

Qualification Specification

NCFE CACHE Level 2 Certificate in Assisting and
Moving Individuals for Social Care Settings
QRN: 600/1884/7

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Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our secure website. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3.

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, a unit has some Skills/Competence component(s).

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website. **This site is for Approved Centres only.**

To access this secure site please log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.qualhub.co.uk.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings		
Qualification number	600/1884/7		
Aim	<ul style="list-style-type: none"> • To guide and assess development of knowledge and skills relating to moving and handling • To confirm competence in the area of moving and handling where appropriate. • To support a reduction in the numbers of moving and handling related injuries to both social care workers and those people receiving a service 		
Purpose Ofqual code and description (where applicable)	E. Updating and continuing professional development (CPD) E1. Update knowledge and/or skills relating to legal, technical, process or best practice changes/requirements		
Total Qualification Time (Hours)	140		
Guided learning hours	101		
Credit value	14	Minimum credits at / above Level	14
Minimum age of learner	16		
Age ranges covered by the qualification	The qualification may cover working with children, young people and adults (depending on the setting).		
Real work environment (RWE) requirement / recommendation	Learners will need to be working, volunteering or on practical placement as they need to show competence in both knowledge and skills.		
Rules of Combination	To gain this qualification, learners must achieve a minimum of 14 credits. 10 credits must be achieved from the mandatory units and then at least 4 more credits must be achieved from the optional units.		
Progression	The units will offer the opportunity to accredit specialist moving and handling knowledge and competence. Skills for Care and Development and Skills for Health support		

	<p>education and training provision that provides flexibility, clear progression routes and transferability of competence, shaping learning and career pathways, by offering recognised credit based units towards a full qualification at each level, such as Health and Social Care.</p>
Recommended assessment methods	<p>All units are internally assessed.</p> <p>Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:</p> <ul style="list-style-type: none"> • inference of knowledge from direct observation of practice • witness evidence when directed by the sector skills assessment strategy • professional discussion • reflection on own practice in real work situations • written assignments • learner's own plans and written records • task set by us for knowledge learning outcomes only in mandatory units.* <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
Additional assessment requirements	<p>All units must be assessed in line with the Skills for Care and Development Assessment Strategy.</p>
Grading system	<p>The qualification will be achieved or not yet achieved and all the assessment criteria for the chosen units must be achieved.</p>
How long will it take to complete?	<p>The qualification can usually be completed in 6 months.</p>
Entry requirements / recommendations	<p>Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p>
Regulation information	<p>This is a regulated qualification. The regulated number for this qualification is 600/1884/7.</p>

Introduction to this qualification

Extensive consultation within the health and social care sectors in each UK country has informed Skills for Care and Development's SQLS and Skills for Health SQS, and respective SSAs, both of which indicate the potential to meet the changing needs of the sectors, by offering greater flexibility to support employers and learners in the uptake of qualifications.

These processes and other initiatives such as New Types of Worker (Skills for Care) and emerging multidisciplinary health roles working across primary, acute and community boundaries (Skills for Health) have highlighted the need for the proposed qualifications to build on the strengths of the existing National Occupational Standards and knowledge sets.

These changing needs are based on:

- strong political and strategic directives in each of the UK countries
- the roll-out of the personalisation agenda and increased informed choice
- the move from a 'gift' to 'rights' model of service provision in care
- 'new ways of working' and new ways to configure services that will optimise care and health care with a skilled, multidisciplinary and responsive workforce
- the increasingly diverse nature of employers, including micro-employers and those working across traditional boundaries
- changes to registration, regulation requirements and policy drivers affecting practice.

Manual handling, or moving and handling, is the transporting or supporting of a load by hand or by bodily force. In relation to people with disabilities it is any task that involves physically assisting someone to move from one position to another. It does not just refer to lifting; for example, a person may need to transfer from their wheelchair into a swimming pool. In relation to children's services, all carers that look after children and young people with disabilities or complex needs are required to be able to meet the personal care requirements of the child – in many cases that will require lifting the child manually, or using specific equipment to do so.

In the past many people have been handled in a way that has been, or has made them feel, unsafe and uncomfortable. Also many carers have experienced back injury. This is not acceptable. Whilst it is important to take safety issues into account it is also very important to remember that people with disabilities are entitled to have the same opportunities as the able-bodied.

This includes being able to participate in swimming and in other sports. It is the duty of the carer to consider safety issues and to encourage participation whenever possible. This needs to be reflected in the assessment of these units.

Rules of combination

Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings

To gain this qualification, learners must achieve a minimum of 14 credits. 10 credits must be achieved from the mandatory units and then at least 4 more credits must be achieved from the optional units.
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Progression

The units will offer the opportunity to accredit specialist moving and handling knowledge and competence. Skills for Care and Development and Skills for Health support education and training provision that provides flexibility, clear progression routes and transferability of competence, shaping learning and career pathways, by offering recognised credit based units towards a full qualification at each level, such as the Level 2 and Level 3 Diploma in Health and Social Care.





Unit achievement log







Mandatory units – Level 2 Certificate

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours *	Page	Notes
MH 203	K/502/7583	Understanding and enabling assisting and moving individuals	Knowledge / Skills	2	4	28	25	
MH 204	L/502/7592	Select and use appropriate techniques and equipment when dealing with falls	Skills	2	2	14	37	
MH 205	F/502/7587	Select and use appropriate strategies and equipment when assisting and moving individuals	Knowledge / Skills	2	3	21	43	
MH 206	A/502/7586	Moving inanimate loads	Knowledge / Skills	2	1	10	51	
Total credit and Hours for Mandatory Units					10	73		

* This table shows the estimated total hours for each unit.

Optional units – Level 2 Certificate

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Notes
 MH 201	T/502/7585	Understanding assisting and moving individuals	Knowledge	2	2	15	
HSC 2028	J/601/8027	Move and position individuals in accordance with their plan of care	Knowledge / Skills	2	4	26	
IC01	L/501/6737	The principles of infection prevention and control	Knowledge / Skills	2	3	30	
 IC02	H/501/7103	Causes and spread of infection	Knowledge	2	2	20	
 IC03	R/501/6738	Cleaning, decontamination and waste management	Knowledge	2	2	20	
 HSC024	A/601/8574	Principles of safeguarding and protection in health and social care	Knowledge	2	3	26	
HSC027	R/601/8922	Contribute to health and safety in health and social care	Knowledge / Skills	2	4	33	
HSC 2001	D/601/9023	Provide support for therapy sessions	Knowledge / Skills	2	2	14	
HSC 2002	H/601/9024	Provide support for mobility	Knowledge / Skills	2	2	14	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Notes
 PD OP2.1	L/601/6117	Understand physical disability	Knowledge	2	2	19	
 LD 201	K/601/5315	Understand the context of supporting individuals with learning disabilities	Knowledge	2	4	35	
 LD 205	K/601/6285	Principles of positive risk taking for individuals with disabilities	Knowledge	2	2	20	
 DEM 201	J/601/2874	Dementia Awareness	Knowledge	2	2	17	
 SS MU 2.1	F/601/3442	Introductory awareness of sensory loss	Knowledge	2	2	16	
 CMH 302	J/602/0103	Understand mental health problems	Knowledge	3	3	14	
Minimum credit and Hours required from Optional Units					4	28	
Credit and Hours achieved from Mandatory Units					10	73	
Total Credit and minimum Hours required to achieve the Level 2 Certificate					14	101	

* This table shows the estimated total hours for each unit.

Explanation of terms used at Level 2:

(not all verbs are used in this qualification)

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

Explanation of terms used at Level 2:

(not all verbs are used in this qualification)

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 3: Units

This section includes assessment tasks for tutors' convenience.
They are not mandatory.

Explanation of terms used at Level 2:

(not all verbs are used in this qualification)

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.

Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

MH 203: Understanding and enabling assisting and moving individuals

Unit reference	K/502/7583	Unit level	2
Credit value	4	GL	28

Unit aim This unit covers the movement, assistance and positioning of individuals as part of their care and support plan. This unit promotes the risk reduction strategy as identified through the individual's risk assessment. The unit is aimed at learners who may work in diverse settings and who will be assisting and moving individuals who have a range of abilities.

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
<p>Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p>			
1. Understand the key concepts of manual handling in relation to assisting and moving individuals.	1.1. Define the term manual handling.		
	1.2. Describe the following terms in relation to moving and assisting individuals : <ul style="list-style-type: none"> • risk • hazards • risk assessment • care plan • ergonomic approach. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Describe how current legislation relates to assisting and moving individuals.		
	1.4. Identify agreed ways of working that relate to assisting and moving individuals.		
2. Understand the impact of assisting and moving for workers and individuals.	2.1. Describe the basic anatomy of the human body affected by assisting and moving.		
	2.2. Describe a range of aids and equipment that is available for assisting and moving individuals.		
	2.3. Describe the potential injuries to the worker which may arise by failing to follow approved assisting and moving techniques.		
	2.4. Describe the potential injuries to the individual which may arise by failing to follow approved assisting and moving techniques.		
	2.5. Describe the potential legal consequences of injuries to the individual.		
3. Understand the role of workers and others in relation to assisting and moving.	3.1. Describe responsibilities of worker's own role in relation to assisting and moving individuals.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Identify limitations of worker's own role in relation to assisting and moving individuals.		
	3.3. Describe the role of others in relation to assisting and moving.		
	3.4. Describe when advice and/or assistance should be sought to assist or move an individual safely.		
4. Be able to prepare an environment before assisting and moving an individual.	4.1. Describe why necessary preparatory checks are completed including: <ul style="list-style-type: none"> • the individual's care plan • moving and handling risk assessment • legal requirements for the safety of equipment. 		
	4.2. Demonstrate that standard precautions for infection prevention and control are applied to: <ul style="list-style-type: none"> • the worker • the individual • equipment. 		
	4.3. Identify any immediate risks to the individual and how these should be assessed both formally (documented) and informally (on the spot).		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Describe the use of written risk assessment tools in relation to identified risks.		
	4.5. Describe the steps that should be taken to ensure the environment supports an individual's dignity during assisting and moving activities.		
	4.6. Describe the additional risk factors that need to be considered when working with one or more colleagues to provide mobility assistance.		
	4.7. Demonstrate how to prepare the immediate environment, ensuring: <ul style="list-style-type: none"> • adequate space for the move in agreement with all concerned • that potential hazards are removed • that any equipment has been checked as safe to use. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to support the individual to prepare before assisting and moving.	5.1. Communicate to ensure that, where applicable, the individual: <ul style="list-style-type: none"> • can provide valid consent where appropriate • can participate in the procedure • can communicate how much they wish to do for themselves • can agree the level of support required • understands why and how an action/activity is being undertaken. 		
	5.2. Describe what actions should be taken when the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment.		
	5.3. Describe where to seek advice and assistance if the individual's wishes conflict with their care plan.		
6. Be able to assist and move an individual in accordance with the individual's risk assessment and care plan.	6.1. Demonstrate that the care plan is followed in a way that is satisfactory to the individual.		
	6.2. Communicate with the individual throughout, in order to provide support and reassurance.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Communicate with the individual to ensure that assisting and moving techniques are not causing any undue pain or discomfort.		
	6.4. Demonstrate the appropriate use of equipment in order to maintain the individual in the appropriate position.		
	6.5. Observe the individual throughout the activity so that movement can be stopped if there is an adverse reaction.		
	6.6. Communicate with any co-workers throughout the manoeuvre where appropriate.		
	6.7. Identify when to seek advice or assistance in order to prevent harm or danger to the individual or self.		
7. Be able to report and record changes that may affect the individual's care and support plan for assisting and moving.	7.1. Describe what changes may occur in relation to: <ul style="list-style-type: none"> • the individual • environment • equipment and how this may impact on the care and support plan of an individual.		
	7.2. Describe how changes should be reported and recorded.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: MH 203

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 223
Additional unit assessment requirements provided with the unit	<p>Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Individuals: People requiring health and care services</p> <p>Hazards: Items with the potential to cause harm.</p> <p>Ergonomic approach: The applied science of equipment design, as for the workplace, intended to maximize productivity by reducing operator fatigue and discomfort.</p> <p>Legislation:</p>

	<ul style="list-style-type: none">• HASAWA Health and Safety at Work Act (1974)• MHSWR Management of Health & Safety at Work (1999)• MHOR Regulations Manual Handling Operations Regulations (1990)• LOLER/PUWER Lifting operations and lifting equipment regulations (1998) / Provision and use of work equipment (1998)• RIDDOR Reporting of injuries, diseases and dangerous occurrences (1995)• Human Rights Act 1998• Mental Capacity Act 2005• Disability Discrimination Act 1995. <p>Agreed ways of working: Include policies and procedures where these exist; they may be less formally documented with micro-employers. This includes appropriate clothing/footwear relevant to tasks.</p> <p>Others, e.g.:</p> <ul style="list-style-type: none">• care worker• carers• colleagues• managers• social worker• occupational therapist• GP• speech & language therapist• physiotherapist• pharmacist• nurse• psychologist• admiral nurses• independent mental capacity advocate• independent mental health advocate• community psychiatric nurse• dementia care advisor• advocate• support groups.
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	<p>Equipment e.g.</p> <ul style="list-style-type: none">• hoist• lifting cushion• slide sheets. <p>Dignity: Bearing, conduct, or speech indicative of self respect or appreciation of the formality or gravity of an occasion or situation.</p>
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Assessment task – MH 203: Understanding and enabling assisting and moving individuals

As a carer, who may be working in diverse settings with children, young people and/or adults who will have a range of abilities, you will be required to enable assisting and moving of individuals as part of their care and support plan.

Task

You have been asked to produce a resource, in three sections, for your work place to inform staff about assisting and moving of individuals.

Section 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

You will need to:

- define the term manual handling
- describe the following terms in relation to moving and assisting individuals:
 - risk
 - hazards
 - risk assessment
 - care plan
 - ergonomic approach.
- describe how current legislation relates to assisting and moving individuals
- identify agreed ways of working that relate to assisting and moving individuals.

Section 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

You will need to:

- describe the basic anatomy of the human body affected by assisting and moving
- describe a range of aids and equipment that is available for assisting and moving individuals
- describe the potential injuries to the worker which may arise by failing to follow approved assisting and moving techniques
- describe the potential injuries to the individual which may arise by failing to follow approved assisting and moving techniques
- describe the potential legal consequences of injuries to the individual.

Section 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4

You will need to

- describe responsibilities of worker's own role in relation to assisting and moving individuals
- identify limitations of worker's own role in relation to assisting and moving individuals
- describe the role of others in relation to assisting and moving
- describe when advice and/or assistance should be sought to assist or move an individual safely.

Your resource can include written text, diagrams and drawings.

MH 204: Select and use appropriate techniques and equipment when dealing with falls

Unit reference L/502/7592 **Unit level** 2

Credit value 2 **GL** 14

Unit aim This unit assesses the learner's ability to select and use appropriate techniques and equipment when assisting individuals in unpredictable occurrences when moving and assisting individuals. It also identifies situations when learners should not assist a falling or fallen individual.

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
<p>Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p>			
1. Be able to assist appropriately an individual who is falling.	1.1. Identify interventions for managing risk of falls.		
	1.2. Identify agreed ways of working in relation to a falling person.		
	1.3. Describe in what situations you should not intervene/assist with a falling person.		
	1.4. Describe in what situations it would be appropriate to intervene/assist with a falling person.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Demonstrate techniques on how to intervene/assist a falling person.		
2. Be able to assist appropriately an individual who has fallen.	2.1. Describe in what situations it is appropriate to assist an individual who has fallen to raise themselves.		
	2.2. Identify agreed ways of working in relation to the fallen person.		
	2.3. Describe in what situations it is inappropriate to assist an individual who has fallen to raise themselves.		
	2.4. Describe the techniques that can be used to support the individual to raise themselves.		
	2.5. Identify the appropriate technique and equipment to raise an individual who has fallen and is unable to assist him/herself.		
	2.6. Describe the steps that should be taken to ensure the environment supports an individual's dignity .		
3. Be able to maintain and update records which relate to assisting and moving falling/fallen individuals.	3.1. Describe what information should be reported and recorded when an individual has fallen.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Describe how changes may affect the moving and handling risk assessment of an individual.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: MH 204

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 223
Additional unit assessment requirements provided with the unit	<p>Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Individual: Person requiring health and care services</p> <p>Agreed ways of working: Include policies and procedures where these exist; they may be less formally documented with micro-employers. This includes appropriate clothing/footwear relevant to tasks.</p> <p>Equipment e.g.</p> <ul style="list-style-type: none"> • hoist • lifting cushion • slide sheets. <p>Dignity: Bearing, conduct, or speech indicative of self respect or appreciation of the formality or gravity of an occasion or situation.</p>

Assessment task – MH 204: Select and use appropriate techniques and equipment when dealing with falls

This is a skills/competency unit only; therefore, assessment by a task is not applicable.

MH 205: Select and use appropriate strategies and equipment when assisting and moving individuals

Unit reference	F/502/7587	Unit level	2
Credit value	3	GLH	21

Unit aim This unit assesses the learner's ability to select and use appropriate techniques and equipment when moving and assisting individuals. The unit is aimed at learners who may work in diverse settings and who will be assisting and moving individuals who have a range of abilities.

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.			
1. Be able to assist the individual to sit, stand and walk safely.	1.1. Demonstrate a range of manoeuvres which may assist the individual to move.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.2. Demonstrate techniques which may assist an individual to move which rely on the assistance of one or more workers in the following: <ul style="list-style-type: none"> • moving the individual forward in a chair • moving the individual back in a chair • sitting to standing from a chair • standing to sitting in a chair • sitting to standing at edge of the bed • standing to sitting at edge of the bed • assisted walking. 		
2. Be able to apply safe handling practices to assist individuals to move in and around their bed.	2.1. Demonstrate a range of manoeuvres which can assist the individual to move independently in and around their bed.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Demonstrate strategies which assist an individual to move which rely on the assistance of one or more workers in the following: <ul style="list-style-type: none"> • turning in bed • getting in and out of bed • fitting and removing tubular and flat slide sheets • sliding a supine individual up and down the bed • sitting an individual up from lying in the bed • sitting an individual up and on to the edge of a bed • assisting an individual to lie down from sitting on the edge of a bed. 		
	2.3. Demonstrate the use of appropriate equipment for the above techniques.		
	2.4. Demonstrate an ergonomic approach to providing personal care to an individual in bed.		
3. Be able to apply safe handling practices to assist the transfer of individuals.	3.1. Demonstrate a range of manoeuvres which can assist the individual to transfer.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	<p>3.2. Demonstrate relevant techniques which assist an individual to transfer which rely on the assistance of one or more workers:</p> <ul style="list-style-type: none"> • standing transfer from bed to chair or chair to bed • seated transfer from bed to chair or chair to bed • transfer from chair to chair or commode • transfer to toilet with minimal assistance • transfer to toilet using a hoist • lateral supine transfer from bed • transfer to and from bath and shower. 		
	<p>3.3. Demonstrate the correct procedure for:</p> <ul style="list-style-type: none"> • fitting a sling using glide sheets • fitting a sling with an individual in a chair • fitting a sling with an individual in a bed • connecting a sling to the relevant hoist. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Describe the appropriate procedures for the following: <ul style="list-style-type: none"> • transferring an individual using a stand aid hoist • transferring an individual using a sling lifting hoist • hoisting an individual from the floor. 		
4. Understand the importance of maintaining and updating records which relate to moving and assisting individuals.	4.1. Describe what changes should be reported and recorded in relation to: <ul style="list-style-type: none"> • the individual • the environment • equipment. 		
	4.2. Describe how changes may affect the care and support plan of an individual.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: MH 205

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 223
Additional unit assessment requirements provided with the unit	<p>Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Individual: A person who requires care support and services</p> <p>Equipment e.g.:</p> <ul style="list-style-type: none"> • hoist • slide sheets • handling sling • turntable • bed ladder • hand blocks • leg raiser • handling belt • stand and turn disk • transfer board. <p>Ergonomic approach: The applied science of equipment design, as for the workplace, intended to maximize productivity.</p>

Assessment task – MH 205: Select and use appropriate strategies and equipment when assisting and moving individuals

As a carer, who may be working in diverse settings with children, young people and/or adults, you will be assisting and moving individuals who have a range of abilities. You will need to understand the importance of record keeping in relation to moving and assisting individuals.

Task 1 links to learning outcome 4, assessment criteria 4.1 and 4.2.

You have been asked to make a set of notes to take to your next supervision event with your supervisor or line manager which show that you can:

- describe what changes should be reported and recorded in relation to:
 - the individual
 - the environment
 - equipment
- describe how changes may affect the care and support plan of an individual.

MH 206: Moving inanimate loads

Unit reference	A/502/7586	Unit level	2
Credit value	1	GL	10
Unit aim	This unit assesses the learner's ability to move inanimate loads safely.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 4 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, this learning outcome may be assessed in relation to the real work environment.			
1. Understand the key concepts of manual handling in relation to moving inanimate loads.	1.1. Define the term manual handling.		
	1.2. Describe the following terms in relation to moving inanimate loads: <ul style="list-style-type: none"> • risk • hazard • risk assessment • ergonomic approach. 		
	1.3. Describe how current legislation relates to moving inanimate loads.		
	1.4. Identify agreed ways of working that relate to moving inanimate loads.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Identify when a moving and handling procedure should be stopped and help or guidance should be obtained.		
	1.6. List a range of moving and handling equipment and their uses.		
2. Understand the impact on workers and others of moving inanimate loads.	2.1. Describe the basic anatomy of the human body, including the structure of the spine, affected by moving and handling.		
	2.2. Identify worker's own ability in relation to assisting and moving.		
	2.3. Describe the potential injuries which may arise by failing to follow approved moving techniques.		
	2.4. Explain the importance of keeping up to date on current techniques, equipment and legislation with regard to moving inanimate loads.		
	2.5. Describe when advice and/or assistance should be sought to move an inanimate load safely.		
	2.6. Describe the additional risk factors when moving inanimate loads with one or more workers.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand the requirements for preparing the environment prior to moving inanimate loads.	3.1. Describe why preparatory checks are necessary in relation to moving inanimate loads.		
	3.2. Describe how the environment can be a barrier to moving inanimate loads.		
	3.3. Describe ways to overcome environmental barriers when moving inanimate loads.		
4. Be able to safely handle and store inanimate loads.	4.1. Demonstrate safe practice in the following areas: <ul style="list-style-type: none"> • pushing and pulling • supporting • lifting and lowering at a variety of levels • carrying a load • safety checks of appropriate equipment. 		
	4.2. Demonstrate safe storage of inanimate loads.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: MH 206

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 223
Additional unit assessment requirements provided with the unit	<p>Learning outcome 4 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, this learning outcome may be assessed in relation to the real work environment.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Ergonomic approach: The applied science of equipment design, as for the workplace, intended to maximize productivity by reducing operator fatigue and discomfort.</p> <p>Legislation:</p> <ul style="list-style-type: none"> • HASAWA Health and Safety at Work Act (1974) • MHSWR Management of Health & Safety at Work (1999) • MHO Regulations Manual Handling Operations Regulations (1990) • LOLER/PUWER Lifting operations and lifting equipment regulations (1998) / Provision and use of work equipment (1998) • RIDDOR Reporting of injuries, diseases and dangerous occurrences (1995) • Human Rights Act 1998 • Mental Capacity Act 2005 • Disability Discrimination Act 1995 • MHRA Medicines and Healthcare products Regulatory Agency. <p>Agreed ways of working: Include policies and procedures where these exist; they may be less formally documented with micro-employers.</p>

	<p>Equipment e.g.:</p> <ul style="list-style-type: none">• sack barrow• dollies. <p>Others, e.g.:</p> <ul style="list-style-type: none">• care worker• carers• colleagues• managers• social worker• occupational therapist• GP• speech and language therapist• physiotherapist• pharmacist• nurse• psychologist• admiral nurses• independent mental capacity advocate• independent mental health advocate• community psychiatric nurse• dementia care advisors• advocate• support groups.
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Assessment task – MH 206: Moving inanimate loads

The ability to move inanimate loads safely is one that the majority of people in the work place need to have.

Task

You have been asked to provide a resource, in three sections, for your real work environment to help staff understand the importance of moving inanimate loads safely.

Section 1 – Manual handling links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

You will need to show you can:

- define the term manual handling
- describe of the following terms in relation to moving inanimate loads:
 - risk
 - hazard
 - risk assessment
 - ergonomic approach
- describe of how current legislation relates to moving inanimate loads
- identify agreed ways of working that relate to moving inanimate loads
- identify when a moving and handling procedure should be stopped and help or guidance should be obtained
- list a range of moving and handling equipment and their uses.

Section 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6.

You will need to show that you can:

- describe the basic anatomy of the human body, including the structure of the spine, affected by moving and handling
- identify worker's own ability in relation to assisting and moving
- describe the potential injuries which may arise by failing to follow approved moving techniques
- explain the importance of keeping up to date on current techniques, equipment and legislation with regard to moving inanimate loads
- describe when advice and/or assistance should be sought to move an inanimate load safely
- describe the additional risk factors when moving inanimate loads with one or more workers.

Section 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

You will need to show that you can:

- describe why preparatory checks are necessary in relation to moving inanimate loads
- describe how the environment can be a barrier to moving inanimate loads
- describe ways to overcome environmental barriers when moving inanimate loads.

Your resource can include written text and diagrams.

Section 4: Assessment and quality assurance information for tutors and assessors

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

** **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in the *“Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance”*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles / Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Staffing requirements

Assessors and deliverers must ensure they adhere to the occupational competence guidelines and supporting information given in Skills for Care and Development Assessment Strategy/Principles.

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**.

Resource requirements

There are no specific resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all appropriate learning outcomes.

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development Assessment Strategy/Principles.