



# UNIT 221

## MOVE AND POSITION INDIVIDUALS IN ACCORDANCE WITH THEIR PLAN OF CARE

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**In this unit, you will cover the following outcomes:**

- 221.1** Understand anatomy and physiology in relation to moving and positioning individuals
- 221.2** Understand legislation and agreed ways of working when moving and positioning individuals
- 221.3** Be able to minimise risk before moving and positioning individuals
- 221.4** Be able to prepare individuals before moving and positioning
- 221.5** Be able to move and position an individual
- 221.6** Know when to seek advice from and / or involve others when moving and positioning an individual

## UNIT 221 (LEVEL 2 UNIT, 4 CREDITS)

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### What this unit is about

This unit is about providing specialist support that is essential for the education and wellbeing of some pupils. Inclusion policies mean that many children and young people who have disabilities attend mainstream schools. Some of these pupils require assistance when moving around school and in classes. They may need help when they visit the toilet or take a shower. Aspects of this support are highly specialised and may involve intimate care. Designated support staff receive training to carry out the more demanding aspects of this work.

### An example

This real life example shows what an important role learning support staff can play in helping a pupil with a disability play a full role in school activities:

R is a bright and interested young person who loves to take part as fully as possible in school life. This is in spite of having brittle bones that make use of a wheelchair essential. She has another medical condition as well. Two learning support staff are available to provide constant cover during school hours. They have received specialist training in moving and positioning, and also assist her when she goes to the toilet, and help her take the correct medication that she needs. Her learning supporters have established good working relations with nurses who have detailed knowledge of R's care, as well as with her parents.

### Useful words

#### Valid consent

This means that the child or young person must be provided with opportunities to agree to care that are clear and meaningful to them.

#### Active participation

Helping a pupil to take part in any activities and care as independently as possible, so that they are an active partner in their own care and support.

#### Inclusion

Making the organisation and learning open to all individuals in ways that promote their progress, whether they have disabilities or not.



### WHAT THEY SAY...

R contributes a great deal to the school. By being here she has made other pupils much more aware of disabilities and equality.

School SENCO

## Guidance on evidence and assessment

You need to show a combination of performance and knowledge evidence for this unit. Discuss with your assessor how you are going to achieve this. There is space provided at the end of this unit for you to note down your planning. You might find this guidance helpful:

- To cover criteria 3.1, 3.2, 3.3, 3.6, 3.7, 4.1, 4.2, 5.1, 5.2, 5.4, 5.5, 5.6 and 5.7, you must be observed working with children and young people. Observation could be carried out by an expert witness who has professional expertise in the care of the individual pupil, e.g. a school nurse, or by an assessor who has the same expertise.
- Your knowledge could be covered by a combination of an assignment and professional discussion (or talking your observer through some of your actions after observation). Criteria that might be covered by professional discussion with the observer are: 3.5, 5.1, 5.3, 6.1 and 6.2 (3.7 may be covered if relevant to the observation).

### Suggested Assignment

This assignment is one way of providing evidence for the knowledge parts of this unit that don't have to be covered by workplace assessment. Your assessor may need to discuss some points with you. You will need to find relevant information from:

- books – keep a list of books that you use, making sure that you reference these clearly and consistently. Make a note of details such as author, title and publication date.
- websites – keep a list of web addresses that you use
- the SENCO
- the school nurse and any other healthcare professionals involved in the support of pupils with disabilities.

You should not provide information about any individual child or young person in this assignment.

Research the topic of moving and positioning individuals, making sure you cover the following criteria: 1.1, 1.2, 2.1, 2.2, 3.4, 3.7 and 5.3. Then produce a document giving brief outlines of the principles of moving and positioning for two different conditions. You will need to include information such as:

- how each specific condition affects the way you approach moving and positioning an individual with that condition
- what legislation and health and safety factors you need to take into account when moving an individual with a specific condition
- how you can avoid risks of injury or infection to the pupil who is being moved and positioned
- what aids and equipment you can use to help you move and position a pupil
- when you should seek help or advice before moving and positioning someone
- the main sources of information about moving and positioning an individual.



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### Cross reference

You may be able to combine evidence for this unit with the following units: 201, 202, 203, 204, 206, 207, 208, 210, 205, 302, 212, 214, 215, 216, 217, 218 and 219.

### Assessed Evidence

You need to show that you understand and are able to complete all the criteria in this unit. Evidence of your knowledge and competence should be recorded by your assessor or by you, and referenced in the box below. On the next pages, these evidence references can be written in the relevant boxes.

Evidence reference	Evidence title	Assessment method

#### Assessment method key

**O** Observation **Q** Questioning **A** Assignment  
**PE** Product Evidence **WT** Witness Testimony  
**PD** Professional Discussion **RA** Reflective Account

### Outcome One

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

#### 1 To understand anatomy and physiology in relation to moving and positioning individuals, you must show that you can:

1.1 Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals

1.2 Describe the impact of specific conditions on the correct movement and positioning of an individual.



### HINTS AND TIPS

Think carefully about the activities that you will undertake when you are observed. An observation should not involve aspects of intimate care, or anything that would embarrass the child or young person that you support. Be sure to obtain their agreement for an observation.

## Outcome Two

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

### 2 To understand legislation and agreed ways of working when moving and positioning individuals, you must show that you can:

2.1 Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals

2.2 Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this.



### IN THE KNOW

Check relevant documents such as care plans and the legislation and regulations that apply. The SENCO should know how to access these. You may find it useful to discuss general principles of moving and positioning with an expert, e.g. a nurse.

## Outcome Three

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

### 3 To be able to minimise risk before moving and positioning individuals, you must show that you can:

3.1 Access up-to-date copies of risk assessment documentation

3.2 Carry out preparatory checks using:

a the individual's care plan

b the moving and handling risk assessment

3.3 Identify any immediate risks to the individual

3.4 Describe actions to take in relation to identified risks

3.5 Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment

3.6 Prepare the immediate environment ensuring:

a adequate space for the move in agreement with all concerned

b that potential hazards are removed

3.7 Apply standard precautions for infection prevention and control.

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### Outcome Four

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

#### 4 To be able to prepare individuals before moving and positioning, you must show that you can:

4.1 Demonstrate effective communication with the individual to ensure that they:

- a understand the details and reasons for the action / activity being undertaken

- b agree the level of support required

4.2 Obtain valid consent for the planned activity.

### Outcome Five

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

#### 5 To be able to move and position an individual, you must show that you can:

5.1 Follow the care plan to ensure that the individual is positioned:

- a using the agreed technique

- b in a way that will avoid causing undue pain or discomfort

5.2 Demonstrate effective communication with any others involved in the manoeuvre

5.3 Describe the aids and equipment that may be used for moving and positioning

5.4 Use equipment to maintain the individual in the appropriate position

5.5 Encourage the individual's active participation in the manoeuvre

5.6 Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction

5.7 Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due.

## Outcome Six

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

**6 To know when to seek advice from and / or involve others when moving and positioning an individual, you must show that you can:**

**6.1** Describe when advice and/or assistance should be sought to move or handle an individual safely

**6.2** Describe what sources of information are available about moving and positioning individuals.



## Unit sign-off

The evidence for this unit is a valid, sufficient and an authentic record of the candidate's current competence and has been assessed under the requirements of the assessment strategy.

I confirm that the evidence provided is a result of my own work.

Signature of candidate	Date

I confirm that the candidate has demonstrated competence by satisfying all of the criteria for this unit.

Signature of assessor	Date

Signature of IV (if sampled)	Date

Signature of EV (if sampled)	Date

