

Everyone Matters Guide to **Inclusive Learning**



Acknowledgements

We gratefully acknowledged the contributions, guidance and assistance of individuals and organisations who collaborated in the production of this guide:

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Introduction

Work on the Everyone Matters Guide to Inclusive Learning began in late 2016, with the aim of creating a handbook that establishes best practice, standards and guidelines for accessible and inclusive training design and delivery throughout the UK rail industry.

By providing inclusive training, we ensure that the differences of the individuals being trained are valued, remove the barriers to learning, provide a better learning experience and achieve increased engagement.

A range of groups were consulted on this project – from training organisations and specialists, to trainers, designers, management and learners – with many contributing to the working group discussions that helped produce this guide. It offers practical advice, as well as a range of ‘hints and tips’ for inclusive practice.

This guide provides advice on both the steps to take to minimise barriers to learning and how to increase the participation of trainees:

- 1 – Methodology (for making training inclusive and accessible)
- 2 – Design and Development (of accessible training materials)
- 3 – Delivery of Inclusive Training
- 4 – Further resources and information

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Section 1:

Methodology



Section 1: Methodology

Instructional Systems Design (ISD) is a common methodology used by training developers to provide an end-to-end framework for the entire training cycle. Known by the acronym 'ADDIE', it consists of five phases: Analysis, Design, Development, Implementation and Evaluation.

The Everyone Matters Guide to Inclusive Learning broadly follows this structure. It focuses on the best practice elements of each phase that are most likely to result in inclusive learning. By using this methodology, we can improve communication, collaboration and engagement with learners – leading to accessible and inclusive training.

The systematic approach enables:

- Improved analysis and identification of diverse learning needs, including safety behavioural and technical content.
- Better decision making about the design/development options – resulting in a more facilitative and inclusive learning experience.
- Adjustments, so that diverse learning needs can be incorporated into the design and development of lesson plans, handouts, visual aids and guidance for trainers.



Section 1: Methodology

The Five Phases of Instructional Systems Design

The Analysis Phase

Before designing, developing and delivering training, we first need to understand the subject matter and the technical requirements. It's also important we consider the many and varied needs of the learners. And essential that we then include these into the training need analysis. Failure to do so may result in unwittingly creating barriers to learning that are difficult to correct later in the process.

The Design Phase

In the design phase, we use the output of the analysis phase to make decisions about what will be the most accessible training. The design phase creates a 'blueprint' for the training, which we can use to work out the best way to deliver against our learning objectives.

When we're designing the training, it's essential to consider the anticipated learning styles and preferences of the trainees. They are likely to be varied, so our designs should aim to appeal to everyone.

The Development Phase

In the development phase, we create, format and configure the materials, visual aids, lesson plans, tasks, exercises, simulations, assessments and activities to deliver the training. It is in this stage that the decisions we made during the design phase are assembled, and that materials are accessible and inclusive as a result.

The design and development phases include designing learning objectives and assessments.

Further information and checklists for the design and development training are in Section 2.

The Implementation Phase

After the content is developed, it is then implemented – or in other words, the training is delivered. At this stage, consider whether to deliver a 'pilot' course to check that the materials support inclusion and meet the accessibility needs of the intended audience. As well as delivery of the training, this phase also includes assessment and post-course evaluation exercises.

Further information and checklists for the delivery of accessible training are in Section 3.

The Evaluation Phase

The final stage of the ISD methodology is the evaluation phase. This is not the post-course feedback from learners that usually takes place at the end of a training course (see page 15 for guidance on designing learner evaluation & feedback processes). The evaluation phase of ISD is not about learner feedback, it's about testing how well we've conducted the analysis, design, development and implementation phases and to what extent the outcome is inclusive and accessible for learners.



Section 1: Methodology

The Structure of Learning

Training someone to use a new process or learn a new skill may often be more difficult than we think. Everyone has different learning styles, so how do we present information as accessibly as possible for everyone? The way a course is structured can create barriers to learning, making it less inclusive and accessible as a result.

Gagne's Nine Levels of Learning provide a step-by-step approach to structuring training so that learners get the most from it:

1 – Gaining attention: Before the learner can start to process any new information, the trainer must gain their attention. This can be done by showing how the learning can be useful, how it can be applied, or perhaps how it can enhance an attendee's job prospects.

2 – Informing learners of objectives: Tell the learner what they will be able to do, or what knowledge they will gain as a result of the training. Clearly communicating the objective to the group can provide detail about the specific outcomes, manage expectations and provide focus.

Training someone on a new process or skill may often be more difficult than we anticipate

3 – Stimulating recall of prior learning: Asking the trainees to recall existing relevant knowledge adds context, as well as reminding them how the objectives relate to what they already know.

4 – Presenting the stimulus: This is about delivering new information to the group in an effective manner. To make training accessible, we need to organise information in a logical and easy-to-understand manner. By using a variety of different media and styles (such as visual cues, verbal instruction and active learning), we can provide training that suits people with different learning styles.

5 – Providing learning guidance: The trainer needs to help the learner to understand the content by providing organisation and relevance. Illustrate the information that you're trying to convey with examples, case studies, graphics, storytelling or analogies.

6 – Eliciting performance: We need to ensure that our learners can demonstrate their knowledge of what we've taught them. The way that they show this depends on what they're learning. If we've taught a new process or skill, ask for a demonstration (role playing exercises are sometimes useful for this). Alternatively, if we've taught new information, ask questions so that they can show their knowledge.

7 – Providing feedback: If the training has been about a new technique or a process, your feedback following a test or demonstration can help provide specific tips and pointers to correct mistakes or encourage good practice.

8 – Assessing performance: Our learners should be able to complete a final test, or other measurement tool, to show that they've learned the material or skill effectively. Questionnaires, assessments or tests should be carefully selected or designed to ensure accessibility and validity.

9 – Enhancing retention and transfer: In this last stage, our learners show that they've retained information by transferring their new knowledge or skill to situations that are different from the ones you've trained them on.

Section 2:

Design and Development



Section 2:

Design and Development

This section provides support and advice to anyone involved in producing training materials. It includes hints and tips that will help you create training that is accessible and inclusive. This part of the guide suggests ways to make visual aids, lesson plans, exercises, online resources and e-Learning.

Learning objectives

Start by writing a learning objective. This learning objective informs the content, method of delivery, media used and the form of assessment. If we are to produce materials that are accessible to our learners, we need to ensure that the learning objective effectively describes the intended outcome – and doesn't unwittingly present barriers to learners.

People can often get confused between what constitutes a course aim, and a learning objective:

- An aim or goal describes the general intended result of a training programme, course, event or part of one.

For example: "This course aims to provide learners with a grounding in the principles of railway engineering and operations with a comprehensive understanding of the main factors in constructing, maintaining and operating railway networks".

- A learning objective is a statement of specific performances or behaviours which contribute to achieving the goal.

For example: "On completion of this module you will be able to:

- Critically assess the key engineering and operational constraints on railway operations;
- Describe key features of railway infrastructure design and engineering;
- Identify appropriate 'human factors' methods for the design and evaluation of railway operations and processes" etc.

The purpose of learning objectives:

- They define the intended learning outcome.
- They guide selection of methods and media.
- They provide criteria for assessment and evaluation.

A learning objective that is appropriately worded and focused on outcome, rather than being vague and non-specific, is much more likely to result in accessible training materials and an inclusive learning experience. By being clear about the intended outcome of a course or a session, we can clearly communicate the desired performance and how it's measured – for example, observation of a practical exercise rather than a written assignment.

How to write learning objectives

When designing a learning objective, it is important to set out what you are trying to achieve. This is also crucial in determining how to assess learning. A learning objective should have three components:

- Behaviour – it should establish the required behaviour, which should be specific and observable.
- Condition – it should set out the conditions under which the behaviour is to be completed, including what tools or assistance is to be provided.
- Standard – it should state the level of performance that is desirable, including an acceptable range of answers that are allowable as correct.

Vague verbs or phrases such as 'understand', 'know' or 'learn about', should be replaced with more specific verbs. The list below provides some appropriate verbs for use with the statement: "At the conclusion of this lesson you will be able to..."

- List
- Identify
- State
- Describe
- Define
- Solve
- Operate
- Complete (a process)
- Control (to a specified standard)

By using verbs such as these, you can create an outcome statement which measures and checks what learning has taken place.

Therefore carefully designing a learning objective will inform and determine the means by which we assess learning.

Section 2: Design and Development

Designing assessments

Through assessment we can establish if a learner has achieved the competence standards of a particular programme. The design of assessments should be about determining the most effective method for evaluating the achievement of competence standards. It shouldn't be, as is sometimes unwittingly the case, a written comprehension test.

Where learners are affected, for example, by dyslexia, some adjustments may be necessary to ensure they are not inappropriately and unfairly affected by the assessment method. We should consider alternative assessments methods – such as allowing verbal rather than written questions and answers.

Take care that the assessment doesn't last longer than is absolutely necessary to examine the required skills, knowledge or behaviours.

The starting points for constructing the assessment must be context and accessibility, and we must be able to demonstrate that the method we've used is testing the relevant knowledge, skill or behavioural criteria.

Designing evaluation & feedback processes

The evaluation questions should allow for feedback in areas such as the extent to which the training environment has been inclusive, the degree in which the trainer encouraged learner engagement, and the level they were impacted by barriers to learning.

Evaluation questions could, for example, include whether training:

- was fully inclusive for learners with Specific Learning Difference (SpLDs) or disabilities;
- included a variety of activities and resources to meet different learning preferences, and with opportunities for individual and group work;
- enabled accessibility for learners with visual impairments;
- included subtitles for video and audio and the voices were clear (unless lack of clarity was an element of the intended learning outcome);
- was conducted in a suitable room layout to eliminate or mitigate physical barriers for inclusive learning;
- featured handouts and/or exercises with appropriate levels of readability.

Good practice checklist # 1 - for designing training

Ensure the training...

- 1 – Is fully inclusive for learners with Specific Learning Differences ' (SpLDs) or disabilities.
- 2 – Uses images and/or video content that represents the diversity of the learners.
- 3 – Includes a variety of delivery methods to support different learning styles.
- 4 – Presents issues and materials in a way that is sensitive to diversity and inclusion, avoids stereotypes and uses gender neutral references.
- 5 – Offers open and anonymous ways for learners to evaluate any training.
- 6 – Uses case studies, scenarios, handouts, videos and other resources that represent a variety of cultures and traditions.
- 7 – Provides guidance within lesson plans on managing any discriminatory comments within the learning environment.
- 8 – Makes sure assessments are fair and do not present barriers to any learner.
- 9 – Ensures any videos are subtitled and any audio is high quality and has a transcript for those with hearing impairments.

Section 2:

Design and Development

Writing in plain English

We need to design training materials that are easily read and understood by delegates from a wide range of roles within the industry.

It is important to consider if your materials allow for different levels of academic achievement. This may include learners with additional support needs, literacy issues and disability. By using plain English, we can help remove potential barriers to learning.

Plain English can be used without the materials being patronising, oversimplified or changing the meaning of text. Plain English gets its meaning across clearly and concisely to the intended audience.

The main advantages are:

- It can be faster to write
- It's faster to read
- It gets the message across more often, simply and in a friendlier way.

The 10 most important plain English editing principles are:

1. Think of your reader's needs
2. Organise your content well
3. Write in a natural style, as if you were talking to the reader
4. Keep sentences short
5. Use active verbs
6. Be specific rather than general
7. Cut all redundant words and phrases
8. Use simpler words rather than complex words
9. Cut down on jargon
10. Edit vigorously

The use of a 'Fog Index' to review text in materials and handouts, is a useful tool for providing a measure of the wordiness and readability of a piece of writing.

Further guidance on plain English and using a Fog Index can be found in Section 4: Further Resources

Neutral Language

The training materials should be respectful, welcoming, bias-free and inclusive. You should consider that you may be delivering to a diverse range of people, including:

- Male or female
- Lesbian, Gay, Bisexual, Transgender and Intersex (LGBT+)
- Varied nationalities and ethnicities
- Varied age groups
- People with disabilities
- People with various learning styles
- Different values, faiths and beliefs
- People with differing levels of academic ability or achievement
- Varied levels of experience, competence and motivation
- Different personalities and behavioural preferences
- Varying degrees of emotional intelligence.

Once you have written the training, review the material and ask yourself, for example:

- Are the pronouns 'she' and 'he' used roughly an equal number of times?
- Are the racial and ethnic role models appropriately used and refer to non-stereotypical roles?
- Do we need to check which term is preferred for national origin, race or gender identification for a specific audience?

Avoid using role titles that suggest gender such as 'Signalman', 'Fireman' etc. Sometimes these can be found in historical materials, so we should take the opportunity to amend these when the materials are scheduled for review.

Avoid using adjectives that may draw attention to a role adoption that challenges a gender role – for example, 'male nurse' or 'career woman'.

Section 2: Design and Development

Strategies for using more inclusive language

Sometimes it's not just a simple matter of replacing one word with another, and we need to alter a sentence to make it clearer and more accessible using more inclusive language. For example:

1. Altering a sentence to omit gender-specific pronouns:

- ✗ "The average student may end up spending too much of his money on software."
- ✓ "The average student may end up spending too much money on software."

2. Replacing third-person pronouns with second-person pronouns:

- ✗ "He/she must clean up the meeting room at the end of each day."
- ✓ "You must clean up the meeting room at the end of each day."

3. Using plurals:

- ✗ "The manager or his assistant..."
- ✓ "The manager or their assistant..." or "Managers or their assistants."

4. Changing a nominal to a verbal expression:

- ✗ "A person who has in his possession such prohibited substances will in fact have broken the law."
- ✓ "A person who possesses such prohibited substances will in fact have broken the law."

We can also change names, titles and roles to make them more neutral:

| Change from: | Change to: |
|--------------|--|
| chairman | chair, chairperson |
| manpower | human resources, workforce |
| foreman | supervisor, team leader |
| salesman | sales person, representative, consultant |
| manhole | access hatch |
| shop girl | staff member, salesperson |

What is deemed as socially unacceptable, changes frequently. So it is important we regularly review the training materials to check the content is up to date with best practice on equality, diversity and inclusion.

Employers are responsible for providing a safe and appropriate working environment. When language that offends is used, it may be deemed to amount to discrimination against an individual on the grounds of a 'protected characteristic' – sex, race, disability, sexual orientation, gender identity, religious belief or age. The employer may be at risk of a claim and having to pay compensation.

Language can be emotive and we, as trainers, set the tone as a representative of the client organisation. We also have a role to play as exemplars.

We can all trip up and inadvertently cause upset or offence. But a good trainer has the ability to express humility and understanding.

Here are some examples of good practice in language and terminology:

Gender

The most inclusive strategy is to avoid references to a person's gender – for example, in job titles, except when it is pertinent to the discussion.

| Use: | Avoid: |
|--------------|-------------------------|
| Office staff | The girls in the office |
| Doctor | Woman doctor |
| Nurse | Male nurse |
| Cleaner | Cleaning lady |
| Signaller | Signalman |

Examples continue overleaf ➔

Section 2: Design and Development

Age

Generalisations based on age can stereotype and undermine people:

- Older people are not all 'grumpy' or 'boring'
- Women around the age of 50 are not all 'menopausal'
- Young people are not all 'lazy' or 'arrogant'
- Not everyone has a mid-life crisis

| Use: | Avoid: |
|------------------------------|--|
| Mature, Senior | The elderly, geriatric |
| Young people, younger person | Kids |
| Young adult (18-25 years) | Girls, Boys (when referring to young adults) |

Sexual orientation and gender identity

Any reference to people's sexual orientation or gender identity must be accurate and appropriate.

| Use: | Avoid: |
|---|--|
| Gay, gay man, lesbian, openly lesbian, openly gay | Homosexual, gay/homosexual lifestyle, admitted homosexual, avowed homosexual |
| Partner | Boyfriend or girlfriend |
| Sexual orientation | Sexual preference |
| Trans | Transsexual or transgender |

Disability

The way that disabled people have traditionally been described has emphasised the disability rather than the person. Disabled people can be inappropriately described and perceived as helpless, to be pitied and to be cared for – rather than as equal and contributing members of society. Terms such as 'wheelchair-bound' or 'sufferer' convey an image of the person with the disability as dependent, and ignore the reality that a wheelchair enables someone to live an active life. Remember also that the term 'disability' covers a very broad area and often the disability is invisible.

| Use: | Avoid: |
|---|--|
| Disabled person or person with disability | The disabled, handicapped, crippled |
| Person or non-disabled person | Able-bodied person, normal person |
| Dwarf, person of short stature, person of restricted growth | Midget |
| Person with (a certain condition or impairment) | Sufferer |
| Wheelchair or mobility-scooter user | Wheelchair or mobility-scooter-bound or confined |
| Learning disability | Retarded, backwards, slow, mentally handicapped |
| Deaf people / hearing impaired | The deaf, the blind |

Race

Ethnic and racial labels, names and expressions are sometimes created and used to portray certain groups as inferior or superior to others. Usually this usage is unintentional and stems from the dominance of white mainstream culture, but sometimes it is deliberately used to marginalise, demean and discriminate. There are some words that are considered to be socially unacceptable – to the extent that including them in this document would be considered offensive.

| Use: | Avoid: |
|--|-----------------------------------|
| Minority ethnic group | Minority group, visible minority |
| Black, Black British, Asian, Asian British | Coloured person, person of colour |
| Mixed race, dual heritage | Half-caste, half-breed |

Section 2: Design and Development

Methods and media

By spending time selecting the most appropriate method to deliver the training and the right media, you will help ensure the decisions you've made about course design and technical content result in learning that trainees retain.

Examples of methods:

- Tutor/trainer-led session
- Discussion
- Coaching
- Case study
- Demonstration
- Task/practical exercise
- Game/quiz
- Assignments

After you have selected a method, decide on the best media to deliver it:

- Classroom/face-to-face
- Online learning
- Simulation
- Emulation/virtual reality
- eLearning
- WebEx

If you're confused whether something is a 'method' for delivering training or a 'media' option, then remember that if something can be done in a number of different ways, then it's probably a method – but if there is only one way of doing something then it is likely to be a media option.

'Blended Learning' is a term that's used to describe a training programme that combines methods and media, and can be delivered in a variety of formats including digital media alongside traditional classroom methods.

Designing an effective blend of training materials enables differentiation. This is where the blend provides a diverse group of learners with different ways to learn, so regardless of their differences in culture, language, gender, motivation, ability/disability and personal interests, they all have the best chance of learning.

Decisions on method and media can be applied to individual learners or to groups of varying sizes.

More information on the selection of methods and media as well as blended learning can be found in Section 4: Further Resources.



Section 2: Design and Development

Good practice checklist # 2 - producing handouts or slides

- | | | | |
|--|--------------------------|--|--------------------------|
| 1 – Leave plenty of space and make sure you don't pack too much text or information into the page. Use a maximum of 5-7 bullet points per slide. | <input type="checkbox"/> | 10 – Avoid colour combinations that are hard for people who are colour-blind/colour-deficient (green and red, green and brown, blue and purple, green and blue, light green and yellow, blue and grey, green and grey, green and black). | <input type="checkbox"/> |
| 2 – Avoid columns. They can be harder to read than standard formatting. | <input type="checkbox"/> | 11 – Don't use typeface over images – it's much harder to read. | <input type="checkbox"/> |
| 3 – Avoid using italics as they are difficult to read for people with dyslexia. | <input type="checkbox"/> | 12 – Add clear labels to any pictures, charts or symbols. | <input type="checkbox"/> |
| 4 – Use a clear font like Arial, Gill Sans, Century Gothic or Comic Sans. | <input type="checkbox"/> | 13 – Handouts should be available on buff or cream paper with black text. This makes them easier to read for some learners and reduces glare. The bigger the contrast between font and background the better. | <input type="checkbox"/> |
| 5 – Use font size 12 for handouts and size 24 as a minimum for slides. | <input type="checkbox"/> | 14 – Add pictures and diagrams or illustrations to aid understanding. | <input type="checkbox"/> |
| 6 – If someone requests a larger font, an alternative format or handouts in advance, then we have a legal duty to provide this. | <input type="checkbox"/> | 15 – Use bold not underline (except for weblinks) for emphasis. | <input type="checkbox"/> |
| 7 – AVOID TEXT IN BLOCK CAPITALS. For headings, use larger font size in bold, lower case. | <input type="checkbox"/> | 16 – Left align all text to make it easier to read. | <input type="checkbox"/> |
| 8 – Consider colour coding to differentiate between different types of information. Ensure font colours are visible against background colours. | <input type="checkbox"/> | 17 – Use plain English. Avoid jargon and acronyms where possible. Always write an acronym or abbreviation in full the first time it is used. | <input type="checkbox"/> |
| 9 – Ensure that colours are chosen for visibility and contrast, and are consistent. | <input type="checkbox"/> | | |

Section 2: Design and Development

Good practice checklist # 3 - designing or producing e-Learning

The design and production of e-learning materials should only be carried out by experts trained in this area.

In addition to previous design checklists consider the following:

- 1 – Resolution should not be lower than 720 x 540 pixels for 'standard' e-learning, and predominantly 1024 x 768 pixels when 50% of the course involves software and systems demonstrations.
- 2 – Content should be sized to accommodate relevant task/scroll/title bars.
- 3 – Avoid design that is known to cause seizures (guidance is available at <http://webaim.org/articles/seizure/>).
- 4 – Colour contrast (text and background) must meet Web Content Accessibility Guidelines (WGAG) – available at <http://colorsafe.co.uk>.
- 5 – Use fonts like Arial or Verdana. Ensure the font is not 'print-only' and is readable on a screen.
- 6 – Provide text alternatives for non-text content.
- 7 – Design text content that is resizable and pages that are easily printed.
- 8 – If the course combines audio with text provide a text only version and/or provide a voiceover audio to supplement text.

Ensure that:

- 9 – The total design is uniform in appearance.
- 10 – There is a summary for every piece of content.
- 11 – A glossary is used to define key concepts and terms.
- 12 – Content is segmented into small chunks.
- 13 – Information is logically grouped.
- 14 – Major headings are clear and descriptive.
- 15 – Navigation is consistent throughout.
- 16 – Horizontal and vertical scrolling is avoided.
- 17 – At least 50% of the screen is white space.
- 18 – Patterns and textured backgrounds do not interfere with legibility.
- 19 – Videos and animations are consistent in quality, size and type.
- 20 – Feedback is provided for questions answered.

Section 2: Design and Development

Diversity Impact Assessment

We can achieve inclusive learning by identifying and then removing the potential barriers to learning. These can be caused by parts of how we've designed the training or sometimes by the way we deliver it. In large training programmes, rather than individual courses or sessions, we can identify some of these barriers through a Diversity Impact Assessment (DIA).

A DIA is an eight-step information-gathering and consultation tool. It's similar to a risk assessment. It's used to identify the potential negative impacts on certain groups, so we know how to avoid them. It also helps us to identify potential positive effects so that we can promote them.

Large training projects can benefit from a DIA. It allows everyone involved to build inclusion into all areas of the training from the outset. A DIA should be started at the earliest stage of the analysis phase and continue as the project progresses.

By incorporating a DIA into the ADDIE methodology of a process or procedure, we can identify barriers that may otherwise have been missed.

Consulting employee networks and groups that best represent the interests of the target audience will also help us to identify potential barriers – these could range from the identification of methods and media (e-Learning, face to face, location-based training etc.) to the venue and/or residential nature of a training event.

A DIA can often prevent wasted time during the design phase, re-work or difficulties with training delivery further along in the process.

Large training projects
can benefit from a
Diversity and Impact
Assessment



Section 3:

Delivery of Inclusive Training



Section 3: Delivery of Inclusive Training

Joining Instructions

It is important to note that joining instructions for training courses are often the first real interaction that a learner has with their training event, and they can be used to address any concerns or anxiety that learners may have about the course.

Joining instructions provide an opportunity to let learners know what to expect so that they feel comfortable from the start. Doing this will put learners in the best possible position to get the most out of their training.

The following information is a guide to what should be included:

- Training course title
- Dates
- Start and end times – including where to report on arrival
- Location – this should include a full postal address and signpost to any maps or travel information that will allay fears about the uncertainty of travelling to an unknown venue
- Summary of the training event
- A list of learning outcomes (what the learner will be able to do by the end of the course)
- Any equipment they will be required to bring (e.g. Personal Protective Equipment (PPE), identification etc.)
- Anything they may be required to do before the class starts (pre-work or qualifications)
- The process by which trainees can confidentially and safely raise any concerns or highlight any personal requirements regarding access, emergency evacuation, reasonable adjustments, dietary requirements or issues around assessment
- Refreshments – whether lunch or tea and coffee is provided. Prior identification and communication of dietary requirements
- Dress code
- Car parking information (including the location of accessible parking spaces, any access codes and whether attendees need to book a parking space)
- Hints and tips for getting the most out of the training
- Assessment – will there be one, and if so, what format will it be in
- What opportunities there are for providing feedback.

The joining instructions should provide enough information to make a learner feel comfortable before attending a course, but not so much that they become daunted or are difficult to read.



Section 3:

Delivery of Inclusive Training

Behaviours

Some words we might use regularly, can offend others if used in our workplace.

We should seek to use language that makes people feel included in the workplace, not which offends them. The only language acceptable in a workplace is language that does not offend.

Here are some examples and pointers about appropriate words and language that are less likely to offend – and more likely to make people feel included:

- Use words that would be broadcast before the 9pm television watershed, i.e. those which don't attract public complaints.
- Use 'gender neutral language' – for example, using 'they' rather than 'he' when referring to people in general (rather than a specific person) is a good habit to avoid singling people out and to be more inclusive.
- Be careful about using humour. Jokes about a specific person or groups of people who are visibly different, from specific backgrounds or community groups may cause offence.
- Develop effective listening skills. Letting people finish their sentences and make their point will help facilitate training delivery, but be careful to agree 'ground-rules' with the group at the start, which will give you permission to politely move things along if you need to.
- Use positive body language – making eye contact, nodding when listening, and using open hand gestures are positive traits for the facilitative trainer.

Problems and challenges can sometimes occur when we're delivering training. When addressing them it's best to:

- Focus on the positives rather than the negatives.
- Re-phrase the problem as a question and invite solutions and co-operation – for example:

"What do you think about [something specific]?"

"How could we do it better next time?"

"What can we do together to solve this problem?"

"In what ways might we solve this problem?"

- Use the word 'you' in a positive and non-accusatory way – for example, the phrase "You've come up with a great idea!" will make someone feel included, but a sentence along the lines of "You did that wrong!", certainly won't.
- Avoid getting emotional – explain facts and perceptions rather than feelings.
- Listen carefully to what is being said to you – repeat your understanding back to make sure you are hearing correctly what the other person intends to say.

Types of words and language that can offend:

- Swearing or blasphemy
- Use of unwanted nicknames
- Sexually suggestive comments
- Unwanted personal comments
- Racism
- Homophobia
- Negative body language, making offensive gestures, rolling eyes in a patronising way, crossed arms, hands on hips.

It's important to use language that makes people feel included, because when we feel included:

- We work better and safer.
- The job gets done more easily.
- Everyone goes home happier at the end of the shift.

Here are some suggestions for phrases that you might find useful if you're challenging language or behaviour in a training course:

- "If you feel the need to swear, keep it in your head rather than saying it out loud"
- "Try ways of talking to the group about problems in a more positive way"
- "Remember that people might not like being joked about – even if they haven't told you before".

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Banter

Banter between people who may spend lots of time together, especially in teams, can be a familiar feature of many working environments. When people work together they often form friendships that allow playful banter. This 'game of exchanges' can often be considered to be merely playful, friendly and teasing remarks. A test of whether it's acceptable, however, is the extent to which it's an equal exchange between two people who are able to give informed consent to the 'game', have roughly equal power and are not behaving unlawfully or having a negative impact on each other or those around them.

The problems with banter often start when it becomes an excuse for inappropriate behaviour when, for example:

- It's one-way – because that will usually mean one party feels overwhelmed, bullied or oppressed. For example, in a training context when members of a team or group 'gang up' or share banter that excludes or even targets another learner.
- When there's a power differential between the two people – because one might feel unable to engage in return banter for fear of repercussions. For example, in a training context when a trainer, ultimately responsible for assessing competence at the culmination of a training course, engages in banter that a learner feels unable to respond to.
- When there are protected characteristics involved which may render the banter inherently unlawful.

The problems with banter often start when it becomes an excuse for inappropriate behaviour



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Verbal harassment

From a legal perspective, the difference between verbal harassment and normal workplace banter arises when the comments are of a sexual nature or violate any one of the other protected characteristics. Discussions and comments about sexual acts, sexual orientation, speculation on an employee's religious practices, jokes about age etc. can be considered harassment. These conversations should be dealt with by the trainer in the appropriate manner.

How to tell

Often groups of learners know one another and sometimes may have been together for a long period of time. They may have developed a culture of good-natured ribbing or humorous insults. This often overlaps into the training environment. It may include comments about physical features, speculations as to the sexual preferences of certain team members or stories of a risqué nature.

Although humour is present in all human groups, its content varies significantly across cultures. It's the same in a work context, what is perceived as funny and acceptable in one environment may not be so in another.

A training course often includes people from diverse situations, environments, regions and cultures. Instances of humour and banter may be seen as offensive to some and less so to others.

The trainer needs to be mindful of the tendency for groups of attendees to inadvertently 'import' a culture that is unwittingly inappropriate for the training room.

Whilst humour can be an instructional tool that can aid memory retention and may help a trainer to establish rapport with learners, the problem is that humour is entirely subjective.

The trainer's golden rule for using humour in the classroom is to avoid humour that is directed at a particular group or individuals.

Don't insult, offend or confuse learners with sarcasm and don't engage personally in any banter that may be perceived as inappropriate by learners who are not involved or potentially the target of it.

The trainer has implied power in a training context and particularly in assessment situations, and should avoid engaging in humour or banter that may make the learner feel uncomfortable.

Finally, it's important if the banter continues to not accept excuses such as "It's just a joke" or "We've always talked this way." It is a trainer's responsibility to challenge inappropriate behaviour. Doing nothing is not an option.

What to do

The most effective strategy is to prevent inappropriate and/or challenging behaviour or banter in the first place.

In the first instance it's important to set ground-rules'. It doesn't have to be too laborious or over-the-top, but it's useful for a trainer to be able to gently remind learners about the rules they agreed at the start of the day.

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Challenging

As we have already mentioned, within the design of a training course there should be a 'contracting' or ground-rules element that will enable the trainer to address expectations of behaviour during the learning event.

In agreeing ground-rules, learners are also contracting with one another about what behaviour is acceptable and what is not. This can include the right to speak without being interrupted, ask questions, make challenges and understand what constitutes appropriate language, rules on humour and general behaviour.

You and the group can keep each other accountable for these agreements.

The way the trainer delivers this session is important as it will inform the 'tone' of the relationship for the rest of the training course or learning event.

It is important for the trainer to be able to describe the expectations of behaviour that will be challenged in one or two sentences. For example:

- Respect – for others and others for you.
- Language (remember only use words and language that would be broadcast before the 9pm television watershed).
- Safe – to speak up and challenge.
- Rights of the trainer – to move things along or refer to the ground-rules, 'it's not personal'.

Tips:

- Take responsibility by using "I" rather than "you" statements. This will avoid any challenge sounding like a personal attack.
- Use a level, calm and unthreatening tone of voice.
- Listen to any reply.
- Respect the views and status of the individual or group.
- Avoid getting into an argument with the person you are challenging.

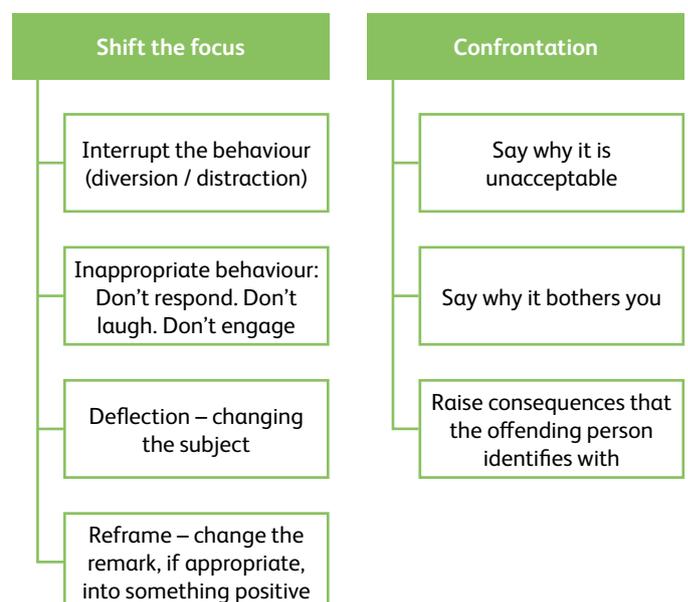
If you need to challenge behaviour in a training environment, then be appropriately assertive. This is contextual – a sudden use of assertiveness may be perceived as an act of aggression by others so, again, the early establishment of ground-rules may prevent later problems.

Assertive communication is the ability to express ideas and feelings in an open, honest and direct way. Communicating this way recognises our rights while still respecting the rights of others. It allows us to constructively confront and seek solutions when conflict occurs.

There are six main characteristics of assertiveness in communication. These are:

- Eye contact – demonstrates interest, shows sincerity.
- Body posture – matching body language will improve the significance of your message.
- Gestures – appropriate gestures help to add emphasis.
- Voice – a level, well-modulated tone is more convincing and less intimidating.
- Timing – use your judgment to maximise receptivity and impact.
- Content – how, where and when you choose to comment is probably as important as WHAT you say.

The following illustration summarises guidance on appropriate assertiveness through two different strategies: 'Shift the focus' to deflect or move the conversation on to something more positive, or 'Confrontation' when, in your judgement it is more appropriate to assertively and directly address inappropriate behaviour or language.



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Safeguarding

Safeguarding is “the process of protecting children and vulnerable adults from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children and vulnerable adults to have optimum life chances and enter adulthood successfully”.

In the context of delivering training in the rail industry, safeguarding is most relevant and applicable when we are engaged with vulnerable adults – for example learners with disabilities and/or young adult attendees on a residential programme, such as graduates or apprentices.

Younger people are particularly vulnerable and a duty of care exists when they attend our training and development courses. This applies to their physical, mental and emotional wellbeing.

The principles of safeguarding

Safeguarding young or otherwise vulnerable adults is about reducing or, ideally, preventing the risk of significant harm and simultaneously supporting people to make informed choices.

All employees who come into contact with young people have a responsibility to safeguard and promote their welfare, and should know what to do if they have concerns about safeguarding issues.

If you are involved in training delivery to potentially vulnerable adults, you should receive training and guidance from your employer on safeguarding that will allow you to explore these principles more fully.

Prevent

The Government has introduced a Prevent Strategy in response to the ideological challenge of terrorism and the threat from those who promote it. This aims to prevent people from being drawn into criminal activity and terrorism both within the UK and abroad. The strategy seeks to ensure that people are given appropriate advice and support. It also involves work with sectors and institutions where there are risks of radicalisation that we need to address.

Rail industry organisations that deliver training to vulnerable adults should provide advice and guidance to all trainers and learners so they work and learn in a safe environment and have the skills and knowledge to keep them free from criminalisation and potentially dangerous and extremist ideologies and influences.

The Prevent duty is not about preventing learners from having political and religious views and concerns, but about supporting them to use those concerns or act on them in positive and non-extremist ways.

For further information access the online Home Office – Prevent Duty Guidance for England and Wales and for Scotland.

The Government has introduced a Prevent Strategy in response to the ideological challenge of terrorism and the threat from those who promote it.

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What is expected of a training provider?

Section 26 of the Counter-Terrorism and Security Act (2015) places a duty on all schools, Higher Education (HE), Further Education (FE) and independent learning providers. They must have “due regard to the need to prevent people from being drawn into terrorism”. This includes promoting and embedding our fundamental British values across all that we do and say.

How we comply with our Prevent Duty of Care is already a key element of the Ofsted inspection regime in England and Wales.

One of the fundamental British values is the mutual respect and tolerance of others and this is legally protected under the Equality Act (2010). This legislation covers nine protected characteristics which are central to the equalities agenda.

If you are a trainer in an organisation that delivers to vulnerable adults, you should be aware of when it is appropriate to refer concerns about learners or colleagues and the process to follow.

You should also exemplify and promote British values of “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs” into your training delivery practice.

Before the training starts, it’s important to discuss the format of the training (including any assessment) and any personal learner needs. You should also give an overview of the training programme and any new sections.

You’re not expected to be an expert. Further personal research might be useful and informative, but this guide provides a useful starting point and point of reference.



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Neurodiversity & Specific Learning Differences (SpLDs)

The terms 'Neurodiversity' and 'Specific Learning Differences (SpLDs)' relate to the differences in the way people learn and process information.

The most common are dyslexia, dyspraxia, dyscalculia and dysgraphia. It is not uncommon for people with neurodevelopmental disorders, such as autism and attention deficit disorders (ADD/ADHD), to also have SpLDs.

All of these exist on a continuum from mild to moderate, through to severe.

Neurodiversity isn't a disability in itself, but is often used as an umbrella term for a range of disabilities which may often not be apparent to others.

Although awareness is increasing, many people often remain undiagnosed and some don't regard themselves as having a disability at all. They also may not know what they need or how to express it.

Following some basic guidelines and making a few simple adjustments may be all that is needed.

Individual learners with specific learning differences will, of course, have different needs. Ideally these needs would have been communicated to the trainer before the start of any training, but this is not always the case.

During the introduction to training it's important to ask learners to communicate their needs and to allow space and time for a discreet conversation, so that an individual may feel comfortable sharing what they may consider to be sensitive personal information.

There are certain aspects of good training practice that are particularly important in accommodating the needs of learners with specific learning differences, but one key feature is to engage in a conversation with the learner and simply ask them how they would like you to proceed.

It's unlikely that this will be the first time the learner has experienced a learning event and they'll usually be able to guide you.

Before the training starts, it's important to discuss the format of the training (including any assessment) and any personal learner needs. You should also give an overview of the training programme and any new sections.

You're not expected to be an expert. Further personal research might be useful and informative, but this guide provides a useful starting point.

Dyslexia:

- Dyslexia primarily affects the skills involved in accurate and fluent reading and spelling. Other characteristics include difficulty in verbal memory and verbal processing speed.
- Dyslexic people tend to be visual and practical, hands-on learners.
- Sitting for long periods just listening is not their strong point.
- Dyslexic people also tend to be big picture thinkers, but may be less adept at processing and remembering detail.

Dyscalculia

- Dyscalculia affects a person's ability to understand and manipulate numbers.
- Like dyslexia, it can be caused by visual perception. It results in problems with mathematics, time, measurement, etc. Dyscalculia is not rare and many of those who have dyslexia or dyspraxia may also have this difficulty.

Dyspraxia

- This is an impairment or immaturity of the organisation of movement.
- Associated problems can be found in language, perception and thought. Between 7-10% of the population are affected by dyspraxia and up to 3% severely.

Examples continue overleaf →

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Dysgraphia

- A deficiency in the ability to write, primarily in terms of handwriting is referred to as dysgraphia. It can also create issues with coherence, the storing process of written words and processing the letters in those words.

Autism and Asperger's syndrome

- Autism is impairment in social interaction, verbal and non-verbal communication, communicating abstract concepts and restricted and/or repetitive behaviour.
- Symptoms of autism may include hypersensitivity to certain stimuli (noise, light, etc.) and restricted and repetitive behaviour (including movements, known as 'stimming').
- The symptoms of autism vary between individuals in terms of their intensity and impact on day-to-day life. This is sometimes described in terms of 'functioning'. Individuals with higher functioning autism have symptoms that cause less impact on day-to-day life.
- Autism is more common than previously thought. This is partly due to how autistic people often develop a range of coping mechanisms to manage or hide symptoms or avoid difficult situations (with or without a diagnosis). These may be less effective in a training environment. They may find it difficult to tell people what they need or how they feel, or understand what other people think. Alternatively, they may be very direct and frank, sometimes interrupting other trainees. Some may prefer more literal language and less use of figures of speech or sarcasm, but this is generally much rarer than portrayed in popular culture.
- Asperger's syndrome is a form of autism. In fact, some diagnostic manuals no longer distinguish between the conditions. In general, people diagnosed with Asperger's syndrome tend to have symptoms with less impact on their day-to-day life than most autistic people. As such, the condition may be less visible than someone with 'low functioning' autism. However, because of this, a person with Asperger's syndrome may sometimes face substantial stress in having to 'pass as normal' and often have associated mental health issues such as depression or social anxiety.

ADHD and ADD

- Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common childhood disorders. ADHD is a broad term, and the condition can vary from person to person. In its adult form is also known as Attention Deficit Disorder (ADD). Generally speaking the condition results in lapses of concentration and attention which are often aggravated when under stress.
- People with ADHD/ADD may have developed a range of coping mechanisms over a period of time which may camouflage or disguise some of the symptoms. Impulsive behaviour or expressions of frustration may present themselves as the individual attempts to manage the condition.

Clarify the aims

Learners with any of these conditions may experience heightened levels of anxiety when the strategies they apply to normal working practices don't appear to apply. Providing advance knowledge of the course content, assessment processes and methods can help to reduce anxiety.

During training, applying a range of methods, styles and media to maintain interest and involvement may be helpful, but it's important not to do so in a way that presents surprises and uncertainty. It's important to clearly express the aims, objectives and intended learning outcomes at the beginning of the course and at the start of each new session.

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Good practice checklist # 4 - delivering training

- | | | | |
|---|--------------------------|--|--------------------------|
| 1 – Deliver information or instruction in a structured systematic way. | <input type="checkbox"/> | 10 – Be prepared to explain concepts in more than one way if someone appears to have trouble grasping the point. | <input type="checkbox"/> |
| 2 – Provide notes and handouts. Don't expect individuals to write things down as this may not suit all learners. | <input type="checkbox"/> | 11 – Watch out for slower processing speeds, difficulties with verbal fluency and word recall. Be patient. Give the learner time to respond. | <input type="checkbox"/> |
| 3 – Consider different techniques for learners to document training content. For example, some dyslexic learners find mind-mapping techniques helpful in organising and learning information. | <input type="checkbox"/> | 12 – Never belittle a learner for poor spelling, poor memory or slow processing speed. | <input type="checkbox"/> |
| 4 – Distribute notes and handouts in advance if possible. | <input type="checkbox"/> | 13 – Avoid using acronyms, metaphors, complex language or phrases open to misinterpretation. Keep language clear and straightforward. | <input type="checkbox"/> |
| 5 – Train one thing at a time in bite-size chunks. Be prepared to demonstrate and give examples. | <input type="checkbox"/> | 14 – Keep the training area uncluttered and as physically easy to navigate as possible. | <input type="checkbox"/> |
| 6 – Allow time for 'over-learning' and opportunities for practice. | <input type="checkbox"/> | 15 – If computer-based tasks are part of the training and/or assessment, consider assistive software to enable accessibility such as text-to-speech, screen readers etc. | <input type="checkbox"/> |
| 7 – Consider giving learners something to hold in their hands whilst listening to presentations or instruction – this will improve their listening skills (this is particularly useful for 'kinaesthetic' or tactile learners). | <input type="checkbox"/> | 16 – Ensure that your voice volume, pitch and pace are appropriate for learners with hearing impairments. | <input type="checkbox"/> |
| 8 – Avoid asking someone to read out loud, write on a flip chart or sharing syndicate feedback to the whole group. Ask for a volunteer. | <input type="checkbox"/> | 17 – Try to allow for frequent short breaks for learners to move around – those with ADD/ADHD in particular can find it hard to sit still for long periods. | <input type="checkbox"/> |
| 9 – Encourage learners, in practical sessions, to say what they are doing whilst doing it. This aids retention of information. | <input type="checkbox"/> | | |

Section 3:

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Delivering assessment

Accessibility issues regarding assessments are often connected to reading challenges. Dyslexia often affects both speed and accuracy in reading and writing. It usually does not affect oral comprehension. Many dyslexic people are slower readers, and as accuracy is also affected, they generally need to re-read texts more often than those who are not dyslexic.

For this reason when assessing someone with dyslexia or other similar learning difficulties, it is important to establish what reasonable adjustments are needed for any assessment.

For example:

- Granting additional time during knowledge assessments for learners with reading challenges.
- Providing a transparent coloured overlay or different coloured paper to help during assessment – check that the colour of the paper being provided is helpful to individual learner.
- Providing larger print assessment materials, ensuring that this is not simply an enlarged photocopy, which presents clarity and pagination issues.
- If reading and/or writing are problematic and are not key skills for the learning outcome, consider a scribe to read assessment questions and write learners' answers for them.
- Learners affected by dyslexia/dyspraxia could be granted a scribe reader or speech-to-text software for their assessments.

Section 4:

Further Resources



Section 4: Further Resources

FIR

The toolkit for Fairness Inclusion and Respect in the construction industry provides a range of **free resources**

→ www.supplychainschool.co.uk/uk/fir/construction/toolkit/fir-toolkit.aspx

TSSA

The Transport Salaried Staffs' Associate provides guidance on **Neurodiversity in the workplace**

→ www.tssa.org.uk/en/Equalities/dyslexia/

There are several online guides to using plain English:

Plain English Campaign Guide

→ www.plainenglish.co.uk/files/howto.pdf

Skills You Need Plain English Writing

→ www.skillsyouneed.com/write/plain-english.html

Readability test tools can be used to identify the complexity or readability of text such as:

Flesch Reading-Ease test

→ <https://support.office.com/en-gb/article/test-your-document-s-readability-85b4969e-e80a-4777-8dd3-f7fc3c8b3fd2>

Gunning Fog Index

→ <http://www.readabilityformulas.com/gunning-fog-readability-formula.php>

Fog Index On-line Calculator

→ <http://gunning-fog-index.com/>

British Dyslexia Association

They offer guidance on **Reasonable Adjustments related to Dyslexia** as well as a **screening tool**

→ <https://www.bdadyslexia.org.uk/employer/reasonable-adjustments>

→ <https://www.bdadyslexia.org.uk/>

Home Office

Prevent duty guidance for England, Wales and Scotland

→ <https://www.gov.uk/government/publications/prevent-duty-guidance>

Useful Apps for iPhone/iPads

→ <http://bdatech.org/what-technology/small-portable-devices/apps/>

Tinted Paper/Overlays etc

→ <http://www.crossboweducation.com/>

