

Qualification Specification

Level 2 Award in Moving People Safely (QCF)

Qualification Number: 501/2290/3

Contents

Introduction	Page 3
Qualification Details	
Key Facts	
Qualification Overview	
Entry Guidance	
Geographical Coverage	
Special Needs	

Qualification Structure	Page 4
How the qualification is assessed	
Progression	
Nominated Tutor Requirements	

ID Requirements	Page 5
Key Skills	
Useful Websites	
Recommended Training Materials	

Unit 1: Manual Handling Safety at Work	Page 6
--	---------------

Appendix 1: Practical assessment for Unit 1	Page 7
---	---------------

Unit 2: Moving People Safely	Page 10
------------------------------	----------------

Appendix 2: Practical assessment for Unit 2	Page 11
---	----------------

HABC Level 2 Award in Moving People Safely (QCF)

Introduction

This Qualification Specification document is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact your account manager.

Qualification Details

The HABC Level 2 Award in Moving People Safely has been accredited by the regulators of England, Wales and Northern Ireland (Ofqual, Welsh Government and CCEA) and is part of the Qualifications and Credit Framework (QCF).

It is supported by Proskills, the Sector Skills Council for the process and manufacturing sector.

Key facts

- **QAN** 501/2290/3
- **Learning Aim Reference** 50122903
- **Guided learning hours (GLH)** 20
- **Credit Value** 4
- **Assessment Method** Multiple-choice examination x 2 and practical examination x 2

Qualification Overview

The Level 2 Award in Moving People Safely is intended as a further development qualification for those working in areas where the assistance and movement of people is a prerequisite part of their role.

This qualification is underpinned by the safe principles of moving and handling but recognises the special skills required when assisting and moving people. The qualification is suitable for new starters in organisations where the movement and assistance of people is a key role as well as being suitable for refresher training.

Entry Guidance

There are no prerequisites for this qualification.

It is advised that learners have a minimum of Entry Level 3 in literacy or numeracy or equivalent.

This qualification is approved for delivery to the age ranges 16-18 and 19+.

Geographical Coverage

The qualification is suitable for learners in England, Wales or Northern Ireland.

Special Needs

HABC have measures in place for learners with special needs. Please see the Reasonable Adjustments Policy, Annex 17 of the HABC Core Manual.

Qualification Structure

This qualification is made up of two mandatory units, the details of which are included at the end of this document.

Learners must successfully complete the assessment for the unit to achieve the qualification.

This qualification can be taken as a free standing qualification or as part of a wider programme of training.

How the qualification is assessed

Each unit of this qualification is assessed in two parts.

Part one tests learners' knowledge on the subject and is assessed by a 30-minute 15-question multiple-choice examination. Successful learners must achieve at least 10 out of 15 on each test to pass this element of the qualification.

Part two is a competency-based assessment carried out by the nominated tutor. Learners must practically demonstrate the application of the correct techniques as indicated within the learning outcomes of the unit.

Centre guidance on the practical assessments are detailed in appendix 1 and 2.

Following the assessment, a list of results will be provided to the Centre Contacts stating whether learners have passed or failed. Certificates for successful learners will be dispatched for distribution by the Centre Contacts.

Progression

Progression and further learning routes include:

- HABC Level 2/Level 3 Award in Health and Safety in the Workplace
 - VRQs/NVQs in Health and Social Care
-

Nominated Tutor Requirements

HABC require that Nominated Tutors have teaching experience and hold a qualification in the relevant subject area.

Suitable subject area qualifications/experience may include:

- Registered General Nurse
- Advanced qualifications in Moving People Safely
- Further subject area qualifications will be assessed individually with applicants expected to demonstrate how their subject area knowledge enables them to deliver the qualifications. This may include the taking up of references as well as detailed statements of competence.

Suitable teaching qualifications include:

- Level 3 or 4 PTLLS or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education
- City and Guilds Teachers Certificate or equivalent
- Level 3 or 4 NVQ in Training and/or Development
- Professional Trainers Certificate
- Proof of at least 30 hours of training in any subject

Nominated Tutors should also be able to demonstrate relevant experience and knowledge in a work context and provide evidence of engagement with the subject field and continuing professional development.

ID Requirements

All learners must be instructed to bring photographic identification to the assessment to be checked by the invigilator/assessor. This instruction should be given ahead of the course/assessment when the learner registers and/or with any pre-course materials.

It is the responsibility of the Centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are purporting to be. All Centres are therefore required to ensure that each learner's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each learner on the Candidate List under "Identification Provided". HABC will accept the following as proof of a learner's identity:

- Valid Passport (any nationality)
- Signed UK Photo card Driving Licence
- Valid Warrant Card issued by HM Forces, Police
- Other photographic ID card, e.g. Employee ID Card (must be current employer), Student ID Card, Travel card.

For more information on learner ID requirements, please refer to Annex 26: Invigilation Instructions.

Key Skills

This qualification provides the opportunity for learners to develop competence in key skills and produce evidence towards attaining key skills. The qualification does not ensure key skills are met as this would depend upon learners producing a portfolio of evidence and the mode of study adopted.

Useful Websites

<http://www.hse.gov.uk/>

<http://www.proskills.co.uk/>

Recommended Training Materials

The Manual Handling Handbook (Level 2), Wordsworth, M. Highfield.co.uk Ltd

Unit 1: Manual Handling Safety at Work

Unit no: D/602/4593
 Level: 2
 Credit: 2
 GLH: 10

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the reasons for safe manual handling.	1.1. Outline the potential injuries and ill health associated with incorrect manual handling. 1.2. Outline employers and employees duties relating to manual handling at work. 1.3. Outline the consequences for non-compliance with health and safety requirements at work.
2. Understand how manual handling risk assessments contribute to improving health and safety.	2.1 Explain the terms 'hazard' and 'risk' in the context of manual handling work. 2.2 Outline the process for carrying out a manual handling risk assessment. 2.3 Describe the principle of the risk control hierarchy when applied to manual handling
3. Understand the principles, types of equipment and testing requirements associated with manual handling safety.	3.1 Describe safe movement principles associated with manual handling. 3.2 Outline the types of equipment designed to be used for manual handling tasks. 3.3 Outline the requirements for the testing, servicing and examination of manual handling and lifting equipment.
4. Be able to apply safe manual handling principles.	4.1 Demonstrate efficient and safe manual handling principles when: <ul style="list-style-type: none"> a) applying effort to, or moving a load or object manually on their own; b) when using manual handling aids and equipment; c) when undertaking a manual handling task as part of a team.

Appendix 1: Practical Assessment for Unit 1

The following activities will be assessed by the Nominated Tutor.

- Lifting an object from the floor onto a platform/table at waist height (lift from floor).
- Moving an object from a platform/table at waist height to a platform/table at waist height 1.5m apart (short distance move).
- Moving an object from a platform/table at waist height to the floor (lower to floor).
- Carrying a load over a distance of 5m negotiating a 90° turn (carry a load with turn).
- Moving a load on equipment designed to be pushed over a distance of 5m, negotiating a 90° turn (push a load with turn).
- Lifting an object from the floor which requires more than one person to lift it (team lift).
- Carrying an object which requires more than one person to lift it, over a distance of 5m and negotiating a 90° turn (team carry).
- Lowering an object which requires more than one person to lift it from a 'carry' position to the floor (team lowering).

Centre guidance for assessment activities

Centres are advised to use equipment and props for the assessment activities relevant to the environment where the training has been delivered. Remember, the assessment is about carrying out safe moving and handling, not a strength test. Centres must ensure the efforts required from a candidate to complete the assessment do not present an unnecessary risk.

Lift from floor

Any suitable object will suffice; a small box in an office, an item of equipment in an industrial premise or a product in retail. The assessment is about maintaining the correct principles of lifting. Remember the manual handling guidance on lifting loads from floor level.

- Feet alongside the load
- One foot slightly in front of the other to provide a stable base
- Keep the back straight
- Loads low on the floor need care - a slight bending of the back is more preferable than a full squat or stooping
- Test the load for balance and weight, never lift beyond your capability seek help if required
- Ensure a good hold is made - grasping the load in a 'hug' close to the body may be preferable to using hands alone

- Keep the shoulders in line and avoid leaning
- Look ahead when lifting
- Be aware not to bend the back, which happens when the legs are straightened before the load is lifted
- The heaviest side of the the load should be closest to the body
- Keep the load as close to the waist as you can when lifting - this is an important step in safe lifting

Short distance move

Place 2 desks 1.5m apart and ask delegates to move a suitable object between the desks. The assessment of the activity is to ensure that candidates do not twist but use whole body movements to ensure safe moving and handling.

Lower to floor

This assessment is about ensuring that the reverse of the lift from floor assessment is undertaken.

Carry a load with turn

This activity can be easily set up in the classroom or the workplace.

The main areas of this assessment are that candidates:

- check the route before carrying out the activity;
- correctly lift the load;
- keep the load close to the body, elbows as close to right angles as possible;
- keep the heaviest side of the the load closest to the body if relevant;
- use the feet to change direction and not twist the body; and
- ensure correct lowering of the load.

Push a load with turn

Centres must take suitable equipment to the venue (or ensure equipment is at the venue already) to ensure this activity can be properly assessed. A pushchair, sack truck or small wheelbarrow are examples of equipment which may be used.

Candidates should be assessed to ensure they:

- check the equipment before carrying out the activity
- check the route before carrying out the activity
- load the equipment using safe moving and handling principles
- ensure that equipment handles are positioned between waist and shoulder height
- check that hands are not on the outside of equipment, where they may be trapped against doors or walls
- use their feet to change direction

- travel at walking speed, without rushing
- keep feet well away from the load

Team lift

Use a suitable object, a piece of large furniture or a long pipe or tube are examples of equipment that can be used for this assessment. It is important that the principles of safe moving and handling are followed at all times, even when team lifting. Centres/tutors may find that all the team assessments may be carried out in one activity, i.e.:

- lift the load
- follow the route including the turn
- lower the load

Remember the following:

- a member of the team must be nominated to be in charge of the lift and to call out all instructions;
- all team members must be able to communicate with each other at all times;
- sufficient space should be available for the whole team to move the load safely at all times;
- the load should have suitable hand-holds or grips and all team members should have clear access;
- if possible, team members should be of similar individual capability including build and stature; and;
- uneven load distribution must be managed by the stronger team members taking the 'heavy end'.

Team carry

It is important that the route is checked before carrying out the lift. The load must be able to fit along the designated route.

Team lower

Lowering must continue to use safe moving and handling principles. The assessment must confirm clear communications between the team.

Unit 2: Moving People Safely

Unit no: M/602/4596
 Level: 2
 Credit: 2
 GLH: 10

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the personal safety health and dignity issues relating to the movement of a person by others	1.1 Outline the potential impact to a person who is moved incorrectly. 1.2 Outline the ways in which the dignity, health and safety of the person being moved can be preserved.
2. Understand how a personal handling plan and risk assessment reduce the risk of injury to everyone involved in moving a person	2.1 Outline the process of risk assessment in relation to moving a person 2.2 Outline the control measures that might be used to reduce the risks associated with moving people. 2.3 State the content of a personal handling plan. 2.4 List the states of functional mobility a person who needs to be moved might have.
3. Understand the principles, types of equipment and testing requirements associated with moving people safely	3.1 Describe safe movement principles associated with moving people. 3.2 Outline the types of handling or lifting equipment designed to be used for moving people. 3.3 Describe the requirements for the testing, servicing and examination of people handling or lifting equipment.
4. Be able to apply safe principles when moving a person	4.1 Demonstrate efficient and safe movement principles when: <ul style="list-style-type: none"> a) applying effort to support or move a person manually on their own; b) when using movement aides and equipment; c) when moving a person as part of a team.

Appendix 2: Practical Assessments for Unit 2

The following activities will be assessed by the Nominated Trainer in accordance with current best practice for safe movement and be recorded on the assessment matrix found in appendix 30g of the core manual.

Nominated trainers will assess the following movements related to service users/clients in bed/using a wheelchair/using a Rotastand/using a hoist in accordance with current best practice for safe movement. Details will be recorded on the assessment matrix.

At least three activities from each Assessment Criteria must be chosen

Assessment Criteria 4.1a - *Demonstrate efficient and safe movement principles when applying effort to support or move a person manually on their own*

- ASSIST SITTING TO STANDING
- ASSIST STANDING TO SITTING
- ASSIST TO WALK
- ASSIST INTO BED – (NO EQUIPMENT)
- ASSIST OUT OF BED - (NO EQUIPMENT)

Assessment Criteria 4.1b - *Demonstrate efficient and safe movement principles when using movement aides and equipment*

- ASSIST SITTING TO STANDING – WITH HANDLING BELT
- ASSIST STANDING TO SITTING – WITH HANDLING BELT
- ASSIST TO WALK – WITH HANDLING BELT
- USE TRANSFERBOARD TO MOVE FROM CHAIR TO CHAIR
- USING A SLIDE SHEET TURN IN BED
- USING A SLIDE SHEET MOVE UP BED
- USING A SLIDE SHEET MOVE DOWN BED
- USE A TRANSFER BOARD TO MOVE BED TO CHAIR
- USE A TRANSFER BOARD TO MOVE CHAIR TO BED
- MOVE A WHEELCHAIR OVER LEVEL GROUND

- NEGOTIATE AN UP KERB (WHEELCHAIR)
- NEGOTIATE A DOWN KERB (WHEELCHAIR)
- ASSIST TO STAND FROM A SITTING POSITION USING ROTASTAND
- ASSIST TO SIT FROM A STANDING POSITION USING ROTASTAND
- ASSIST TO STAND FROM A SITTING POSITION WITH HANDLING BELT USING ROTASTAND
- ASSIST TO SIT FROM A STANDING POSITION WITH HANDLING BELT USING ROTASTAND
- DEMONSTRATE SAFE AND EFFECTIVE USE OF A HOIST IN ACCORDANCE WITH MANUFACTURERS DETAILED INSTRUCTIONS
- DEMONSTRATE SAFE AND EFFECTIVE USE OF ANY ASSOCIATED SLINGS AND OTHER ANCILLARY EQUIPMENT IN ACCORDANCE WITH MANUFACTURERS DETAILED INSTRUCTIONS

Assessment Criteria 4.1c - *Demonstrate efficient and safe movement principles when moving a person as part of a team*

2 PERSONS – no equipment

- ASSIST SITTING TO STANDING (no equipment)
- ASSIST STANDING TO SITTING (no equipment)
- ASSIST TO WALK (no equipment)
- ASSIST SITTING TO STANDING – WITH HANDLING BELT
- ASSIST STANDING TO SITTING – WITH HANDLING BELT
- ASSIST TO WALK – WITH HANDLING BELT
- ASSIST TO WALK WITH THE USE OF A WALKING STICK
- ASSIST TO WALK WITH THE USE OF A WALKING FRAME
- ASSIST INTO BED – (NO EQUIPMENT)
- ASSIST OUT OF BED – (NO EQUIPMENT)