

<b>Unit Title:</b>	<b>Move and position individuals in accordance with their plan of care</b>
Unit sector reference:	HSC 2028
Level:	Two
Credit value:	4
Guided learning hours:	26
Unit accreditation number:	J/601/8027

## Unit purpose and aim

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This unit is aimed at those working in a wide range of settings.

It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
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 <b>agreed ways of working</b> 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	<b>Agreed ways of working</b> will include policies and procedures and guidelines where these exist

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
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 concerned</li> <li>• that potential hazards are removed</li> </ul> 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 <b>valid consent</b> for the planned activity	<b>Valid consent</b> must be in line with agreed UK country definition

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
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 <b>active participation</b> 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	<b>Active participation</b> 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.
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

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with ‘Be able to’) must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 3, 4 and 5 must be assessed in a real work environment.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates’ complete learning experience when designing learning programmes.

## National occupational standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

CHS6

NOS can be viewed on the relevant Sector Skills Council’s website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document ‘*Administrative Guide for Vocational Qualifications*’ (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.