

# **Pearson Edexcel Level 2 Award in Moving and Handling (QCF)**

## **Specification**

NVQ/Competence-based qualification

First registration August 2014

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The qualifications offered include National Vocational Qualifications/Competency-based qualifications, Scottish Vocational Qualifications, and other qualifications that attest to competence in the workplace, the suite of BTEC vocationally related qualifications, ranging from Entry Level to Higher National Diplomas, GCSE, GCE AS and GCE A levels. Working in partnership with universities, Pearson Education Limited has Degree awarding powers.

Pearson Education Limited is committed to supporting work-based learning through its BTEC Apprenticeship and Employability Frameworks and our suite of vocational qualifications.

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*All information in this specification is correct at time of going to publication.*

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# Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

# 1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

## What are NVQ/Competence-based qualifications?

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National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQ/Competence-based qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Level2 Award in Moving and Handling (QCF)
QCF Qualification Number (QN)	601/1131/8
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	29/08/2013
Operational start date	01/08/2014
Approved age ranges	18+ 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	4
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	28 - 36
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i> )
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

## **QCF qualification number and qualification title**

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Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Edexcel Information Manual*, available on our website: [www.edexcel.com](http://www.edexcel.com)

## **Qualification objectives**

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The Pearson Edexcel Level 2 Award in Moving and Handling (QCF) is for learners who work in, or want to work in the healthcare sector.

It gives learners the opportunity to:

- demonstrate competence in manual handling and lifting loads and moving and handling people safely in a healthcare setting.
- develop knowledge and skills related to the specified job roles in healthcare sector.
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning

## **Relationship with previous qualifications**

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This qualification is a replacement for the EDI Level 2 Award in Moving and Handling (QCF).

## **Progression opportunities through Pearson qualifications**

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Learners who have achieved the Pearson Edexcel Level 2 Award in Moving and Handling (QCF) can progress to a range of health and safety awareness qualifications such as the BTEC Level 2 Award in Health and Safety in the Workplace or the BTEC Level 2 Award/Diploma in Health and Social Care.

## **Industry support and recognition**

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This qualification is supported by Proskills UK, the Sector Skills Council for health and safety in the workplace.

## **Relationship with National Occupational Standards**

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This qualification is based on the National Occupational Standards (NOS) in Health and Safety, which were set and designed by Proskills UK, the Sector Skills Council for the sector

### 3 Qualification structure

#### Pearson Edexcel Level 2 Award in Moving and Handling (QCF)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	4
Number of mandatory credits that must be achieved	2
Number of optional credits that must be achieved	2

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	F/602/0956	Manual Handling Risk Assessment	2	2	18
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
2	L/601/5971	Manual Handling and Lifting Loads	2	2	18
3	M/602/4596	Moving People Safely	2	2	10

## 4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Edexcel website.
- a **combination** of these.

## Assessment strategy

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The assessment strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. It has been developed by Proskills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

## Types of evidence

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To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the Proskills assessment requirements/strategy. As stated in the assessment requirements/strategy, the evidence for this qualification can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation in accordance with the Proskills assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

## Assessment of knowledge

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This qualification consists of the following knowledge-based unit:

- F/602/0956 Manual Handling Risk Assessment

This unit must be assessed in line with Proskills assessment strategy/requirements. Any specific assessment requirements for this unit are stated in the unit introduction for the unit in *Section 11*.

Other units within this qualification include knowledge-based learning outcomes and assessment criteria. The evidence provided to meet these learning outcomes and assessment criteria must be in line with Proskills assessment strategy/requirements. Any specific assessment requirements are stated in the unit introduction for the units in *Section 11*.

Centres need to look closely at the verbs used for each assessment criterion in this unit when devising the assessment to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Any assignment brief should indicate clearly, which assessment criteria are being targeted.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. To avoid over-assessment, centres are encouraged to link delivery and assessment across the knowledge-based units and learning outcomes.

## Credit transfer

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Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

## 5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector. There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, [www.gov.uk/government/organisations/home-office](http://www.gov.uk/government/organisations/home-office)

## 6 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at [www.pearsonwbl.edexcel.com/qualifications-approval](http://www.pearsonwbl.edexcel.com/qualifications-approval).

### Approvals agreement

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All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework), a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at [www.pearsonwbl.edexcel.com/NVQ-competence-based-qcf/Pages/default.aspx](http://www.pearsonwbl.edexcel.com/NVQ-competence-based-qcf/Pages/default.aspx).

## 8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

## 9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

## 10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at [www.edexcel.com/Policies](http://www.edexcel.com/Policies)

# 11 Unit format

Each unit has the following sections.

## Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level eight. The QCF Level Descriptors inform the allocation of the level.

## Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is one and credits can be awarded in whole numbers only.

## Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for NVQs/Competence qualifications.

## Unit aim

This gives a summary of what the unit aims to do.

## Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

## **Learning outcomes**

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## **Assessment criteria**

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

# **Unit 1: Manual handling risk assessment**

**Unit reference number: F/602/0956**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 18**

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## **Unit aim**

The aim of this unit is to enable the learner to carry out and document a risk assessment prior to moving and handling people or loads.

## **Unit assessment requirements/evidence requirements**

This unit must be assessed in accordance with Proskills assessment strategy outlined in *Annexe A*.

## 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 determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of manual handling risk assessments.	1.1	Outline the reasons for conducting manual handling risk assessments.			
		1.2	Outline the main legislation relating to manual handling risk assessments.			
2	Understand the principles of controlling the risks from manual handling.	2.1	Outline the basic principles of anatomy and physiology as they relate to manual handling operations.			
		2.2	Identify common injuries caused by manual handling operations.			
		2.3	Identify methods for controlling the risk from manual handling.			
3	Understand how a manual handling risk assessment is undertaken.	3.1	Describe the stages involved in a manual handling risk assessment.			
		3.2	Outline the circumstances in which a manual handling risk assessment should be reviewed.			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 2: Manual handling and lifting loads**

**Unit reference number: L/601/5971**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 18**

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### **Unit aim**

The aim of this unit is to enable the learner to carry out approved methods for moving and handling a variety of objects taking into account health and safety legislation and organisational policies. Mechanical aids may be used whilst carrying out moving and handling tasks and the learner will gain an awareness of the types of equipment available.

### **Unit assessment requirements/evidence requirements**

This unit must be assessed in accordance with Proskills assessment strategy outlined in *Annexe A*.

## 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 determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand procedures and instructions for handling and lifting loads.	1.1	Describe company guidelines for handling and lifting loads.				
		1.2	Give examples of manufacturer's instructions for using lifting and handling equipment.				
		1.3	Give examples of the consequences of using unsafe techniques to self and others.				
2	Understand how to prepare for handling and lifting loads.	2.1	Explain the reasons for planning a route when moving items.				
		2.2	Describe the process for identifying if the weight of loads is safe to lift.				
		2.3	Give examples of how equipment checks are carried out.				
3	Be able to handle and lift loads.	3.1	Perform a range of equipment checks.				
		3.2	Select safe and efficient routes for moving items.				
		3.3	Use suitable safety measures before lifting.				
		3.4	Use approved lifting and handling techniques for a range of loads.				
		3.5	Use lifting and handling equipment in line with company guidelines and manufacturer's instructions.				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 3: Moving people safely**

**Unit reference number: M/602/4596**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 10**

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### **Unit aim**

The aim of this unit is to enable the learner to prepare to handle and move people taking into account health and safety legislation, organisational policies and the importance of an individual's preferences. The learner will need to consider 'risks' and actions to take to reduce them. The learner will be able to use approved techniques to handle and move individuals gaining awareness of possible problems and how to cope with them. Mechanical aids may be used whilst carrying out moving and handling tasks and the learner will gain an awareness of the types of equipment available.

### **Unit assessment requirements/evidence requirements**

This unit must be assessed in accordance with Proskills assessment strategy outlined in *Annexe A*.

## 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 determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the personal safety, health and dignity issues relating to the movement of a person by others.	1.1	Outline the potential impact to a person who is moved incorrectly.				
		1.2	Outline the ways in which the dignity, health and safety of the person being moved can be preserved.				
2	Understand how a personal handling plan and risk assessment reduce the risk of injury to everyone involved in moving a person.	2.1	Outline the process of risk assessment in relation to moving a person.				
		2.2	Outline the control measures that might be used to reduce the risks associated with moving people.				
		2.3	State the content of a personal handling plan.				
		2.4	List the states of functional mobility a person who needs to be moved might have.				
3	Understand the principles, types of equipment and testing requirements associated with moving people safely.	3.1	Describe safe movement principles associated with moving people.				
		3.2	Outline the types of handling or lifting equipment designed to be used for moving people.				
		3.3	Describe the requirements for the testing, servicing and examination of people handling or lifting equipment.				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4	4.1	Demonstrate efficient and safe movement principles when: <ul style="list-style-type: none"> <li>• Applying effort to support or move a person manually on their own</li> <li>• When using movement aides and equipment</li> <li>• When moving a person as part of a team.</li> </ul>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## 12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- Pearson BTEC: [www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)
- Pearson Work Based Learning: [www.pearsonwbl.com/contactus](http://www.pearsonwbl.com/contactus)
- Books, software and online resources for UK schools and colleges: [www.pearsonschools.co.uk/contactus](http://www.pearsonschools.co.uk/contactus)

Other sources of information and publications available on our website include:

- *Pearson Equality Policy*
- *Pearson Work Based Learning Centre Guide*
- *Edexcel UK Information Manual – Chapter 9* (updated annually)
- *Recognition of Prior Learning Policy*.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications is available on our website, at [www.pearsonwbl.edexcel.com/NVQ-competence-based-qcf/Pages/default.aspx](http://www.pearsonwbl.edexcel.com/NVQ-competence-based-qcf/Pages/default.aspx).

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/publications](http://www.edexcel.com/resources/publications).

## 13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website, [www.pearsonwbl.edexcel.com/Our-support/training-events/Pages/default.aspx](http://www.pearsonwbl.edexcel.com/Our-support/training-events/Pages/default.aspx). You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

### Support services

**Face-to-face support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at [www.btec.co.uk/support](http://www.btec.co.uk/support).

**Online support:** find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at [www.pearsonwbl.edexcel.com/Our-support/Pages/default.aspx](http://www.pearsonwbl.edexcel.com/Our-support/Pages/default.aspx).

### Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at [www.pearsonwbl.edexcel.com/Our-support/Pages/default.aspx](http://www.pearsonwbl.edexcel.com/Our-support/Pages/default.aspx).

## 14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

## Annexe A: Assessment requirements/strategy

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### Proskills Assessment Strategy

This Assessment Strategy is designed to supplement the guidance issued by the Regulatory Authorities, including the Additional Regulatory Requirements for Qualifications of the Type NVQ within the QCF, and guidance issued by Awarding Bodies. This document is designed to be a core set of assessment practices. There may be specific annexes that apply to certain of the above awards (see above).

#### Section 1: Simulation

- Simulation is generally not acceptable. The exceptions to this are:
  - Dealing with emergencies
  - Dealing with accidents
  - Certain pre-approved real time simulators
  - Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence cannot be collected through other means.
- Any simulation must be approved in advance by the External Verifier, and clear reasons must be given for its intended use
- If approval is given, all Awarding Body guidance and requirements must be observed
- Simulation should not be the primary source of a candidate's claim to competence

#### Section 2: Expertise of Witnesses, Assessors and Verifiers

Third party 'witnesses' must also be competent to make judgements about the activities for which they are providing the testimony. As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Verifier.

Assessors must:

- Be registered and recognised by an approved centre
- Be competent to make qualitative judgements about the units they are assessing. Illustrations of competence could include the assessor:
  - Having achieved the award themselves
  - Having substantial demonstrable experience in the job roles they are assessing
  - Being in a day-to-day line management or quality assurance role with responsibility for the job roles they are assessing
- Be in possession of or working towards the A1/A2 award or hold the D32/33 award
- Carry out their duties in accordance with the current NOS for Assessment, and in line with current guidance on assessment practice issued by the regulatory authorities and the appropriate Awarding Body
- Maintain appropriate evidence of development activities to ensure their assessment skills and occupational understanding are current (CPD)

- Have a working knowledge of awards and a full understanding of that part of the award for which they have responsibility. The Awarding Body will confirm this through examination of relevant CVs supported by relevant references.
- Be approved by the Awarding Body who must maintain records demonstrating how they meet the assessment strategy. The appointment of Assessors may require the prior approval of the Awarding Body.
- Meet any additional requirements as specified in the award specific annex.
- Meet any additional requirements as specified by the awarding body

Internal Verifiers must:

- Be registered and recognised by an approved centre
- Be in possession of or working towards the V1 award or hold the D34 award, as recommended by SQA/QCA and supported by an appropriate CPD record
- Carry out their duties in accordance with the current NOS for Verification, and in line with current guidance on verification practice issued by the regulatory authorities and the appropriate Awarding Body
- Maintain appropriate evidence of development activities to ensure their verification skills and occupational understanding are current (CPD)
- Have expertise and knowledge of awards and a full understanding of that part of the award for which they have responsibility. The Awarding Body will confirm this through examination of relevant CVs supported by relevant references.
- Be approved by the Awarding Body who must maintain records demonstrating how they meet the assessment strategy. The appointment of Internal Verifiers may require the prior approval of the Awarding Body.
- Meet any additional requirements as specified in the award specific annex.
- Meet any additional requirements as specified by the awarding body

External Verifiers must:

- Be registered and recognised by an approved Awarding Body
- Be familiar with and/or experienced in the relevant sector and/or context to be able to verify that candidate evidence has met the National Occupational Standards and the requirements of the appropriate Awarding Body.
- Be in possession of, be working towards the V2, or hold the D35 External Verifier Award. To be achieved within 12 months of registration in England, Wales and Northern Ireland.
- Carry out their duties in accordance with the current National Occupational Standards for Assessment and Verification and current guidance on best verification practice issued by the regulatory authorities and appropriate Awarding Body.
- Maintain appropriate evidence of development activities to ensure their verification skills and occupational awareness are current (CPD)
- Meet any additional requirements as specified in the award specific annex.
- Not work with any centre in which they have a personal or financial interest.
- Meet any additional requirements as specified by the awarding body

### **Section 3: Evidence and Location of Assessment**

#### Evidence

The majority of the Candidate's evidence should come from direct observations of competence in the real workplace, unless specified in the award specific annex. Other types of acceptable evidence include, but are not limited to:

- Witness Testimony (Details of acceptable witnesses are found in "Section 2: Expertise of Verifiers, Witnesses and Assessors")
- Logs/Diaries kept by Candidates
- Recorded answers to questions posed by the Assessor
- Recorded/Transcribed Interviews with the Candidate
- Recorded use of up-to-date commercial/industrial equipment
- e-portfolios and other forms of digital media
- Works documentation attributable to the candidate
- Both interim and final internal verification.

#### Location of Assessment

Although the majority of the Candidate's evidence should come from direct observations of competence in the real work place, in exceptional circumstances simulation of the real workplace may be allowed. Occasions in which this may be approved are listed under "Section1: Simulation".

### **Section 4: Enhanced Quality Control**

The External Quality Control will be through enhanced external verification and enhanced internal verification the latter moderated or monitored by the External Verifier.

#### Enhanced Internal Verification Strategy

All Internal Verifiers must provide evidence of having verified:

- Evidence supporting any key units (where specified in the award specific guidance) and evidence supporting at least one other unit from the award

OR

- The evidence supporting at least two distinct units (or as documented in the Award Specific Guidance) for each award per annum.

As well as:

- All evidence from all simulations/simulators
- Over time, an example of each unit the Assessor is qualified to assess
- Over time, an example of each assessment method used in the centre
- Evidence of internal verification

#### Enhanced External Verification Strategy

External Verifiers must carry out regular risk assessments and subsequent statistical analysis for each of the centres for which they have verification responsibilities. Where problems are identified through this procedure, the External Verifier will take further measures to ensure that the centre is performing to an acceptable level.

This could include, but should not be limited to:

- Verifying a representative sample of candidates' work from each Assessor, covering all Assessors in the centre over an agreed period of time, including:
  - Evidence supporting any key units from the award (where specified in the award specific guidance)
  - Selected evidence supporting distinct units identified by the External Verifier in response to issues raised through risk assessment
  - All evidence from all simulations
- Verifying selected evidence of Internal Verification procedures identified by the External Verifier in response to issues raised through risk assessment
- Externally-set banks of questions and answers that will test the presence of "essential" knowledge and understanding for selected Candidates

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**For more information on Edexcel and BTEC qualifications please visit our websites: [www.edexcel.com](http://www.edexcel.com) and [www.btec.co.uk](http://www.btec.co.uk)**

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