training with the learner.

How comfortable were they with the trip? Were they able to demonstrate independence, such as knowing where and when to board or alight on the trip? Would they like further practice, and how could it be different?

Any planning or reshaping of future practice sessions will come down to what the learner wants and needs out of the training. But it will also come down to your assessment of their progress.
## Assessment outline

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| ![Icon](image.png) | **ACTIVITY 1 PART A – SHORT ANSWER QUESTIONS**  
This section includes theory-based questions that require you to demonstrate essential knowledge of current practices, philosophies and theories inherent to travel training. |
| ![Icon](image.png) | **ACTIVITY 1 PART B – SCENARIO**  
This section requires you to provide responses to a hypothetical scenario to demonstrate evidence-based knowledge of these practices, philosophies and theories. |
| ![Icon](image.png) | **ACTIVITY 2 – TRAVEL TRAINING SESSIONS**  
In this section you will be required to document a part of the travel training process to demonstrate evidence of skills and the ability to complete a travel training session. |
ACTIVITY 1 – PART A

Question 1

Why is it important to consult the learner when you are developing a travel training program for them? What are the main aims of the initial consultation?

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Question 2

Describe some ways that a lack of self-esteem can prevent a person from accessing public transport.

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Question 3

Describe what factors you should consider when discussing transport options with your learner.

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### ACTIVITY 1 – PART A – MARKING GUIDE

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<tr>
<th>Description</th>
<th>Comments</th>
<th>Satisfactory/Unsatisfactory</th>
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<tbody>
<tr>
<td>Trainer is able to identify local transport options and operations</td>
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<td>Use of suitable facilities, equipment and resources is appropriate to the situation and person’s needs</td>
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<td>Demonstrates practices which focus on the individual person</td>
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<tr>
<td>Applies strengths-based practice consistently</td>
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<td>Promotes active support when working with travel training learners</td>
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<tr>
<td>Demonstrates an understanding of a person-centred approach and can apply it appropriately at all times</td>
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<td>Understands the social model of health</td>
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<td>Recognises the impact of social devaluation on the individual’s quality of life</td>
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<tr>
<td>Promotes competence and image enhancement when working with people</td>
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<tr>
<td>Knows how to find transport information and assist people in accessing it</td>
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<tr>
<td>Demonstrates knowledge of how to work with transport operators to support a person’s travel training needs</td>
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<tr>
<td>Works collaboratively with all stakeholders in the travel training process</td>
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<tr>
<td>Is able to identify barriers to access and find solutions to them</td>
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<tr>
<td>Applies appropriate learning strategies to meet the needs of individuals</td>
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<tr>
<td>Demonstrates the importance of transport practice accompanied by a support person</td>
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ACTIVITY 1 – PART B

Please read the following scenario and answer the questions below, to describe, as a travel trainer, how you would assist this person.

Margaret is a seventy-six year old woman who has recently lost her licence. She has some arthritis and in the last six months she has needed to use a walking frame which affected her mobility and her overall confidence and self-esteem. Margaret has gone from being very active in her community to being house-bound, due to a lack of access to transport.

Margaret has approached you to ask for support in learning how to use public transport. She informs you that she has never needed to use public transport. After her husband passed away five years ago she had to drive herself around. Margaret is very anxious about using public transport, and feels she would not even know where to start purchasing a ticket, looking up timetables, or dealing with unexpected events like missing the bus or the train.

Margaret lives in Bossley Park, Sydney. She knows there are buses in her area but she does not really know where they go. She wants to go back to her social group in Wetherill Park that meets every Thursday at 10:00am.

Question 1

Describe how you would determine the most appropriate modes of transport in consultation with Margaret, taking into account local transport options.
Question 2

Who could you and Margaret consult and liaise with to ensure you have accurate information about transport in her area?

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Question 3

What learning methods do you think would be most appropriate for Margaret?

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Question 4

Margaret also has a dentist appointment at the Dental Hospital near Sydney’s Central Station in one month’s time. She thinks that by then she will be confident enough to travel there independently. How could you provide Margaret with opportunities to learn transport options across various transport modes that would allow her to attend her appointment?

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Question 5

Margaret tells you that she is familiar with using websites to search for information, so you should introduce her to First Stop Transport. What are some benefits of First Stop Transport and transportnsw.info, and how might you present these benefits to Margaret?

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Question 6

What are some risks Margaret could face whilst using public transport, and what contingency plans could you teach Margaret to use?

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Question 7

Once the trip plan is done, what strategies would you use to allow Margaret to practise her travelling?

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### ACTIVITY 1 – PART B – MARKING GUIDE

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<th>Description</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Is able to recognise the social model of health when working with a learner</td>
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<tr>
<td>Work in a manner which promotes self-esteem and contributes to inclusion and participation in the community</td>
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<tr>
<td>Provides opportunities for the person to use their strengths whilst building capacity to the individual</td>
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<tr>
<td>Effectively manage barriers that may prevent a learner from reaching their goals</td>
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<tr>
<td>Consistently applies a person-centred approach</td>
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<tr>
<td>Is able to effectively use resources, equipment and facilities as part of the travel training program</td>
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<tr>
<td>Promotes the use of technology and resources in the trip planning process</td>
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<tr>
<td>Skill</td>
<td>Space for Notes</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Demonstrates dignity, respect and dignity of risk when working with learners</td>
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<tr>
<td>Recognises the strengths and individuality of each person they work with</td>
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<tr>
<td>Demonstrates effective communication, consultation and collaboration skills</td>
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<tr>
<td>Is able to promote self esteem</td>
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<tr>
<td>Effectively manages crisis situations or unexpected events</td>
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<tr>
<td>Demonstrates risk management techniques</td>
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<tr>
<td>Is able to recognise when to offer support and when not to when working with learners</td>
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ACTIVITY 2 – TRAVEL TRAINING SESSIONS

For this activity, you must complete and document three effective travel training sessions with people requiring support to access public transport.

For each session, there are six sections and space provided for you to document the session.
Training session 1

1. Outline your initial consultation with your learner, including the following information:

   a. The transport needs and objectives of the learner

   b. The physical or psychological barriers that are preventing the learner from using public transport

   c. The learner’s prior experience and understanding of using public transport, and their preferences.
2. Outline your investigation into the transport options for the travel training session, including the following information:

   a. The transport preferences of your learner
   b. The local transport arrangements and options
   c. Information resources used
   d. Consultations with transport operators where appropriate.
3. Write an outline of an information session for your learner including strategies to:

   a. Address the training needs of the learner
   
   b. Provide opportunities for the learner to learn about their transport options and other transport information, such as timetables, routes and costs
   
   c. Provide information about real-time transport apps and other resources of transport information
   
   d. Engage transport providers where appropriate.
4. Document the outcome of your travel training session with your learner and reflect on how effective the plan was, including:

   a. Route training
   b. Trip planning
   c. Road safety planning
   d. Social behaviour.

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5. Provide evidence of your risk assessment and contingency plans.
6. Explain the techniques used to support the learner while practising using public transport. Include the nature and level of the support provided (e.g., prompting, decreasing the level of support, shadowing) and explain how you evaluate these techniques.
Training session 2

1. Outline your initial consultation with your learner, including the following information:
   
a. The transport needs and objectives of the learner
   
b. The physical or psychological barriers that are preventing the learner from using public transport
   
c. The learner’s prior experience and understanding of using public transport, and their preferences.

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2. Outline your investigation into the transport options for the travel training session, including the following information:

   a. The transport preferences of your learner
   b. The local transport arrangements and options
   c. Information resources used
   d. Consultations with transport operators where appropriate.
3. Write an outline of an information session for your learner including strategies to:

   a. Address the training needs of the learner

   b. Provide opportunities for the learner to learn about their transport options and other transport information, such as timetables, routes and costs

   c. Provide information about real-time transport apps and other resources of transport information

   d. Engage transport providers where appropriate.
4. Document the outcome of your travel training session with your learner and reflect on how effective the plan was, including:

a. Route training

b. Trip planning

c. Road safety planning

d. Social behaviour.

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5. Provide evidence of your risk assessment and contingency plans.
6. Explain the techniques used to support the learner while practising using public transport. Include the nature and level of the support provided (e.g., prompting, decreasing the level of support, shadowing) and explain how you evaluate these techniques.
Training session 3

1. Outline your initial consultation with your learner, including the following information:

a. The transport needs and objectives of the learner

b. The physical or psychological barriers that are preventing the learner from using public transport

c. The learner’s prior experience and understanding of using public transport, and their preferences.
2. Outline your investigation into the transport options for the travel training session, including the following information:
   
a. The transport preferences of your learner
b. The local transport arrangements and options
c. Information resources used
d. Consultations with transport operators where appropriate.
3. Write an outline of an information session for your learner including strategies to:

   a. Address the training needs of the learner

   b. Provide opportunities for the learner to learn about their transport options and other transport information, such as timetables, routes and costs

   c. Provide information about real-time transport apps and other resources of transport information

   d. Engage transport providers where appropriate.
4. Document the outcome of your travel training session with your learner and reflect on how effective the plan was, including:

   a. Route training
   b. Trip planning
   c. Road safety planning
   d. Social behaviour.
5. Provide evidence of your risk assessment and contingency plans.

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6. Explain the techniques used to support the learner while practising using public transport. Include the nature and level of the support provided (e.g., prompting, decreasing the level of support, shadowing) and explain how you evaluate these techniques.
## ACTIVITY 2 – MARKING GUIDE

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<tr>
<th>Description</th>
<th>Comments</th>
<th>Satisfactory/Unsatisfactory</th>
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<tbody>
<tr>
<td>Demonstrates a strengths-based, person-centred approach when working with learners</td>
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<tr>
<td>Provides measured and appropriate support</td>
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<tr>
<td>Focuses on the individual needs of the learner</td>
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<tr>
<td>Applies risk management techniques</td>
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<tr>
<td>Demonstrates collaborative and consultative skills</td>
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<tr>
<td>Is able to assist learners to develop coping strategies to deal with unexpected events/situations</td>
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<tr>
<td>Is able to develop, implement and review a travel training program</td>
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<tr>
<td>Effectively transition a person to independent use of public transport</td>
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