

H5NX 04 (SCDHSC0223) — Contribute to Moving and Positioning Individuals

Overview

This standard identifies the requirements when you contribute to moving individuals or assisting them to position themselves. This includes preparing the individual, yourself and the environment beforehand, assisting with the process itself and supporting the individual's comfort, safety and dignity throughout.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

A **hazard** is something with potential to cause harm.

The **individual** is the person you support or care for in your work.

Moving and positioning equipment may include hoists, slides, slide sheets, slings, pillows.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice that apply to your job role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 23 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Prepare to contribute to the moving and positioning of individuals

	Performance Criteria	Evidence Number where this criteria has been met
1	Make yourself ready by washing your hands and ensuring that your clothing and footwear are safe for moving or positioning an individual .	
2	Check the individual's care or support plan and moving and positioning risk assessments before beginning the activity.	
3	Support the individual to communicate the level of support they require for the move.	
4	Ensure that the individual understands the reason for being moved or positioned in a particular way.	
5	Assess any immediate risks to the individual.	
6	Seek advice from appropriate people before moving or positioning the individual, where you think there is a risk that you cannot deal with.	
7	Communicate with the individual to agree how best they can co-operate in the procedure.	
8	Seek support from appropriate people where the individual's preferences conflict with safe practice.	
9	Prepare the immediate environment for the proposed move in agreement with all concerned, removing any potential hazards .	
10	Select agreed moving and positioning equipment .	

Prepare to contribute to the moving and positioning of individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
11	Ensure the agreed moving and positioning equipment is safe and clean.	
12	Seek appropriate assistance to enable you to move and position the individual safely.	

Assist individuals to move from one position to another

13	Encourage the individual's active participation in the moving process.	
14	Change the individual's position in ways that minimise pain, discomfort and friction and maximise their independence, self-respect and dignity.	
15	Take account of the individual's preferences and needs and their advice on the most appropriate methods and equipment when assisting them to move.	
16	Use moving and positioning methods appropriate to the individual's condition, your personal limits and the equipment available.	
17	Where you are moving and changing the individual's position with someone else's help, co-ordinate your own actions with theirs.	
18	Observe the individual while you are assisting them, to identify any changes that occur.	
19	Report immediately any significant changes in the individual's condition, following legal and work setting requirements.	
20	Return furniture and fittings to their correct location when the activity is complete.	
21	Ensure moving and positioning equipment is clean, safe, returned to its designated location and ready for future use.	

Assist individuals to move from one position to another (cont)

	Performance Criteria	Evidence Number where this criteria has been met
22	Wash your hands and dispose safely of any protective items used.	
23	Record details of methods for moving and positioning that the individual prefers or finds acceptable, in line with legal and work setting requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 57 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Work setting requirements on equality, diversity, discrimination and human rights.	
2	Your role in supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	Your own background, experiences and beliefs that may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of person centred working and the importance of knowing and respecting each person as an individual.	
15	The prime importance of the interests and wellbeing of the individual.	
16	The individual's cultural and language context.	
17	How to work in ways that build trust with people.	
18	How to work in ways that support the active participation of individuals in their own care and support.	
19	How to work in ways that respect individuals' dignity, personal beliefs and preferences.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of individuals you care for or support.	
24	How these affect individuals and how they may affect different individuals differently.	
25	The main stages of human development.	

Communication

26	Factors that can have a positive or negative effect on the way people communicate.	
27	Different methods of communicating,	

Personal and professional development

28	Why it is important to reflect on how you do your work.	
29	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
30	Your work setting policies and practices for health, safety and security.	
31	Practices that help to prevent and control infection in the context of this standard.	

Safe-guarding

32	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
33	Signs and symptoms of harm or abuse.	
34	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
35	What to do if you have reported concerns but no action is taken to address them.	

Handling information

36	Legal requirements, policies and procedures for the security and confidentiality of information.	
37	Work setting requirements for recording information and producing reports including the use of electronic communication.	
38	What confidentiality means.	
39	How to maintain confidentiality in your work.	
40	When and how to pass on information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
41	The effect which personal beliefs and preferences may have on individuals' preferences for moving and positioning.	
42	Why individuals' preferences on the way they are moved and positioned should be taken into account.	
43	Issues to consider when working intimately with individuals.	
44	How to access up to date copies of risk assessments relating to moving and positioning each individual.	
45	Key changes in the conditions of individuals and actions to take in these circumstances.	
46	Different types of equipment and machinery which are available for moving and positioning.	
47	Factors that need to be taken account of when using moving and positioning equipment and machinery.	
48	Why it is important to prepare the environment for moving and positioning prior to starting the activity.	
49	Why it is important to use safe moving techniques, adhere to risk assessments and other information about moving and positioning specific individuals.	
50	Potential risks to individuals, those assisting in the moving and positioning, others within the environment and the environment itself if moving and positioning is not carried out correctly, including procedures prior to, during and after you assist individuals to move.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
51	Sources of further help for moving and positioning individuals in different health, social or care settings.	
52	Why individuals are moved to different positions.	
53	How to co-ordinate action when moving and positioning as part of a team.	
54	Why individuals should not be dragged and the relation between this and the prevention of pressure sores.	
55	National and local guidance on falls prevention and factors that impact on falls.	
56	Why the environment should be restored after the change of position.	
57	Why it is important to maintain your own cleanliness and hygiene prior to, during and following moving and positioning individuals.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	