

F0WP 04 (PCV5) Help passengers who have special needs

Elements of competence

- PCV5.1 Recognise passengers' special needs
- PCV5.2 Respond to passengers who have special needs

About this Unit

This Unit is about recognising and responding to passengers who have special needs. You should be able to offer help where possible. You should know and understand the requirements of any relevant legislation and codes of practice when providing help.

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.**

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: |
| <ul style="list-style-type: none"> ◆ 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, treat passengers who need help in a way that promotes good customer service. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, discuss the requirements of relevant legislation and, codes of practice when providing help. |
| Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following: |
| <ul style="list-style-type: none"> ◆ 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 |
| <ul style="list-style-type: none"> ◆ 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. |

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 PCV5.1 Recognise passengers' special needs

| You need to show that you know, understand and can apply in practice: | Enter Evidence Numbers |
|--|-------------------------------|
| 1 The importance of providing help to passengers when necessary to ensure comfort and safety. | |
| 2 The needs of passengers who may need help including those who use wheelchairs; people who are partially sighted or blind; people who have hearing difficulties or are deaf; people who have difficulty walking; people who have learning difficulties and; people who have physical disabilities or speech difficulties. | |
| 3 The requirements of relevant legislation and codes of practice when providing help. | |
| 4 The limits of your ability and responsibility when providing help to passengers. | |
| 5 How to communicate with passengers who need your help. | |
| 6 Equal opportunities and the rights of all passengers to travel in safety and comfort. | |
| 7 How to implement techniques that enable you to concentrate on safe driving, whilst ensuring the safety and comfort of passengers. | |

F0WP 04 (PCV5) Help passengers who have special needs

| Performance Criteria | | DO | RA | EW | Q | P | WT | PD |
|----------------------|--|----|--|----|---|---|----|----|
| | | 1 | Recognise when it is obvious that someone needs your help, before you are asked. | | | | | |
| 2 | Offer your help promptly and in a way that is polite and considerate. | | | | | | | |
| 3 | Treat passengers who need help in a way that promotes good customer service. | | | | | | | |
| 4 | Decide on the type and amount of help you will give, which should be within your ability and responsibility. | | | | | | | |
| 5 | Take appropriate action when you cannot provide the help needed. | | | | | | | |
| 6 | Keep to relevant legislation and codes of practice when deciding on the help you will give. | | | | | | | |

DO = Direct Observation

EW = Expert Witness

PD = Professional Discussion

RA = Reflective Account

P = Product (Work)

Q = Questions

WT = Witness Testimony

F0WP 04 (PCV5) Help passengers who have special needs

Element PCV5.2 Respond to passengers who have special needs

| You need to show that you know, understand and can apply in practice: | Enter Evidence Numbers |
|---|-------------------------------|
| 1 The importance of giving help to passengers when needed. | |
| 2 The requirements of relevant legislation and codes of practice when providing help. | |
| 3 The needs of passengers who may need help including: passengers who use wheelchairs; people who are partially sighted or blind; people who have hearing difficulties or are deaf ; people who have difficulty walking; people who have learning difficulties; people who have physical disabilities or speech difficulties. | |
| 4 How to use special equipment and systems for giving help to passengers. | |
| 5 How to communicate with passengers while giving help. | |
| 6 Equal opportunities and the rights of disabled passengers to travel in safety and comfort. | |

F0WP 04 (PCV5) Help passengers who have special needs

| Performance Criteria | | DO | RA | EW | Q | P | WT | PD |
|----------------------|--|----|----|----|---|---|----|----|
| 1 | Give help to passengers in line with relevant legislation and codes of practice. | | | | | | | |
| 2 | Give help promptly and in a way that promotes good customer service. | | | | | | | |
| 3 | Follow accepted procedures for giving help to passengers, and keep within the limits of your ability and responsibility. | | | | | | | |
| 4 | Use special equipment or systems as needed in line with approved methods. | | | | | | | |
| 5 | Confirm that passengers' needs are met after giving help. | | | | | | | |
| 6 | Get appropriate advice or help when you cannot meet passengers' needs. | | | | | | | |

DO = Direct Observation

RA = Reflective Account

Q = Questions

EW = Expert Witness

P = Product (Work)

WT = Witness Testimony

PD = Professional Discussion

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: