

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

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Introduction

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

Qualification purpose

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

Qualification objective

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

Qualification structure

Qualification title

QNUK Level 3 Award for Moving and Handling Trainers (Health & Social Care) (RQF)

Qualification accreditation number

603/2075/8

Qualification level

3

Credit value

4

Guided learning hours (GLH)

18

Total Qualification Time (TQT)

40

Unit one title

Principles of safer people handling

Unit one reference number

R/616/0087

Unit two title

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

Unit two reference number

D/616/0089

Unit three title

Delivering inclusive safer people moving and handing training sessions

Unit three reference number

Y/616/0088

Pre-requisites

This qualification is for those over 18 years of age.

It is recommended that candidates have a minimum of Level 2 literacy and numeracy or equivalent.

Attendees will be required to demonstrate a range of moving and handling techniques and should therefore be physically capable of doing so.

There are no other pre-requisites for this qualification.

Geographical coverage

This qualification is available to candidates in England. The Qualification can be delivered in other countries however candidates should be aware that the content was developed in accordance with current UK practice.

Acceptable forms of I.D.

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

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

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

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

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

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

Units of assessment

Unit one title

Administering Emergency Oxygen

Learning outcomes:

The learner will:

Assessment criterion:

The learner can:

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

Unit two title

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

Learning outcomes:

The learner will:

Assessment criterion:

The learner can:

1.	Be able to undertake appropriate preparations before undertaking moving and handling	1.1	Plan a moving and handling operation in accordance with the findings of a personal handling plan
		1.2	Demonstrate effective communication with others, including: <ul style="list-style-type: none"> • Person being moved or handled • Assistants
2	Perform safer moving and handling techniques without mechanical equipment	2.1	Demonstrate safer handling techniques with no equipment when working: <ul style="list-style-type: none"> • Alone • With assistance

		2.2	Demonstrate safer handling techniques with equipment when working: <ul style="list-style-type: none"> • Alone • With assistance
3	Perform safer moving and handling techniques with mechanical equipment	3.1	Demonstrate the use of mechanical equipment to include: <ul style="list-style-type: none"> • Wheelchair • Standing device • Frame
4	Perform a safer moving and handling using a hoist	4.1	Demonstrate pre-use equipment checks
		4.2	Fit and remove a hoist sling in a bed: <ul style="list-style-type: none"> • Using equipment • Without the use of equipment
		4.3	Fit and remove a hoist sling in a chair: <ul style="list-style-type: none"> • Using equipment • Without the use of equipment

Unit three title

Delivering inclusive safer people moving and handling training sessions

Learning outcomes:

The learner will:

Assessment criterion:

The learner can:

1.	Be able to deliver an inclusive safer people moving teaching and learning session	1.1	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs
		1.2	Communicate with learners in ways that meet their individual needs
		1.3	Provide constructive feedback to learners to meet their individual needs
2.	Be able to evaluate the delivery of inclusive teaching and learning	2.1	Review the effectiveness of own delivery of inclusive teaching and learning
		2.2	Identify areas for improvement in own delivery of inclusive teaching and learning

Assessment methods

Candidates are assessed for this qualification using the following methods:

- Multiple-choice question paper
- Practical observation
- Portfolio of evidence

Multiple-Choice Question paper

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

Candidates will be required to score a minimum of 70% correct answers to achieve a pass.

Practical observation

Candidates are required to demonstrate the safe use of oxygen as they would in an emergency situation, therefore, candidates will need to be able to work on the floor; for example, as with CPR.

Portfolio of evidence

Candidates are required to undertake a risk assessment of a moving and handling task. They will also need to include recommendations.

For unit three candidates need to plan and deliver a micro-teach session and record their reflections on the effectiveness of the session.

Reasonable adjustments

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

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

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