



Qualsafe Level 2 Award in
**Moving People
Safely (RQF)**

Qualification Specification

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Key Qualification Information

Qualification number:	603/2745/5
Operational start date:	18 Dec 2017
Total Qualification Time (TQT):	14
Guided Learning Hours (GLH):	12
Number of units:	2 mandatory units
Assessment Methods:	<ul style="list-style-type: none">• Theory assessment/multiple choice question paper: 2 x 15 question paper (minimum score 11 per paper)• Practical assessment – 6 completed throughout the course



Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Mental Health First Aid; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in other sectors such as mental health, you can be confident that you are truly working with the industry experts.

Qualification overview

This qualification forms part of the QA Manual Handling suite of qualifications. The qualification and learning outcomes are based on:

- National Occupational Standards (NOS) related to the safe moving of people
- Recommendations of good practice outlined by the Health and Safety Executive (HSE)

This qualification explains the principles and practice of safer handling of people and objects. It outlines the reasons for safer manual handling, the legal requirements, the process of completing risk assessments to reduce the risk of harm and the additional considerations if the load you are moving is a person. Learners will have the opportunity to practice the principles of safer handling of people and objects when using equipment, on their own and as part of a team.

This qualification specification provides information for Centres about the delivery of the Qualsafe Level 2 Award in Moving People Safely (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Learners through developing their knowledge, skills and understanding of the principles of manual handling of objects and people, providing them with the opportunity to practise and apply these principles so they can operate in a safer working environment when moving people and objects.

Intended audience

This qualification is for ideal for people who work, or intend to work, in a role that involves assisting and moving people. It is suitable:

- As an introduction to those starting work which involves moving people
- For those returning to work where moving people is required
- As safety refresher training

Structure

This qualification contains 2 mandatory units with a Total Qualification Time (TQT) of 14 hours. Full details of these units are in *Appendix 1*.



Learners must complete all assessments in both units successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 6 weeks.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 12 GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 2 hours

Other units

No other units can be combined to count towards the Qualsafe Level 2 Award in Moving People Safely (RQF) qualification.

Relationship with other related qualifications

Units in this qualification may appear in other manual handling qualifications.

Learning gained from this qualification can be found in other qualifications, e.g. Qualsafe Level 2 Award in Principles of Manual Handling (RQF) and Qualsafe Level 2 Award in Safe Moving and Handling (RQF).

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process for recognising any learning undertaken and/or attained by a Learner. The Learner must prove they have met some or all the learning outcomes and/or assessment criteria for this qualification before RPL can be considered.

Any evidence submitted as RPL must be valid, authentic, reliable, current, sufficient and specific.

In some cases Centres may need to produce mappings against QA learning outcomes and assessment criteria to confirm comparability of qualification certificates and/or evidence being submitted. Mapping templates created by QA must be used for this process. Please see the *QA Recognition of Prior Learning (RPL) Policy* for further details..

RPL is considered for this qualification with the following potential outcomes:

- Reduction or exemption of learning outcomes or Guided Learning Hours for the units
- Exemption of all assessments for the units

RPL for this qualification **must** be approved by QA prior to implementation. Note: Charges may apply.

Entry requirements

Learners must be at least 16 years old on the first day of the training.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 1 in literacy.



Other course requirements

Due to the practical nature of this course, Learners should wear appropriate clothing and footwear, e.g. trousers and flat footwear.

Progression

The Qualsafe Level 2 Award in Moving People Safely (RQF) may be used towards other qualifications at the same and higher level, plus aid career progression in a relevant profession.

Some possible routes of progression are:

- Qualsafe Level 2 Award in Health and Safety in the Workplace (RQF)
- Qualsafe Level 2 Award in Health and Safety in Health and Social Care (RQF)
- Qualsafe Level 2 Award in Principles of Risk Assessment (RQF)
- Qualsafe Level 3 Award in Health and Safety in the Workplace (RQF)
- Qualsafe Level 3 Award in Risk Assessment (RQF)

Requalification requirements

We recommend you refresh your training every 3 years.

Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

One Trainer/Assessor	Responsible for the delivery and assessment of qualifications
One Internal Quality Assurer	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Qualsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

Trainers

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Qualsafe Awards and provide evidence of:

1. A relevant vocational qualification (see *Vocational qualifications* table)
2. A formal teaching/training qualification (see *Teaching qualifications* table)

Vocational qualifications	
Degree or Dip HE in a relevant subject such as physiotherapy, nursing and occupational therapy	Advanced qualifications in Moving People Safely
Ofqual Regulated Level 3 or above Moving People qualification	Suitable Moving People Safely Instructor Course



Teaching qualifications	
B.Ed, M.Ed	City and Guilds Teacher's Certificate or equivalent
PGCE, PCET, Cert Ed	Ofqual Regulated Level 3 Award and Level 4 Certificate in Education and Training
NVQ Level 3 in Learning and Development	PTTLS, CTTLS, DTTLs
NVQ Level 4 in Learning and Development	Further Education Teacher's Certificate

(If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable.)

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).

Assessors

There is no requirement for a separate Assessor when delivering this qualification. Once Trainers have been approved to deliver the qualification, they can assess Learners.

It is best practice for Trainers to hold a formal (regulated) assessing qualification or attend relevant Assessor CPD training with an Awarding Organisation (AO). However, as a minimum, Trainers must follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 9 – Assess learner achievement*. Centres must be able to prove this.

Internal Quality Assurers

Internal Quality Assurers (IQAs) must be vocationally competent and have a relevant vocational qualification (see *Vocational qualifications table*) **and**:

- Hold (or be working towards) a quality assurance qualification **or**
- Have attended QA approved IQA training relevant to this qualification **or**
- Hold an assessing qualification and follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 11 – Internally monitor and maintain the quality of assessment* (Centres must be able to prove this)

It is best practice for IQAs to hold a formal (regulated) IQA qualification and to hold, or be working towards, a formal (regulated) teaching qualification.

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.



Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

Area	Requirements:
Training venue	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. The theory assessment space should allow Learners to sit at least 1 metre apart to prevent collusion.
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Learning materials	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.
Small loads	Provide a minimum ratio of 1 small load to every 4 Learners.
Trolley applicable to the environment for which the Learner is training or a wheelchair or pushchair	Provide 1 trolley, wheelchair or pushchair as a minimum. If possible provide more than 1 piece of equipment to give each Learner more opportunity to practise their skills.
Large box or alternative load applicable to the Learner's working environment	Provide 1 large load as a minimum for Learners to practise their manual handling task as part of team. If possible provide more than 1 load to give each team more opportunity to practise their skills. The load should be big enough to accommodate all team members so each member of the team has a good hand hold.
Moving people equipment applicable to the Learner's working environment	Provide equipment to complete the selected moving people assessments. This could include: chair with arms, handling belt, hoists, profiling bed, slide sheet, slings, straps, transfer board or a wheelchair.

Note: Learners should sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment.

Course/Centre administration

Registering Learners

Register Learners with Qualsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the QA Customer Portal at: www.qualsafeawards.org

Centres will be given login details and guidance on using the QA Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner achieves the final unit.

QA have developed a verification tool that means the validity of every certificate can be verified online. This verification tool can be found on the QA website.



Delivery and support

Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 12 Learners to 1 Trainer. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment.

Note: You should never allow more Learners on the course than you can cater for during the assessment.

Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments.

Centres not using QA lesson plans, which are created and provided free, must submit their own delivery plan and have it approved by us **before** delivering this qualification. Note: Charges may apply. The delivery plan should:

- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/ learning outcomes are covered and the minimum 12 guided learning hours are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: info@qualsafeawards.org

Qualsafe at Home

The theory element of this qualification can be delivered online using a virtual classroom. Further details about the requirements for delivering a Qualsafe at Home course are available to approved Centres in the 'Centre downloads' section of their QA Customer Portal. All Centres must seek approval for remote training by completing the *Qualsafe at Home Centre Application*. All Centre staff involved in the remote delivery for this qualification must read and understand all guidance and requirements in advance of delivery.

The practical elements of this qualification and all the assessments **must** take place in a face-to-face classroom and cannot be completed remotely. The 'minimum' amount of face-to-face classroom hours are detailed below:

Note: theory sessions **must** be completed before the practical face-to-face classroom sessions and all the assessments must take place during the face-to-face sessions.

2 day L2 Moving People Safely



- 6 hours remote theory training
- 6 hours face-to-face practical training and assessments



Learning materials

Centres must provide each Learner with suitable reference materials that cover the lesson plans and learning outcomes for this qualification. We recommend:

- *Safe Moving of Objects & People Made Easy* by Shona Eyre

Centres can choose alternative books or other learning materials but these **must be approved** by Qualsafe Awards prior to use. Note: Charges may apply.

Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the units within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve

Assessment

Methods

Qualsafe Awards has devised externally set, internally marked assessment tools to make sure Learners are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in *Appendix 1*. Centres should download all assessment papers from the QA Customer Portal in advance of the course. For each unit there are:

- Practical assessments – observed by the Trainer throughout the course, with the results of each learning outcome recorded on the practical assessment paperwork, see *QA Guide to Assessing Manual Handling Qualifications*. There are 6 practical assessments for this qualification:
 - Solo manual handling
 - Team manual handling
 - Using equipment
 - Solo supporting or moving a person
 - Moving a person using equipment
 - Moving a person as part of a team
- Theory assessment/multiple choice question papers – there is 1 paper per unit for each Learner and Learners should answer all the questions under ‘examination’ conditions, see *QA Multiple Choice Question Paper Guidelines*:
 - Maximum time allowed for Unit 1 and Unit 2 is 25 minutes each
 - Minimum mark for Unit 1 and Unit 2 is 11 out of 15 for each unit to be considered for an overall ‘Pass’

There are 2 possible grades available of Pass or Fail. All mandatory areas of assessment must individually meet or exceed the required pass criteria/mark for the Learner to achieve this qualification.

Note: Centres should download all assessment papers from the QA Customer Portal in advance of the course.



Access to assessment

Qualsafe Awards is committed to equality when designing the assessments for this qualification. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the QA Access to Assessment Policy to determine whether it is appropriate to make a:

- Reasonable adjustment or
- Special consideration

When a reasonable adjustment is made or requested, e.g. written or theory assessment delivered verbally, Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if they have been affected by adverse circumstances beyond their control. A Special Consideration Request Form should be completed and sent to QA for consideration with along supporting evidence prior to implementation. Centres should retain a copy of this form for their own records.

Note: If you have any suggestions for improvements, please let us know.

Learners should be informed about the Centre's and QA's appeals and complaints procedures and how they can access these. Information about these procedures can be found in the QA *Training Commitment* which should be presented to Learners during their course.

Specific equality issues relevant to this qualification

It is important no Learner is turned away from a training course due to disabilities or physical impairments. However, to assess competence and gain certification, the Learner will need to demonstrate certain practical skills. For instance, the Learner must be assessed performing practical tasks such as moving objects manually, as per QA *Guide to Assessing Manual Handling Qualifications*. To pass the assessment, the Learner must demonstrate the required practical skills without assistance from a third party (unless authorised by QA following a reasonable adjustment request).

Informal record of achievement

If a Learner with disabilities cannot perform 1 or more of the practical tasks required, it may be possible for the Centre to provide a letter recording the learning outcomes that the Learner achieved. The letter should clearly state that "this record of achievement does **not** constitute a Qualsafe Level 2 Award in Moving People Safely (RQF)".

Assessment language

Assessment in British Sign Language (BSL) may be permitted for this qualification for the purpose of a Reasonable Adjustment. See QA *Access to Assessment Policy*.

Assessment in languages other than English may be permitted. However, the certificate issued could only be used to support a role in the workplace as long as proficiency in English is not required for the role supported by this qualification. See QA *Language Policy*.

Prior approval from QA is required before any assessment is delivered through BSL or a language other than English. Any request received will be considered in terms of viability and there may be charges depending on the work required to meet the request, e.g. translating assessment papers.

If a Learner passes the assessment process in another language or through BSL, their certificate will show extra information, including the language of assessment and if required, confirmation of the context in which the certificate can be used.



Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. Centres are required to adhere to QA's internal quality assurance requirements. Further details can be found in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres.

QA employs a risk-based model to decide the frequency of external quality assurance activity.

Further details of the QA external quality assurance programme are available in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Further information

Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: info@qualsafeawards.org

Tel: 0330 660 0899

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED
www.qualsafeawards.org/home
- Office of Qualifications and Examinations Regulation (Ofqual):
www.gov.uk/government/organisations/ofqual
- Council for the Curriculum Examinations and Assessment (CCEA): <https://ccea.org.uk/regulation>
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>
- Qualifications Wales: www.qualificationswales.org
- Health & Safety Executive (HSE): www.hse.gov.uk



Appendix 1 – Qualification units

Qualification unit 1

The Qualsafe Level 2 Award in Moving People Safely (RQF) has 2 units that Learners are required to complete in order to achieve the qualification.

Title:	Manual Handling Safety at Work	
GLH:	6	
Level:	2	
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content
1. Understand the importance of safe manual handling	1.1 Recognise the potential injuries and ill health associated with incorrect manual handling	<ul style="list-style-type: none"> • Definition of manual handling • Potential manual handling injuries, e.g. hernia, muscle sprain • Most common injuries, e.g. back injury • Common causes of manual handling injury, e.g. poor posture, heavy lifting • Task related factors that increase the risk of harm, e.g. twisting, bending • Personal related factors that increase the risk of harm, e.g. unfit, age, existing injuries
	1.2 Distinguish employer's and employee's duties relating to manual handling at work	<p>Employer's legal responsibilities under:</p> <ul style="list-style-type: none"> • Health and Safety at Work etc. Act (1974), e.g. provide safe systems of work • Manual Handling Operations Regulations (1992), e.g. where possible avoid the need for employees to perform manual handling tasks • Management of Health and Safety at Work Regulations (1999), e.g. appoint a competent person <p>Employee's legal responsibilities under:</p> <ul style="list-style-type: none"> • Health and Safety at Work etc. Act (1974), e.g. co-operate with employers on health and safety matters • Manual Handling Operations Regulations (1992), e.g. follow safe systems provided • Management of Health and Safety at Work Regulations (1999), e.g. use equipment in the way they were trained • Definition of the term competent person
	1.3 Identify the consequences for non-compliance with health and safety requirements at work	<ul style="list-style-type: none"> • Liability if laws are broken • Penalties for non-compliance
2. Know how manual handling risk assessments contribute to improving health and safety	2.1 Recognise the definitions of 'hazard' and 'risk' in the context of manual handling work	<ul style="list-style-type: none"> • Definition of 'hazard' • Definition of 'risk'



	2.2 Identify the process for carrying out a manual handling risk assessment	<ul style="list-style-type: none"> • Four steps of a manual handling risk assessment – avoid, assess, reduce, review • Assess risk factors using T.I.L.E. (Task, Individual, Load, Environment) • Control measures and reducing the risk of harm using T.I.L.E. • Legal responsibilities regarding manual handling risk assessments • Categories of people who need separate risk assessments, e.g. pregnant women
	2.3 Recognise the principle of the risk control hierarchy when applied to manual handling	<ul style="list-style-type: none"> • Definition of ‘hierarchy of control’ • Most and least effective risk control measures
3. Understand the principles, types of equipment and testing requirements associated with manual handling safety	3.1 Identify safe movement principles associated with manual handling	<ul style="list-style-type: none"> • Basic functions of the spine • Structure of the spine, e.g. ligaments, discs • Natural curves of the spine • The lever system and the body • Centre of gravity • Lifting an object on your own – plan, position, lift, move, lower • Safe movement principles for lifting an object on your own, e.g. get close to the load, maintain your spinal curves • Safe movement principles for unusual loads, e.g. awkward shapes, uneven centre of gravity, moving more than one object at the same time, large loads • Safe movement principles for lifting a load as part of a team, e.g. nominate a team leader, work in unison • Safe movement principles when using wheeled equipment, e.g. use your feet to change direction
	3.2 Recognise the types of equipment designed to be used for manual handling tasks	<ul style="list-style-type: none"> • Types of manual handling equipment, e.g. low loader trolleys, forklift trucks • Suitability of equipment for the task, e.g. advantages and disadvantages of equipment
	3.3 Identify the requirements for the testing, servicing and examination of manual handling and lifting equipment	<ul style="list-style-type: none"> • Provision and Use of Work Equipment Regulations (PUWER 1998), e.g. employer must make sure equipment is maintained, frequency of inspection of equipment • Lifting Operations and Lifting Equipment Regulations (LOLER 1998), e.g. equipment must be marked with safe working loads
4. Be able to apply safe manual handling principles	4.1 Demonstrate efficient and safe manual handling principles when; a. applying effort to, or moving a load or object manually on their own	<ul style="list-style-type: none"> • Checks before lifting an object, e.g. testing a load is safe to lift and what to do if it is not safe, checking route and final destination is clear • Practise safe movement principles for lifting an object on own, e.g. get close to the load, maintain spinal curves
	b. using manual handling aids and equipment	<ul style="list-style-type: none"> • Checks before using equipment, e.g. check equipment is in working order, handles are correct height • Practise safe movement principles when using wheeled equipment on own including changing direction, e.g. use feet to change direction
	c. undertaking a manual handling task as part of a team	<ul style="list-style-type: none"> • What to do before lifting a load as a team, e.g. nominate a team leader, check there are enough hand holds for the whole team and they can all fit down pathway • Practise safe movement principles for lifting a load as part of a team, e.g. work in unison, look ahead to maintain spine line, avoid crush injuries when putting load down, good communication ‘Ready, steady, move’



Qualification unit 2

Title:	Unit 2 Moving People Safely	
GLH:	6	
Level:	2	
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content
1. Understand the personal safety, health and dignity issues relating to the movement of a person by others	1.1 Recognise the potential impact to a person who is moved incorrectly	<ul style="list-style-type: none"> Potential impact to a person moved incorrectly, e.g. indignity, worsening existing injuries
	1.2 Identify the ways in which the dignity, health and safety of the person being moved can be preserved	<ul style="list-style-type: none"> Need for competency of carers Ways dignity, health and safety of the person being moved can be preserved, e.g. using screens, infection control
2. Understand how a personal handling plan and risk assessment reduce the risk of injury to everyone involved in moving a person	2.1 Identify the process of risk assessment in relation to moving a person	<ul style="list-style-type: none"> Four steps of a manual handling risk assessment – avoid, assess, reduce, review Assess risk factors using T.I.L.E. (Task, Individual, Load, Environment) Additional considerations when load being moved is a person, e.g. pain of injury limitations, carer and client must be considered, client's wishes
	2.2 Recognise the control measures that might be used to reduce the risks associated with moving people	<ul style="list-style-type: none"> Control measures used to reduce the risks associated with moving people, e.g. aiding people to move independently, well maintained equipment
	2.3. Identify the content of a personal handling plan	<ul style="list-style-type: none"> What a personal handling plan is What a personal handling plan should include, e.g. client's height, handling constraints, equipment needed When consent should form part of the personal handling plan When personal handling plans should be reviewed Importance of following personal handling plans and monitoring their use
	2.4. Distinguish the states of functional mobility a person who needs to be moved might have	<ul style="list-style-type: none"> Definition of functional mobility Levels of mobility, including: <ul style="list-style-type: none"> Independent Partially mobile Immobile Levels of assistance, including: <ul style="list-style-type: none"> Verbal prompts Minimal assistance Moderate assistance



3. Understand the principles, types of equipment and testing requirements associated with moving people safely	3.1 Identify safe movement principles associated with moving people	<ul style="list-style-type: none"> • Unsafe manoeuvres, e.g. bear hug • Using equipment when assisting a fallen client • Power position, e.g. relaxed knees, bend with the knees not the back
	3.2 Recognise the types of handling or lifting equipment designed to be used for moving people	<ul style="list-style-type: none"> • Different types of moving people equipment - suitability for the task and the client and their safe use • Plus-sized clients and the use of equipment to reduce risks for carers and clients – suitability of equipment for plus-sized clients
	3.3 Identify the requirements for the testing, servicing and examination of people handling or lifting equipment	<ul style="list-style-type: none"> • Requirements of the different laws governing the testing, servicing and examination of moving people equipment, including: <ul style="list-style-type: none"> ◦ Provision and Use of Work Equipment Regulations (PUWER 1998) ◦ Lifting Operations and Lifting Equipment Regulations (LOLER 1998) • Safe working loads • When equipment should be checked • Differences between requirements for inspecting lifting equipment used to move people and those used to move objects
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 	<ul style="list-style-type: none"> • Importance of encouraging client independence • Verbal prompts • Checks before moving a client, e.g. adequate space • Importance of gaining consent • Practise safe movement principles for solo supporting or moving a person for selected moves
	<ul style="list-style-type: none"> b. using movement aids and equipment 	<ul style="list-style-type: none"> • Practise safe movement principles for moving a person using equipment for selected moves
	<ul style="list-style-type: none"> c. moving a person as part of a team 	<ul style="list-style-type: none"> • Practise safe movement principles for moving a person as part of a team for selected moves

Full and detailed qualification content is available to approved Centres in the form of lesson plans and a training presentation which are provided free of charge.



www.qualsafeawards.org

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