

CACHE Qualification Specification

CACHE Level 2 Certificate in Assisting and Moving
Individuals for Social Care Settings (QCF)

CACHE Level 3 Award in Inducting Others in
Assisting and Moving Individuals in Social Care
(QCF)

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Level 2 Certificate in Assisting and Moving Individuals in Social Care Setting (QCF)	600/1884/7
Level 3 Award in Inducting Others in Assisting and Moving Individuals in Social Care (QCF)	600/1883/5

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Council for Awards in Care, Health and Education
Apex House
81 Camp Road
St Albans
Hertfordshire
AL1 5GB
Telephone: 0845 347 2123

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Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our website and cachezone. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

In addition to this Specification there is a separate 'Resource Centre' which contains general information to help support the qualification. This pack has been designed for tutors or assessors and can be found on our secure website 'cachezone'.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).

Making use of the CACHE websites

The CACHE websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- **Complaints Procedure**
- **Appeals Process**
- **Equality and Diversity Statement** – our approach to non-discrimination
- **CACHE Statement of Values** – our values when working with children or young people

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery (including the Resource Centre) can be found on our secure website 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

Section 2: About these qualifications

Qualification summary

Title	CACHE Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings (QCF)			
Type	QCF			
Qualification number	600/1884/7			
Aim	<ul style="list-style-type: none"> • To guide and assess development of knowledge and skills relating to moving and handling • To confirm competence in the area of moving and handling where appropriate. To enable a specialist learning pathway through rules of combination as part of the larger diploma for the QCF Health and Social Care qualification • To support a reduction in the numbers of moving and handling related injuries to both social care workers and those people receiving a service 			
Purpose Ofqual code and description (where applicable)	E. Updating and continuing professional development (CPD) E1. Update knowledge and/or skills relating to legal, technical, process or best practice changes/requirements			
Guided learning hours	Min	101	Max	112
Credit value	14	Minimum credits at / above Level		14
Minimum age of learner	16			
Age ranges covered by the qualification	The qualification may cover working with children, young people and adults (depending on the setting).			
Real work environment (RWE) requirement / recommendation	Learners will need to be working, volunteering or on practical placement as they need to show competence in both knowledge and skills.			
Progression	The units will offer the opportunity to accredit specialist moving and handling knowledge and competence. Skills for Care and Development and Skills for Health support education and training provision that provides flexibility, clear progression routes and transferability of competence, shaping learning and career pathways, by offering recognised credit based units towards a full qualification at each level, such as Health and Social Care.			
Equivalencies / Performance Points	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			

Recommended assessment methods	<p>All units are internally assessed.</p> <p>Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:</p> <ul style="list-style-type: none"> • inference of knowledge from direct observation of practice • witness evidence when directed by the sector skills assessment strategy • professional discussion • reflection on own practice in real work situations • written assignments • learner's own plans and written records • task set by CACHE for knowledge learning outcomes only in mandatory units.* <p>* NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
Additional assessment requirements	<p>All units must be assessed in line with the Skills for Care and Development QCF Assessment Strategy.</p>
Grading system	<p>The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.</p>
How long will it take to complete?	<p>The qualification can usually be completed in 6 months.</p>
Entry requirements / recommendations	<p>Learners should be at least 16 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.</p>

Qualification summary

Title	CACHE Level 3 Award in Inducting Others in the Assisting and Moving of Individuals in Social Care (QCF)			
Type	QCF			
Qualification number	600/1883/5			
Aim	<ul style="list-style-type: none"> • To guide and assess development of knowledge and skills relating to moving and handling. • To confirm competence in the area of moving and handling where appropriate. To enable a specialist learning pathway through rules of combination as part of the larger diploma for the QCF Health and Social Care qualification. • To support a reduction in the numbers of moving and handling related injuries to both social care workers and those people receiving a service. 			
Purpose Ofqual code and description (where applicable)	E. Updating and continuing professional development (CPD) E1. Update knowledge and/or skills relating to legal, technical, process or best practice changes/requirements			
Guided learning hours	Min	40	Max	40
Credit value	5	Minimum credits at / above Level		5
Minimum age of learner	16			
Age ranges covered by the qualification	The qualification may cover working with children, young people and adults (depending on the setting).			
Real work environment (RWE) requirement / recommendation	Learners will need to be working, volunteering or on practical placement as they need to show competence in both knowledge and skills.			
Progression	The unit will offer the opportunity to accredit specialist moving and handling knowledge and competence. Skills for Care and Development and Skills for Health support education and training provision that provides flexibility, clear progression routes and transferability of competence, shaping learning and career pathways, by offering recognised credit based units towards a full qualification at each level, such as Health and Social Care.			
Equivalencies / Performance Points	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			

Recommended assessment methods	<p>All units are internally assessed.</p> <p>Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:</p> <ul style="list-style-type: none"> • inference of knowledge from direct observation of practice • witness evidence when directed by the sector skills assessment strategy • professional discussion • reflection on own practice in real work situations • written assignments • learner's own plans and written records • task set by CACHE for knowledge learning outcomes only in mandatory units.* <p>* NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
Additional assessment requirements	<p>All units must be assessed in line with the Skills for Care and Development QCF Assessment Strategy.</p>
Grading system	<p>The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.</p>
How long will it take to complete?	<p>The qualification can usually be completed in less than 6 months.</p>
Entry requirements / recommendations	<p>Learners should be at least 16 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.</p>

Introduction to these qualifications

Extensive consultation within the health and social care sectors in each UK country has informed Skills for Care and Development's SQLS and Skills for Health SQS, and respective SSAs, both of which indicate the potential of QCF to meet the changing needs of the sectors, by offering greater flexibility to support employers and learners in the uptake of qualifications.

These processes and other initiatives such as New Types of Worker (Skills for Care) and emerging multidisciplinary health roles working across primary, acute and community boundaries (Skills for Health) have highlighted the need for the proposed QCF qualifications to build on the strengths of the existing National Occupational Standards and knowledge sets.

These changing needs are based on:

- strong political and strategic directives in each of the UK countries
- the roll-out of the personalisation agenda and increased informed choice
- the move from a 'gift' to 'rights' model of service provision in care
- 'new ways of working' and new ways to configure services that will optimise care and health care with a skilled, multidisciplinary and responsive workforce
- the increasingly diverse nature of employers, including micro-employers and those working across traditional boundaries
- changes to registration, regulation requirements and policy drivers affecting practice.

Manual handling, or moving and handling, is the transporting or supporting of a load by hand or by bodily force. In relation to people with disabilities it is any task that involves physically assisting someone to move from one position to another. It does not just refer to lifting; for example, a person may need to transfer from their wheelchair into a swimming pool. In relation to children's services, all carers that look after children and young people with disabilities or complex needs are required to be able to meet the personal care requirements of the child – in many cases that will require lifting the child manually, or using specific equipment to do so.

In the past many people have been handled in a way that has been, or has made them feel, unsafe and uncomfortable. Also many carers have experienced back injury. This is not acceptable. Whilst it is important to take safety issues into account it is also very important to remember that people with disabilities are entitled to have the same opportunities as the able-bodied.

This includes being able to participate in swimming and in other sports. It is the duty of the carer to consider safety issues and to encourage participation whenever possible. This needs to be reflected in the assessment of these units.

Rules of combination

Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings	Level 3 Award in Inducting Others in Assisting and Moving Individuals in Social Care
To gain this qualification, learners must achieve a minimum of 14 credits. 10 credits must be achieved from the mandatory units and then at least 4 more credits must be achieved from the optional units.	To gain this qualification, learners must achieve 5 credits from the mandatory unit.

Progression

The units will offer the opportunity to accredit specialist moving and handling knowledge and competence. Skills for Care and Development and Skills for Health support education and training provision that provides flexibility, clear progression routes and transferability of competence, shaping learning and career pathways, by offering recognised credit based units towards a full qualification at each level, such as the Level 2 and Level 3 Diploma in Health and Social Care.

Unit achievement log

Mandatory units – Level 2 Certificate

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Date achieved	Notes
MH 203	K/502/7583	Understanding and enabling assisting and moving individuals	Skills Knowledge	2	4	28	23		
MH 204	L/502/7592	Select and use appropriate techniques and equipment when dealing with falls	Skills	2	2	14	33		
MH 205	F/502/7587	Select and use appropriate strategies and equipment when assisting and moving individuals	Skills Knowledge	2	3	21	39		
MH 206	A/502/7586	Moving inanimate loads	Skills Knowledge	2	1	10	47		
Total credit and GLH for Mandatory Units					10	73			

Mandatory unit – Level 3 Award

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Date achieved	Notes
MH301	R/503/5645	Provide a workplace induction in the assisting and moving of individuals	Skills Knowledge	3	5	40	55		
Total credit and GLH for Mandatory Unit					5	40			

Optional units – Level 2 Certificate

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Date achieved	Notes
	T/502/7585	Understanding assisting and moving individuals	Knowledge	2	2	15		
HSC 2028	J/601/8027	Move and position individuals in accordance with their plan of care	Skills Knowledge	2	4	26		
IC01	L/501/6737	The principles of infection prevention and control	Knowledge	2	3	30		
IC02	H/501/7103	Causes and spread of infection	Knowledge	2	2	20		
IC03	R/501/6738	Cleaning, decontamination and waste management	Knowledge	2	2	20		
HSC024	A/601/8574	Principles of safeguarding and protection in health and social care	Knowledge	2	3	26		
HSC027	R/601/8922	Contribute to health and safety in health and social care	Skills Knowledge	2	4	33		
HSC 2001	D/601/9023	Provide support for therapy sessions	Skills Knowledge	2	2	14		
HSC 2002	H/601/9024	Provide support for mobility	Skills Knowledge	2	2	14		

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Date achieved	Notes
PD OP2.1	L/601/6117	Understand physical disability	Knowledge	2	2	19		
LD 201	K/601/5315	Understand the context of supporting individuals with learning disabilities	Knowledge	2	4	35		
LD 205	K/601/6285	Principles of positive risk taking for individuals with disabilities	Knowledge	2	2	20		
DEM 201	J/601/2874	Dementia Awareness	Knowledge	2	2	17		
SS MU 2.1	F/601/3442	Introductory awareness of sensory loss	Knowledge	2	2	16		
CMH 302	J/602/0103	Understand mental health problems	Knowledge	3	3	14		
Minimum credit and GLH required from Optional Units					4	28		
Credit and GLH achieved from Mandatory Units					10	73		
Total Credit and minimum GLH required to achieve the Level 2 Certificate					14	101		

Section 3: Units

This section includes CACHE assessment tasks for tutors' convenience. They are not mandatory.

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. Edexcel, CACHE etc.).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the QCF framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by CACHE)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

MH 203: Understanding and enabling assisting and moving individuals

Unit reference K/502/7583 Unit level 2

Credit value 4 GLH 28

Unit aim This unit covers the movement, assistance and positioning of individuals as part of their care and support plan. This unit promotes the risk reduction strategy as identified through the individual's risk assessment. The unit is aimed at learners who may work in diverse settings and who will be assisting and moving individuals who have a range of abilities.

Learner name:		CACHE Centre no:	
CACHE PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
<p>Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p>			
1. Understand the key concepts of manual handling in relation to assisting and moving individuals.	1.1. Define the term manual handling.		
	1.2. Describe the following terms in relation to moving and assisting individuals : <ul style="list-style-type: none"> • risk • hazards • risk assessment • care plan • ergonomic approach. 		
	1.3. Describe how current legislation relates to assisting and moving individuals.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Identify agreed ways of working that relate to assisting and moving individuals.		
2. Understand the impact of assisting and moving for workers and individuals.	2.1. Describe the basic anatomy of the human body affected by assisting and moving.		
	2.2. Describe a range of aids and equipment that is available for assisting and moving individuals.		
	2.3. Describe the potential injuries to the worker which may arise by failing to follow approved assisting and moving techniques.		
	2.4. Describe the potential injuries to the individual which may arise by failing to follow approved assisting and moving techniques.		
	2.5. Describe the potential legal consequences of injuries to the individual.		
3. Understand the role of workers and others in relation to assisting and moving.	3.1. Describe responsibilities of worker's own role in relation to assisting and moving individuals.		
	3.2. Identify limitations of worker's own role in relation to assisting and moving individuals.		
	3.3. Describe the role of others in relation to assisting and moving.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Describe when advice and/or assistance should be sought to assist or move an individual safely.		
4. Be able to prepare an environment before assisting and moving an individual.	4.1. Describe why necessary preparatory checks are completed including: <ul style="list-style-type: none"> • the individual's care plan • moving and handling risk assessment • legal requirements for the safety of equipment. 		
	4.2. Demonstrate that standard precautions for infection prevention and control are applied to: <ul style="list-style-type: none"> • the worker • the individual • equipment. 		
	4.3. Identify any immediate risks to the individual and how these should be assessed both formally (documented) and informally (on the spot).		
	4.4. Describe the use of written risk assessment tools in relation to identified risks.		
	4.5. Describe the steps that should be taken to ensure the environment supports an individual's dignity during assisting and moving activities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.6. Describe the additional risk factors that need to be considered when working with one or more colleagues to provide mobility assistance.		
	4.7. Demonstrate how to prepare the immediate environment, ensuring: <ul style="list-style-type: none"> • adequate space for the move in agreement with all concerned • that potential hazards are removed • that any equipment has been checked as safe to use. 		
5. Be able to support the individual to prepare before assisting and moving.	5.1. Communicate to ensure that, where applicable, the individual: <ul style="list-style-type: none"> • can provide valid consent where appropriate • can participate in the procedure • can communicate how much they wish to do for themselves • can agree the level of support required • understands why and how an action/activity is being undertaken. 		
	5.2. Describe what actions should be taken when the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Describe where to seek advice and assistance if the individual's wishes conflict with their care plan.		
6. Be able to assist and move an individual in accordance with the individual's risk assessment and care plan.	6.1. Demonstrate that the care plan is followed in a way that is satisfactory to the individual.		
	6.2. Communicate with the individual throughout, in order to provide support and reassurance.		
	6.3. Communicate with the individual to ensure that assisting and moving techniques are not causing any undue pain or discomfort.		
	6.4. Demonstrate the appropriate use of equipment in order to maintain the individual in the appropriate position.		
	6.5. Observe the individual throughout the activity so that movement can be stopped if there is an adverse reaction.		
	6.6. Communicate with any co-workers throughout the manoeuvre where appropriate.		
	6.7. Identify when to seek advice or assistance in order to prevent harm or danger to the individual or self.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
7. Be able to report and record changes that may affect the individual's care and support plan for assisting and moving.	7.1. Describe what changes may occur in relation to: <ul style="list-style-type: none"> • the individual • environment • equipment and how this may impact on the care and support plan of an individual.		
	7.2. Describe how changes should be reported and recorded.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: MH 203

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC 223
Additional unit assessment requirements provided with the QCF unit	Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.

	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p>
<p>Guidance for developing assessment arrangements for the unit:</p>	
<p>Guidance for developing unit assessment arrangements – provided with the QCF unit</p>	<p>Individuals: People requiring health and care services</p> <p>Hazards: Items with the potential to cause harm.</p> <p>Ergonomic approach: The applied science of equipment design, as for the workplace, intended to maximize productivity by reducing operator fatigue and discomfort.</p> <p>Legislation:</p> <ul style="list-style-type: none"> • HASAWA Health and Safety at Work Act (1974) • MHSWR Management of Health & Safety at Work (1999) • MHOR Regulations Manual Handling Operations Regulations (1990) • LOLER/PUWER Lifting operations and lifting equipment regulations (1998) / Provision and use of work equipment (1998) • RIDDOR Reporting of injuries, diseases and dangerous occurrences (1995) • Human Rights Act 1998 • Mental Capacity Act 2005 • Disability Discrimination Act 1995. <p>Agreed ways of working: Include policies and procedures where these exist; they may be less formally documented with micro-employers. This includes appropriate clothing/footwear relevant to tasks.</p> <p>Others, e.g.:</p> <ul style="list-style-type: none"> • care worker • carers • colleagues • managers • social worker • occupational therapist • GP • speech & language therapist • physiotherapist

	<ul style="list-style-type: none">• pharmacist• nurse• psychologist• admiral nurses• independent mental capacity advocate• independent mental health advocate• community psychiatric nurse• dementia care advisor• advocate• support groups. <p>Equipment e.g.</p> <ul style="list-style-type: none">• hoist• lifting cushion• slide sheets. <p>Dignity: Bearing, conduct, or speech indicative of self respect or appreciation of the formality or gravity of an occasion or situation.</p>
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Assessment task – MH 203: Understanding and enabling assisting and moving individuals

As a carer, who may be working in diverse settings with children, young people and/or adults who will have a range of abilities, you will be required to enable assisting and moving of individuals as part of their care and support plan.

Task

You have been asked to produce a resource, in three sections, for your work place to inform staff about assisting and moving of individuals.

Section 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

You will need to:

- define the term manual handling
- describe the following terms in relation to moving and assisting individuals:
 - risk
 - hazards
 - risk assessment
 - care plan
 - ergonomic approach.
- describe how current legislation relates to assisting and moving individuals
- identify agreed ways of working that relate to assisting and moving individuals.

Section 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

You will need to:

- describe the basic anatomy of the human body affected by assisting and moving
- describe a range of aids and equipment that is available for assisting and moving individuals
- describe the potential injuries to the worker which may arise by failing to follow approved assisting and moving techniques
- describe the potential injuries to the individual which may arise by failing to follow approved assisting and moving techniques
- describe the potential legal consequences of injuries to the individual.

Section 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4

You will need to

- describe responsibilities of worker's own role in relation to assisting and moving individuals
- identify limitations of worker's own role in relation to assisting and moving individuals
- describe the role of others in relation to assisting and moving
- describe when advice and/or assistance should be sought to assist or move an individual safely.

Your resource can include written text, diagrams and drawings.

MH 204: Select and use appropriate techniques and equipment when dealing with falls

Unit reference L/502/7592 Unit level 2

Credit value 2 GLH 14

Unit aim This unit assesses the learner's ability to select and use appropriate techniques and equipment when assisting individuals in unpredictable occurrences when moving and assisting individuals. It also identifies situations when learners should not assist a falling or fallen individual.

Learner name:		CACHE Centre no:	
CACHE PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
<p>Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p>			
1. Be able to assist appropriately an individual who is falling.	1.1. Identify interventions for managing risk of falls.		
	1.2. Identify agreed ways of working in relation to a falling person.		
	1.3. Describe in what situations you should not intervene/assist with a falling person.		
	1.4. Describe in what situations it would be appropriate to intervene/assist with a falling person.		
	1.5. Demonstrate techniques on how to intervene/assist a falling person.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to assist appropriately an individual who has fallen.	2.1. Describe in what situations it is appropriate to assist an individual who has fallen to raise themselves.		
	2.2. Identify agreed ways of working in relation to the fallen person.		
	2.3. Describe in what situations it is inappropriate to assist an individual who has fallen to raise themselves.		
	2.4. Describe the techniques that can be used to support the individual to raise themselves.		
	2.5. Identify the appropriate technique and equipment to raise an individual who has fallen and is unable to assist him/herself.		
	2.6. Describe the steps that should be taken to ensure the environment supports an individual's dignity .		
3. Be able to maintain and update records which relate to assisting and moving falling/fallen individuals.	3.1. Describe what information should be reported and recorded when an individual has fallen.		
	3.2. Describe how changes may affect the moving and handling risk assessment of an individual.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: MH 204

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC 223
Additional unit assessment requirements provided with the QCF unit	<p>Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>Individual: Person requiring health and care services</p> <p>Agreed ways of working: Include policies and procedures where these exist; they may be less formally documented with micro-employers. This includes appropriate clothing/footwear relevant to tasks.</p> <p>Equipment e.g.</p> <ul style="list-style-type: none"> • hoist • lifting cushion • slide sheets. <p>Dignity: Bearing, conduct, or speech indicative of self respect or appreciation of the formality or gravity of an occasion or situation.</p>

Assessment task – MH 204: Select and use appropriate techniques and equipment when dealing with falls

This is a skills/competency unit only; therefore, assessment by a CACHE task is not applicable.

MH 205: Select and use appropriate strategies and equipment when assisting and moving individuals

Unit reference F/502/7587 Unit level 2

Credit value 3 GLH 21

Unit aim This unit assesses the learner's ability to select and use appropriate techniques and equipment when moving and assisting individuals. The unit is aimed at learners who may work in diverse settings and who will be assisting and moving individuals who have a range of abilities.

Learner name:		CACHE Centre no:	
CACHE PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.			
1. Be able to assist the individual to sit, stand and walk safely.	1.1. Demonstrate a range of manoeuvres which may assist the individual to move.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.2. Demonstrate techniques which may assist an individual to move which rely on the assistance of one or more workers in the following: <ul style="list-style-type: none"> • moving the individual forward in a chair • moving the individual back in a chair • sitting to standing from a chair • standing to sitting in a chair • sitting to standing at edge of the bed • standing to sitting at edge of the bed • assisted walking. 		
2. Be able to apply safe handling practices to assist individuals to move in and around their bed.	2.1. Demonstrate a range of manoeuvres which can assist the individual to move independently in and around their bed.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Demonstrate strategies which assist an individual to move which rely on the assistance of one or more workers in the following: <ul style="list-style-type: none"> • turning in bed • getting in and out of bed • fitting and removing tubular and flat slide sheets • sliding a supine individual up and down the bed • sitting an individual up from lying in the bed • sitting an individual up and on to the edge of a bed • assisting an individual to lie down from sitting on the edge of a bed. 		
	2.3. Demonstrate the use of appropriate equipment for the above techniques.		
	2.4. Demonstrate an ergonomic approach to providing personal care to an individual in bed.		
3. Be able to apply safe handling practices to assist the transfer of individuals.	3.1. Demonstrate a range of manoeuvres which can assist the individual to transfer.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Demonstrate relevant techniques which assist an individual to transfer which rely on the assistance of one or more workers: <ul style="list-style-type: none"> • standing transfer from bed to chair or chair to bed • seated transfer from bed to chair or chair to bed • transfer from chair to chair or commode • transfer to toilet with minimal assistance • transfer to toilet using a hoist • lateral supine transfer from bed • transfer to and from bath and shower. 		
	3.3. Demonstrate the correct procedure for: <ul style="list-style-type: none"> • fitting a sling using glide sheets • fitting a sling with an individual in a chair • fitting a sling with an individual in a bed • connecting a sling to the relevant hoist. 		
	3.4. Describe the appropriate procedures for the following: <ul style="list-style-type: none"> • transferring an individual using a stand aid hoist • transferring an individual using a sling lifting hoist • hoisting an individual from the floor. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand the importance of maintaining and updating records which relate to moving and assisting individuals.	4.1. Describe what changes should be reported and recorded in relation to: <ul style="list-style-type: none"> • the individual • the environment • equipment. 		
	4.2. Describe how changes may affect the care and support plan of an individual.		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: MH 205
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC 223
Additional unit assessment requirements provided with the QCF unit	<p>Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>Individual: A person who requires care support and services</p> <p>Equipment e.g.:</p> <ul style="list-style-type: none"> • hoist • slide sheets • handling sling • turntable • bed ladder • hand blocks • leg raiser • handling belt • stand and turn disk • transfer board. <p>Ergonomic approach: The applied science of equipment design, as for the workplace, intended to maximize productivity.</p>

Assessment task – MH 205: Select and use appropriate strategies and equipment when assisting and moving individuals

As a carer, who may be working in diverse settings with children, young people and/or adults, you will be assisting and moving individuals who have a range of abilities. You will need to understand the importance of record keeping in relation to moving and assisting individuals.

Task 1 links to learning outcome 4, assessment criteria 4.1 and 4.2.

You have been asked to make a set of notes to take to your next supervision event with your supervisor or line manager which show that you can:

- describe what changes should be reported and recorded in relation to:
 - the individual
 - the environment
 - equipment
- describe how changes may affect the care and support plan of an individual.

MH 206: Moving inanimate loads

Unit reference A/502/7586 Unit level 2

Credit value 1 GLH 10

Unit aim This unit assesses the learner's ability to move inanimate loads safely.

Learner name:		CACHE Centre no:	
CACHE PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
<p>Learning outcome 4 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, this learning outcome may be assessed in relation to the real work environment.</p>			
1. Understand the key concepts of manual handling in relation to moving inanimate loads.	1.1. Define the term manual handling.		
	1.2. Describe the following terms in relation to moving inanimate loads: <ul style="list-style-type: none"> • risk • hazard • risk assessment • ergonomic approach. 		
	1.3. Describe how current legislation relates to moving inanimate loads.		
	1.4. Identify agreed ways of working that relate to moving inanimate loads.		
	1.5. Identify when a moving and handling procedure should be stopped and help or guidance should be obtained.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. List a range of moving and handling equipment and their uses.		
2. Understand the impact on workers and others of moving inanimate loads.	2.1. Describe the basic anatomy of the human body, including the structure of the spine, affected by moving and handling.		
	2.2. Identify worker's own ability in relation to assisting and moving.		
	2.3. Describe the potential injuries which may arise by failing to follow approved moving techniques.		
	2.4. Explain the importance of keeping up to date on current techniques, equipment and legislation with regard to moving inanimate loads.		
	2.5. Describe when advice and/or assistance should be sought to move an inanimate load safely.		
	2.6. Describe the additional risk factors when moving inanimate loads with one or more workers.		
3. Understand the requirements for preparing the environment prior to moving inanimate loads.	3.1. Describe why preparatory checks are necessary in relation to moving inanimate loads.		
	3.2. Describe how the environment can be a barrier to moving inanimate loads.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Describe ways to overcome environmental barriers when moving inanimate loads.		
4. Be able to safely handle and store inanimate loads.	4.1. Demonstrate safe practice in the following areas: <ul style="list-style-type: none"> • pushing and pulling • supporting • lifting and lowering at a variety of levels • carrying a load • safety checks of appropriate equipment. 		
	4.2. Demonstrate safe storage of inanimate loads.		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: MH 206
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC 223
Additional unit assessment requirements provided with the QCF unit	<p>Learning outcome 4 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, this learning outcome may be assessed in relation to the real work environment.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>Ergonomic approach: The applied science of equipment design, as for the workplace, intended to maximize productivity by reducing operator fatigue and discomfort.</p> <p>Legislation:</p> <ul style="list-style-type: none"> • HASAWA Health and Safety at Work Act (1974) • MHSWR Management of Health & Safety at Work (1999) • MHO Regulations Manual Handling Operations Regulations (1990) • LOLER/PUWER Lifting operations and lifting equipment regulations (1998) / Provision and use of work equipment (1998) • RIDDOR Reporting of injuries, diseases and dangerous occurrences (1995) • Human Rights Act 1998 • Mental Capacity Act 2005 • Disability Discrimination Act 1995 • MHRA Medicines and Healthcare products Regulatory Agency. <p>Agreed ways of working: Include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p>Equipment e.g.:</p> <ul style="list-style-type: none"> • sack barrow • dollies.

	<p>Others, e.g.:</p> <ul style="list-style-type: none">• care worker• carers• colleagues• managers• social worker• occupational therapist• GP• speech and language therapist• physiotherapist• pharmacist• nurse• psychologist• admiral nurses• independent mental capacity advocate• independent mental health advocate• community psychiatric nurse• dementia care advisors• advocate• support groups.
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Assessment task – MH 206: Moving inanimate loads

The ability to move inanimate loads safely is one that the majority of people in the work place need to have.

Task

You have been asked to provide a resource, in three sections, for your real work environment to help staff understand the importance of moving inanimate loads safely.

Section 1 – Manual handling links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

You will need to show you can:

- define the term manual handling
- describe of the following terms in relation to moving inanimate loads:
 - risk
 - hazard
 - risk assessment
 - ergonomic approach
- describe of how current legislation relates to moving inanimate loads
- identify agreed ways of working that relate to moving inanimate loads
- identify when a moving and handling procedure should be stopped and help or guidance should be obtained
- list a range of moving and handling equipment and their uses.

Section 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6.

You will need to show that you can:

- describe the basic anatomy of the human body, including the structure of the spine, affected by moving and handling
- identify worker's own ability in relation to assisting and moving
- describe the potential injuries which may arise by failing to follow approved moving techniques
- explain the importance of keeping up to date on current techniques, equipment and legislation with regard to moving inanimate loads
- describe when advice and/or assistance should be sought to move an inanimate load safely
- describe the additional risk factors when moving inanimate loads with one or more workers.

Section 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

You will need to show that you can:

- describe why preparatory checks are necessary in relation to moving inanimate loads
- describe how the environment can be a barrier to moving inanimate loads
- describe ways to overcome environmental barriers when moving inanimate loads.

Your resource can include written text and diagrams.

MH 301: Provide a workplace induction in the assisting and moving of individuals

Unit reference	R/503/5645	Unit level	3
Credit value	5	GLH	40

Unit aim This unit covers the workplace induction of those involved in assisting and moving individuals as part of their care and support plan. This unit promotes the need to provide an effective induction in the workplace which includes being able to assess competence and record the outcomes of such an assessment. The learner should already be familiar with basic strategies for assisting and moving individuals, and be in a position to induct others into the work environment, and demonstrate their ability to role model the use of approved techniques.

Learner name:		CACHE Centre no:	
CACHE PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
<p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p>			
1. Understand the importance of workplace induction in the assisting and moving of individuals.	1.1. Describe the responsibilities of the employer to provide induction in the assisting and moving of individuals in accordance with current legislation and agreed ways of working .		
	1.2. Explain the processes which would contribute to workplace induction in the assisting and moving of individuals.		
2. Understand own role and responsibilities.	2.1. Explain the responsibilities and limitations of own role in workplace induction.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to facilitate the learning and development of the workplace inductee.	3.1. Explain different learning styles and how these can apply to workplace induction in the assisting and moving of individuals.		
	3.2. Describe how to motivate inductees and put them at ease.		
	3.3. Demonstrate the ability to relay the concepts of assisting and moving individuals in a clear, concise and professional manner.		
	3.4. Explain and justify actions to be taken if advice and/or assistance should be sought if a lack of compliance, lack of understanding or lack of ability is demonstrated by the inductee.		
	3.5. Assess inductee's ability to conduct a moving and handling task, using the LITE/TILE risk assessment strategies.		
	3.6. Demonstrate the ability to provide constructive feedback to inductee about their observed practice.		
4. Be able to demonstrate to others safe practice for assisting and moving individuals.	4.1. Demonstrate the use of a range of techniques, aids and equipment available in the workplace for moving and assisting individuals.		
	4.2. Provide a clear explanation to the inductee regarding the principles of safe handling and the legal responsibilities of self and others.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Describe how to role model appropriate moving and handling techniques in the workplace in relation to induction.		
	4.4. Demonstrate how to involve an individual and others in risk assessments.		
5. Be able to develop and record the competence of others in the workplace.	5.1. Explain ways of ensuring that inductee's skill in moving and assisting individuals, and knowledge about equipment and risk assessment is maintained and kept current.		
	5.2. Explain ways in which competence can be developed in the workplace.		
	5.3. Develop the personal development plan of the inductee.		
	5.4. Record the competence of the inductee.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: MH 301

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC 223
Additional unit assessment requirements provided with the QCF unit	<p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>As a minimum the learner must have attended/completed a train the trainer course in manual handling at Level 3.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>Individuals: People who require care and support services</p> <p>Legislation:</p> <ul style="list-style-type: none"> • HASAWA Health and Safety at Work Act (1974) • MHSWR Management of Health & Safety at Work (1999) • MHO Regulations Manual Handling Operations Regulations (1990) • LOLER/PUWER Lifting operations and lifting equipment regulations (1998) / Provision and use of work equipment (1998) • RIDDOR Reporting of injuries, diseases and dangerous occurrences (1995) • Human Rights Act 1998 • Mental Capacity Act 2005 • Disability Discrimination Act 1995 • Care Standards Act 2000 • Data Protection Act 1998. <p>Agreed ways of working: Include policies and procedures where these exist; they may be less formally documented with micro-employers</p> <p>LITE: Load individual task and environment</p> <p>TILE: Task individual load and environment</p>

	<p>Equipment may include:</p> <ul style="list-style-type: none">• the use of a hoist or other mechanical equipment• the use of slide sheets, roller sheets, one way glide• sling insertion.
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Assessment task – MH 301: Provide a workplace induction in the assisting and moving of individuals

The assisting and moving of individuals in the workplace is an everyday part of life for many carers of children, young people and adults. As an experienced carer you have been asked to help induct new carers in the assisting and moving of individuals.

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

You are asked to provide briefing notes for a meeting to discuss the induction programme which show that you can:

- describe the responsibilities of the employer to provide induction in the assisting and moving of individuals in accordance with current legislation and agreed ways of working
- explain the processes which would contribute to workplace induction in the assisting and moving of individuals.

Task 2 links to learning outcome 2, assessment criteria 2.1.

Include in your briefing notes:

- an explanation of the responsibilities and limitations of own role in workplace induction.

Section 4: Assessment and quality assurance information for tutors and assessors

Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

Recommended range of assessment methods for this qualification

One of the following assessment methods can be chosen to produce evidence.

For Competence / Skills and Knowledge learning outcomes:

- Direct observation of learner by assessor
 - by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice
- Professional discussion
- Expert Witness evidence
 - when directed by the Sector Skills Council or other assessment strategy/principles
- Learner's own work products
- Learner log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Portfolio of evidence
- Recognition of prior learning
- Reflection on own practice in real work environment
- Oral questions and answers¹

For knowledge only learning outcomes:

- Written and pictorial information
- Scenario or case study
- Task set by CACHE (for knowledge learning outcomes)
- Oral questions and answers
- Assessment method devised by Centre and approved by CACHE

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Centre Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

A key to the recommended assessment methods is included in "*How to ... A Guide to Assessing CACHE QCF Qualifications*" which forms part of the Resource Centre on cachezone.

¹ Oral questions and answers may be used to evidence understanding of skills based learning outcomes where assessment criteria start with 'Explain' or 'Describe' (or similar words to demonstrate understanding). These can be assessed by the **assessor who is assessing the skills competencies** as it relates to evidence from the workplace.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in the *“How to ... A Guide to Understanding the Requirements of Assessors and Internal Quality Assurers for CACHE QCF Qualifications”*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

CACHE Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 5: Feedback

Tell us what you think!

Your feedback is really important to us.

Please take a few moments to tell us how well this document supports you when teaching or studying this qualification.

The form is also available as a separate document on [cachezone](#).

QCF Support Materials Feedback Form

Qualification: CACHE Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings (QCF) and CACHE Level 3 Award in Inducting Others in Assisting and Moving Individuals in Social Care (QCF)

Name: _____ **Are you:** a Tutor / a Learner

Centre name: _____ **Centre no.:** _____

Contact details: * Tel.: _____

Email: _____

Please rate the following statements on a scale of 1-3:

1 Disagree 2 Tend to agree 3 Agree

1	2	3
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1. This document is presented in a clear and accessible way and I can easily find the information I need.

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2. This document contains all the information I need to teach or study this qualification.

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3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.

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4. **Tutors only.** This document has had a positive effect on the way I deliver this qualification.

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Please use the space below to provide more detailed comments or additional feedback

*** Please indicate if you would like us to contact you about your feedback**

Yes / No

Please email your completed feedback form to: gcfsupportmaterials@cache.org.uk

Alternatively, you may post or fax your form to:
CACHE QCF Support Materials,
CACHE, Apex House,
81 Camp Road, St. Albans, Herts. AL1 5GB
 Fax: 01727 818613



Section 6: Publication history

This section identifies important changes made to this document since its first publication in June 2011.

- **All units:** Revised guidance added to all units to advise that “Where it is deemed that assessment in a real work environment is not practicable, is intrusive or consent is not given, these learning outcomes may be assessed in relation to the real work environment.”
- **p.17, Unit Achievement Log:** Unit ref. for unit MH 301 changed to R/503/5645.
- **p.56, Unit MH 301:** Wording of learning outcome 4 amended.
- **p.58, Unit MH 301:** Paragraph 3 added to Additional Unit Assessment Requirements.

A comprehensive **CACHE QCF Support Materials Publication History**, including details of changes made to all CACHE QCF support materials, is available on [cachezone](#).