



# First Stop Transport

## TRAVEL TRAINER WORKBOOK



## 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.

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.*

## 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.

Principle	What you need to do
<b>Read</b>	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.
<b>Reflect</b>	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?
<b>Review</b>	Think about the steps you took while travel training someone. What worked? What did not work? What would you improve?
<b>Report</b>	Attempt the activities in this workbook and complete three travel training sessions.

## Using this document

The following icons are used throughout the document.

Icon	Description
	<b>ACTIVITY – SHORT ANSWER QUESTIONS</b> This icon is used to show when you must complete a free text response activity. This can include theory-based questions and scenario questions.
	<b>ACTIVITY – TRAVEL TRAINING SESSIONS</b> 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.

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### 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.*

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## 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.

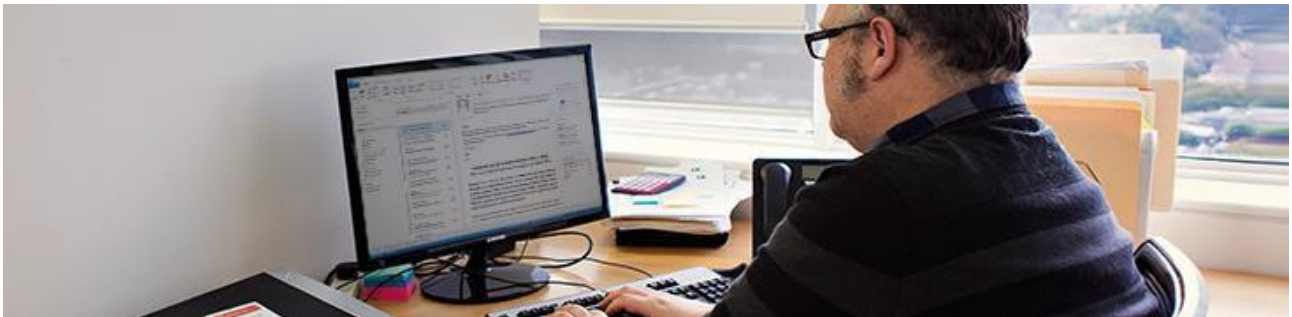
## The travel training pathway

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

Icon	Description
	<p><b>ACTIVITY 1 PART A – SHORT ANSWER QUESTIONS</b></p> <p>This section includes theory-based questions that require you to demonstrate essential knowledge of current practices, philosophies and theories inherent to travel training.</p> <p><b>ACTIVITY 1 PART B – SCENARIO</b></p> <p>This section requires you to provide responses to a hypothetical scenario to demonstrate evidence-based knowledge of these practices, philosophies and theories.</p>
	<p><b>ACTIVITY 2 – TRAVEL TRAINING SESSIONS</b></p> <p>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.</p>

## 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

Description	Comments	Satisfactory/Unsatisfactory
Trainer is able to identify local transport options and operations		
Use of suitable facilities, equipment and resources is appropriate to the situation and person's needs		
Demonstrates practices which focus on the individual person		
Applies strengths-based practice consistently		
Promotes active support when working with travel training learners		
Demonstrates an understanding of a person-centred approach and can apply it appropriately at all times		
Understands the social model of health		

Recognises the impact of social devaluation on the individual's quality of life		
Promotes competence and image enhancement when working with people		
Knows how to find transport information and assist people in accessing it		
Demonstrates knowledge of how to work with transport operators to support a person's travel training needs		
Works collaboratively with all stakeholders in the travel training process		
Is able to identify barriers to access and find solutions to them		
Applies appropriate learning strategies to meet the needs of individuals		
Demonstrates the importance of transport practice accompanied by a support person		

## 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.

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## 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

Description	Comments	Satisfactory/Unsatisfactory
Is able to recognise the social model of health when working with a learner		
Work in a manner which promotes self-esteem and contributes to inclusion and participation in the community		
Provides opportunities for the person to use their strengths whilst building capacity to the individual		
Effectively manage barriers that may prevent a learner from reaching their goals		
Consistently applies a person-centred approach		
Is able to effectively use resources, equipment and facilities as part of the travel training program		
Promotes the use of technology and resources in the trip planning process		

Demonstrates dignity, respect and dignity of risk when working with learners		
Recognises the strengths and individuality of each person they work with		
Demonstrates effective communication, consultation and collaboration skills		
Is able to promote self esteem		
Effectively manages crisis situations or unexpected events		
Demonstrates risk management techniques		
Is able to recognise when to offer support and when not to when working with learners		

## 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.



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.

The graph illustrates the relationship between the number of people in a household and the number of cars. The x-axis represents the number of people (1 to 5), and the y-axis represents the number of cars (0 to 10). Two lines are plotted: a solid line and a dashed line. The solid line starts at (1, 10) and decreases to (5, 0). The dashed line starts at (1, 5) and increases to (5, 5). The lines intersect at (2, 5).

Number of People	Number of Cars (Solid Line)	Number of Cars (Dashed Line)
1	10	5
2	5	5
3	0	5
4	0	5
5	0	5

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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.

The graph shows two curves on a coordinate plane. The x-axis is labeled 'x' and the y-axis is labeled 'y'. The first curve, which is steeper, starts at a high y-value for low x and decreases rapidly. The second curve, which is less steep, starts at a lower y-value for low x and increases gradually. The two curves intersect at four distinct points, each marked with a solid black dot. The intersections occur at approximately (1, 4), (2, 3), (4, 1), and (6, 2) on the grid.

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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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## ACTIVITY 2– MARKING GUIDE

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



# MODEL RESPONSE

## 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?

#### Model response

*It is important to consult with the learner so that you can determine their needs, which will determine the travel training you provide. Travel training uses a learner-centred approach, where the training is based on the learner's needs, barriers to access, travel objectives, abilities and capabilities.*

*The main aims of the initial consultation are to:*

- *Promote a learner-centred approach*
- *Identify the learner's strengths, and utilise these as much as possible*
- *Identify the learner's needs and travel objectives*
- *Identify the learner's current barriers to accessing public transport*
- *Identify the learner's current knowledge of local transport options and local transport operators*
- *Ensure the learner is engaged and that the travel training will meet their needs*
- *Promote empowerment and independence to the learner through their ability to have their say and the skills they currently have*
- *Promote the achievement of planned goals and successful outcomes*



### Question 2

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

#### Model response

- *They may feel self-conscious being out in public due to a specific health, physical, psychosocial or mental health issue*
- *They may be concerned with 'what can go wrong', and become convinced something will go wrong*
- *The community may not be accepting of people who are not 'normal' and may discriminate, harass or alienate people with specific support needs*
- *They may be embarrassed to access transport because they may believe they are given 'special treatment'*
- *They may worry that people might think that they are too slow and a burden to others*



## Question 3

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

## Model response

*Factors to consider include the:*

- *Location of the person's residence to the point of access to public transport*
- *Preferred mode of travel*
- *Whole trip that the person would like to make*
- *Distance the person is required to travel*
- *Accessibility to preferred or transport option*
- *Regularity of transport*
- *What the person believes they are capable of doing – their strengths*
- *What they want to achieve out of the travel and why they want to achieve it*

## ACTIVITY 1 – PART A – MARKING GUIDE

Description	Comments	Satisfactory/Unsatisfactory
Trainer is able to identify local transport options and operations		
Use of suitable facilities, equipment and resources is appropriate to the situation and person's needs		
Demonstrates practices which focus on the individual person		
Applies strengths-based practice consistently		
Promotes active support when working with travel training learners		
Demonstrates an understanding of a person-centred approach and can apply it appropriately at all times		
Understands the social model of health		

Recognises the impact of social devaluation on the individual's quality of life		
Promotes competence and image enhancement when working with people		
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Is able to identify barriers to access and find solutions to them		
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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.

#### Model response

*In order to determine the most appropriate modes of transport, you will need to investigate local transport options. However, you will need to take into account several factors:*

- *You will need to take into account the trip that Margaret would like to do - travelling from her home in Bossley Park to her social group in Wetherill Park on Thursday mornings.*
- *You'll also need to take into account Margaret's barriers to access, for example, Margaret's arthritis and mobility impairment.*
- *You should also consider what sort of transport modes Margaret is comfortable using.*

*Taking these factors into account, together with Margaret you should access timetables, maps, **transportnsw.info**, and local transport operators to investigate what modes of transport are available in the area, and how Margaret could use these to complete the whole trip to and from the social group.*



### Question 2

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

#### Model response

*The aim of this question is to demonstrate awareness of local services and the ability to research local transport services in the area the learner resides.*

*Together with Margaret you could:*

- Use First Stop Transport for guidance on accessing information about public transport
- Use **transportnsw.info**, including the trip planner, to explore trip options and accessibility information
- Use Google maps to explore the area, so you have information about the whole trip, including getting to and from public transport
- Contact local transport operators, such as the local bus operator Transit Systems, for information about other local transport options. You can find contacts for local transport operators via **transportnsw.info**.



### Question 3

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

#### Model response

*The trainer will need to demonstrate that they know different learning methods and apply them to the case study.*

*Margaret has some arthritis and mobility impairment. Margaret otherwise appears to have high levels of functioning and learning capabilities. Therefore the learning methods should focus on her lack of experience, her lack of confidence, and her anxiety. You could use strategies such as:*

- Providing information about, and demonstration of, how to find the correct times for her bus, how to purchase tickets, how to find the closest bus stop, etc.
- Role playing before Margaret goes out to use transport
- Shadowing, where you may accompany Margaret on her travelling sessions with decreasing levels of prompting and assisting.



## 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?

### Model response

*Margaret is eager to stay in control of her life and her goals are constantly extending to allow her to increase her independence. The travel trainer should demonstrate an ability to encourage and support Margaret in safe and positive ways to ensure that she remains confident in her ability to use public transport in general. You could work with Margaret to encourage her greater independence by:*

- *Working with Margaret to explore timetables for different journeys and different modes*
- *Encouraging Margaret to purchase an Opal card*
- *Working on linking different timetables and modes of transport, in the case of the dentist appointment, a bus to Fairfield station with enough time to catch a train to Central station*
- *Encouraging Margaret to take a "whole trip" approach*
- *Developing contingency plans for when transport does not arrive or arrives late*
- *Providing plenty of opportunity for Margaret to practise, so that Margaret can feel confident with public transport in general.*



## 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?

### Model response

*Like **transportnsw.info**, First Stop Transport provides information about public transport in NSW. First Stop Transport is particularly good to use as a **guide** to public transport. First Stop Transport can benefit Margaret through:*

- *Letting her know about accessibility on buses and other transport modes, and how to find out whether a particular bus is accessible*
- *Guiding her on areas of information like planning her trips, buying tickets, accessing timetables and maps, and getting to and from public transport*
- *Keeping her up to date on transport information.*



### Question 6

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

#### Model response

*Risks include:*

- *Risk of falls while on public transport*
- *Risk of mobility impediments during journey, for example, while getting to and from public transport, managing to physically board bus*
- *Risk of missing a bus or train, getting on wrong bus, missing stop*
- *Risk of personal safety when on or near public transport*

*Contingency plans should be developed for each risk, and can include:*

- *Practising safe behaviours while on public transport, for example, to stay seated until bus stops moving*
- *Planning and practising the journey and developing plans for specific mobility impediments, for example, finding a path to the bus stop that Margaret is confident with*
- *Using a mobile phone, and having a friend or family member's contact details, in cases of emergency, for example, ending up on the wrong bus and getting lost*



### Question 7

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

#### Model response

*Given Margaret's lack of experience, her travel practice should begin with a larger level of support. Over time this level of support can be decreased, as Margaret gains more knowledge, experience and confidence.*

*Practice could begin with role playing, to show Margaret the main steps of the trip.*

*On the first outing, Margaret may require a lot of prompting and may not be able to lead the way. You may need to demonstrate what to do for the entire trip. You could decrease this support on subsequent trips, and encourage Margaret to take the lead (for example, look up the timetable, lead the way to the bus stop, purchase the ticket).*

*In the later stages, you should have minimum involvement, and let Margaret complete the trip "on her own".*



## ACTIVITY 1 – PART B – MARKING GUIDE

Description	Comments	Satisfactory/Unsatisfactory
Is able to recognise the social model of health when working with a learner		
Work in a manner which promotes self-esteem and contributes to inclusion and participation in the community		
Provides opportunities for the person to use their strengths whilst building capacity to the individual		
Effectively manage barriers that may prevent a learner from reaching their goals		
Consistently applies a person-centred approach		
Is able to effectively use resources, equipment and facilities as part of the travel training program		
Promotes the use of technology and resources in the trip planning process		

Demonstrates dignity, respect and dignity of risk when working with learners		
Recognises the strengths and individuality of each person they work with		
Demonstrates effective communication, consultation and collaboration skills		
Is able to promote self esteem		
Effectively manages crisis situations or unexpected events		
Demonstrates risk management techniques		
Is able to recognise when to offer support and when not to when working with learners		

## 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.



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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- A decorative graphic at the bottom of the page. It features a series of horizontal lines. Overlaid on these lines is a line graph with five data points connected by a thick grey line. The points start at a medium height on the left, dip down to a low point in the middle, and then rise sharply to a high point on the right. A thin grey line also passes through the points, showing a general upward trend. The text 'Transport for NSW Assessor Guide' is on the left and 'Page 3' is on the right.



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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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.

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## ACTIVITY 2– MARKING GUIDE

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