

A Learner's guide to the
**QNUK Level 3 Award for
Moving and Handling Trainers
(Health & Social Care) (RQF)**

Contents	Page
Introduction	2
Qualification purpose	2
Qualification objective	2
Qualification structure	2
Pre-requisites	2
Delivery requirements	2
Units of assessment	3
Assessment methods	3
Reasonable adjustments	4
Results	5
Progression routes	5
Acceptable forms of I.D.	5
Appendix 1 Assessment criteria	6
Appendix 2 Indicative content	9
Appendix 3 Specimen assessment material	14

Introduction

This qualification specification outlines key information required by learners to ensure they are able to make an informed decision in regard to the qualifications they are undertaking.

Qualification purpose

This qualification is aimed at those looking to provide moving and handling training to those working in the health and social care sector.

Qualification objective

This qualification has the purpose of supporting a role in the workplace.

Qualification structure

Qualification accreditation number	603/2075/8
Qualification level	3
Guided learning hours (GLH)	18
Total Qualification Time (TQT)	40
Credit value	4
Validity	Lifetime

Pre-requisites

This qualification is aimed at those over 18

Due to the language of the assessment, it is recommended that learners have sufficient command of the English language in order to understand the assessment and to undertake the recommended assessment methods.

Attendees will be required to demonstrate a range of manual handling procedures as they would in a real work environment.

It is strongly advised that learners have sufficient experience in the moving and handling of people before undertaking this qualification.

There are no other pre-requisites for this qualification.

Delivery requirements

This qualification is typically delivered in a face-to-face format over a three-day period. Learners will need to undertake pre-course work and some additional preparation work.

Learners should complete the qualification within 12 months.

Trainer to learner ratio

The maximum trainer to learner ratio for this qualification is 1:8.

The maximum trainer to learner ratio for this qualification is 1:10, however, a preferred maximum of 8 is recommended.

Optional and additional units

Learners may wish to progress to other QNUK Health and Social Care qualifications.

Blended learning

Blended learning is acceptable for this qualification. Blended learning options will include suitable controls to ensure learners undertake all elements.

All assessments must be undertaken in a moderated environment with the learner and moderator present.

Units of assessment

This qualification has three mandatory units

Unit one title Principles of safer people handling

Unit one reference number R/616/0087

Level 3

Credit 2

Guided learning hours 6

Status Mandatory

Unit two title Applying the principles of safer moving and handling within health and social care

Unit two reference number R/616/0089

Level 3

Credit 1

Guided learning hours 6

Status Mandatory

Unit three title Delivering inclusive safer people moving and handling training sessions

Unit three reference number Y/616/0088

Level 3

Credit 1

Guided learning hours 6

Status Mandatory

Details on the knowledge and understanding which will be assessed can be found in Appendix 1 and 2 of this document.

Assessment methods

Learners are assessed for this qualification using the following methods:

- Multiple choice question paper
- Observation
- Assignment

The multiple-choice assessment will take place under examination conditions; i.e. learners will sit at least 1.25 metres apart and will not be allowed to confer during the examination. No books, including dictionaries, will be permitted during the examination.

Multiple choice question paper

Each learner will be assessed for this qualification by the completion of a multiple-choice examination paper.

Example questions can be found in Appendix 3 of this document

Method	Multiple choice examination
Language of assessment	English
Grading	Pass/Fail
Pass mark	70% (11/15)
Duration	30 minutes

Practical observation

Each learner will be assessed for this qualification by the completion of a number of practical assessments

Method	Practical observation
Language of assessment	English
Grading	Pass/Fail
Pass mark	100%
Duration	As required

Assignment

Each learner will be assessed for this qualification by the completing on a reflective journal entry and action plan as well as the completion of a moving and handling risk assessment.

Method	Assignment
Language of assessment	English
Grading	Pass/Fail
Pass mark	100%
Duration	As required

Reasonable adjustments

All learners are required to complete the assessment criteria in a manner appropriate to the purpose of the qualification.

For this qualification learners must be able to perform relevant practical tasks.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners, who would otherwise be able to demonstrate competence in the assessment criteria and in line with the purpose of the qualification.

If you feel the assessment methods above would disadvantage you, please contact your centre to discuss reasonable adjustment.

Results

Once you have completed your assessment, the centre is required to submit their results to Qualifications Network for moderation within 10 working days of the date of assessment. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving those results. Results and/or certificates will then be forwarded to learners by the Centre. Learners should expect to receive all results within 20 working days of the date they take the assessment. If they have not received them within 25 working days, they should contact their centre in the first instance.

Progression routes

Learners undertaking this qualification may wish to progress to other QNUK Health and Social Care Qualifications.

Acceptable forms of I.D.

All learners must provide suitable identification documentation (I.D.) prior to being allowed to take an assessment for this qualification. This is a regulatory requirement. Centres must ensure that all I.D. is checked and the I.D. type noted on the Cohort Register.

Learners who do not have an acceptable form of I.D. will not be allowed to take the assessment.

The list below outlines acceptable forms of identification for learners undertaking a regulated qualification with Qualifications Network.

Ideally learners should provide at least 1 form of photo I.D. If photo I.D is not available, 2 forms of non-photographic I.D can be accepted.

Acceptable forms of photographic I.D (1 required) are:

- Signed UK Photo card driving licence
- Signed passport (any nationality)
- Valid EU Photo identity card
- SIA security licence (with photo)
- Current and valid warrant card issued by HM forces or Police
- Current and valid Prison service card (with photo)
- Proof of age card
- Employee photo identification card
- Student photo identification card for a recognised educational establishment
- Firearms license (with photo)

Acceptable forms of non-photographic I.D (2 required) are:

- Current driving license – paper version
- Birth certificate
- Marriage/civil partnership certificate
- Mortgage statement (issued within past 12 months)
- Bank or building society statement (issued within last 3 months)
- Bank or building society account opening confirmation letter (issued within last 3 months)
- Credit card statement (issued within last 3 months)
- Pension or endowment financial statement (issued within last 12 months)
- P45 or P60 statement (issued within last 12 months)
- Council tax statement (issued within last 12 months)
- Valid work permit or visa issue by UK government
- Utility bill – excluding mobile phone bill (issued within last 3 months)
- Benefit statement e.g. child benefit, pension (issued within last 3 months)

Appendix 1 Learning Outcomes and Assessment criteria

Unit 1 Principles of Safer people handling

The follow details the Learning Outcomes for this qualification and the assessment criteria referred to within the assessment and used to determine if a learner has met a learning outcome. Further details of how learning outcomes and assessment criteria are covered is included in Appendix 2 Unit 1 Indicative Content.

		Assessment Method		
		MCQ	Obs	Assign
1	Understand principles of safer people handling legislation			
1.1	Identify the potential injuries and ill health associated with incorrect moving and handling	✓		
1.2	Outline employers and employee’s responsibilities relating to manual handling at work	✓		
1.3	Outline the consequences for non-compliance with health and safety requirements at work	✓		
1.4	Outline the principles of key legislation, regulations and codes of practice related to safer people handling.	✓		
2.	Understand how the risk of manual handling injuries can be reduced			
2.1	Identify the structures of the spine	✓		
2.2	Outline the functions of the spine	✓		
2.3	Explain how good practice can reduce the risk of injury	✓		
2.4	Describe how effective communication reduces the risk of injury	✓		
3.	Be able to undertake a safer people handling risk assessment			
3.1	Outline the types of risk assessment and their purpose	✓		
3.2	Identify hazards in relation to moving and handling			✓
3.3	Identify those that may be harmed by moving and handling and how this harm may occur			✓
3.4	Evaluate the level of risk created by moving and handling			✓
3.5	Suggest appropriate controls to reduce the risk of moving and handling hazards to an acceptable level			✓
3.6	Record the findings of the moving and handling risk assessment			✓

Appendix 1 Learning Outcomes and Assessment criteria

Unit 2: Applying the principles of safer moving and handling within health and social care

The follow details the Learning Outcomes for this qualification and the assessment criteria referred to within the assessment and used to determine if a learner has met a learning outcome. Further details of how learning outcomes and assessment criteria are covered is included in Appendix 2 Unit 1 Indicative Content.

		Assessment Method		
		MCQ	Obs	Assign
1	Be able to undertake appropriate preparations before undertaking moving and handling			
1.1	Plan a moving and handling operation in accordance with the findings of a personal handling plan		✓	
1.2	Demonstrate effective communication with others, including: <ul style="list-style-type: none"> • Person being moved or handled • Assistants 		✓	
2.	Perform safer moving and handling techniques without mechanical equipment			
2.1	Demonstrate safer handling techniques with no equipment when working: <ul style="list-style-type: none"> • Alone • With assistance 		✓	
2.2	Demonstrate safer handling techniques with equipment when working: <ul style="list-style-type: none"> • Alone • With assistance 		✓	
3.	Perform safer moving and handling techniques with mechanical equipment			
3.1	Demonstrate the use of mechanical equipment to include: <ul style="list-style-type: none"> • Wheelchair • Standing device • Frame 		✓	
4.	Perform a safer moving and handling using a hoist			
4.1	Demonstrate pre-use equipment checks		✓	
4.2	Fit and remove a hoist sling in a bed: <ul style="list-style-type: none"> • Using equipment • Without the use of equipment 		✓	
4.3	Fit and remove a hoist sling in a chair: <ul style="list-style-type: none"> • Using equipment • Without the use of equipment 		✓	

Appendix 1 Learning Outcomes and Assessment criteria

Unit 3: Delivering inclusive safer people moving and handling training sessions

The follow details the Learning Outcomes for this qualification and the assessment criteria referred to within the assessment and used to determine if a learner has met a learning outcome. Further details of how learning outcomes and assessment criteria are covered is included in Appendix 2 Unit 1 Indicative Content.

		Assessment Method		
		MCQ	Obs	Assign
1	Be able to undertake appropriate preparations before undertaking moving and handling			
1.1	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs		✓	
1.2	Communicate with learners in ways that meet their individual needs		✓	
1.3	Provide constructive feedback to learners to meet their individual needs		✓	
2.	Be able to evaluate the delivery of inclusive teaching and learning			
2.1	Review the effectiveness of own delivery of inclusive teaching and learning			✓
2.2	Identify areas for improvement in own delivery of inclusive teaching and learning			✓

Appendix 2 Indicative content

Unit 1 Principles of Safer people handling

1.1 Identify the potential injuries and ill health associated with incorrect moving and handling

Types of injury and ill health include; fractures, cuts, burns, prolapsed disc, trapped nerves, sprains and strains and Hernias

1.2 Outline employers and employee’s responsibilities relating to manual handling at work

Employers responsibilities are to protect the health, safety and welfare of their employees and other people who might be affected by their acts or omissions. Employers also have the responsibility to assess the risks to their employees and others and to implement controls to reduce the risk of harm. Employers should provide suitable equipment, training, personal protective equipment and safe access and egress.

Employees have a responsibility to co-operate with their employer and follow instructions given. They should also ensure others health and safety is not affected by their acts or omissions. Finally, employees should raise concerns over health and safety issues.

1.3 Outline the consequences for non-compliance with health and safety requirements at work

Different Health and Safety enforcing authorities, powers and actions of inspectors. Level of fines at different court stages. Level of imprisonment.

1.4 Outline the principles of key legislation, regulations and codes of practice related to safer people handling

Legislation relates to the Management of Health and Safety regulations – the need for information, training, instruction and risk assessment. Manual handling operations regulations, employers and employee’s duties. Principles of safer manual handling. Lifting operations and lifting equipment regulations; need to complete user checks and inspections on a regular basis – every 6 months for equipment used in the lifting of people. Best practice guide includes the Moving and handling of people (6th Edition) Jacqui Smith, Paul Lloyd.

2.1 Identify the structures of the spine

Learners should know the structures of the spine to include, cervical, thoracic, lumbar, sacral, coccyx

2.2 Outline the functions of the spine

Learners should understand the key functions of the spine, to include facilitation of movement, protection of nerves and support for muscle and tissue. The spine also acts as a shock absorber, protection of major organs and some production of red blood cells.

2.3 Explain how good practice can reduce the risk of injury

Learners should understand the principles related to good practice in moving and handling. To include the principles of avoid, assess and reduce. Avoidance of manual handling where possible, if not possible the use of automation such as electronic hoists, mechanical aids, such as hoists and wheelchairs. Safer lifting procedures to include planning the lift, communication, keeping a load close, maintaining a safe posture.

2.4 Describe how effective communication reduces the risk of injury

Learners will understand the importance of effective communication while moving and handling. Effective communication ensures those being handled are aware of what is about to happen and are more likely to be co-operative.

3.1	Outline the types of risk assessment and their purpose
	Types of risk assessment include Generic and individual assessments. Dynamic risk assessments are also possible in some cases.
3.2	Identify hazards in relation to moving and handling
	Hazards relate to the main hazard groups of task, individual, load, environment and other factors. Learners will be able to identify these while undertaking a moving and handling risk assessment.
3.3	Identify those that may be harmed by moving and handling and how this harm may occur
	<p>Learners should understand those who may be harmed including those being moved and those performing moving and handling tasks.</p> <p>Individuals may be harmed by poorly fitting equipment, falling due to incorrect assessment, falling from height while being hoisted. Individuals may also be harmed if disorientated, confused or in any other way non-cooperative.</p> <p>Handlers may be injured by individuals who are disorientated, confused or in any other way non-cooperative. They may be injured due to repetitive handling and poor posture.</p> <p>Learners will be able to link the potential hazards within their risk assessment.</p>
3.4	Evaluate the level of risk created by moving and handling
	Learners will be able to evaluate the level of risk identified within their risk assessment. This evaluation should be justified.
3.5	Suggest appropriate controls to reduce the risk of moving and handling hazards to an acceptable level
	Learners will be able to identify suitable and sufficient controls to manage the level of risk associated with the hazards they have identified in their risk assessment.
3.6	Record the findings of the moving and handling risk assessment
	Learners will be able to record the findings of their risk assessment in a clear and constructive manner which would be suitable for audit purposes.

Unit 2: Applying the principles of safer moving and handling within health and social care

1.1 Plan a moving and handling operation in accordance with the findings of a personal handling plan

Learners will be required to plan a moving and handling operation. The plan should be based on a suitable and sufficient moving and handling risk assessment. Where learners are completing unit 1, their risk assessment should be used and the plan mapped to this

Demonstrate effective communication with others, including:

- 1.2
- Person being moved or handled
 - Assistants

Learners are required to demonstrate effective communication with the person being moved and any assistants. Clear instructions should be provided, and empathy shown through verbal communication.

Demonstrate safer handling techniques with no equipment when working:

- 2.1
- Alone
 - With assistance

The learner will need to be able to demonstrate the following:

- Lifting, carrying and lowering placing an inanimate load from the floor to a table and back to the floor
- Assisting an individual to move to the front of a chair
- Assisting an individual to sit back in a chair
- Assist an individual to stand and assess their weight bearing ability
- Perform a side assisted stand with assistance and no handling belt
- Assist an individual to walk, alone without a handling belt
- Assist an individual to rise from the floor independently
- Assist an individual to sit up in bed independently
- Assist an individual to get out of bed independently

Demonstrate safer handling techniques with equipment when working:

- 2.2
- Alone
 - With assistance

Learners will be required to demonstrate the following:

- Perform a side-assisted stand alone, with a handling belt
- Assist an individual to walk, with assistance and a handling belt
- Assist an individual to sit up in bed using pillows or slide sheet
- Assist an individual to get out of bed with assistance and a slide sheet

Demonstrate the use of mechanical equipment to include:

- 3.1
- Wheelchair
 - Standing device
 - Frame

Learners will be required to demonstrate the following:

- Support an individual into a wheelchair and transfer them over a distance of at least 5 metres and negotiate a 90° turn and a ramp
- Assisted an individual to stand using a standing device
- Assisted an individual to stand and walk with a walking frame.

4.1 Demonstrate pre-use equipment checks

Learners are required to undertake user checks on equipment. This checks should be in-line with manufacturer's instructions.

Fit and remove a hoist sling in a bed:

- 4.2**
- **Using equipment**
 - **Without the use of equipment**

Learners will be required to demonstrate the following:

- Fit a sling while an individual is in bed, no equipment to be used
- Remove a sling while an individual is in bed, no equipment to be used
- Fit a sling while an individual is in bed while using a slide sheet
- Remove a sling while an individual is in bed while using a slide sheet

Fit and remove a hoist sling in a chair:

- 4.3**
- **Using equipment**
 - **Without the use of equipment**

Learners will be required to demonstrate the following:

- Fit a sling while an individual is in a chair, no equipment to be used
- Remove a sling while an individual is in a chair, no equipment to be used
- Fit a sling while an individual is in a chair while using equipment
- Remove a sling while an individual is in a chair while using equipment

Unit 3: Delivering inclusive safer people moving and handling training sessions

1.1 Use teaching and learning approaches, resources and assessment methods to meet individual learner needs

Learners are required to deliver a 15- 30 minute micro-teach session on a moving and handling subject. While delivering the micro-teach session, the learner should deliver the session using at least 2 teaching and learning strategies. A resource should be used and formative assessment should occur.

1.2 Communicate with learners in ways that meet their individual needs

Learners should clearly communicate information. Communication should be two-way and appropriate to the needs of the learner, for example appropriate tone, pitch and volume and use of appropriate language.

1.3 Provide constructive feedback to learners to meet their individual needs

Learners should provide constructive to the group and individuals throughout the session.

2.1 Review the effectiveness of own delivery of inclusive teaching and learning

Learners are required to complete a self-reflection on the delivery of the micro session. This reflection should be based on their own reflections, two from their peers and one from the main assessor. The reflection should be comprehensive enough to demonstrate an ability to take feedback and reflect on it.

2.2 Identify areas for improvement in own delivery of inclusive teaching and learning

Each learner will need to complete an action plan for their future teaching development. The reflective journal entry should outline at least one area for immediate improvement and one for the medium term. These actions should reflect the reflections made.

Appendix 3 Specimen assessment material

- 1** The main purpose of a risk assessment is
- A** to identify the people who are most likely to cause accidents
 - B** to identify possible causes of harm, and ways in which they can be reduced
 - C** record the maintenance requirements of equipment
 - D** to provide an audit trail for health and safety management

- 2** When team handling which of the following commands is most effective?
- A** "on three"
 - B** "One, two, three"
 - C** "ready, steady, move"
 - D** "after you..."

- 3** Which of the following is a common long-term manual handling injury?
- A** Burns
 - B** Fracture
 - C** Prolapsed disc
 - D** Cut