

FT32 04 (RPVD 11) Transport passengers in the community transport industry who have special requirements

Elements of competence

RPVD 11.1 Prepare for the movement of passengers

RPVD 11.2 Move and transport passengers

About this Unit

This Unit is about transporting passengers who have special requirements and cannot be moved without additional support (for example, they may be confined to a wheelchair, stretcher or trolley). You should be able to prepare for transporting passengers and move and transport passengers safely. You should know and understand the types of problems likely to arise and how to deal with them and how to use any special equipment or systems required by passengers who have special requirements.

Glossary

Passenger with a severe disability A passenger who cannot be moved without considerable support, for example; the passenger may be confined to a wheelchair, stretcher or trolley.

Your organisation This would be the company you work for or, if you are self employed, the rules you have set for yourself to ensure that you comply with relevant legal and licensing requirements.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

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Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
◆ Simulation is NOT permitted for any part of this Unit.
◆ The following forms of evidence ARE mandatory:
◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example , clearly explain to the passenger, and where relevant their carer(s) the procedures for moving them.
◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example , discuss requirements of relevant legislation and codes of practice relating to providing help.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge.
◆ Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice.
◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice.
◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.
◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier.
◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit.
◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
GENERAL GUIDANCE
◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.
◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge.
◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work.
◆ All evidence must relate to your own work practice.

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KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.

Element RPVD 11.1 Prepare for the movement of passengers

About this element

This element is about preparing for the movement of passengers who have special requirements and cannot be moved without additional support (for example, they may be confined to a wheelchair, stretcher or trolley). You need to make sure the necessary resources are available to move the passenger and to decide on the assistance you are able to give. You will need to know and be able to follow the requirements of relevant laws and codes of practice, while knowing the limits of your ability and responsibility when you consider what assistance to give. You should offer assistance before you are asked, where possible, and communicate with passengers and their carer(s) in a polite and considerate way.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 The importance of providing help to passengers and, where relevant, their carer(s).	
2 The requirements of relevant legislation and codes of practice relating to providing help.	
3 How to check that the passenger's support equipment can be moved safely.	
4 The limits of your ability and responsibility when providing help to passengers.	
5 How to communicate with passengers and carers who need your help.	
6 The equal opportunities and the rights of disabled passengers to travel safely, comfortably and with dignity.	
7 How to use different types of equipment for safely seating and securing passengers and wheelchairs, stretchers or trolleys.	

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Element RPVD 11.2 Move and transport passengers

About this element

This element is about moving and transporting passengers who have special requirements and cannot be moved without extra support (for example, they may be confined to a wheelchair, stretcher or trolley). You will need to move the passenger safely and securely and treat them with dignity during the move. You will need to know and be able to follow the requirements of relevant laws and codes of practice, while knowing the limits of your ability and responsibility when you consider what help to give. You should offer assistance before you are asked, where possible, and communicate with passengers and their carers in a polite and considerate way.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 The importance of providing help to passengers and, where relevant, their carer(s).	
2 The requirements of relevant legislation and codes of practice when providing help.	
3 How to recognise the differences in passengers' special requirements.	
4 The road conditions in the area you work in and the effect these conditions have on severely disabled passengers.	
5 How to transport passengers safely and the special equipment and systems needed by passengers with special requirements.	
6 How to communicate with passengers and carers while giving help and making them feel at ease during the journey.	
7 The equal opportunities and the rights of disabled passengers to travel safely and comfortably and with dignity.	
8 The types of problems likely to arise and how to handle them.	
9 When additional assistance is needed (for example, for the safe handling of support equipment).	

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Element RPVD 11.1 Prepare for the movement of passengers

Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Check that you have the resources to move the passenger.					
2	Confirm that you have the correct type and amount of equipment for seating and securing passengers and/or wheelchairs, stretchers or trolleys before starting your journey and carry out approved safety checks.							
3	Communicate clearly with passengers and, where relevant, with their carer(s).							
4	Clearly explain to the passenger, and where relevant their carer(s) the procedures for moving them.							
5	Treat the passengers with dignity at all times.							
6	Check, where relevant, that any necessary accompanying documents are available.							
7	Check that all the equipment for moving the passenger is safe and working correctly.							
8	Co-operate with other carers involved to move the passenger as safely and comfortable as possible.							
9	Take the appropriate action where problems arise that may affect how you transport passengers.							
10	Keep to relevant legislation and codes of practice when deciding on the help you give.							

DO = Direct Observation
EW = Expert Witness
PD = Professional Discussion

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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Element RPVD 11.2 Move and transport passengers

Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Assist the passengers and relevant carers to get in the vehicle at the start of the journey.					
2	Give help to passengers during transportation in line with their needs.							
3	Communicate effectively with passengers and, where relevant, their carers.							
4	Treat the passengers with dignity at all times.							
5	Make sure the passengers are safe and secure throughout the move.							
6	Select the most suitable route for the passengers.							
7	Co-operate with other carers involved to move the passengers as safely and comfortably as possible.							
8	Assist the passenger and relevant carers to leave the vehicle at the end of the journey.							
9	Make sure the passengers are receiving the appropriate level of support at the end of the journey (for example, making sure the passengers are transferred to suitable carers).							
10	Keep to relevant legislation and codes of practice throughout the journey.							

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To be completed by the candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable

This section only needs to be completed if the Unit is sampled by the internal verifier

Internal verifier's name:

Internal verifier's signature:

Date: