

Unit 32: Safe Movement and Handling of Individuals in Accordance with Own Care Plan

Unit reference number: H/616/7349

Level: 2

Unit type: Optional

Credit value: 4

Guided learning hours: 26

Unit summary

Effective moving and handling can transform an individual's life in many different ways. If moving and handling are undertaken incorrectly, it can have dramatic consequences on both the staff member involved and the individual. Correct moving and handling will reduce musculoskeletal disorders, moving and handling accidents, and ensure that an individual's dignity is respected. Supporting an individual in a person-centred manner will enhance their experience. They will feel comfortable and safe in the knowledge that staff members are undertaking different procedures in line with national standards.

By undertaking this unit, you will gain a knowledge and understanding of the legal requirements that will help to keep you and the individuals safe, identify different risks that require control measures to ensure safety of all involved, demonstrate person-centred practice when undertaking moving and handling tasks, and have confidence in obtaining additional support when required.

You will generate evidence relating to key themes of moving and handling, which will meet five of the 6Cs – care, commitment, compassion, competence and communication.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and handling individuals</p>	<p>1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and handling individuals</p> <p>1.2 Summarise own responsibilities and accountability in relation to moving and handling individuals</p> <p>1.3 Describe health and safety factors in relation to moving and handling individuals</p>
<p>2 Understand anatomy and physiology in relation to moving and handling individuals</p>	<p>2.1 Outline the anatomy and physiology of the human body in relation to moving and handling individuals</p> <p>2.2 Describe the impact of specific conditions on the movement and handling of an individual</p>
<p>3 Be able to minimise risk before moving and handling individuals</p>	<p>3.1 Carry out preparatory checks using:</p> <ul style="list-style-type: none"> • the individual's care plan • the moving and handling risk assessment <p>3.2 Identify any immediate risks to the individual</p> <p>3.3 Describe the action to take in relation to identified risks</p> <p>3.4 Describe the action to take if the individual's wishes conflict with their care plan</p> <p>3.5 Prepare the environment ensuring:</p> <ul style="list-style-type: none"> • adequate space for the move • potential hazards are removed <p>3.6 Apply standard precautions for infection control</p>

Learning outcomes	Assessment criteria
<p>4 Be able to move and handle an individual</p>	<p>4.1 Confirm the individual's identity and obtain valid consent</p> <p>4.2 Communicate with the individual in a manner which:</p> <ul style="list-style-type: none"> • provides relevant information • addresses needs and concerns • provides support and reassurance • is respectful of personal beliefs and preferences <p>4.3 Position the individual in accordance with their care plan</p> <p>4.4 Communicate effectively with others involved in the manoeuvre</p> <p>4.5 Describe the aids and equipment that may be used for moving and positioning</p> <p>4.6 Use equipment to maintain the individual in the appropriate position</p> <p>4.7 Encourage the individual's active participation in the procedure</p> <p>4.8 Monitor the individual throughout the activity</p> <p>4.9 Record and report the activity noting when the next positioning manoeuvre is due</p>
<p>5 Know when to seek advice and/or assistance from others when moving and handling an individual</p>	<p>5.1 Describe when advice and/or assistance should be sought in relation to moving or handling an individual</p> <p>5.2 Describe sources of information available in relation to moving and handling individuals</p>

Content

What needs to be learned

Learning outcome 1: Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and handling individuals

Individual

- Someone requiring care or support; it will usually mean the person or people supported by the learner.

Current legislation, national guidelines, policies, procedures and protocols

- Health and Safety at Work etc. Act 1974.
- Manual Handling Operations Regulations 1992 (as amended 2002).
- Provision and Use of Work Equipment Regulations 1998.
- Lifting Operations and Lifting Equipment Regulations 1998.

Own responsibilities and accountability

- Organisational policies and procedures.
- Job description.
- Own competence levels.

Health and safety factors

- Environment.
- The individual.
- Yourself and others.
- The task.
- Equipment.

Learning outcome 2: Understand anatomy and physiology in relation to moving and handling individuals

Anatomy and physiology of the human body

- Musculoskeletal system.
- Muscles, tendons, bones, joints, ligaments.

Specific conditions

- Bone and joint conditions:
 - arthritis, osteoarthritis, osteoporosis.
- Physical disability.
- Sensory impairment.
- Tissue viability.
- Musculoskeletal injuries.

What needs to be learned

Learning outcome 3: Be able to minimise risk before moving and handling individuals

Preparatory checks

- Following published care plan.
- Minimising moving and handling risk.

Immediate risks

- Informal assessment:
 - activity appropriate, working environment, equipment safe, fully trained, consideration to cross-infection.

Action to take if the individual's wishes conflict

- Seeking assistance, e.g. advice, escalate to senior person or other individual.
- Report and recording requirements
 - reporting to designated person, update plan of care, review risk assessments.

Environment

- Visual assessment of the area:
 - removing potential hazards
 - ensuring adequate space.
- Appropriate lighting and ventilation.
- Removal of obstacles.

Infection control

- Use of Personal Protective Equipment:
 - gloves, aprons.
- Measures to reduce cross-contamination:
 - effective handwashing, cleaning of equipment.

What needs to be learned

Learning outcome 4: Be able to move and handle an individual

Valid consent

- Mental Capacity Act 2005:
 - best interests decisions.
- Consent to be valid and communicated in the correct manner in line with agreed UK country definition:
 - competent to understand and make a decision, have sufficient information, give consent freely.

Communication

- Clear, calm and respectful.
- Positive and reassuring.
- Instructional, e.g. relevant and necessary information imparted.
- Verbal acknowledgment of potential needs and concerns.
- Gaining agreement before movement.

Others

- Internal, e.g. colleagues, team members, senior staff members, managers, key workers.
- External, e.g. family members, advocates, carers, those who use or commission their own health and social care services.

Aids and equipment

- Hoist:
 - wall, ceiling, manual, electric.
- Slide sheet.
- Wheelchairs.
- Stand aid.
- Transfer board.
- Handling belt.

Active participation

- 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:
 - promoting the individual's independence, respecting choice, acknowledge the right to refuse.
- Empowerment.
- Encouragement.
- Benefits of participation:
 - working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible.
- Duty of care.
- Manageable goals.

What needs to be learned

Learning outcome 5: Know when to seek advice and/or assistance from others when moving and handling an individual

Advice and/or assistance

- Discrepancies with care needs assessment.
- Not being fully trained.
- Concerns with equipment.
- Outside sphere of own competence.

Sources of information

- Internal documentation:
 - care needs assessment, risk assessment, moving and handling procedures.
- Health and Safety Executive.
- National Back Exchange.

Information for tutors

Suggested resources

Books

MacGregor H – *Moving and Handling Patients at a Glance* (Wiley-Blackwell, 2016)
ISBN 9781118853436

Nolan Y et al – *Health and Social Care Level 2* (Heinemann, 2011)
ISBN 9780435031947

Websites

www.hse.gov.uk/healthservices/moving-handling	Health and Safety Executive
www.legislation.gov.uk	Website for current government legislation.
www.nhs.uk/livewell	Safe lifting techniques.
www.skillsforcare.org.uk	Skills for Care – moving and handling guidance.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 3 and 4 (competence) must be made based on evidence generated during the learner's normal work activity. 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. Simulation cannot be used as an assessment method for learning outcomes 3 and 4.

Assessment of learning outcomes 1, 2 and 5 (knowledge) may take place in or outside of a real work environment.