



## TQUK Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings (RQF)

Qualification Specification

Qualification Number: 601/7428/6





## Introduction

### Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

**Please read it alongside the TQUK Centre Handbook.**

Details of TQUK's procedures and policies can be found on our website [www.tquk.org](http://www.tquk.org)

Qualification specifications can also be found on our website [www.tquk.org](http://www.tquk.org)

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

## Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

## Introduction to the Qualification

TQUK Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings (RQF) is regulated by Ofqual.

## Qualification Purpose

The purpose of the qualification is to provide continuous professional development which contributes to employers' responsibilities for the health and safety of their employees.

It helps to meet legal requirements that employees are competent to perform their tasks.

The qualification is listed by Skills for Care as CPD which 'supplements employers' existing responsibilities for specific duties in accordance with The Management of Health and Safety at Work Regulations 1999 and The Manual Handling Operations Regulations 1992, (amended 2004).'

The aim is to develop learners' knowledge and competence to carry out risk assessments to reduce risk and to carry out moving and handling tasks safely

## Entry Requirements

There are no specific entry requirements however learners should have a minimum of level one in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

## Progression

- Successful learners can progress to other qualifications such as:
- TQUK Level 2 Diploma in Care
- TQUK Level 3 Diploma in Adult Care

## Structure

Learners must achieve a minimum of 14 credits: 10 credits from the Mandatory units and at least 4 credits from the Optional units.

### Mandatory Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Understanding and Enabling Assisting and Moving Individuals	K/502/7583	2	28	4
Select and Use Appropriate Techniques and Equipment When Dealing With Falls	L/502/7592	2	14	2
Select and Use Appropriate Strategies and Equipment When Assisting and Moving Individuals	F/502/7587	2	21	3
Moving Inanimate Loads	A/502/7586	2	10	1

### Optional Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Understanding Assisting and Moving Individuals	T/502/7585	2	15	2
The principles of Infection Prevention and Control	L/501/6737	2	30	3
Causes and Spread of	H/501/7103	2	20	2

Infection				
Cleaning, Decontamination and Waste Management	R/501/6738	2	20	2
Principles of safeguarding and protection in health and social care	A/601/8574	2	26	3
Contribute to health and safety in health and social care	R/601/8922	2	33	4
Provide support for therapy sessions	D/601/9023	2	14	2
Provide support for mobility	H/601/9024	2	14	2
Understand Physical Disability	L/601/6117	2	19	2
Understand the context of supporting individuals with learning disabilities	K/601/5315	2	35	4
Principles of positive risk taking for individuals with disabilities	K/601/6285	2	20	2
Dementia Awareness	J/601/2874	2	17	2
Introductory awareness of sensory loss	F/601/3442	2	16	2
Understand mental health problems	J/602/0103	3	14	3
Move and position individuals in accordance with their plan of care	J/601/8027	2	26	4

### Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 140.

### Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 140.

### Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

### Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

### Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

## Course Delivery

### Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

### Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

### Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

### Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33



Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

### Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## Useful Websites

Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)

Office of Qualifications and Examinations Regulation [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications [www.daqw.org.uk](http://www.daqw.org.uk) for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

## Units of assessment

### Mandatory Unit – Unit 1

<b>Title:</b>	Understanding and Enabling Assisting and Moving Individuals K/502/7583	
<b>Level:</b>	2	
<b>Credit value:</b>	4	
<b>Guided learning hours:</b>	28	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
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:  (a) risk, (b) hazards, (c) risk assessment, (d) care plan, (e) ergonomic approach
	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
		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:  (a) the individual's care plan, (b) moving and handling risk assessment, (c) legal requirements for the safety of equipment
		4.2	Demonstrate that standard precautions for infection prevention and control are applied to:  (a) the worker, (b) the individual, (c) equipment
		4.3	Identify any immediate risks to the individual and how these should be assessed both formally (documented) and informally (on the spot)
		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:  (a) adequate space for the move in agreement with all concerned, (b) that potential hazards are removed, (c) that any equipment has been checked as safe to use
5	Be able to support the individual to prepare before assisting and	5.1	Communicate to ensure that, where applicable, the individual:

moving.		<p>(a) can provide valid consent where appropriate,  (b) can participate in the procedure,  (c) can communicate how much they wish to do for themselves,  (d) can agree the level of support required,  (e) understands why and how an action/activity is being undertaken</p>
	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
	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	<p>Describe what changes may occur in relation to:</p> <p>(a) the individual,  (b) environment,  (c) equipment.  and how this may impact on the care and support plan of an individual</p>
	7.2	Describe how changes should be reported and recorded

Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles

Unit 2

<b>Title:</b>	Select and Use Appropriate Techniques and Equipment When Dealing With Falls  L/502/7592	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Guided learning hours:</b>	14	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
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
	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	3.1	Describe what information should be reported and recorded when an individual has fallen

and moving falling/fallen individuals	3.2	Describe how changes may affect the moving and handling risk assessment of an individual
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.		



<b>Title:</b>	Select and Use Appropriate Strategies and Equipment When Assisting and Moving Individuals  F/502/7587	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Guided learning hours:</b>	21	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
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
	1.2	Demonstrate techniques which may assist an individual to move which rely on the assistance of one or more workers in the following:  (a) moving the individual forward in a chair; (b) moving the individual back in a chair; (c) sitting to standing from a chair; (d) standing to sitting in a chair; (e) sitting to standing at edge of the bed; (f) standing to sitting at edge of the bed; (g) 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
	2.2	Demonstrate strategies which assist an individual to move which rely on the assistance of one or more workers in the following:  (a) turning in bed, (b) getting in and out of bed, (c) fitting and removing tubular and flat slide sheets, (d) sliding a supine individual up and down the bed, (e) sitting an individual up from lying in the bed, (f) sitting an individual up and on to the edge of a bed, (g) 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
	3.2	Demonstrate relevant techniques which assist an individual to transfer which rely on the assistance of one or more workers:  (a) standing transfer from bed to chair or chair to bed, (b) seated transfer from bed to chair or chair to bed, (c) transfer from chair to chair or commode, (d) transfer to toilet with minimal assistance, (e) transfer to toilet using a hoist, (f) lateral supine transfer from bed, (g) transfer to and from bath and shower
	3.3	Demonstrate the correct procedure for:  (a) fitting a sling using glide sheets, (b) fitting a sling with an individual in a chair, (c) fitting a sling with an individual in a bed, (d) connecting a sling to the relevant hoist
	3.4	Describe the appropriate procedures for the following:  (a) transferring an individual using a stand aid hoist, (b) transferring an individual using a sling lifting hoist, (c) 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:  (a) the individual, (b) the environment, (c) equipment
	4.2	Describe how changes may affect the care and support plan of an individual
<p>Assessment requirements:</p> <p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p>		

Unit 4

<b>Title:</b>	Moving Inanimate Loads  A/502/7586	
<b>Level:</b>	2	
<b>Credit value:</b>	1	
<b>Guided learning hours:</b>	10	
<b>Learning outcomes</b>  The learner will:	<b>Assessment criteria</b>  The learner can:	
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:  (a) risk, (b) hazard, (c) risk assessment, (d) 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
	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
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:  (a) pushing and pulling, (b) supporting, (c) lifting and lowering at a variety of levels, (d) carrying a load, (e) safety checks of appropriate equipment
	4.2	Demonstrate safe storage of inanimate loads
<p>Assessment requirements:</p> <p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles</p>		

Optional Units

Unit 5

<b>Title:</b>	Understanding Assisting and Moving Individuals  T/502/7585	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Guided learning hours:</b>	15	
<b>Learning outcomes</b>  The learner will:	<b>Assessment criteria</b>  The learner can:	
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 assisting and moving individuals:  (a) risk (b) hazard (c) risk assessment (d) care plan (e) ergonomic approach
	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
	1.5	List a range of items of manual handling equipment and their uses
2 Understand the impact of assisting and moving for workers and individuals	2.1	Explain the importance of keeping up to date on current techniques, equipment and legislation with regard to assisting and moving individuals
	2.2	Describe the basic anatomy of the human body including the structure of the spine affected by assisting and moving
	2.3	Describe the potential injuries to the individual which may arise by failing to follow approved assisting and moving techniques
	2.4	Describe the potential injuries to the worker 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 worker's own role and roles of others in assisting and moving individuals	3.1	Describe responsibilities of worker's own role in relation to assisting and moving an individual
	3.2	Identify the 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 and move an individual safely
4 Understand the requirements for preparing the environment prior to assisting and moving an individual	4.1	Describe why preparatory checks are necessary in relation to:  (a) an individual's care plan (b) moving and handling risk assessment (c) legal requirements for the safety of equipment
	4.2	List a range of precautions for infection prevention and control
	4.3	Describe the difference between formal (documented) and informal (on the spot) risk assessments
	4.4	Describe the steps that should be taken to ensure the environment supports an individual's dignity during assisting and moving activities
	4.5	Describe how the environment can be a barrier to assisting and moving an individual
	4.6	Describe ways to overcome environmental barriers in the assisting and moving of individuals
	5.1	Describe why it is important to communicate with the individual prior to assisting and moving.
5 Understand how to support the individual to prepare before assisting and moving	5.2	Describe why it is important to communicate with others prior to assisting and moving
	5.3	Describe what factors should be taken into account when the individual's wishes conflict with their care plan in relation to health and safety and their risk assessment

	5.4	Describe where to seek advice and assistance if the individual's wishes conflict with their care plan
Assessment requirements:  This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.		

<b>Title:</b>	The Principles of Infection Prevention and Control L/501/6737	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Guided learning hours:</b>	30	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Understand roles and responsibilities in the prevention and control of infections	1.1	Explain employees' roles and responsibilities in relation to the prevention and control of infection
	1.2	Explain employers' responsibilities in relation to the prevention and control of infection
2 Understand legislation and policies relating to prevention and control of infections	2.1	Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection
	2.2	Describe local and organisational policies relevant to the prevention and control of infection
3 Understand systems and procedures relating to the prevention and control of infections	3.1	Describe procedures and systems relevant to the prevention and control of infection
	3.2	Explain the potential impact of an outbreak of infection on the individual and the organisation
4 Understand the importance of risk assessment in relation to the prevention and control of infections	4.1	Define the term risk
	4.2	Outline potential risks of infection within the workplace
	4.3	Describe the process of carrying out a risk assessment
	4.4	Explain the importance of carrying out a risk assessment
5 Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections	5.1	Demonstrate correct use of PPE
	5.2	Describe different types of PPE
	5.3	Explain the reasons for use of PPE



	5.4	State current relevant regulations and legislation relating to PPE
	5.5	Describe employees' responsibilities regarding the use of PPE
	5.6	Describe employers' responsibilities regarding the use of PPE
	5.7	Describe the correct practice in the application and removal of PPE
	5.8	Describe the correct procedure for disposal of used PPE
6 Understand the importance of good personal hygiene in the prevention and control of infections	6.1	Describe the key principles of good personal hygiene
	6.2	Demonstrate good hand washing technique
	6.3	Describe the correct sequence for hand washing
	6.4	Explain when and why hand washing should be carried out
	6.5	Describe the types of products that should be used for hand washing
	6.6	Describe correct procedures that relate to skincare
Assessment requirements: n/a		

Unit 7

<b>Title:</b>	Causes and Spread of Infection  H/501/7103	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Guided learning hours:</b>	20	
<b>Learning outcomes</b>  The learner will:	<b>Assessment criteria</b>  The learner can:	
1 Understand the causes of infection	1.1	Identify the differences between bacteria, viruses, fungi and parasites
	1.2	Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
	1.3	Describe what is meant by "infection" and "colonisation"
	1.4	Explain what is meant by "systemic infection" and "localised infection"
	1.5	Identify poor practices that may lead to the spread of infection
2 Understand the transmission of infection	2.1	Explain the conditions needed for the growth of micro-organisms
	2.2	Explain the ways an infective agent might enter the body
	2.3	Identify common sources of infection
	2.4	Explain how infective agents can be transmitted to a person
	2.5	Identify the key factors that will make it more likely that infection will occur
<b>Assessment requirements:</b>  n/a		

<b>Title:</b>	Cleaning, Decontamination and Waste Management R/501/6738	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Guided learning hours:</b>	20	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Understand how to maintain a clean environment to prevent the spread of infection	1.1	State the general principles for environmental cleaning
	1.2	Explain the purpose of cleaning schedules
	1.3	Describe how the correct management of the environment minimises the spread of infection
	1.4	Explain the reason for the national policy for colour coding of cleaning equipment
2 Understand the principles and steps of the decontamination process	2.1	Describe the three steps of the decontamination process
	2.2	Describe how and when cleaning agents are used
	2.3	Describe how and when disinfecting agents are used
	2.4	Explain the role of personal protective equipment (PPE) during the decontamination process
	2.5	Explain the concept of risk in dealing with specific types of contamination
	2.6	Explain how the level of risk determines the type of agent that may be used to decontaminate
	2.7	Describe how equipment should be cleaned and stored
3 Understand the importance of good waste management practice in the prevention of the spread of infection	3.1	Identify the different categories of waste and the associated risks
	3.2	Explain how to dispose of the different types of waste safely and without risk to others

	3.3	Explain how waste should be stored prior to collection
	3.4	Identify the legal responsibilities in relation to waste management
	3.5	State how to reduce the risk of sharps injury
Assessment requirements: n/a		

Unit 9

<b>Title:</b>	Principles of safeguarding and protection in health and social care  A/601/8574	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Guided learning hours:</b>	26	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Know how to recognise signs of abuse	1.1	Define the following types of abuse:  <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial abuse</li> <li>• Institutional abuse</li> <li>• Self neglect</li> <li>• Neglect by others</li> </ul>
	1.2	Identify the signs and/or symptoms associated with each type of abuse
	1.3	Describe factors that may contribute to an individual being more vulnerable to abuse
2 Know how to respond to suspected or alleged abuse	2.1	Explain the actions to take if there are suspicions that an individual is being abused
	2.2	Explain the actions to take if an individual alleges that they are being abused
	2.3	Identify ways to ensure that evidence of abuse is preserved
3 Understand the national and local context of safeguarding and protection from abuse	3.1	Identify national policies and local systems that relate to safeguarding and protection from abuse
	3.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse
	3.3	Identify reports into serious failures to protect individuals from abuse
	3.4	Identify sources of information and advice about

		own role in safeguarding and protecting individuals from abuse	
4	Understand ways to reduce the likelihood of abuse.	4.1	Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>• working with person centred values</li> <li>• encouraging active participation</li> <li>• promoting choice and rights</li> </ul>
		4.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
5	Know how to recognise and report unsafe practices.	5.1	Describe unsafe practices that may affect the well-being of individuals
		5.2	Explain the actions to take if unsafe practices have been identified
		5.3	Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

Assessment requirements:

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit 10

<b>Title:</b>	Contribute to health and safety in health and social care R/601/8922		
<b>Level:</b>	2		
<b>Credit value:</b>	4		
<b>Guided learning hours:</b>	33		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will:	The learner can:		
1 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	1.1	Identify legislation relating to general health and safety in a health or social care work setting	
	1.2	Describe the main points of the health and safety policies and procedures agreed with the employer	
	1.3	Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• others in the work setting</li> </ul>	
	1.4	Identify tasks relating to health and safety that should not be carried out without special training	
	1.5	Explain how to access additional support and information relating to health and safety	
2 Understand the use of risk assessments in relation to health and safety	2.1	Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities	
	2.2	Explain how and when to report potential health and safety risks that have been identified	
	2.3	Explain how risk assessment can help address dilemmas between rights and health and safety concerns	
3 Understand procedures for responding to accidents and sudden illness	3.1	Describe different types of accidents and sudden illness that may occur in own work setting	
	3.2	Outline the procedures to be followed if an accident or sudden illness should occur	
4 Be able to reduce the spread of	4.1	Demonstrate the recommended method for hand	

infection		washing
	4.2	Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work
5 Be able to move and handle equipment and other objects safely	5.1	Identify legislation that relates to moving and handling
	5.2	Explain principles for moving and handling equipment and other objects safely
	5.3	Move and handle equipment or other objects safely
6 Know how to handle hazardous substances and materials	6.1	Identify hazardous substances and materials that may be found in the work setting
	6.2	Describe safe practices for: <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances and materials</li> </ul>
7 Understand how to promote fire safety in the work setting	7.1	Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>• starting</li> <li>• spreading</li> </ul>
	7.2	Outline emergency procedures to be followed in the event of a fire in the work setting
	7.3	Explain the importance of maintaining clear evacuation routes at all times
8 Be able to implement security measures in the work setting	8.1	Use agreed ways of working for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>• premises</li> <li>• information</li> </ul>
	8.2	Implement measures to protect own security and the security of others in the work setting
	8.3	Explain the importance of ensuring that others are aware of own whereabouts
9 Know how to manage own stress	9.1	Identify common signs and indicators of stress
	9.2	Identify circumstances that tend to trigger own stress
	9.3	Describe ways to manage own stress
Assessment requirements:		



This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.  
Learning outcomes 4, 5, and 8 must be assessed in a real work environment

Unit 11

<b>Title:</b>	Provide support for therapy sessions  D/601/9023	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Guided learning hours:</b>	14	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Understand the benefits of therapy sessions	1.1	Identify different types of therapy sessions in which an individual may participate
	1.2	Describe how therapy sessions can benefit an individual
2 Be able to prepare for therapy sessions	2.1	Establish own responsibilities in preparing for a therapy session
	2.2	Identify with the individual their preferences and requirements for the therapy session
	2.3	Follow instructions to prepare the environment, materials, equipment and self for the session
3 Be able to provide support in therapy sessions	3.1	Provide support during a therapy session that takes account of:  <ul style="list-style-type: none"> <li>• the therapist's directions</li> <li>• the individual's preferences and requirements</li> </ul>
	3.2	Promote the active participation of the individual during the session
	3.3	Describe ways to overcome fears or concerns an individual may have about a therapy session
4 Be able to observe and record therapy sessions	4.1	Agree what observations need to be carried out during therapy sessions
	4.2	Agree how observations will be recorded
	4.3	Carry out agreed observations
	4.4	Record agreed observations as required

5	Be able to contribute to the review of therapy sessions	5.1	Contribute to a review of therapy sessions to identify issues and progress
		5.2	Contribute to agreeing changes to therapy sessions with the individual and others

Assessment requirements:

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Therapy sessions may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

An individual is someone requiring care or support

Others may include:

- therapist
- line manager
- family
- friends
- advocates
- others who are important to the individual's well-being

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 12

<b>Title:</b>	Provide support for mobility  H/601/9024	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Guided learning hours:</b>	14	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Understand the importance of mobility	1.1	Define mobility
	1.2	Explain how different health conditions may affect and be affected by mobility
	1.3	Outline the effects that reduced mobility may have on an individual's well-being
	1.4	Describe the benefits of maintaining and improving mobility
2 Be able to prepare for mobility activities	2.1	Agree mobility activities with the individual and others
	2.2	Remove or minimise hazards in the environment before a mobility activity
	2.3	Check the suitability of an individual's clothing and footwear for safety and mobility
	2.4	Check the safety and cleanliness of mobility equipment and appliances
3 Be able to support individuals to keep mobile	3.1	Promote the active participation of the individual during a mobility activity
	3.2	Assist an individual to use mobility appliances correctly and safely
	3.3	Give feedback and encouragement to the individual during mobility activities
4 Be able to observe, record and report on activities to support mobility	4.1	Observe an individual to monitor changes and responses during a mobility activity
	4.2	Record observations of mobility activity

	4.3	<p>Report on progress and/or problems relating to the mobility activity including:</p> <ul style="list-style-type: none"> <li>• choice of activities</li> <li>• equipment</li> <li>• appliances</li> <li>• the support provided</li> </ul>
<p>Assessment requirements:</p> <p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work situation.</p> <p>Mobility activities may include:</p> <ul style="list-style-type: none"> <li>• exercises</li> <li>• physiotherapy</li> <li>• occupational therapy</li> <li>• household activities</li> <li>• group activities</li> </ul> <p>An individual is someone requiring care or support</p> <p>Others may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• advocates</li> <li>• mobility specialists</li> <li>• line manager</li> <li>• others who are important to the individual's well-being</li> </ul> <p>Mobility equipment and appliances may include:</p> <ul style="list-style-type: none"> <li>• wheel chairs</li> <li>• sticks</li> <li>• walking frames</li> <li>• custom-made appliances</li> </ul> <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>		

Unit 13

<b>Title:</b>	Understand Physical Disability  L/601/6117	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Guided learning hours:</b>	19	
<b>Learning outcomes</b>  The learner will:	<b>Assessment criteria</b>  The learner can:	
1 Understand the importance of differentiating between the individual and the disability	1.1	Explain why it is important to recognise and value an individual as a person
	1.2	Describe the importance of recognising an individual's strengths and abilities
	1.3	Describe how to work in a person centred way that fully involves the individual
2 Understand the concept of physical disability	2.1	Describe what is meant by physical disability
	2.2	Describe what a congenital disability is
	2.3	Give examples of congenital disabilities and their causes
	2.4	Describe what a progressive disability is
	2.5	Give examples of progressive disabilities and their causes
3 Understand how the challenges of living with a physical disability can be addressed	3.1	Identify social and physical barriers that can have a disabling effect on an individual
	3.2	Identify positive and negative attitudes towards individuals with a disability
	3.3	Describe steps that can be taken to challenge and change discriminatory attitudes
	3.4	Describe the impact of disability legislation on community attitudes and practices
	3.5	Describe the effects that having a physical disability can have on a person's day to day life

		3.6	Identify the importance for the individual of positive risk-taking
4	Understand the importance of independence and inclusion for the individual with physical disability	4.1	Describe how the individual can be in control of their care needs and provision of social care services
		4.2	Describe the importance of supporting independence and inclusion within the community
		4.3	Describe how to assist with independence and inclusion within the community

Assessment requirements:

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

<b>Title:</b>	Understand the context of supporting individuals with learning disabilities  K/601/5315	
<b>Level:</b>	2	
<b>Credit value:</b>	4	
<b>Guided learning hours:</b>	35	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities	1.1	Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
	1.2	Explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families
2 Understand the nature and characteristics of learning disability	2.1	Explain what is meant by 'learning disability'
	2.2	Give examples of causes of learning disabilities
	2.3	Describe the medical and social models of disability
	2.4	State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'
	2.5	Describe the possible impact on a family of having a member with a learning disability
3 Understand the historical context of learning disability	3.1	Explain the types of services that have been provided for individuals with learning disabilities over time
	3.2	Describe how past ways of working may affect present services
	3.3	Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities:  a) where people live b) daytime activities c) employment d) sexual relationships and parenthood



		e) the provision of healthcare	
4	Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1	Explain the meaning of the term 'social inclusion'
		4.2	Explain the meaning of the term advocacy
		4.3	Describe different types of advocacy
		4.4	Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities
5	Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1	Explain how attitudes are changing in relation to individuals with learning disabilities
		5.2	Give examples of positive and negative aspects of being labelled as having a learning disability
		5.3	Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
		5.4	Explain the roles of external agencies and others in changing attitudes, policy and practice
6	Know how to promote communication with individuals with learning disabilities	6.1	Identify ways of adapting each of the following when communicating with individuals who have learning disabilities  a) verbal communication b) non-verbal communication
		6.2	Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities
		6.3	Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings
Assessment requirements:			
This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.			

<b>Title:</b>	Principles of positive risk taking for individuals with disabilities K/601/6285	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Guided learning hours:</b>	20	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Know the importance of risk taking in everyday life for individuals with disabilities	1.1	Identify aspects of everyday life in which risk plays a part
	1.2	Identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks
	1.3	Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks
	1.4	Explain how supporting individuals to take risks can enable them to have choice over their lives to: <ul style="list-style-type: none"> <li>• gain in self-confidence</li> <li>• develop skills</li> <li>• take an active part in their community</li> </ul>
2 Understand the importance of positive, person-centred risk assessment	2.1	Explain how a person-centred approach to risk assessment can have a more positive outcome than traditional approaches
	2.2	Identify the features of a person-centred approach to risk assessment
	2.3	Describe ways in which traditional risk assessments have tended to have a negative focus
3 Know how legislation and policies are relevant to positive risk taking	3.1	Identify legislation and policies which promote the human rights of individuals with disabilities
	3.2	Describe how to use a human rights based approach to risk management
4 Understand how to support individuals with disabilities in decisions about risk-taking	4.1	Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others

	4.2	Outline how the principle of 'Duty of Care' can be maintained whilst supporting individuals to take risks	
	4.3	Describe ways of enabling individuals with disabilities to make informed choices about taking risks	
	4.4	Outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions	
	4.5	Explain the potential positive and negative consequences of the choices made about taking risks	
	4.6	Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger	
	4.7	Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking	
5	Understand how to support individuals with disabilities to manage identified risks	5.1	Explain the importance of including risks in the individual's support plan
		5.2	Explain why it is important to review risks in the individual's support plan
		5.3	Outline why it is important to communicate and work in a consistent way with all those supporting the individual
		5.4	Describe ways of supporting individuals with disabilities to test out the risk they wish to take
Assessment requirements:			
This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles			

<b>Title:</b>	Dementia Awareness J/601/2874	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Guided learning hours:</b>	17	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Understand what dementia is	1.1	Explain what is meant by the term 'dementia'
	1.2	Describe the key functions of the brain that are affected by dementia
	1.3	Explain why depression, delirium and age related memory impairment may be mistaken for dementia
2 Understand key features of the theoretical models of dementia	2.1	Outline the medical model of dementia
	2.2	Outline the social model of dementia
	2.3	Explain why dementia should be viewed as a disability
3 Know the most common types of dementia and their causes	3.1	List the most common causes of dementia
	3.2	Describe the likely signs and symptoms of the most common causes of dementia
	3.3	Outline the risk factors for the most common causes of dementia
	3.4	Identify prevalence rates for different types of dementia
4 Understand factors relating to an individual's experience of dementia	4.1	Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability
	4.2	Outline the impact that the attitudes and behaviours of others may have on an individual with dementia
Assessment requirements:		
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.		

Unit 17

<b>Title:</b>	Introductory awareness of sensory loss F/601/3442	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Guided learning hours:</b>	16	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these	1.1	Describe how a range of factors have a negative and positive impact on individuals with sensory loss
	1.2	Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss
	1.3	Explain how individuals with sensory loss can be disabled by attitudes and beliefs
	1.4	Identify steps that could be taken to overcome disabling attitudes and beliefs
2 Understand the importance of effective communication for individuals with sensory loss	2.1	Outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deafblindness</li> </ul>
	2.2	Describe how effective communication may have a positive impact on the lives of individuals with sensory loss
	2.3	Explain how information can be made accessible to individuals with sensory loss
3 Know the main causes and conditions of sensory loss	3.1	Outline the main causes of sensory loss
	3.2	Explain the difference between congenital and acquired sensory loss
	3.3	State what percentage of the general population is likely to have sensory loss
4 Know how to recognise when an individual may be experiencing	4.1	Outline the indicators and signs of:

sight and / or hearing loss		<ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Deafblindness</li> <li>• Hearing loss</li> </ul>
	4.2	Explain where additional advice and support can be sourced in relation to sensory loss
5 Know how to report concerns about sensory loss	5.1	Describe to whom and how concerns about sight and / or hearing loss can be reported
<p>Assessment requirements:</p> <p>Units need to be assessed in line with the Skills for Care and Development Assessment Principles</p>		

Unit 18

<b>Title:</b>	Understand mental health problems  J/602/0103	
<b>Level:</b>	3	
<b>Credit value:</b>	3	
<b>Guided learning hours:</b>	14	
<b>Learning outcomes</b>  The learner will:	<b>Assessment criteria</b>  The learner can:	
1 Know the main forms of mental ill health	1.1	Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: <ul style="list-style-type: none"> <li>• mood disorders</li> <li>• personality disorders</li> <li>• anxiety disorders, psychotic disorders</li> <li>• substance-related disorders</li> <li>• eating disorders</li> <li>• cognitive disorders</li> </ul>
	1.2	Explain the key strengths and limitations of the psychiatric classification system
	1.3	Explain two alternative frameworks for understanding mental distress.
	1.4	Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour
2 Know the impact of mental ill health on individuals and others in their social network	2.1	Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health.
	2.2	Explain how mental ill health may have an impact on the individual including: <ol style="list-style-type: none"> <li>a. psychological and emotional</li> <li>b. practical and financial</li> <li>c. the impact of using services</li> <li>d. social exclusion</li> <li>e. positive impacts</li> </ol>

	2.3	Explain how mental ill health may have an impact on those in the individual's familial, social or work network including:  a. psychological and emotional b. practical and financial c. the impact of using services d. social exclusion e. positive impacts
	2.4	Explain the benefits of early intervention in promoting an individual's mental health and well-being.
Assessment requirements: n/a		



Unit 19

<b>Title:</b>	Move and position individuals in accordance with their plan of care  J/601/8027	
<b>Level:</b>	2	
<b>Credit value:</b>	4	
<b>Guided learning hours:</b>	26	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
The learner will:	The learner can:	
1 Understand anatomy and physiology in relation to moving and positioning individuals	1.1	Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals
	1.2	Describe the impact of specific conditions on the correct movement and positioning of an individual
2 Understand legislation and agreed ways of working when moving and positioning individuals	2.1	Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals
	2.2	Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this
3 Be able to minimise risk before moving and positioning individuals	3.1	Access up-to-date copies of risk assessment documentation
	3.2	Carry out preparatory checks using: <ul style="list-style-type: none"> <li>• the individual's care plan</li> <li>• the moving and handling risk assessment</li> </ul>
	3.3	Identify any immediate risks to the individual
	3.4	Describe actions to take in relation to identified risks
	3.5	Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment
	3.6	Prepare the immediate environment ensuring: <ul style="list-style-type: none"> <li>• adequate space for the move in agreement with all</li> </ul>

		concerned
	3.7	Apply standard precautions for infection prevention and control
4 Be able to prepare individuals before moving and positioning	4.1	Demonstrate effective communication with the individual to ensure that they: <ul style="list-style-type: none"> <li>• understand the details and reasons for the action/activity being undertaken</li> <li>• agree the level of support required</li> </ul>
	4.2	Obtain valid consent for the planned activity
5 Be able to move and position an individual	5.1	Follow the care plan to ensure that the individual is positioned: <ul style="list-style-type: none"> <li>• using the agreed technique</li> <li>• in a way that will avoid causing undue pain or discomfort</li> </ul>
	5.2	Demonstrate effective communication with any others involved in the manoeuvre
	5.3	Describe the aids and equipment that may be used for moving and positioning
	5.4	Use equipment to maintain the individual in the appropriate position
	5.5	Encourage the individual's active participation in the manoeuvre
	5.6	Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction
	5.7	Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due
6 Know when to seek advice from and/or involve others when moving and positioning an individual	6.1	Describe when advice and/or assistance should be sought to move or handle an individual safely
	6.2	Describe what sources of information are available about moving and positioning individuals

Assessment requirements:

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.