

**Revenue  
Control  
Inspector**

**2010**






**Course  
notes**

**Session Objectives:**

- Demonstrate knowledge of magnetic tickets through consolidation
- Demonstrate Oyster card and products knowledge through consolidation
- Describe what is meant by the term contract in the customer travel setting
- Demonstrate the use of the MOVie reader in the classroom and live environments
- State the LU story and the role that operational staff play in achieving the desired outcome
- Explain the difference between the Customer Satisfaction Survey (CSS) and the Staff and Information Survey (SIS) and the Accessibility Staff and Information Survey (ASIS)
- Define the standards and measures of the SIS & ASIS and how these impact on the CSS
- Define the skills needed to achieve customer satisfaction
- Describe the actions that customers expect when dealing with station staff
- Define what it means to be Accountable, Direct, Active, Collaborative, Fair and Consistent when working in your role
- State the impact on customer service of not demonstrating the core behaviours
- List the four types of customer groups and define their needs
- Describe how a you would adapt your behaviour when dealing with various customer groups
- State the different types of diverse needs that our customers may have
- Describe the behaviours needed to help customers with accessibility needs reduced mobility
- Demonstrate the appropriate behaviours needed when dealing with distressed customers






**Materials needed:**

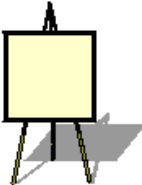
- Laptop per delegate
- Memory stick per delegate
- Pre-course ticket book
- Magnetic ticket consolidation scenarios
- All Oyster card design types

	Group work
	Flip chart work
	Insert slide from presentation and place slide number underneath
	Insert this symbol when there is a link to the valuing time behaviours
	Information for the trainer (cell coloured in grey)



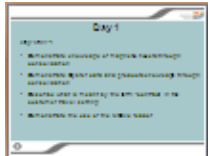
**SESSION SUMMARY**


<b>Time</b>	<b>Session Summary</b>
09:00	<b>Welcome &amp; Introductions</b> <b>Course outline and equipment requirements</b>
10:15	Break
10:30	<b>Valuing Time</b>
12:00	Lunch
13:00	<b>General Ticket Knowledge – Magnetic &amp; Oyster</b>
14:00	<b>MOVie readers – Self learning</b>
14:45	Break
15:00	<b>Introduction to Contracts</b>
16:00	<b>End</b>



Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
<p>09:00</p>  <p>Slide 2</p>  <p>Slide 3</p>  <p>Slide 4</p>  <p>Slide 5</p>  <p>Slide 6</p> <p>Timetable</p>	<p>Trainer to meet and greet the delegates in the first floor soft seating area.</p> <p>Welcome the delegates to the building and introduce self and co-hosts, check names on the register.</p> <p><b>HOUSEKEEPING</b></p> <ul style="list-style-type: none"> <li>• Fire alarm</li> <li>• Fire exits</li> <li>• Staff assembly points</li> <li>• Smoking areas</li> <li>• Toilets</li> <li>• Breaks</li> <li>• Mobiles phones</li> <li>• Multi-faith room</li> </ul> <p><b>INTRODUCTION TO THE COURSE</b>  <b>Introduce delegates to course programme and highlight the following;</b>  Go through timetable highlighting the following:</p> <ul style="list-style-type: none"> <li>• Live learning days highlighted in yellow</li> <li>• Classroom based learning</li> <li>• Assessments - written and CBT – <b>Show the assessment briefing document and display to the delegates.</b> Explain this will be issued before all assessments and has to be completed. Any issues can be raised with the Trainer in a private environment and discussed.</li> </ul>


Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
<p>Learning contract</p> 	<ul style="list-style-type: none"> <li>• Their first assessment is this Thursday which includes tickets, Oyster, MOVie, Penalty fares, Fare paid. Delegates who fail to meet the required standard for this assessment will be withdrawn from the course.</li> <li>• <b><u>Note: Pass mark is 80%, re-sits 70% to 79%</u></b></li> </ul> <p><b>Introduce 'TUBE' standard</b> <b><u>Timekeeping.</u></b></p> <p>Explain a memo will be required for any bad punctuality regardless of the reason. This includes breaks.</p> <p><b><u>Uniform</u></b></p> <p>Q What is full uniform?</p> <p><b>Full uniform is:</b></p> <p><b>Male :</b>  Correct trousers  Shirt tucked in, if long sleeved they must be down and the cuff done up.  A tie. Top button done up.  Name Badge  A company issued Jumper  Company issued shoes  Hi Vi</p> <p><b>Female:</b>  Correct trousers or skirt  Shirt tucked in, if long sleeved they must be down and the cuff done up.  If a tie is worn, top button done up.  Blouse done up at the neckline and tucked in.  Name Badge  A company issued Jumper or cardigan  Company issued shoes</p>



Time	<b>Trainer Notes</b> (Explanations, <b>Questions</b> , <b>Answers</b> , <b>Tasks/ Aids</b> )
	<p>Hi Vi</p> <p><b><u>Behaviour</u></b>            Your behaviour is important. You are expected to display a positive behaviour throughout your interaction with colleagues and your customers. It is not acceptable to make any derogatory comments to anyone relating to;</p> <p>Race            Religion/Belief            Disability            Age            Sexual Orientation            Gender            Social Class</p> <p><b><u>Environment</u></b>            Keep the training room tidy. There is a lot of paperwork in this course            Mobile phones off or silent.</p>
	<p><b>Delegate introductions</b></p> <ul style="list-style-type: none"> <li>• Get delegates to introduce themselves</li> </ul>

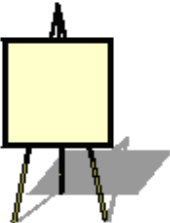
Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
 <p>Slide 7</p> <p>RCI Equipment form</p>	<p><b>Additional information</b></p> <ul style="list-style-type: none"> <li>• T U B E – Learning contract – <i>now done</i></li> <li>• Full uniform unless otherwise instructed</li> <li>• 2 x passport size photographs</li> <li>• Annual leave?</li> <li>• Doctor's appointments?</li> <li>• Police National Computer (PNC) check</li> <li>• Fares and tickets guide</li> <li>• Equipment: <ul style="list-style-type: none"> <li>• 1 x MOVie</li> <li>• 1 x memory stick</li> <li>• 1 x Oystercard</li> </ul> </li> </ul> <p><b>Hand out course equipment (delegate to sign for equipment)</b></p> <ul style="list-style-type: none"> <li>◆ Memory Stick</li> <li>◆ MOVie Reader</li> <li>◆ Oystercards</li> </ul>
 <p>Slide 8</p>  <p>Slide 9</p>	<p><b>Week 1 programme</b></p> <ul style="list-style-type: none"> <li>• Reinforcing ticket knowledge</li> <li>• Using a MOVie reader</li> <li>• Issuing Fare paid tickets</li> <li>• Issuing Penalty fares</li> <li>• Customer service</li> </ul> <p><b>Objectives – Day 1</b></p> <ul style="list-style-type: none"> <li>• State the LU story and the role that operational staff play in achieving the desired outcome</li> <li>• Explain the difference between the Customer Satisfaction Survey (CSS) and the Staff and Information Survey (SIS) and the Accessibility Staff and Information Survey (ASIS)</li> </ul>



Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
	<ul style="list-style-type: none"> <li>• Define the standards and measures of the SIS &amp; ASIS and how these impact on the CSS</li> <li>• Define the skills needed to achieve customer satisfaction</li> <li>• Describe the actions that customers expect when dealing with station staff</li> <li>• Define what it means to be Accountable, Direct, Active, Collaborative, Fair and Consistent when working in your role</li> <li>• State the impact on customer service of not demonstrating the core behaviours</li> <li>• List the four types of customer groups and define their needs</li> <li>• Describe how a you would adapt your behaviour when dealing with various customer groups</li> <li>• State the different types of diverse needs that our customers may have</li> <li>• Describe the behaviours needed to help customers with accessibility needs reduced mobility</li> <li>• Demonstrate the appropriate behaviours needed when dealing with distressed customers</li> <li>• Demonstrate knowledge of magnetic tickets through consolidation</li> <li>• Demonstrate Oyster card and products knowledge through consolidation</li> <li>• Describe what is meant by the term contract in the customer travel setting</li> <li>• Demonstrate the use of the MOVie reader in the classroom and live environments</li> </ul>
10:15	<b>BREAK</b>
 10 mins	<p><b>Planning to achieve a world class customer service</b></p> <p>Many of you may have attended the Valuing Time and Time for Action workshops. Everything we are going to say and do relate back to our story, our vision, our core value and the five supporting behaviours.</p> <p>So let's remind ourselves</p>

Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
  	<p>Tap on smartboard to reveal</p> <p>Time for action LU Story. <b>What is the LU story?</b></p> <ul style="list-style-type: none"> <li>• Our vision</li> <li>• Our strategy</li> <li>• Our challenge</li> <li>• Our Plan</li> </ul> <p>Tap smartboard which shows the above.</p> <p><b>What is our vision?</b></p> <ul style="list-style-type: none"> <li>• A World-class Tube for a World-class city</li> </ul> <p>Tap smartboard to reveal the vision. In realising the vision it will not make us the world's quickest, biggest or most modern underground system, but we can be the best.</p> <p><b>The best at what?</b></p> <ul style="list-style-type: none"> <li>• By providing a service like no other and the way serve our customers</li> </ul> <p><b>What is your opinion of this? Are we achieving this?</b></p> <ul style="list-style-type: none"> <li>• Acknowledge responses</li> </ul> <p><b>The strategy in place to deliver our vision is what?</b></p> <ul style="list-style-type: none"> <li>• Combine a reliable service with high standards of customer care that are part of our heritage</li> </ul> <p>Tap smartboard to reveal our strategy</p> <p>We are going through a major transformation of our infrastructure so we can provide a reliable train service; we also need to offer a high standard of customer care.</p>

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	<p>Our challenge is what?</p> <p>Keep London moving while we transform the Tube</p> <p>Tap smartboard to reveal the challenge</p> <p>Your competence in doing your job is essential for keeping London moving. We are managing it well as currently we are meeting the Customer satisfaction targets set.</p> <p>A plan, which has been worked out to the last detail will help us all rise to the challenge.</p> <p>What is the plan?</p> <p>A sustainable programme to upgrade every part of the tube network, and support the development of customer-driven staff.</p> <p>So we know what we need to do. It's time to deliver. We all need to become more flexible in the roles we carry out and LU is investing in its people and providing support and guidance so that everyone has the knowledge and tools to change and develop and fulfil roles effectively.</p> <p>In achieving a world class customer service we have one core value that is?</p> <ul style="list-style-type: none"> <li>• Valuing Time</li> </ul> <p>This is at the heart of everything we do. What is it about?</p> <p>Allow for responses, tap smartboard to reveal one by one</p> <ul style="list-style-type: none"> <li>• it is about both our customers and our staff</li> <li>• time is key to customers</li> <li>• get from A to B as quickly as possible</li> <li>• Also about the quality of the time that they spend in our hands - so the environment and ambience of the</li> </ul>

Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
	<p>system is also important, particularly how they are treated by our staff</p> <ul style="list-style-type: none"> <li>It is also about how we treat each other and work together. We need to value each others' time and work together as one team. In that way we can save time and give that back to our customers.</li> </ul> <p>To truly value the time of one another and our customers we need to demonstrate what on a day to day basis?</p> <p>We must demonstrate the right <b>behaviours</b> to do our various jobs. These are?</p> <ul style="list-style-type: none"> <li><b>Active</b> is about doing things. Making things happen.</li> <li><b>Accountable</b> is about taking responsibility for issues and problems. Not waiting for others to solve them.</li> <li><b>Direct</b> is about getting straight to the point. Resolving things openly and quickly. Not sitting on problems.</li> <li><b>Fair and consistent</b> is about treating everyone in the same way. With respect. Treat people how you want to be treated.</li> <li><b>Collaborative</b> is about working as one team. With colleagues, with other business functions, with partners.</li> </ul> <p>Tap smartboard to reveal the 5 behaviours.</p> <p>The behaviours describe how we all need to work in every role throughout the organisation. Performance is assessed not just against what we do, but how we do it. By behaving in these five key ways, we can use time better and work smarter.</p> <p><b>Everything</b> we are going to say and do over the next few days relates back to:</p> <ul style="list-style-type: none"> <li>our story</li> <li>our core value</li> </ul> <p>Five supporting behaviours.</p>
<p>30 mins</p> 	<p><b>Design a World Class member of staff</b></p> <p>We want you to leave this promotional course as world class in your new role within the Company.</p> <p>Divide the class into four groups; ask the delegates to brainstorm and flipchart: allow 15 minutes.</p> <ul style="list-style-type: none"> <li>The skills a world class Revenue Control Inspector requires</li> </ul>


Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
 <p>Role Description Booklets</p>	<ul style="list-style-type: none"> <li>• The knowledge a world class Revenue Control Inspector must have</li> <li>• The behaviours a world class Revenue Control Inspector must demonstrate</li> <li>• What is the role of a Revenue Control Inspector in transforming the Tube?</li> </ul> <p>Allow each group to present. The flipcharts will remain on display throughout the course. It is a reminder of your commitment in providing a world class service.</p> <p>Hand out the role description booklets for Revenue Control Inspector. Allow delegates to look through and see if the standard they have set for themselves is similar to the official role description.</p> <p>Obtain delegates' signatures for the role description handbook.</p>
30mins	<p><b>Understanding Our Customers (4 customer groups)</b></p> <p>What are the 4 key customer groups that use London Underground?</p> <ul style="list-style-type: none"> <li>• Commuter</li> <li>• Leisure users</li> <li>• Tourists</li> <li>• People with reduced mobility (this covers disabled people, people with heavy luggage, people travelling with small children in buggies etc).</li> </ul> <p>Why have we categorised our customers into 4 key groups?</p> <p>In we want to put our customers first and deliver a world class service we need to understand the differing needs of our customers and to be flexible in our approach in dealing with them.</p> <p>From these groups we can also identify the needs of these customers when using the Tube.</p> <p>What do think each customer group expects?</p> <ul style="list-style-type: none"> <li>○ Allow for responses, tap smartboard to reveal each customer groups expectations.</li> </ul>


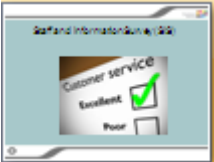
Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
  	<ul style="list-style-type: none"> <li>• Commuter – ‘A to B – no fuss- no hassle’</li> <li>• Leisure user – ‘I can trust the Tube’ - Tend to know about London and how to get about</li> <li>• Tourists – ‘I feel welcome in London’ – Information to help them get around an unfamiliar system</li> <li>• People with reduced mobility – ‘I want to travel independently but know that help will be there if I need it’</li> </ul> <p>In providing a world class service, there are two key components of Service. Material and Personal. Which one would you choose?</p> <p>For example, Show slide you are going out for a meal you get to the high street these are your choices, which one would you choose?</p> <ul style="list-style-type: none"> <li>○ Allow for responses (assume most would choose images 2 &amp; 3)</li> </ul> <p>What is the reason for choosing this restaurant?</p> <p><i>Possible responses:</i></p> <ul style="list-style-type: none"> <li>○ The look from the outside</li> <li>○ Looks appealing</li> <li>○ Looks clean</li> <li>○ Seems to have a nice atmosphere/ambiance</li> <li>○ Looks inviting</li> <li>○ The menu and prices</li> </ul> <p>What's wrong with the 1<sup>st</sup> &amp; 4<sup>th</sup> restaurants?</p> <ul style="list-style-type: none"> <li>○ looks dirty from the outside</li> <li>○ Does not look appealing</li> </ul>

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	<p>So in choosing, it is the Material service that helped you make your choice.</p> <p>Now you have made your choice of restaurant what do you now expect once inside?</p> <p><i>Possible response:</i></p> <ul style="list-style-type: none"> <li>• Good service – order to be taken quickly, food to arrive timely etc...</li> <li>• Good food</li> <li>• Staff to be friendly, efficient, knowledgeable about the food, attentive and clean!</li> <li>• A good atmosphere</li> </ul> <p>So once inside the restaurant it's mainly about the Personal service.</p> <p>In London Underground what is our Material service?</p> <ul style="list-style-type: none"> <li>• Trains, stations, seats, ticket machines, routes etc...</li> </ul> <p>So what is our Personal service?</p> <ul style="list-style-type: none"> <li>• Smiling staff, friendly, helpful, know what they are doing, willing to help, well dressed etc...</li> </ul> <p>Which of these do you think upsets customers the most, a failure in the Material service or failure in Personal service?</p> <ul style="list-style-type: none"> <li>• Both, however Personal service can either emphasise or minimise the impact a failure in Material service has.</li> </ul> <p>Show slides with Great service – Bad food &amp; Great Food – Bad service</p> <p>For example going back to the restaurants you've eaten your meal, the food was not that nice, and the cutlery was dirty which had to be replaced. However, the waitress was excellent, very apologetic with the dirty cutlery and very efficient made sure everything you was ok throughout the meal. Or on the other hand it took ages to be shown a table, then ages for them to take your order with no apology for keeping you so long. The food itself was excellent but it took forever to come and the waiter was rude and harassed and didn't really speak to you.</p> <p>If we take it back to LU what annoys you the most when you are in a train stuck in a tunnel?</p>






Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
	<ul style="list-style-type: none"> <li>• Acknowledge responses</li> </ul> <p><b>Trainer note</b></p> <p>The delegates may say that failure in the Material side of the service causes the most upset. Make the point that both are important and that without the Material element of London Underground there would be less need for Personal Service. Acknowledge that staff often believe that failures in Material service affect customers the most, but that customers can be forgiving if things go wrong if they are handled appropriately.</p> <p>If the delegates say a failure in the Personal service causes the most upset, then acknowledge that the research supports that. In the example of the train in the tunnel, we get more annoyed if the driver doesn't give us any information.</p> <p>So does that mean that as long as we are nice to customers it doesn't matter if the train is stuck in a tunnel or the station is overcrowded?</p> <ul style="list-style-type: none"> <li>• No, of course not, the Material side of service is important to us, which is why we are going through this major transformation of the Tube.</li> </ul> <p>Do you think you can do anything about the material side of the service?</p> <ul style="list-style-type: none"> <li>• Yes, possibly!</li> </ul> <p>Making sure if you work on a station that is clean and taking responsibility for the area you are working in. If a train is delayed, get information to customers and find them another route for their journey etc.</p>
15 mins	<p><b>Introduction to CSS</b></p> <p>Earlier we were talking about the 4 key customer groups and how we understand their differing needs to achieve customer satisfaction. However, it is important for us to know what our customers think of our service on a day to day basis. So we use the Customer Satisfaction Survey (CSS) to help us assess how well we are doing if we want to realise the vision of a World-class Tube.</p>




Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
	<p data-bbox="436 284 743 322">So how does it work?</p> <ul data-bbox="481 338 2087 833" style="list-style-type: none"> <li data-bbox="481 338 2087 513">• The CSS is a monitor of customers' satisfaction with their last journey on the Tube. Customers are selected randomly and interviewed immediately after their journey, when leaving the station. The results are reported quarterly. The survey asks customers to rate various aspects of their journey, and give an overall assessment of the journey, including; train service, staff, information, safety and cleanliness – all important customer priorities.</li> <li data-bbox="481 529 1572 568">• The calculation of overall evaluation is made using the following question:</li> <li data-bbox="481 584 2087 695">• Think of this particular train journey you've just made, starting at (name start point station), how satisfied were you on a scale of 0-10 (where 10 is extremely satisfied and 0 is extremely dissatisfied) with the overall service you've experienced today?</li> <li data-bbox="481 711 2087 833">• The results for each quarter's interviewing are analysed by a computer, and an average overall rating is worked out. This is then grossed up by a factor of 10 to give us a rating out of 100. eg. If the average rating is 7.34 out of 10, this would be grossed up to 73.4.</li> </ul> <p data-bbox="436 849 1415 887">Does anyone know how many interviews are carried out over a year?</p> <ul data-bbox="481 903 622 941" style="list-style-type: none"> <li data-bbox="481 903 622 941">• 8,800.</li> </ul> <p data-bbox="436 957 1169 995">What are the two elements to satisfying customers?</p> <ul data-bbox="481 1011 1281 1050" style="list-style-type: none"> <li data-bbox="481 1011 1281 1050">• Journey time and quality of time spent on our system</li> </ul> <p data-bbox="436 1066 1429 1104">2008/09 was a record breaking year for customer satisfaction with LU.</p> <p data-bbox="436 1120 2087 1184">The final annual CSS score for 2008/09 is 79 – our highest annual score ever. We have exceeded our annual target of 78. This is 2 points higher than the score of 77 that we achieved the previous year.</p> <p data-bbox="436 1200 2087 1264">The CSS target is set by the Department of Transport, what do you think are the consequences if we do not meet customer satisfaction targets?</p> <ul data-bbox="481 1279 1205 1327" style="list-style-type: none"> <li data-bbox="481 1279 1205 1327">• Our investment is in danger of being withdrawn</li> </ul> <p data-bbox="436 1343 2087 1382">Acknowledge that some delegates may say we will not get our annual bonus of £500 or £250 which is true, but this is</p>




Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
	<p>not the main reason we need to achieve the CSS targets.</p> <p>Frontline staff affect customer satisfaction directly. What can you do to continue to influence customer satisfaction in your new role?</p> <p><b>Acknowledge responses</b> – They should be linked back to behaviours</p> <p>Cleanliness of stations and trains is also important to our customers and is one of the aspects of the service they would most like to see improved.</p> <p><b>World class?</b> Show slide – With not so pleasant images of some customer’s experiences whilst using the tube.</p> <p>As an RCI is there anything you can do directly to influence customer satisfaction in these areas?</p> <ul style="list-style-type: none"> <li>○ <b>Acknowledge responses</b></li> </ul> <p>Good Practice guides are available on the intranet. The stations presentation handbook also has a walk through checklist that can be used to help improve stations ambiance and environment.</p>
<p>20 mins</p> 	<p><b>Staff and Information Survey (SIS) &amp; Accessibility Staff and Information Survey (ASIS)</b></p> <p>We have spoken about the CSS and how it works, what do you know about the SIS?</p> <p><b>SIS</b></p> <p>LU uses Assessors to test and report back on the service. It focuses on Customer Service and Real Time Information. These are the two key areas in our drive to deliver a World Class Tube. The Assessors look at range of customer service measures including the helpfulness of staff, appearance, politeness and knowledge.</p> <p><b>ASIS</b></p> <p>It is often difficult to measure levels of customer service using SIS for our disabled customers, so a separate survey ASIS is used. The purpose is to ensure that the customer service received by disabled customers is appropriate and in line with the service received by non disabled customers. The ASIS is conducted on a smaller scale than the SIS and recorded by Assessors with a disability. The survey concentrates on staff interactions with the disabled</p>





Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
	<p>assessors rather than on the accessibility of the physical environment.</p> <p>The ASIS is split into sections which follow a customer journey. These are: Information about the assessor, Gathering pre-journey information, The first station. The first train. Interchange. The second train. The second station. Overall experience</p> <p>How can the SIS &amp; ASIS help us achieve our CSS targets each year?</p> <p>By using the SIS &amp; ASIS to improve our service it follows that we will score higher results from our customer's feedback in the CSS. The SIS &amp; ASIS allows us to address specific, local issues more quickly. It also helps to identify aspects of customer service that needs improving a particular local area which in turns helps drive up customer satisfaction.</p> <p>The availability of detailed, regularly updated information will allow staff to recognise good work and improve on other areas that need attention</p> <p>Stations are visited a minimum of 16 times a quarter, 5 per period, at various times. You should be able to access reports within 48 hours after each visit.</p> <p><u>Customer Information</u></p> <p>The survey measures the accuracy, quality and usefulness of visual and audible real-time information. This includes:</p> <ul style="list-style-type: none"> <li>• Service status PAs in stations</li> <li>• Electronic Service Update boards</li> <li>• Manual Service Update boards</li> <li>• Train PAs following a delay</li> </ul> <p><u>Staff - Customer Service</u></p> <p>The survey covers:</p>











Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
  	<p>2. How is the ASIS different from the SIS?</p> <ul style="list-style-type: none"> <li>• It measures customer service for disabled customers and is conducted by disabled assessors</li> </ul> <p>3. The CSS questionnaire asks customers questions that cover what elements of their journey?</p> <ul style="list-style-type: none"> <li>• train service</li> <li>• staff</li> <li>• information</li> <li>• safety and cleanliness</li> </ul> <p>4. If you were questioned by an Assessor (customer) what elements will they score you on?</p> <ul style="list-style-type: none"> <li>• Cleanliness of uniform</li> <li>• Missing uniform</li> <li>• Knowledge</li> <li>• Welcoming towards customer</li> <li>• Politeness</li> <li>• Helpfulness</li> <li>• Clarity of communication</li> <li>• Tone of voice</li> <li>• Level of eye contact</li> </ul>





Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
  	<ul style="list-style-type: none"> <li>• Friendliness</li> <li>• Enthusiasm</li> <li>•</li> </ul> <p>5. “We express ourselves clearly. We deal with issues quickly and openly”. Which behaviour?</p> <ul style="list-style-type: none"> <li>• Direct</li> </ul> <p>6. What elements of the train service does the CSS cover?</p> <ul style="list-style-type: none"> <li>• Train driver announcements</li> <li>• Maps and information on train</li> <li>• Personal safety on train</li> <li>• Train crowding</li> <li>• Length of journey time</li> <li>• Length of time waited for train</li> <li>• Smoothness of ride</li> </ul> <p>7. “Valuing Time” Using the bullet points below describe in one sentence</p> <ul style="list-style-type: none"> <li>• it is about both our customers and our staff</li> <li>• time is key to customers</li> <li>• get from A to B as quickly as possible</li> </ul>



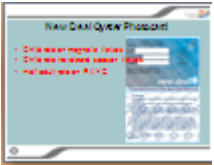
Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
  	<ul style="list-style-type: none"> <li>• Also about the quality of the time that they spend in our hands - so the environment and ambience of the system is also important, particularly how they are treated by our staff</li> <li>• It is also about how we treat each other and work together. We need to value each others' time and work together as one team. In that way we can save time and give that back to our customers.</li> </ul> <p>8. What elements of personal service are particularly important to disabled or mobility impaired customers?</p> <ul style="list-style-type: none"> <li>• Provide me with help when I need it – If I decline your offer of help then trust me and don't be offended!</li> <li>• If you are not sure how best to help me then ask me</li> <li>• Know my options and advise me of them</li> <li>• Be understanding and aware</li> <li>• Demonstrate that I am welcome</li> <li>• Be aware that my disability might not be visible</li> </ul> <p>9. “We take personal responsibility for our actions, and we deliver”. Describes which behaviour?</p> <ul style="list-style-type: none"> <li>• Accountable</li> </ul> <p>10. When does the 2012 London Olympic Games commence?</p> <ul style="list-style-type: none"> <li>• 27<sup>th</sup> July 2012-12<sup>th</sup> Aug 2012</li> <li>• Paralympics 29<sup>th</sup> August – 9<sup>th</sup> September 2012</li> </ul>




Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
  	<p>11. What publication can you use to achieve high performance in SIS?</p> <ul style="list-style-type: none"> <li>• Customer Service Best Practice Guide</li> </ul> <p>12. If a train makes an unscheduled stop between stations or you are stationary in platform for over 1 minute when should you make an announcement?</p> <ul style="list-style-type: none"> <li>• Within 30 seconds between stations</li> <li>• Within 1 minute 30 seconds in platform</li> </ul> <p>Then at least every three minutes during the disruption (even if you have no further news to tell them)</p> <p><b>End of session</b></p>
12:00	<b>LUNCH</b>
<p>13:00</p>   	<p><b>GENERAL TICKET KNOWLEDGE</b></p> <p>Explain to delegates this session is to reinforce their ticketing knowledge as it is essential that as an RCI they should know about tickets.</p> <p><b>Trainer note: Slides 11- 25 reveal answers one at time, allow delegates to give responses before revealing the answers.</b></p> <p><b>Station of Origin ticket.</b> 15 pieces of information of a Station of Origin (SOO) ticket. 'Big Ticket' The Trainer will ask each delegate for a piece of information tap on smartboard to reveal each piece of information.</p>



Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
      	<p><b>National Rail ticket</b> Reveal the 'NR big ticket' ask each delegate for a piece of information tap on smartboard to reveal each piece of information.</p> <p>Inform delegates they are on a train between Balham and Tooting Bec customer shows you ticket. <b>Is this a valid ticket?</b> Delegates should notice the sector triangles which indicate the ticket was purchased in the North (Highgate NLC). Ticket only valid if customer did not travel through zone 1.</p> <p><b>Sector Triangles</b></p> <ul style="list-style-type: none"> <li>• Tickets have coloured triangles on them, identify the region of London the ticket was purchased in.</li> <li>• Zone 1 stations issued tickets without sector triangles.</li> <li>• The acronym 'RuGBY' will help identify the region.</li> </ul>

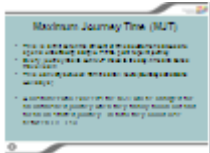

Time	Trainer Notes (Explanations, <b>Questions</b> , <b>Answers</b> , <b>Tasks/ Aids</b> )
 	<p><b>LU Single or Return Tickets</b>  <b>Validity</b> – when can these types of tickets be used.  <b>Date and time of purchase</b> until 04:30 hours following expiry date.  <b>Availability?</b> – what services  <b>LU, LOROL, DLR, Tramlink</b> also some NR services. Slide 15 reveals the NR routes LU singles/return tickets can be used on.</p>
	<p><b>LU 1 Day &amp; 3 Day Travelcards</b>  <b>Validity (Peak/Anytime)?</b></p> <ul style="list-style-type: none"> <li>From 00:01 Monday to Friday on the date of validity until 04:30 hours following expiry date</li> </ul> <p><b>Validity (Off Peak)?</b></p> <ul style="list-style-type: none"> <li>From 09:30 Monday to Friday on the date of validity until 04:30 hours following expiry date</li> <li>00:01 on Saturday, Sunday and Public holidays on day valid until 04:30 following expiry date.</li> </ul> <p><b>Availability?</b></p> <ul style="list-style-type: none"> <li>LU, LOROL, DLR, NR, Tramlink &amp; Buses</li> <li>within the zones stated on the ticket</li> </ul>
	<p><b>LU Group Tickets</b>  <b>Availability?</b></p> <ul style="list-style-type: none"> <li>LU/DLR</li> </ul> <p><b>Child Group Ticket?</b></p> <ul style="list-style-type: none"> <li>Under 18</li> </ul>


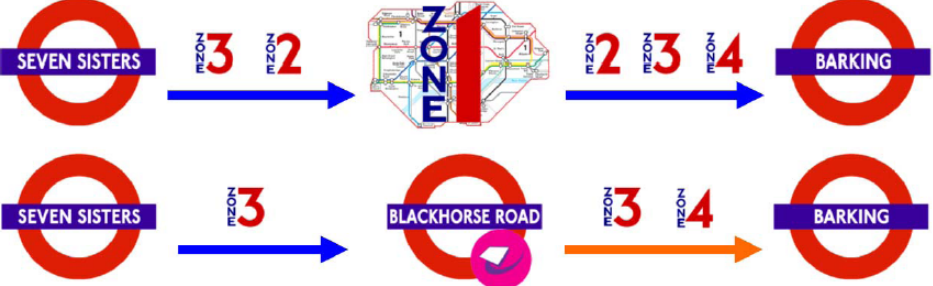
Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
   	<p><b>Concessionary Tickets</b></p> <p>Gold card or Gold Oyster record card?</p> <ul style="list-style-type: none"> <li>Holder and 3 adults and 4 children</li> </ul> <p>Disabled Person's Railcard?</p> <ul style="list-style-type: none"> <li>Holder &amp; 1 x adult only</li> </ul> <p>Family &amp; Friends Railcard?</p> <ul style="list-style-type: none"> <li>Holder(s) and 2 adults and 4 children (<i>THERE MUST BE AT LEAST ONE CHILD IN PARTY</i>)</li> </ul> <p>HM Forces Railcard?</p> <ul style="list-style-type: none"> <li>Holder and 4 children</li> </ul> <p>Senior Railcard?</p> <ul style="list-style-type: none"> <li>Holder only</li> </ul> <p>HSBC/NatWest/Young Person/16-25 Railcard?</p> <ul style="list-style-type: none"> <li>Holder only</li> </ul> <p>Network Railcard?</p> <ul style="list-style-type: none"> <li>Holder and 3 adults and 4 children (<i>VAILD ONLY AT WEEKENDS</i>)</li> </ul> <p><b>Temporary Authority to Travel (TATT's)</b></p> <ul style="list-style-type: none"> <li>London Bus Inspectors issue TATT's if the customer's existing ticket is withdrawn owing to a discrepancy but where fraud is not suspected. The Ticket Administration Office also issues TATT's when withdrawing a customer's ticket</li> <li>Tickets are completed as appropriate by the Official and the boxes which do not apply are crossed through</li> <li>Tickets are issued for a maximum period of 7 days on London Underground and 21 days on National Railways services.</li> <li>Photocards are not required</li> </ul> <p><b>Children</b></p> <p>Under 5 years old?</p> <ul style="list-style-type: none"> <li>Free at all times when they are with an adult with a valid ticket/Oyster card</li> </ul> <p>5 and under 11 years old?</p> <ul style="list-style-type: none"> <li>Free at all times with an adult with a valid ticket/Oyster card</li> </ul>

Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
  	<ul style="list-style-type: none"> <li>• No adult – Free if holding a 5-10 Oyster photocard only</li> <li>• U14 or Child Oyster photocard must be with an adult with valid ticket/ Oyster card for free travel. No adult child rate fares apply.</li> </ul> <p>11 and under 16 years old?</p> <ul style="list-style-type: none"> <li>• Child rate single, return, 1 and 3 day travelcards (does not need 11-15 Oystercard)</li> </ul> <p><b>Oyster</b></p> <p>Who can hold a 16+ Oyster card?</p> <ul style="list-style-type: none"> <li>• 16 or 17 years, or who was 17 or 18 on 31st August prior to current academic year</li> </ul> <p>Benefits?</p> <ul style="list-style-type: none"> <li>• Half adult rate on PAYG</li> <li>• Child rate on Travelcard season tickets</li> </ul> <p>18+ Student Oyster card?</p> <ul style="list-style-type: none"> <li>• 30% discount on adult rate Travelcard season tickets</li> <li>• Adult rate on PAYG and Paper Tickets</li> <li>• When discount period expires, can still be used to purchase adult rate tickets</li> </ul> <p><b>New Deal Oyster Photocard</b></p> <ul style="list-style-type: none"> <li>• Child rate on magnetic tickets</li> <li>• Child rate travelcard season tickets</li> <li>• Half adult rate on PAYG</li> </ul>




Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )																																		
	<p><b>PAYG &amp; CAPPING</b></p> <table border="1" data-bbox="443 322 1742 651"> <tr> <td>05:45</td> <td>Highbury &amp; Islington (Z2)</td> <td>Tottenham Ct Rd (Z1)</td> <td>£1.60</td> <td>Running total</td> </tr> <tr> <td>07:10</td> <td>Bond Street (Z1)</td> <td>Swiss Cottage (Z2)</td> <td>£2.20</td> <td>£3.80</td> </tr> <tr> <td>13:00</td> <td>Swiss Cottage (Z2)</td> <td>Kings Cross (Z1)</td> <td>£1.60</td> <td>£5.40</td> </tr> <tr> <td>17:10</td> <td>Kings Cross (Z1)</td> <td>Highbury &amp; Islington (Z2)</td> <td><b>£1.30</b></td> <td><b>£6.70 CAP</b></td> </tr> <tr> <td>20:00</td> <td>Highbury &amp; Islington (Z2)</td> <td>Wood Green (Z3)</td> <td>£1.10</td> <td>£7.80</td> </tr> <tr> <td>22.20</td> <td>Wood Green (Z3)</td> <td>Highbury &amp; Islington (Z2)</td> <td><b>£0.30</b></td> <td><b>£8.10 CAP</b></td> </tr> </table>					05:45	Highbury & Islington (Z2)	Tottenham Ct Rd (Z1)	£1.60	Running total	07:10	Bond Street (Z1)	Swiss Cottage (Z2)	£2.20	£3.80	13:00	Swiss Cottage (Z2)	Kings Cross (Z1)	£1.60	£5.40	17:10	Kings Cross (Z1)	Highbury & Islington (Z2)	<b>£1.30</b>	<b>£6.70 CAP</b>	20:00	Highbury & Islington (Z2)	Wood Green (Z3)	£1.10	£7.80	22.20	Wood Green (Z3)	Highbury & Islington (Z2)	<b>£0.30</b>	<b>£8.10 CAP</b>
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  	<p><b>Freedom Passes</b>  <b>Validity?</b>  At all times</p> <p><b>Availability?</b>  LU, LOROL, DLR, Tramlink, Buses &amp; NR (some restrictions apply)</p> <p><b>Barclaycard Oyster</b></p> <ul style="list-style-type: none"> <li>• Not withdrawn if reporting for Irregular travel (unless instructed by BTP or Bankcard authorisation centre)</li> <li>• Obtain TOM print out</li> </ul> <p>Card can be used to travel even after the printed expiry date on the card</p>																																		
	<p><b>Oyster Extension Permit – OEP</b></p> <p>An Oyster extension permit (OEP) is free, and may be loaded on the Oyster card at:</p> <ul style="list-style-type: none"> <li>• Ticket stops,</li> <li>• Ticket Vending Machines (TVM),</li> <li>• Passenger Operated Machines (POM),</li> </ul>																																		


Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
  	<ul style="list-style-type: none"> <li>• Fast Ticket Issuing System (FasTIS) Machines</li> <li>• Ticket Offices.</li> </ul> <p>An extension permit has no value, it merely allows the system to recognise the fact that you intend to travel outside the limits of your travelcard and adjust accordingly by deducting an entry fare from your card as you 'touch in' to the system (currently £4 or £5). When you 'touch out' at the end of your journey the system will calculate the fare owed and restore the balance of the entry charge back to your card.</p> <p><b>NOTE: You cannot load an OEP onto a zero or negative balance</b> Eg: Customer has a zone 1-2 Travelcard loaded onto their oyster card. They wish to travel from Baker St (Zone 1) to Abbey Wood (Zone 4)</p> <ul style="list-style-type: none"> <li>• They already have a 1 -2 Travelcard loaded on their Oyster Card</li> <li>• They must now load an OEP at Baker Street</li> <li>• They <u>must</u> have a minimum of £5 PAYG</li> <li>• They touch in at Baker Street</li> <li>• £5 is deducted at Baker Street</li> <li>• They touch out at Charing Cross LUL</li> <li>• They touch in at Charing Cross NR</li> <li>• They touch out at Abbey wood where they system will calculate the fare owed and credit the balance owed</li> </ul> <p><b>Out of Station Interchange</b></p> <ul style="list-style-type: none"> <li>• Defined as situation where stations, or areas of stations, are linked together in pairings eg: <b>Hammersmith</b> (D&amp;P) and <b>Hammersmith</b> (H&amp;C)</li> <li>• Each pairing is allocated a transfer time</li> <li>• A customer exiting the first part of the pair, who then enters the second part, within the transfer time, will effectively be on a seamless journey</li> </ul>

Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
 	<ul style="list-style-type: none"> <li>If the above happens <u>outside</u> the allotted transfer time two separate journeys are charged to the Oyster card</li> </ul> <p><b>Complex OSI journeys.</b> Some OSI are simple, however there are some more complex ones especially when set up as Emergency OSIs. For example, Customer touches in and starts journey at West Ham (WH); alights at London Bridge (LBR) (Which has been designated as an emergency OSI because of ongoing work at Monument). They leave the station for 20 minutes to deliver a package and then re-enter LBR and return to WH Emergency OSI time = 30mins On arriving back at WH, and touching out the system believes they have made a 'here to here' (H2H) journey, because the emergency OSI is not recognised, as the journey was made within the allowed 30 mins. End result: Customer has exceeded the rules regarding H2H journey and is charged £8 for two incomplete journeys (1 unstarted &amp; 1 unfinished)</p> <p><b>Maximum Journey Time (MJT)</b></p> <ul style="list-style-type: none"> <li>This is a limit set on the amount of time a customer is allowed to spend undertaking a single, PAYG, point to point journey</li> <li>Every journey has its own MJT linked to the day, time and zones travelled in</li> <li>This can vary between 70 mins and 4 hours (Sundays and Bank Holidays)</li> </ul> <p><b>Note: What a CSA needs to understand with regards to MJT</b></p> <ul style="list-style-type: none"> <li>A customer who exceeds the MJT will be charged for an unfinished journey when they finally touch out and for an un-started journey. In total they could lose between £8 -£10</li> </ul> <p><b>Routing Validator (RV)</b> They are physically similar in appearance to Passenger Validators (PVAL), but can be differentiated by the coloured signage and target. RV's are pink in appearance whereas PVAL's are yellow</p>

Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )												
	<ul style="list-style-type: none"> <li>RV's should only be used by customers when changing trains</li> <li>They should not be used to start or finish a journey</li> <li>By touching the RV, the customer has ensured that they have alerted the system to the fact they have travelled to the same destination, but have avoided incurring a zone 1 fare.</li> </ul> <p>RVs are installed at which stations?</p> <table border="1" data-bbox="443 564 1686 778"> <tr> <td>BLACKHORSE ROAD</td> <td>GOSPEL OAK</td> <td>GUNNERSBURY</td> <td>HIGHBURY &amp; ISLINGTON</td> </tr> <tr> <td>KENSINGTON OLYMPIA</td> <td>RAYNERS LANE</td> <td>RICHMOND</td> <td>STRATFORD</td> </tr> <tr> <td>WEST BROMPTON</td> <td>WILLESDEN JUNCTION</td> <td>WIMBLEDON</td> <td>WOOLWICH ARSENAL</td> </tr> </table> <p>What is the purpose?</p> <p><b>NORMAL ROUTING</b> Customer touches in at Seven Sisters (Z3) and travels via Zone 1 to Barking (Z4). Fare = £2.80 (standard)</p> <p><b>ROUTEING VALIDATOR</b> Customer touches in at Seven Sisters (Z3) and changes at Blackhorse Road (Z3) to travel on the LOROL service to Barking (Z4). Fare = £1.10 (standard)</p> 	BLACKHORSE ROAD	GOSPEL OAK	GUNNERSBURY	HIGHBURY & ISLINGTON	KENSINGTON OLYMPIA	RAYNERS LANE	RICHMOND	STRATFORD	WEST BROMPTON	WILLESDEN JUNCTION	WIMBLEDON	WOOLWICH ARSENAL
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Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
Oystercards Memory sticks  Oyster form	<p data-bbox="439 292 2092 331"><b>Trainer note: Go to West Kensington Station and validate a few “live” Adult PAYG Oyster cards.</b></p> <p data-bbox="439 368 2092 403"><b>MOVie readers</b></p> <p data-bbox="439 406 2092 550">Introduce the MOVie reader – Self learning A MOVie reader is an essential tool for an RCI, on your memory stick there are presentations on how to use and read a MOVie. Find out who is confident in the use of a MOVie and pair them with those with little or no knowledge. Delegates have 30 minutes to read up on MOVies.</p> <p data-bbox="439 553 2092 593">Handout RCI forms to allow delegates to record details of what products and journey’s are on each card they read.</p> <p data-bbox="439 630 2092 699">After the 30 minutes, split delegates into 3 groups and on a flipchart they must present the following regarding the use of MOVies. Do not copy the slides it must be your own interpretation of how it works!</p> <ol data-bbox="459 735 1041 1396" style="list-style-type: none"> <li data-bbox="459 735 1041 997">1. How to operate a MOVies               <ul data-bbox="504 778 1041 997" style="list-style-type: none"> <li>Switch on</li> <li>Set contrast</li> <li>Set time</li> <li>Set zones</li> <li>What does choosing no zones mean?</li> <li>Switch off</li> </ul> </li> <li data-bbox="459 1034 1041 1252">2. PAYG and Travelcards               <ul data-bbox="504 1077 1041 1252" style="list-style-type: none"> <li>What products are on card</li> <li>What was the last journey made</li> <li>Is their PAYG on card?</li> <li>How much left?</li> <li>What do the abbreviations mean?</li> </ul> </li> <li data-bbox="459 1289 1041 1396">3. Journey history               <ul data-bbox="504 1332 1041 1396" style="list-style-type: none"> <li>How many journeys are stored</li> <li>Times &amp; date</li> </ul> </li> </ol>

Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
	<p>Stations used Failed validation, what does it mean?</p>
	<p><b>BREAK</b></p>
  	<p><b>Introduction to contracts</b></p> <p>Railway land is private property, If a customer wishes to travel on LU they need to purchase a ticket/Oyster.</p> <ul style="list-style-type: none"> <li>By purchasing a ticket/Oyster in advance of travel the customer has an “Express contract”</li> </ul> <p>What about customers who travel and do not have a ticket – but intend to pay? Do they have a contract?</p> <p>Yes - maybe</p> <p>It is called an “implied contract”. By travelling, the customer’s actions have implied they will pay for the journey made.</p> <p>Can you think of any examples of express and implied contracts?</p> <ul style="list-style-type: none"> <li>Express contract -purchasing a cinema ticket before seeing a film.</li> <li>Implied contract - taking items off the shelf in a supermarket means you are implying you will pay for those items).</li> </ul> <p>All others are trespassers.</p> <p>Is trespass a criminal act or a civil wrong? Civil wrong unless on land where law prescribes it as criminal Where might it be a criminal act? Railway, MOD land, Airports, Buckingham Palace</p> <p>Discuss with delegates what it means if a person doesn’t have a ticket. Use examples trespass or contract:</p>

Time	Trainer Notes (Explanations, Questions, Answers, <b>Tasks/ Aids</b> )
	<ul style="list-style-type: none"> <li>◆ “I didn’t have time to queue up this morning as I was running late.” trespass</li> <li>◆ “I always buy one at my destination.” trespass Why? facilities available</li> <li>◆ “I got to the station but the ticket office was closed, the machines were working but I had no change.” implied contract</li> </ul>
16:00	<b>End of Day 1</b> - Read up on Penalty Fares and Fare Paid