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EXEMPLAR

CANDIDATE WORK

UNIT HSC 2028

MOVE AND POSITION INDIVIDUALS IN
ACCORDANCE WITH THEIR PLAN OF CARE

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INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit HSC 2028, Move and position individuals in accordance with their plan of care.

This exemplar evidence should be considered alongside the unit requirements, the Learning Outcomes and Assessment Criteria. This content has been selected by the OCR Chief External Verifier for the Health and Social Care Diplomas, to illustrate how the assessment criteria are applied, and to provide some commentary on what factors contributed to the final outcome.

The exemplar candidate evidence is intended to demonstrate how criteria have been met and are supported by a commentary. While the exemplars are intended to be useful in interpreting the specification's Assessment Criteria, they should in no way be regarded as definitive evidence.

This resource is provided for advice and guidance only.

EXEMPLAR UNIT: HSC 2028 – MOVE AND POSITION INDIVIDUALS IN ACCORDANCE WITH THEIR PLAN OF CARE

UNIT PURPOSE

- Raises awareness of the anatomy and physiology of the body in relation to moving and positioning individuals
- Introduces the legislation and agreed ways of working when moving and positioning individuals
- Introduces the skills required to minimise risk before moving and positioning individuals
- Introduces the skills required to prepare individuals before moving and positioning
- Introduces the skills required to move and position an individual
- Raises awareness of when to seek advice from and/or involve others when moving and positioning individuals

EVIDENCE FOR LEARNING OUTCOME 1

UNDERSTAND ANATOMY AND PHYSIOLOGY IN RELATION TO MOVING AND POSITIONING INDIVIDUALS

Assessment Criteria:

AC1.1 – **Outline** the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals

Musculoskeletal System	Moving and Positioning of Individuals
The spinal column is made up of individual bones called vertebrae. In between the bones there are joints that connect these together. A ligament connects bone to support joints.	Not moving an individual correctly can cause ligaments to sprain. This is why individuals must never be dragged when being moved as this can cause joints to over stretch and then sprain the ligaments.
Muscles work by the fibres they contain contracting; this makes the muscle shorten. When the muscle shortens it pulls on the tendon and then on the bone to which it is attached. Muscles are connected to bones by tendons.	When an individual is moved and positioned it is important this happens smoothly. Sudden movements or pulling in any direction of an individual's limbs or body can cause pulled muscles or tear tendons which can cause a lot of pain.
Bones in limbs are covered with tissue.	Putting pressure on an individual's hand or arm when they are moving from one position to another can cause a bone to fracture. Fractures can also happen if there is an accident with for example equipment like a hoist and this falls onto the individual when moving/positioning them or using the wrong sling size and the individual falls out.

COMMENTARY FOR EVIDENCE FOR AC1.1

- **Assessment Method:** The learner has presented their **outline** in the form of a table. The learner's outline includes the main features of the musculoskeletal system that moves the body and its importance in relation to correctly moving and positioning individuals. The assessment method is **valid** as it measures the learner's understanding and knowledge of the anatomy and physiology of the human body.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects her understanding of how the bones, joints, tendons, muscles and ligaments in the body work in relation to the moving and positioning of individuals. The learner then includes details of how injuries can occur if incorrect moving and positioning of individuals is carried out.
- **Breadth of Evidence:** The learner has provided brief details of the main features of the anatomy and physiology of the body. The learner's evidence **meets AC1.1 fully** in terms of providing an **outline** of the importance of correct moving and positioning of individuals in relation to the anatomy and physiology of the human body.

Assessment Criteria:

AC 1.2 - **Describe** the impact of specific conditions on the correct movement and positioning of an individual

Extract from **Oral Questioning:**

Oral Question: 'Tell me about how different individuals with specific conditions can affect how to correctly move and position them':

Response:

'When I work with individuals with different conditions this affects how we support them to move and change positions. An individual with dementia who is confused might not understand what we are saying and when we are supporting her to move so we have to show the individual by our actions and take time to do this. Individuals with arthritis have to be supported to move gently as they may be in a lot of pain and positioning or moving may be uncomfortable. An individual that has had a stroke might have one arm or leg stronger than the other so this needs to be taken into account when weight bearing or moving so as to avoid putting pressure on the weak side. An individual who is blind might need more reassurance and explanations about the move and what is around them as they cannot see.'

COMMENTARY FOR EVIDENCE FOR AC 1.2

- **Assessment Method:** The assessor has used an open **oral question** with this learner 'Tell me about...'; this encourages the learner to think about individuals with different conditions and how their needs may affect their moving and positioning.

The assessment method is **valid** as it measures the learner's understanding and knowledge of the impact of specific conditions on the correct movement and positioning of an individual.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of specific conditions 'individuals with a dementia...with arthritis...who have had a stroke...are blind'. The learner also answers the question in terms of **own health and social care work setting** and so also reflects her knowledge of how these conditions can affect the way individuals are moved and positioned and how the support provided must then take into account their needs.
- **Breadth of Evidence:** The learner has detailed well the impact of specific conditions on the correct movement and positioning of an individual. The learner's evidence **meets AC1.2 fully** in terms of providing a **description** of the impact of specific conditions on the correct movement and positioning of an individual.

EVIDENCE FOR LEARNING OUTCOME 2

UNDERSTAND LEGISLATION AND AGREED WAYS OF WORKING WHEN MOVING AND POSITIONING INDIVIDUALS

Assessment Criteria:

AC 2.1 - **Describe** how legislation and agreed ways of working affect working practices related to moving and positioning individuals

Extract from **Discussion:**

Discussion: 'Tell me about how 1) legislation and 2) agreed ways of working affect working practices related to moving and positioning individuals:

Response:

'1) Legislation that is relevant includes the Management of Health and Safety at Work Regulations; this introduced the requirement for risk assessment, risks when moving and positioning individuals must be assessed, acted on and reviewed; also all staff must be trained in moving and positioning individuals. The Lifting Operations and Lifting Equipment Regulations (LOLER) introduced the requirement for employers to provide lifting equipment that is safe to use and maintained; staff must also be provided with training. The Manual Handling Operations Regulations for employers states that they must carry out risk assessments for all moves and reduce the risk of injuries from happening and avoid dangerous moving and handling; the employees' responsibilities include using all equipment as trained to do so, follow all health and safety working practices and avoid putting themselves or other staff, individuals or visitors at risk, reporting any hazards or risks to their employer

2) Agreed ways of working mean that employers must have workplace policies and procedures for moving and handling; these must be explained to staff and staff provided with training and supervision. It is also important that all employees, read these procedures, if they do not understand ask, that they attend training, are supported with understanding all individuals' needs, the moves needed and all equipment being used'

COMMENTARY FOR EVIDENCE FOR AC 2.1

- **Assessment Method:** The assessor has used **discussion** as this encourages the learner to think about and detail fully how both legislation and agreed ways of working affect how individuals are moved and positioned.

The assessment method is **valid** as it measures the learner's understanding and knowledge of the effect of legislation and agreed ways of working on working practices related to moving and positioning individuals.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of both legislation and agreed ways of working. The details that the learner provides in the discussion clearly evidence own knowledge of how different pieces of legislation affect working practices related to moving and positioning individuals – *'the Management of Health and Safety at Work Regulations... LOLER and The Manual Handling Operations Regulations.'* The learner's response also reflects well own knowledge around how agreed ways of working can also affect practices relevant to moving and positioning individuals: *'employers must have workplace policies and procedures for moving and handling; these must be explained to staff and staff provided with training and supervision... employees, read these procedures, if they do not understand ask, that they attend training, are supported with understanding all individuals' needs, the moves needed and all equipment being used'*
- **Breadth of Evidence:** The learner has detailed well how both legislation and agreed ways of working affect working practices. The learner's evidence **meets AC 2.1 fully** in terms of providing a **description** of how legislation and agreed ways of working affect working practices related to moving and positioning individuals.

AC 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

Extract from **Discussion:**

Discussion: 'Tell me about the health and safety factors that must be taken into account when moving and positioning individuals and when using equipment to do so:

Response:

'Before moving and positioning individuals I have to take responsibility for the health and safety of the service user, others and myself and while doing this adhere to the organisational policies in place and meet all health and safety obligations. I only move and position individuals where I have had training to do so.

I do this by ensuring that I am wearing appropriate clothing and foot wear when I move an individual or am supporting them to change position to avoid any risk of being harmed; for example when using a hoist I must not wear open shoes or sandals. I also make sure that I do a manual risk assessment before performing any move or re-position. I do not use any equipment that I have not been trained to use and I check that there is enough space around me to carry out the move. All equipment needs to be checked that it is working correctly, if a hoist that it is charged, and all equipment must be clean and safe to use. I look out for any obstacles, like loose rugs, clothes and move them to one side. It is important the space around me is clean and comfortable. All moving and positioning must not be rushed. Infection control is also important, washing of hands before and after and wearing of PPE according to my workplace policy.

I also check with the individual their needs and preferences and check this against their plan. I then ask the service user for their agreement before the move and make sure I am using the correct equipment, that the sling and hoist are clean and safe to use and the correct ones for the individual; these must then be stored away safely to avoid any accidents or them being used for someone else. In the plan it includes the individual's weight and the sling and hoist to use for their weight and for some individuals who are tall for example they need a much longer sling to support their head and body. Also to take into account is whether the individual will keep their arms in the sling or whether they may decide not to or may become anxious when being moved.'

COMMENTARY FOR EVIDENCE FOR AC 2.2

- **Assessment Method:** The assessor has used **discussion** as this encourages the learner to think about and detail fully the health and safety factors that must be taken into account when both moving and positioning individuals and when using equipment.

The assessment method is valid as it measures the learner's understanding and knowledge of the different health and safety factors.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of health and safety factors that relate to both moving and positioning individuals and when using equipment. The details that the learner provides in the discussion clearly evidence own knowledge of a range of different health and safety factors to take into account when moving and positioning individuals in relation to the load, the environment and the individuals' needs and when using equipment in relation to its safety, cleanliness and suitability to the individual's needs.
- **Breadth of Evidence:** The learner has detailed well the different health and safety factors that must be taken into account. The learner's evidence **meets AC2.2 fully** in terms of providing a **description** of the health and safety factors that must be taken into account when moving and positioning individuals and using equipment.

EVIDENCE FOR LEARNING OUTCOME 3

BE ABLE TO SUPPORT INDIVIDUALS TO KEEP MOBILE

Assessment Criteria:

AC 3.1 - **Access** up-to-date copies of risk assessment documentation

AC3.2 - **Carry out** preparatory checks using:

- the individual's care plan
- the moving and handling risk assessment

AC 3.3 - **Identify** any immediate risks to the individual

AC 3.6 - **Prepare** the immediate environment ensuring

- adequate space for the move in agreement with all concerned
- that potential hazards are removed

AC 3.7 - **Apply** standard precautions for infection prevention and control

EVIDENCE FOR LEARNING OUTCOME 4

BE ABLE TO PREPARE INDIVIDUALS BEFORE MOVING AND POSITIONING

Assessment Criteria:

AC 4.1 - **Demonstrate** effective communication with the individual to ensure that they

- understand the details and reasons for the action/activity being undertaken
- agree the level of support required

AC 4.2 - **Obtain valid consent** for the planned activity

Extract from **Observation 1:**

Observation:

'...the learner discusses and then agrees with the individual that her and her colleague are going to transfer her from her bed to her wheelchair using her Turner aid. The learner checks the individual's current care plan and risk assessment. The learner checks the individual is ready for the move, she confirms she is; the learner then washes and dries her hands using the full hand washing technique as described before – her colleague does the same.

The learner brought the individual's Turner to her bed side and checked it was working, safe and clean to use – she confirmed it was. The learner then looks around the individual's room, asks the individual if she can move the small table and her magazine on the floor to one side until the move is over and explains this is to avoid anyone slipping or falling over and injuring themselves; the individual agrees.'

Extract from **Observation 2:**

Observation:

'...I observe the learner with Mr R in his room discussing the move including the support available. The learner begins by carrying out a risk assessment of the area around Mr R's armchair and checks that there are no hazards – she confirms to her colleague after agreeing with Mr R to move his shoes to the other end of the bed just for the move and then they would move them back again so as to avoid any accidents. The learner checks the hoist, that it is working, that the battery was fully charged, that it is clean and that the correct sling size that Mr R uses is also available as recorded in his plan and assessment. The learner explains to Mr R that both her colleague and her will support him to move from his bed to his armchair as this is what has been agreed with him and is written down in his care plan and risk assessment. Mr R says that he understands and is happy for them to both to support him.

The learner washes and dries her hands using the full hand washing technique: runs the water warm, places her hands under the water, then applies a squirt of liquid soap onto her hands and rubs them together to form a lather, washes around the thumbs, length of her fingers, then inter locks her hands, rubs her finger tips in the palms of her hands, washes the backs of her hands and then rinses them off. The learner then dries her hands with a disposable paper towel; she then puts on an apron and gloves. The learner is wearing flat enclosed shoes and so is her colleague.'

Extract from **Observation 3:**

Observation:

'...I observe the learner ask the individual how she wants to be supported to transfer from her bed to her wheelchair. The individual says that she would like to use the slide board to move from her bed to the wheelchair. The learner checks with the individual her plan and risk assessment and agrees with her that as she just needs assistance to transfer and is feeling well today the slide board could be used and checks it is clean and safe to use – the learner confirms this with her manager. The learner moves the bags under the individual's bed to one side with the individual's agreement as the bed would need to be lowered as part of the transfer and also did not want these to become a hazard for the move. The learner also checks that there is sufficient room around the bed and wheelchair to carry out the transfer and confirms that there is. The learner then washes and dries her hands and puts on her apron and disposable gloves.'

COMMENTARY FOR EVIDENCE FOR ACS 3.1, 3.2, 3.6, 3.7, 4.1 AND 4.2:

- **Assessment Method:** The assessor has used direct **observation** of the learner's practice to meet these criteria. The **observations** have been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to being able to minimise risk before moving and positioning different individuals in terms of: accessing individuals' care plans and risk assessments, carrying out visual checks of the area and equipment being used, seeking the individual's consent and agreement from colleagues as well as applying precautions for infection prevention and control.

It is also evident in the learner's preparation of these different individuals described in the three observation extracts that the learner is able to effectively seek the individual's consent whilst agreeing with them the reasons for the moves as well as how the moves will be done.

This assessment method is **valid** as it measures the learner's skills in being able to minimise risk and prepare effectively before moving and positioning individuals.

- **Quality of Evidence:** The documented observations are of a good quality because the learner's practices demonstrate clearly own competence against each of the assessment criteria.
- **Breadth of Evidence:** The learner's evidence **meets ACs 3.1, 3.2, 3.6, 3.7, 4.1 and 4.2 fully** in terms of **demonstrating** that the learner is able to minimise risks and prepare effectively before moving and positioning individuals.

AC 3.4 - **Describe** actions to take in relation to identified risks

AC 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

Extract from **Oral Questioning:**

Oral Question: 'Tell me about the actions that must be taken in relation to any risks you come across before moving and positioning individuals and if the individual's wishes conflict with their plan of care and risk assessment in terms of health and safety':

Response:

'When I come across risks before moving and positioning an individual my actions will depend on what they are. If there are risks in the environment from hazards that I can move like an item on the floor then I will do so with the individual's agreement but if there is a risk in terms of the equipment I'm using if it is faulty or from the individual it may be that I think they are unwell or a I see a change in their behaviour then I would not carry out the move but first would report the risks to my supervisor and seek advice. The equipment if faulty is removed from the immediate area and an out of order sign placed on it until it is replaced to make others aware that it is not working or safe to use.

If an individual asks me to move them in a different way than is stated in their care plan and risk assessment I will explain to the individual what their care plan and risk assessment says, the risks involved and my responsibilities to only follow the care plan. If the individual still insisted then I would explain that I would need to report this to my supervisor.

I must also record the risks, the date I identified these and the actions I take.

COMMENTARY FOR EVIDENCE FOR ACS 3.4 AND 3.5:

- **Assessment Method:** The assessor has used an open **oral question** with this learner 'Tell me about...'; this encourages the learner to think about the different actions to take in relation to identified risks before moving and positioning individuals.

The assessment method is **valid** as it measures the learner's understanding and knowledge of the actions that must be taken when risks are identified before moving and positioning individuals.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of the actions to be taken for different risks and conflicts that may arise: 'an item on the floor, faulty equipment or an individual who is unwell or has a change in their behaviour or wants to be moved in a different way'. The learner also answers the question in terms of **own health and social care work setting** and so also reflects her knowledge of the actions to take when there are risks and conflicts identified namely reporting, recording and explaining the risks to the individual.
- **Breadth of Evidence:** The learner has detailed well how to minimise risks to individuals. The learner's evidence **meets ACs 3.4 and 3.5 fully** in terms of providing a **description** of the actions to take in relation to identified risks and an individual's wishes conflict with their care plan and risk assessment in relation to health and safety. The learner's evidence can also be cross referenced to AC6.1 in relation to when advice and/or assistance should be sought to move or handle an individual safely.

EVIDENCE FOR LEARNING OUTCOME 5

BE ABLE TO PREPARE INDIVIDUALS BEFORE MOVING AND POSITIONING

Assessment Criteria:

AC 5.1 - **Follow** the care plan to ensure that the individual is positioned

- using the agreed technique
- in a way that will avoid causing undue pain or discomfort

AC 5.2 - **Demonstrate** effective communication with any others involved in the manoeuvre

AC 5.4 - **Use** equipment to maintain the individual in the appropriate position

AC 5.5 - **Encourage** the individual's active participation in the manoeuvre

AC 5.6 - **Monitor** the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction

AC 5.7 - **Demonstrate** how to report and record the activity noting when the next positioning manoeuvre is due:

Extract from **Observation 1:**

Observation:

'...the learner discusses the individual's care plan with her and agrees with her for her to stand opposite her and her colleague to stand next to her and guide her. The individual's room door is closed and the individual is dressed. The learner and her colleague are wearing disposable aprons and gloves I observed them both wash and dry their hands thoroughly before putting on their PPE. The learner agreed with her colleague and the individual that she would stand up from her bed on the count of three.

The learner places the Turner in front of the individual and then asks her to place her feet on the middle part of the turning plate and checks with her she is comfortable. The learner and her colleague visually check that she does this and that the individual's knees are at the correct angle.

The learner then moves the handle to the correct height, places both hands on the handle and steps onto the turning plate and then asks the individual to place her hands on the handle and stand up and checks with her she is comfortable, waiting a few moments. The learner then turns the disk round, steps onto the pedal and asks the individual to sit back down onto her wheelchair and checks she is safe and comfortable. The learner then records in her plan the move and the checks she made of the individual whilst using her Turner aid and reports this to the Manager.'

Extract from **Observation 2:**

Observation:

"...I observe the learner with Mr R in his room discussing the move from his bed to his armchair and referencing the care plan. They agree with the learner's colleague that the learner will say 1,2,3 move when the hoist is manually operated. Mr R's door of his room is closed for privacy and the curtains are also closed to respect Mr R's privacy and dignity.

The learner's checks that Mr's bed and armchair have the brakes on. The learner adjust the bed down a little so that she could place the sling around Mr R who is sitting in his bed. The learner places the sling alongside Mr's back making sure it is as far down as possible. The learner then checks that the leg attachments of the sling are under Mr R's thighs and that the back of the sling is under his hips and that his head is also in the top part of sling and that Mr R has placed his arms safely in the sling. The learner explains to Mr R what she is doing at every step and agrees with him that he is comfortable at every step.

The learner then explains to Mr R that she will attach the leg and chest attachments to the hoist's spread bar. The learner then agrees with Mr R and her colleague to move him on the count of three and says 1,2,3 and move. The learner operates the hoist and hoists Mr R up a little and checks he is alright and that all the attachments are on correctly and then continues to hoist Mr R, reassuring him and observing that he is relaxed and comfortable and talking to him throughout.

The learner and her colleague then together moved the hoist to over Mr R's armchair and then agreeing this with MR begin to lower him into the correct position ensuring he remains upright and is back as close as possible to the back of his armchair. Once Mr is sitting down, the learner undoes the attachments and moves the hoist gently away from him and removes the sling. Mr R thanks the learner and her colleague.

The learner returns the hoist and sling to its storage place; checks both are clean and puts the hoist back on charge. The learner and her colleague then wash and dry their hands thoroughly. The learner then records the move in Mr R's plan, confirms with him the details and reports to her colleague.'

Extract from **Observation 3:**

Observation:

'...I observe the learner support the individual from her bed to her wheelchair using a slide board using the care plan and risk assessment; the individual is in her room, the door is closed and the individual is wearing her dressing gown. The learner agrees with the individual to position her wheelchair at an angle towards the bed and removes the wheelchair's arm rest from the side closest to the bed, swings the footplates away and puts the wheel brakes on.

The learner agrees with the individual for her to sit on the edge of the bed until she can place both feet on the floor; the learner verbally reassures the individual and then with her agreement places one end of the slide board under her and the other end in the wheelchair seat; and checks she is sitting across one end of the slide board; the individual confirms she is.

On the count of three the learner agrees with the individual to push up with her arms while slowly sliding across to her wheelchair and then when she can reach asks her to place her hand on the armrest of the wheelchair.

The learner checks that the individual is sitting comfortably, she confirms she is and then agrees with her to remove the slide board and replace the wheelchair armrest. The learner writes down with the individual the details of the move, the guidance given and reports this to her manager.'

COMMENTARY FOR EVIDENCE FOR ACS 5.1, 5.2, 5.4, 5.5, 5.6 AND 5.7:

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices to meet these criteria. The three **observations** have been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to being able to move and position different individuals.

It is also evident in the learner's support to moving and positioning these different individuals described in the three observation extracts that the learner is able to follow individuals' care plans, communicate effectively with both the individual and her colleagues, use different aids and equipment, ensure that the individuals are active participants in the move, monitor individuals' conditions throughout and report and record all activities and support given.

This assessment method is **valid** as it measures the learner's skills in being able to move and position individuals.

- **Quality of Evidence:** The documented observations are of a good quality because the learner's practices demonstrate clearly own competence against each of the assessment criteria; including the use of different aids and equipment to meet different individuals' needs.
- **Breadth of Evidence:** The learner's evidence **meets ACs 5.1, 5.2, 5.4, 5.5, 5.6 and 5.7 fully** in terms of **demonstrating** that the learner is able to move and position individuals.

AC 5.3 - **Describe** the aids and equipment that may be used for moving and positioning

Extract from **Oral Questioning:**

Oral Question: 'Tell me about the different aids and equipment that can be used for moving and positioning individuals':

Response:

'Hoists and slings these are used to move individuals who cannot move themselves from one position to another and the slings come in different sizes and types depending on the height and weight of the individual. Slide boards are used for people who are quite independent and who just need a little support with moving for example from their bed to a chair or from a chair back to their bed. Lifting handles are used with some individuals to can help them to sit up in bed independently; they hold onto to these to move themselves. Handling belts are used when an individual might be a little unsteady when getting up and so by holding onto to the handles on the belt you can help steady the person so that they don't fall over. There also grab handles placed in individuals' bathrooms for individuals to be independent when standing up, walking frames with and without wheels can also help individuals move themselves independently.'

COMMENTARY FOR EVIDENCE FOR AC 5.3:

- **Assessment Method:** The assessor has used an open **oral question** with this learner 'Tell me about...'; this encourages the learner to think about the different aids and equipment used for moving and positioning individuals.

The assessment method is **valid** as it measures the learner's knowledge of the range of different aids and equipment available.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of a range of different aids and equipment available for moving and positioning individuals including their use: *'hoists, slings, slide boards, lifting handles, handling belts, grab handles and walking frames.'*
- **Breadth of Evidence:** The learner has detailed well the different aids and equipment that may be used. The learner's evidence **meets AC 5.3 fully** in terms of providing a **description** of the aids and equipment that may be used for moving and positioning individuals.

EVIDENCE FOR LEARNING OUTCOME 6

KNOW WHEN TO SEEK ADVICE FROM AND/OR INVOLVE OTHERS WHEN MOVING AND POSITIONING AN INDIVIDUAL

Assessment Criteria:

AC 6.1 **Describe** when advice and/or assistance should be sought to move or handle an individual safely

AC 6.2 **Describe** what sources of information are available about moving and positioning individuals

Extract from **Personal Statement:**

Personal Statement: 'Describe when advice and assistance should be sought to move individuals safely and the information about moving and positioning individuals you have available to you'

'When the manoeuvre is difficult and risky to the health and safety of both the individual and the carer as this is against the law and can cause injury, when the wrong equipment is available, when the equipment is faulty again against the law and can cause injuries, when the individual's care plan indicates that two carers have to assist with a specific manoeuvre and no-one is available, when the carer is not sure how to complete the tasks or use the equipment, when the individual asks you to carry out the manoeuvre that is outside of the care plan and that may harm them or the carer as we are not allowed to go outside the care plan this will be unsafe for the carers and individual.'

There are lots of different sources of information; in my workplace the moving and handling procedures and guidelines about the correct practices to follow, individuals' risk assessment and care plans about their needs and practices agreed to follow - the individuals and their families can also help with what they find useful. I can also ask my colleagues and manager for information and advice. Sometimes we can also ask other health care professionals such as physiotherapists and moving and handling specialists specific questions or advice about issues – training courses and information leaflets are also useful.'

COMMENTARY FOR EVIDENCE FOR ACS 6.1 AND 6.2:

- **Assessment Method:** The learner's **personal statement** provides the learner with an opportunity to reflect her knowledge about the sources of information available and when to seek advice and assistance to move or handle an individual safely. The assessment method is **valid** as it measures the learner's understanding and knowledge of when advice and assistance should be sought to move individuals safely and the information that can be sought about moving and positioning individuals.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of the different situations that may arise when moving or positioning individuals and when advice and assistance must be sought. The learner also includes a detailed account of a range of different sources of information and how each of these can help in terms of providing guidance around moving and positioning individuals.
- **Breadth of Evidence:** The learner has given a detailed account of when to seek assistance and advice and the different information sources available in relation to moving and positioning individuals. The learner's evidence **meets ACs 6.1 and 6.2 fully** in terms of providing a **description** of when advice and/or assistance should be sought to move or handle an individual safely as well as the different sources of information that are available about moving and positioning individuals.

SUMMARY OF HOW EXEMPLAR EVIDENCE FOR HSC 2028 MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

Variety of assessment methods used	Yes	Observation Oral and Written questioning Personal Statement Discussion
Valid assessment methods used	Yes	All assessment methods used were appropriate for validating the learner's knowledge and skills of all the assessment criteria in this unit.
Quality and Breadth of evidence sufficient	Yes	Evidence provided meets all the assessment criteria fully.

This resource has been produced to support your delivery of OCR's Health and Social qualification. These are not mandatory but are provided to offer you creative and informative materials that you may wish to use with your learners.

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