CSA New Entrant Day Six

LCH PIOT and Accessibility

SKILLS DEVELOPMENT

6.0 PIOT		mins
Session objectives	State the impact of a person ill on a train to lost customer hours State the connection and impact on LCH	
Delivery options		

Delivery sequence	Resource	Timing
PIOT and impact on LCH		

Links	
Activities	
Training aids/ material	
Location	

Participants should be given the time to go into the LMS via their I-Pads and complete the evaluation of yesterday's training day. This should take around 15 mins. Encourage the participants to add comments. This will enable us to make any changes that could enhance the training experience.

Note to Trainer

Mention that there is now a big concentration on LCH (Lost Customer Hours) Very simply put it is; the amount of customers held up on trains multiplied by the length of the delay. This has now been added to our Score Card hence the need to reduce delays

Ask participants to think about their regular journeys and in their experience, what they think causes service delays. Capture answers on a flip chart. They should include.

- Signal failure/equipment failure
- Customer action??
- PIOT
- Person Under Train

Participants should now be put into groups. Ask them to focus on the above reasons for delays and come up with a list of suggestions as to what could be done to improve delay times.

Ask each team to present their suggestions back to the room.

Focus now on PIOT as this is one of the most regular reasons for delays. Although participants are not expected to work on platforms it is important that they are aware of what happens in these circumstances and moreover what they can do to prevent them from taking place.

Ask participants what they can be on the look for?

Slides

Person ill on a train (PIOT)

Unfortunately with a large number of customers using our trains every day, it is inevitable that some of them will be taken ill at some time. When these situations are managed incorrectly it is not just detrimental to the individual involved, but it affects the passengers on that train and the trains following behind. LCH

Slide 3

Ask the following questions How many PIOTs do we have across the network each year?

Over 1000

- What is the average delay time to our customers?

Approximately 6 minutes

- What other problems does this create for us?

More potential casualties

- What time of day are PIOTs more likely to occur?

0800 – 0900

Slides 4&5

Show participants some of the hotspots and percentage figures
Ask participants to think of ideas and ways that we can continue to use to reduce LCH
Discuss with delegates their ideas for reducing delays. LU has introduced some initiatives to help reduce and prevent PIOT.

Slides 6-8

Emphasise that the trend is that we are doing well overall but there is scope for improvement.

Table exercise 1.

Aim: To provide an understanding of what reliability means to LU staff and customers. Also to emphasize the fact that lost customer hours (LCH) and reliability are very closely linked. Divide participants into two groups. Group 1 will be customers; Group 2 will be LU staff. Tell each side that they have 2 minutes to discuss the question below around their tables. Answer should be no more than one sentence. They should choose someone to feedback the answer.

Question: What does service reliability mean to you?

The answers received may include:

- ☐ Affordable ticket price, running on time, clean environment, safe service
- ☐ Staff are very co-operative, escalators and lifts working well without defects.
- ☐ Clear and transparent communication, trusted to deliver emotional reassurance when customers need it

None of the above options are incorrect. * Highlight any differences in answers between the groups who are customers and those who are LU staff.

Tell them that according to 'Developing reliability matrix for LU customers – Survey carried out in 2011 with LU customer groups' some customers see reliability as not just a good train service but it can also be largely linked with experience and personal habits. It is also something that is felt.
For example, a person who plans their journey may find it reliable to just have a train to take them from A to B but a non-planner may find reliability to be having a member of staff plan the journey for them and then giving them a tube map.
Customers are also expecting value for money. For LU however, a reliable service may be quantified in a target that includes lost customer hours, platform wait time, % of trains in service, % of lifts working, % stations opened etc.
Tell them that the underlying thread between both is that the core qualities of reliability are predictability, consistency and dependability. Reiterate that reliability is closely linked to Lost Customer Hours.
What is LCH based on? LCH is an estimate calculated using a complex computer model. It measures the total disbenefit to LU and its customers owing to delays. It is based on: ☐
Train location, start point and destination of delay. How busy the line(s) were at the time of delay/incident ☐ D
happens in the peak hours of travel is likely to accrue more lost customer hours than those that happen outside of the peak hours. Each line has reliability targets quantified in LCH. The

Victoria line for example will have a different target than the Bakerloo line because the trains are newer and timetable is different. The aim is to keep it as low as possible. Ask them if reliability and LCH is just about the train service? No! Things that happen on the stations matter too. Customer care is also important because it makes passengers feel secure; it keeps them informed and provides help when things go wrong.

Slide 9
Show reliability video
Tell them that all staff here has a part to play in reducing LCH and maintaining a reliable service. Reinforce that a reliable TFL starts with a reliable you. After the video is shown tell participants that the Department for Transport (DfT) values a LCH at £8; this takes into consideration the disbenefit that customers receive for the delays to their journey. 20 million Lost Customer Hours still costs London a minimum of £160 million. Tell them that it is not just about LU but TFL as well. Tell them that the company has introduced many initiatives to reduce LCH. Some of these are: Introducing PEA covers to prevent malicious activations, promoting the use of defibrillators to so PIOTS can be taken off trains, using public announcements to discourage passengers from using their phones near the edge of the platforms. Ask the room what are some of the incidents that affect service reliability?

Answers should be:
PIOTS, incorrect information from staff, PUT, trespassers on tracks, no staff at some locations, closed stations, asset failures etc Refer to the footage in the video to reinforce that they can influence service reliability by being visible, volunteer – help before being asked, turn up for work on time, respond quickly to PIOTS, be proactive, and prevent things from happening before they do. Refer to video to reinforce benefits of keeping a reliable service and keeping LCH as low as possible? Decreases in cost, better reputation, improved safety, increased revenue from more passengers etc.

Another reason for long delays can be the unfortunate incident of a person under a train. Discuss with participants what they think could have an impact on with regard to PUT's. They should be asked first about what they think they do to prevent these occurrences.

Suicide prevention and what to look for.
Acting strangely, Distant, Anxious, letting trains go by without boarding
Participants should be shown the first of 5 vids. Show and discuss. Participants should be encouraged to view the rest of vids from their I-pads

Now discuss what could be their initial responses if the situation arose.
- Prompt communications
- Assisting the station supervisor
- Making notes
- Clearing the area
- Assisting the emergency services

Make a Difference (not be confused with the recognition process)
Remind participants of how important it is to be vigilant. Prevention is better than the cure. By just asking a question of a customer "is everything OK?" could be the key to preventing unnecessary incidents.

P&T

Station Log
Participants should be told that the station log is not a legal document. However the content can be used in legal circumstances and that is why it is important that anything that is recorded in the log is noteworthy and completely factual. The entry must not contain sentiment or thoughts.
Participant should take a look at the P&T module Station Log part 1 A Customer is Taken Ill. Although the entry is made by the CSS it will still give them detail of how to make an entry. The participants will get the opportunity to see this process next week when they complete their on the job training programme

Asset checks
As part of the prevention is better than cure culture it is important that the assets in and around the station are checked on a regular basis. An app now exists that will aid this process. Participants should now take a look at the P&T module for asset checks. Participants should be reminded that when using this app they should only carry out checks on assets that they have been trained to do. If in any doubt check with the CSS/CSM. Participants should be told that next week they will go to their station where they will be familiarised with process and checking of assets

6.1 Accessibility		mins
Session objectives		
Delivery options		

Delivery sequence	Resource	Timing

Links	
Activities	
Training aids/ material	
Location	

Accessibility

Now let us look at Customers with Reduced Mobility and how LU as a company demonstrates its commitment to the Equality Act.2010.

Under the Equality Act, LU is obliged to make our service, as reasonably practicable, accessible to people with disabilities.

Slide 10

Can anyone give us some examples of 'People with Reduced Mobility'?

• Wheelchair users

• Visually impaired customers

• Deaf customers

• People with large items of luggage

• Customers with pushchairs

• Customers with Learning difficulties

• Elderly customers

Slide 11

What does LU have in place for people with mobility impairments?

• Trained staff

• Yellow lines on platform

• Digital voice announcers on trains

   • Tactile paving

• Step-free Access guides (including online guides). Copies of these are found on the stations inside the Supervisor's office. They are also available to order from our LU Disability Unit.

• Colour Large print Tube maps

• Audio Guide to London

• Portable Induction Loops

• Ramps

• Internet Journey Planning sites

Slide 12

. **Video**

We are now going to watch a DVD which demonstrates some of this. The people seen in the DVD are real customers who use our service.

Show the Four Journeys Video (15 mins) Select roundel on slide to play.

After the video ask if the delegates have any questions

Trainer to Q & A the following:

If a wheelchair user wishes to use your step free station but the lift is broken, what can you do?

• Advise the customer if a nearby accessible bus service goes to their destination

• Assist them to plan an alternative route via another underground station or any other rail provider.

   You can arrange a taxi for them (with CSM approval) to the nearest step-free access

station of destination or their actual destination.

Are Electric wheelchairs and mobility scooters banned on London Underground?
No. There is no standard, policy or by law which prohibits the use of electric wheelchairs or mobility scooters on the system. However the customer may decide that physical environment has too many restrictions (such as small size of lifts, the gap between the train and the platform and the amount of stairs in a station) to make using an electric wheelchair a practical option.

Slide 13 & 14
On the London Underground map, what does a wheelchair symbol mean?
The wheelchair symbol denotes that a station provides step free access from the street to the platform and not from the street to the train. Some stations have gaps between the platform and the train that would prevent a wheelchair user from boarding the train. Before assisting a wheelchair user on to a train, it's worth checking with staff at their destination if they will be able to alight.

Bring the Step free tube guide to the participants attention. This can be found in the CSA toolkit on their I-Pad.

Step-free Planning: (Using the Step-free Tube Map)

Ask delegates to view the Turn and Go e-learning module then make sure the following info is covered.
Updated process to be explained
Turn up and go process
1. Staff should consider if the entire journey is step free for MIPs: This can be checked on the TfL step-free tube guide: http://tfl.gov.uk/cdn/static/cms/documents/step-free-tube-guide-map.pdf
2. Station staff at origin stations should contact the destination Control Room at Gateway, Destination and the following Metro Stations: Shepherds Bush, Seven Sisters, Stockwell and Brixton. Else contact Supervisor at remaining Metro and Local stations
3. What should the origin station do if step-free access is normally available but not currently or there is no staff at the destination available to assist: No change to the as-is process where the origin station will help find an alternative accessible route. If station is normally step free, consider a taxi if there if no suitable route by public transport
4. What details about the MIP or Large Group are passed on by the origin station to the;
   a. Controller: Customer type (MIP or Large Group, Destination)
   b. Train Operator: None
   c. Destination station: Customer type (MIP or Large Group, Destination), full journey details, Train number and carriage details

5. What details about the VIP are passed on by the origin station to the:
    a. Train Operator: Customer type (VIP), destination and carriage details
    b. Controller. None if able to inform Train Operator face to face. Else, Customer type (VIP), full journey details, Train number and carriage details. The Controller will then inform the relevant Train Operator
    c. Destination station: Customer type (VIP), destination, train number and carriage details

6. Staff should assist VIPs and Large Groups in to the carriage behind the Train Operator wherever possible. If asked by passengers why, inform them this is for their own safety as it allows the Train Operator to see them alight before closing the doors. If however the customer insists, locate them in a carriage of their choice. For MIPs, they will be assisted to board the train based on the location of the raised platforms or manual boarding ramps.

7. If station staff are unable to use the allocated train, they must tell the Controller the details

8. The rulebook section relevant to Turn Up and Go will be updated to reflect the changes

Parkinsons

In this session we will focus on a condition, the name of which I'm sure everyone is familiar with.

Note to trainer the material for this session is in its own file. There are about a dozen slides which are narrated and therefore no expertise is required. There is also a briefing note to accompany the slides.

The slides for this session are in another file entitled Day 6 Transport for All- Inclusion London

Trainer to now finish the session on accessibility by showing and discussing the material from Transport for All – Inclusion London **Slide 2**

In this session we will explore the following; **Slide 3**

- History of accessible transport and the disabled people's movement.
- How to think about disability
- Language and assistance
- Giving great customer service.

Accessible Transport

What does 'accessible transport' mean?

- **Accessible means transport services that can be used by everyone including disabled people.**

We discussed earlier what we're doing and what we've done up till now **slides 4-8**

Let's just take another look. Ask delegates to recall some of the measures that have been introduced to make our travelling environment easier to access.

If not mentioned please cover the following:

- **Manual boarding ramps,** which enable wheelchair users to board trains more easily at stations that have a gap between the train and the platform have become a permanent fixture at 35 stations.
- **More than 250 wide-aisle gates** have been installed at Underground stations to provide easier access for wheelchair users, assistance dog owners, and people with buggies and passengers with luggage.
- **Portable induction loops are being piloted as ticket offices are now closed**
- **Help Points**
- **Handrails** on steps are in contrasting colours
- **Platforms** have a tactile edge visual and audio announcements
- **All trains** have priority seating
- **Some tube trains** have features such as handrails in contrasting colours and visual and audio announcements
- **Trains** on the Circle, Hammersmith and City, District, Jubilee, Northern and Victoria lines have designated wheelchair spaces. All trains have doors wide enough for wheelchair users.

Ask the question Slide 9

Which date saw the first 'step free' station open?

Answer 1865 Slide 10

This was just by accident. Although lots of things have changed since 1865 **Slide 11.**Ask participants why they think it has changed?

The main reason for transport becoming more accessible is due predominantly to campaigning;

Slide 12

- . The campaign for accessible transport has been a long hard road.
- Access to transport is a civil right. It is the thread that connects us to all areas of our life, from jobs, education, communities, family and friends.
- Disabled peoples fight for accessible transport is a key element of the disability rights movement - a movement that over the last 30 years has created important change like the other great civil rights movements.

The campaign and fight continues until all transport is accessible for all. **Slide 13**

Question; Slide 14

How many stations in 2015 have step free access from the street to the train?

Slide 15

Answer 24

- A further 42 have access from the street to the platform – so that's 66 stations out of 270 with access – 24% of the total network.

We still have along way to go. LU has put out a press release promising wheelchair access on 50% of the network by 2018. Watch this space!!

Slide 16

What is disability?

The dictionary definition;

Disability is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, and developmental or some combination of these. A disability may be present from birth or occur during a person's lifetime.

How does our thinking on disability affect how we deal with disabled people?

Pointing the finger to the individual is referred to as the Medical Model this constantly states that the person has something wrong with them.

Slide 17

- Disability is about having something 'wrong' – its all about impairment
- Disabled people have 'special needs' e.g. 'special schools' and 'special' transport.
- Disabled people always need help and can't make their own choices
- Disability is a problem for the individual

Disabled people referred to, have the problem **Slide 18** They are something or they can't do something.

Whereas if we look at our environment it should be about creating the opportunity for us all to be enabled.

Slide 19

The Social Model

This takes our environment and looks at the obstacles that make it a Disabling World. By encouraging this way of thinking it allows us to look at ways and methods to make it a more enabling world.

Discuss each subject and encourage suggestions to remove barriers. Make sure the following are covered;

Building Design Removing steps making sure that facilities are at a certain level

Transport making sure that it accessible to all

Civil Rights Ensuring that we are all afforded our basic rights, fairness/ consistency

Education Integrated across the board ensuring opportunity for all

Employment removing discrimination and providing opportunity

Prejudiced Attitudes educate/provide a clear vision to change attitudes

Negative Media Encourage and educate

Segregation REMOVE

Life Opportunities Create fairness for all

Let's take a closer look at the 2 models by analysing the following case;

Slide 21

Joe can't use his local tube station because the station has stairs and is not accessible to wheelchair users" Does this statement show a medical model or social model approach to disability?

Ask participants to indicate their choice by writing 1or 2 on a post it and holding it up. Ask random participants to explain their answer..

Answer **Slide 22**

Statement reflects a Social Model approach to disability

- The stairs and steps are a disabling barrier
- to wheelchair users / people with mobility impairments,
- Once they are removed Joe can access the Tube station and be on his way!

Slide 23

Discuss why it isn't the Medical Model.

Slide 24

Emphasise the following statement

The Social Model is about change

- Barriers can be removed: the law, information, communication, the built environment, access, housing, employment, attitudes.

Discrimination is not inevitable

- Disabled people **must be involved** in change.

Slide 25

The language we use is all important.

- Language is very important and it reflects people's views and feelings
- Certain description and words become outdated – people have a right to decide how they described. Disabled peoples movement we use the term disabled people because..
- Impairment vs disability: the social model of disability makes a key distinction between impairment – and the individual's physical, sensory or cognitive difference, for example being blind, experiencing bipolar, having M.S or a learning difficulty - and disability
- Disability is the name for the social consequences of having an impairment. People with impairments are disabled by the barriers operating in society
- Why 'disabled people' and not 'people with disabilities'? The term 'disabled people' is a political term people with impairments use to emphasise the social cause and nature of the exclusion and discrimination people with impairments face. Non - social model language such as 'people with disabilities' in contrast wrongly implies disability is the same as a person's impairment. If you follow a social model approach you reject this view. It is the disabling barriers operating in society that disables us not our impairments.
-

Slides 26-30

So let's look at the following statements. Ask participants to use the post its to vote.

Now discuss the answers **Slide 31**

Slide 32

Now have a look at another case study

Case Study: Errol

On his way to work in the morning rush hour, Errol wants to put some credit on his Oyster Card so he goes to the ticket machine.

He is struggling to get the wallet out of his pocket and two customers behind him are getting impatient. One of them says "Can you hurry up! I have to get to work". Errol is getting increasingly upset. He turns to you for assistance.

Participants to choose their response;

1. **Tell Errol he should have topped up online**
2. **Ask Errol what his impairment is**
3. **Tell Errol he should get a freedom pass if he is having problems**
4. **You apologise for the rude passengers and ask Errol if he needs assistance**

Answer Slide 33

- **Answer is 4: You apologise for the rude passengers and ask Errol if he needs assistance**

Now discuss with participants Why the other responses not appropriate?

Time for another

Slide 34

Case Study: Cassie

Cassie uses a mobility scooter and this is the first time she has tried to use the Underground. She has an appointment in 45 minutes and is very anxious.

1. Ask Cassie what her impairment is and find out if she is traveling with a 'carer' who can help
2. Tell her the Tube is not accessible to mobility scooters and she should try the bus network
3. Ask Cassie how she would like to be assisted. Find out if there is a step free tube route for Cassie. Check if all lifts on her route are working and if not, arrange for a taxi for her to be paid by London Underground

Answer Slide 35

- Answer is 3.
- Ask Cassie how she would like to be assisted.
- Find out if there is a step free tube route for Cassie.

Check if all lifts on her route are working and if they are not, arrange for a taxi for her to be paid for by London Underground (check this with your DSM/CSM before confirmation

Now discuss with participants; Why the other responses not appropriate?

Slide 36

Summarise with the following;

- Ask people what assistance they need. Never make assumptions
- Be aware of barriers and potential barriers that will affect the journey for disabled passengers and do what you can to remove them or lessen their impact

Now ask for suggestions as to what can be done to improve things for the disabled customers using the tube?

6.2 **Introduction to Tickets**		**mins**
Session objectives	• List the different types of magnetic tickets and prices • List the different types of Oyster cards and products	
Delivery options		

Delivery sequence	Resource	Timing

Links	
Activities	
Training aids/ material	
Location	

Supplementary notes

Participants should be given the time to go into the LMS via their I-Pads and complete the evaluation of yesterday's training day. This should take around 15 mins. Encourage the participants to add comments. This will enable us to make any changes that could enhance the training experience.

Ask participants to respond to customer's statement. **Slides 17&18**

Participants should have taken the opportunity to have familiarised themselves with material set has homework from day 5. They should now be given time to complete the ticketing modules and learning checks. Trainer should now consolidate by running through the different types of tickets in a prompt fashion.

Why do customers still buy magnetic tickets?
Infrequent visitors. Unfamiliar with system and ticketing availability
What does the ticket tell us?

Slides 19&20

Magnetic Tickets

Station of Origin Tickets - pink paper magnetic tickets - valid from the time they are purchased until 04:29 hours the day following the expiry date
Station of origin child ticket has a C in the middle and is half the adult fare
Identify different features and information of the tickets
16 pieces of information

1.   Start date
2.   Status
3.   Ticket type
4.   Adult single fare
5.   Class
6.   Child indicator
7.   Station of origin
8.   Method of payment
9.   Price paid
10.   Time of purchase
11.   Date of purchase
12.   National location code
13.   Machine code
14.   Ticket number
15.   Additional information
16.   Expiry date

Types What's in a ticket? Single Returns T/cards Group Railcard reductions Bus/Tram Platform National Rail

Slide 21

Zonal structure

- 9 Zones
- Zones 1-6 around the Greater London Area
- Zones 7, 8, and 9 for the outer county stations

Slides 22-24

Note: Watford Junction Fares are calculated on the basis of an additional Zone W for Oyster PAYG and season ticket purposes only

Slides 25-27

Travelcards

o They can be issued for anytime or off peak travel

o Travel cards can be used on all TfL modes of transport, LU, buses, DLR, Overground, trams and Network rail – on the zones stated on the travel card

1. When is an advanced purchased off peak travel card valid?

Start date from 09.30hrs till the next day 04.29hrs Mon- Fri within zone shown anytime at weekends and Bank Holidays

2. Which areas do they cover?

Different combination of zones

3. When is an advanced purchased day travel card (anytime) valid?

Start date from 00.00 hrs till the next day 04.29hrs within zone shown

4. 7 Days up to 12 month travel cards are now only available on Oyster Cards

Anytime One Day Travelcards – page 13 of Fares Revision Circular January 2016

How much is an anytime Travelcard for zones 1 -4?

o £12.10

How much is an anytime Child Travelcard for zones 1-4?

o £6.00

How much is an anytime Travelcard for zones 1-6?

o £17.20

Off Peak Day Travelcards

When can Off-peak Travelcards be bought?

o Up to 7 days in advance of the start day from ticket offices and on the day of use only from POMs

How much is an off peak adult Travelcard for zones 1-6?

o £12.10

How much is an anytime adult Travelcard for zones 1-6?

o £17.20

You cannot buy an off peak zones 1 - 4 travel card

How much is an off peak child Travelcard for zones 1-9?

- £6.40
-

Group day Travelcards

What type of ticket is this?

o   Group day Travelcard

o   Valid on all modes of transport

o   Available after 0930 Monday to Friday, and at anytime at the weekend and public holidays

o   A child rate is available for individuals under age 16

o   Available for 10 or more people

What would you do at your station if there were more than 20 people in the group?

- If 20 or more, you would inform the supervisor of the destination station and any interchange stations for further assistance.

-

Privilege tickets

Privilege single and return tickets are not available as paper magnetic tickets.

Customers with a PTAC or NR staff travel card will need to obtain an Oyster card to be able to travel at Priv rate

Faulty paper tickets

Currently these can be replaced via the ticket office; the future process as yet is unknown.

Unused paper tickets

Apply to Customer Services for a refund if:

- You haven't started using a paper single, return or Day Travelcard
- Slide 28

Concessionary fares

Who is entitled to buy this ticket?

o   Ages between 5-10 and 11-15 and Job Centre plus who produce a valid Child Oyster Card / photo-card

o   Up to four children under 11yrs travel free with an adult on LU & DLR after 0930hrs

Who travels free on the underground?

Slide 29

- Certain police forces (British Transport Police, Essex, Hertfordshire, Kent, Thames Valley and Surrey).

Slide 30

o   Community Police Officers in uniform and on duty only

o   Forces staff in full uniform

o   TfL staff and their Nominees

o   Elderly & Disabled customers with freedom passes

o   Children under 5, (Children under 11yrs travel free with an adult on LU or in possession of a 5-10 yrs old Zip card)

Slide 31
Metropolitan and City of London Police Oyster Cards

o   From Monday 01 September 2014, Police officers and Special Constables from the Metropolitan and City of London police forces are required to use a Police Oyster card in order to travel free on LU services.

o   If any officers from these forces intend to travel without their Police Oyster card, they will need to buy a ticket or use PAYG for any journeys they wish to make.

o   There is no change to the acceptance of Warrant cards for the BTP or other police forces entitled to free travel on LU

Slide 32

Children under 5, children under 11yrs travel free with an adult on LU or in possession of a 5-10 yrs old Zip card

Slide 33
Job Centre plus travel concession

o   Issued to by job centres to people seeking employment

o   The maximum life of this card is three months

o   Child rate – single/return tickets ONLY or Oyster Card (discount set on card)

o   No day travel cards issued by LU however network rail still issue a Job Centre concession day travel card

Elderly & Disabled customers with freedom passes

Slides 34-37
NR Tickets

Some NR tickets are valid for travel on the Underground

These tickets will have an R, U, or + on them.

o   R is found on National Rail Travelcards and is followed by the zones where the ticket is valid

o   R1 valid only in zone 1 or R2-6 valid for travel in zones 2, 3, 4, 5 & 6

o   U is for Underground and is on single or return tickets

o   + is for cross London transfers and are valid for one unbroken journey on the Underground for a single ticket

o   Return tickets will allow two unbroken journeys

If these symbols are not on the National Rail ticket then the customer must buy an LU ticket for the Underground part of their journey.

NOTE: However NR do issue some tickets worded London Terminals to specific stations eg Seven Sisters this ticket would be valid on London Underground

New NR tickets.

From 20th March 2015 NR began to introduce new paper ticket stock. The cross transfer symbol can now be a + or   □

The new layout only applies to single and return tickets initially. It will apply to Travelcards in future and further information will be issued nearer the time.

Learning check – six slides 38–43

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