



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Component Specification NFQ Level 6

### Instructing Manual Handling 6N0233

#### 1. Component Details

<b>Title</b>	Instructing Manual Handling
<b>Teideal as Gaeilge</b>	Oiliúnú ar Láimhsiú Sábháilte
<b>Award Type</b>	Minor
<b>Code</b>	6N0233
<b>Level</b>	6
<b>Credit Value</b>	10
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence to effectively design and deliver manual handling instruction in the workplace.

**Units** The Learning Outcomes are grouped into the following units:

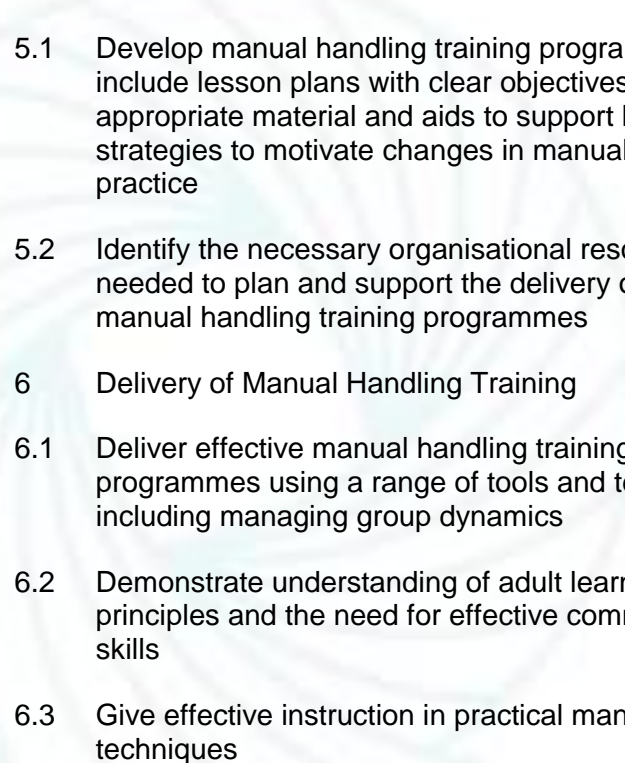
- 1 Legislative Requirements and Health Benefit
- 2 Anatomy and Back Care
- 3 Ergonomic Principles and Risk Assessment
- 4 Manual Handling Principles and Techniques
- 5 Planning and Design of Manual Handling Training Programmes

## 6 Delivery of Manual Handling Training

### Learning Outcomes

Learners will be able to:

- 1 Legislative Requirements and Health Benefit
  - 1.1 Explain the main components of relevant health and safety legislation and guidance documents to include the current manual handling of loads regulations, principles of prevention as outlined in the current Safety Health and Welfare at Work Act and relevant guidance from government and professional bodies
  - 1.2 Evaluate the health and organisational benefits of an integrated approach to the management of manual handling to include development of a manual handling policy, staff consultation, risk assessment, implementation of appropriate controls and relevant training
- 2 Anatomy and Back Care
  - 2.1 Define the main components of the spinal column to include discs, ligaments, bones joints, nerves and muscles
  - 2.2 Explain the main risk factors for back injuries related to manual handling to include how these injuries commonly occur
  - 2.3 Describe current concepts of back care to include good back posture at home and work, awareness of the importance of being fit and flexible, working within their capabilities and taking personal responsibility for good back care
- 3 Ergonomic Principles and Risk Assessment
  - 3.1 Describe the concepts of ergonomics to include a description of key ergonomic principles for workplace design and unfavourable ergonomic condition as detailed in the schedule to the current manual handling of loads regulation
  - 3.2 Explain the manual handling risk assessment process through the use of manual handling case studies or scenarios
  - 3.3 Describe a range of controls to avoid and reduce the risk of injuries to include a critical analysis of a range of manual handling equipment
- 4 Manual Handling Principles and Techniques

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- 4.1 Apply the main principles of manual handling to a range of manual handling tasks with particular emphasis on the need to carry out a personal or dynamic risk assessment to determine if the load can be handled safely
  - 4.2 Carry out a range of appropriate manual handling techniques to include lifting, carrying, pushing, pulling, supporting or putting down of a load by one or more persons
  - 4.3 Analyse the learners performance of manual handling techniques
  - 5 Planning and Design of Manual Handling Training Programmes
    - 5.1 Develop manual handling training programmes to include lesson plans with clear objectives, appropriate material and aids to support learning and strategies to motivate changes in manual handling practice
    - 5.2 Identify the necessary organisational resources needed to plan and support the delivery of effective manual handling training programmes
  - 6 Delivery of Manual Handling Training
    - 6.1 Deliver effective manual handling training programmes using a range of tools and techniques including managing group dynamics
    - 6.2 Demonstrate understanding of adult learning principles and the need for effective communication skills
    - 6.3 Give effective instruction in practical manual handling techniques

## **Assessment**

### **General Information**

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes**. Assessment should be undertaken consistently and reflect current assessment guidelines. See [www.qqi.ie](http://www.qqi.ie).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the

required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

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 current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

## **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 QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

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

## **Description**

### **Assignment**

*An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.*

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

The assignment will cover the learning outcomes in Unit 3.

The assessor will devise an assignment that will cover a case study, manual 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

### **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 a skills demonstration based on learning outcomes in Units 4, 5 and 6.

Skills assessment should test the candidates ability to carry

out a range of manual 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 manual handling techniques and

apply these to a range of manual handling tasks (30

marks)

2 Analyse a learner's performance of manual handling

techniques (10 marks)

3 Give effective instruction in practical manual handling

techniques (10 marks)

4 Deliver effective presentations (10 marks)

Overall Marks: 60

#### **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, 2 and 3. 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

**Recognition of Prior Learning (RPL)**

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance**, the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training** available at [www.qqi.ie](http://www.qqi.ie)

**Grading**

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

**Specific Validation Requirements**

There are no specific validation requirements for this award

**Supporting Documentation**

1. Current manual 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.

## 2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They 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 a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

## 3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
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1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and<60
4	90	10	5,15,20	>5 and<90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

## 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*