



Component Specification

Instructing People Handling

Level 6

6N0234

1. Introduction

The Further Education and Training Awards Council is the single national awarding body in further education and training in Ireland. It is responsible for determining the standards for named awards at levels 1 to 6 on the National Framework of Qualifications. All named awards are devised in line with the National Qualifications Authority of Ireland's determinations and guidelines.

2. The National Framework of Qualifications

The National Framework of Qualifications comprises 10 levels ranging from initial learning (level 1) to the most advanced levels of learning (level 10).

At each level there are one or more award types. An award type is a grouping of awards that share similar features. The National Qualifications Authority of Ireland has determined Award Type Descriptors for each award type. See www.nqai.ie. The Award Type Descriptor identifies the key strands and sub-strands of knowledge, skill and competence for that award type.

3. Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
	Learning to Learn	Learn to take responsibility for own learning within a managed environment.
	Insight	Express an internalised, personal world view, reflecting engagement with others.

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI (www.nqai.ie)

4. Award Specifications

FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005.

Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

A **Certificate Specification** is published for each named **major award**.

A **Component Specification** is published for each named **minor award**. Please note that each component (i.e. minor award) is associated with one or more Certificates (i.e. major, special purpose or supplemental award). See www.fetac.ie.

A **Specific Purpose Specification** is published for each **special purpose award**.

A **Supplemental Specification** is published for each **supplemental award**.

Standards are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve that award.

Learning outcomes for all awards (i.e. major, special purpose, supplemental awards) are contained within the associated Component Specifications.

5. Component Details

Title	Instructing People Handling
Teideal as Gaeilge	Oiliúint ar Dhaoine a Láimhsiú
Award Type	Minor
Code	6N0234
Level	6
Credit Value	5
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to effectively design and deliver people handling instruction for the workplace.
Units	<p>The Learning Outcomes are grouped into the following units:</p> <ol style="list-style-type: none">1 People Handling Risk Assessment2 People Handling Principles and Techniques3 Planning and design of People Handling Training4 Delivery of People Handling Training
Learning Outcomes	<p>Learners will be able to:</p> <ol style="list-style-type: none">1 People Handling Risk Assessment<ol style="list-style-type: none">1.1 Explain the people handling risk assessment process through the use of people handling scenarios1.2 Identify protocols and procedures which may impact on the people handling risk assessment process, to include an understanding of the concept of balanced decision making, infection control, challenging behaviour, critical medical emergencies, complex clinical issues, human rights and the fluctuating mobility level of the person1.3 Describe a range of controls to avoid and reduce the risk of injury to include a critical analysis of a range of people handling equipment2 People Handling Principles and Techniques<ol style="list-style-type: none">2.1 Apply the main principles of manual handling to a range of people handling tasks with particular emphasis on the need to carry out a personal and dynamic risk assessment to determine if the people handling task can be carried out safely

- 2.2 Carry out a range of appropriate people handling techniques to include transferring, supporting, gliding, sliding, rolling, sitting, standing and mobilisation for people who need assistance
- 2.3 Analyse the learner's performance of people handling techniques
- 3 Planning and design of People Handling Training
 - 3.1 Develop people handling training programmes, to include lesson plans with clear objectives, appropriate material and aids to support learning and strategies to motivate changes in people handling practice
- 4 Delivery of People Handling Training
 - 4.1 Deliver instruction in practical people handling techniques to a group of learners

Assessment

General Information Details of FETAC's assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FETAC assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. [See FETAC's Provider Guidelines for Programme Validation](#).

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. [See FETAC's Provider Guidelines for Programme Validation](#).

All learning outcomes **must** be assessed.

Skills Demonstration	60%
Examination - Theory	20%
Assignment	20%

Description

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

This assessment must be passed in order to achieve the award.

The assessor will devise skills demonstration based on learning outcomes in Units 3 and 4

Skills assessment should test the candidates ability to carry out a range of people handling skills and to effectively present information to a group of learners. Candidates will be assessed, through observation, carrying out a broad range of skills as outlined in the learning outcomes.

List of skills:

- 1 Carry out a range of safe people handling techniques and apply these to a range of people handling tasks (30 marks)
- 2 Analyse a learner's performance of person handling techniques (10 marks)
- 3 Give effective instruction in practical person handling techniques (10 marks)
- 4 Deliver effective presentations (10 marks)

Overall Marks: 60

Candidates must demonstrate the skills with due care and attention.

Examination - Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

This assessment must be passed in order to achieve the award.

The assessor will devise a theory based examination based on learning outcomes in Units 1 and 2. The examination will consist of 20 short-answer questions. The learner must achieve at least 16 correct answers to pass the assessment.

Weighting Factor: 1 mark per question

Overall Marks: 20

Assignment

This assessment must be passed in order to achieve the award.

The assignment will cover the learning outcomes in Unit 1 .

The assessor will devise an assignment that will cover either a case study, people handling risk assessment or lesson plan development. The brief will require the candidate to research and present information in relation to the selected assignment.

Overall Marks: 20

Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading

Pass	50% - 64%
Merit	65% - 79%
Distinction	80% - 100%

Specific Validation Requirements

Any provider wishing to offer a programme leading to this award must ensure that the programme is operated in accordance with the current health and safety regulations and the specialist furniture and equipment appropriate for people handling is in place to include:

- Adjustable bed(s)
- People handling hoist
- Sliding and transfer devices
- Wheelchair

Note: Providers should note that learners seeking access to programmes leading to this award must have relevant people handling experience.

Supporting Documentation

- 1 Current people handling of loads regulation and guidance
- 2 Current Safety, Health and Welfare at Work Act and guidance

Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Transfer

Successful completion of the component this award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.