# Moving and Handling of Children and Young People: 5-Day Key Instructor Course

## Train the trainer: become your organisation's paediatric moving and handling instructor

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| **WHO IT IS FOR**<br>Key staff and managers who will train front-line colleagues and carry out moving and handling assessments, in hospitals, home care, specialist schools and respite care centres. | **LENGTH AND GROUP SIZE**<br>5 days, 9.15 or 9.30am to 4.00pm, for up to 10 delegates. Shorter courses, down to a 1-day practical skills course, are also available. |
| **WHERE IT RUNS**<br>On-site at your premises, using your own equipment where possible. | **CERTIFICATE**<br>OFI instructor certificate, valid for 3 years. A refresher is due after 3 years. |
| **DELIVERED BY**<br>OFI's expert People Moving and Handling instructors, most of whom are also qualified physiotherapists or osteopaths. | **ASSESSMENT**<br>Presentations, a teaching workshop and formal peer assessment of each delegate's practical teaching. |

## Course objectives

By the end of the course, delegates will be able to:

- Outline the legislation and guidance that applies to manual handling
- State the principles of safer handling of children and young people
- Identify the key areas of musculoskeletal risk in handling loads and children or young people
- Explain why both formal and informal (dynamic) risk assessment are needed
- Demonstrate and teach a range of child and young person handling techniques
- Carry out basic safety checks of lifting and handling equipment
- Discuss unsafe practice, and identify "controversial" handling techniques

## Day 1: legislation, the body and risk assessment

| TIME | SESSION | DELEGATES WILL |
|---|---|---|
| **9.15** | **Registration, welcome and introduction** | Get to know the course content and format, and identify their own learning needs |
| **10.00** | **Legislation** | Understand their responsibilities under HSWA 1974, MHOR 1992, PUWER, LOLER, the Human Rights Act 1998 and local policy, and how to present this on their own courses |
| 11.00 | Tea and coffee | |
| **11.15** | **Musculoskeletal injury** | Understand cumulative strain, the structure and function of the spine, common injuries and the effect of poor working and holding postures, and present the key points to the group |
| 13.00 | Lunch | |
| **13.30** | **Lifting and lowering, pushing and pulling, team lifting (practical)** | Demonstrate and teach sound lifting, carrying and push/pull technique, and observe and correct others |
| 15.00 | Tea and coffee | |
| **15.15** | **Load and people handling risk assessment** | Identify risk factors using TILE and their organisation's own documents, and plan short, medium and long-term solutions |
| **15.45** | **Questions, and planning day 2 presentations** | |

## Day 2: risk assessment, presenting and handling children

| TIME | SESSION | DELEGATES WILL |
|---|---|---|
| **9.30** | **Review of day 1** | Recap legislation, the spine, injury, posture and risk assessment |
| **9.45** | **Risk assessment, continued** | Risk assess child handling in real work scenarios, build assessments into the child's care plan, and produce action plans |
| **10.45** | **Presentations** | Deliver a five-minute presentation, with peer review |
| 11.00 | Tea and coffee (presentations continue at 11.15) | |
| **11.30** | **Moving and handling children (practical)** | Repositioning in a chair or wheelchair, sit to stand and stand to sit, chair–bed transfers, wheelchair handling and assisted walking, with attention to the child's comfort and dignity |
| 12.30 | Lunch (practical techniques continue at 13.00) | |
| **14.00** | **The falling and fallen child or young person** | Know their local policy, and understand the risks of trying to catch a falling child or young person |
| **14.30** | **Controversial techniques** | Recognise techniques classed as controversial and explain the biomechanical risks |
| 15.00 | Tea and coffee | |

| TIME | SESSION | DELEGATES WILL |
|---|---|---|
| **15.15** | **Presentation skills and learning styles** | Plan and prepare training, manage groups, and make sessions work for different learning styles |

## Day 3: bed handling and hoisting

| TIME | SESSION | DELEGATES WILL |
|---|---|---|
| **9.30** | **Review of day 2** | Recap sitting, standing and walking techniques |
| **10.15** | **Techniques in and around the bed (practical)** | Safe use of electric beds; sitting to lying and lying to sitting; sitting forward; turning in bed; inserting and removing slide sheets; sliding up the bed; getting in and out of bed |
| 11.00 | Tea and coffee | |
| **11.15** | **Bed techniques, continued** | Show they can teach these techniques to colleagues, with feedback on their teaching |
| 12.30 | Lunch | |
| **13.00** | **Hoisting (practical)** | Know the HSE's hoist guidance, make safety checks, risk assess, fit a sling correctly, understand the effects of incorrect attachment, and teach this to others |
| 15.00 | Tea and coffee | |
| **15.15** | **Hoisting, continued** | Hoisting chair to bed and back, and from the floor; passive and active hoists |

## Day 4: paediatric equipment and teaching practice

| TIME | SESSION | DELEGATES WILL |
|---|---|---|
| **9.30** | **Review of day 3** | Recap bed techniques and hoisting |
| **10.15** | **Hoisting practice** | Practise hoisting from chair, bed and floor, with passive and active hoists |
| 11.00 | Tea and coffee | |
| **11.15** | **Paediatric handling equipment and conditions** | Know the main types of paediatric moving and handling equipment, commonly met paediatric conditions, and handling in emergencies |
| 12.30 | Lunch | |
| **13.00** | **Practical skills teaching workshop** | Teach a set range of techniques to fellow delegates, taking turns as teacher, student and model |
| 15.00 | Tea and coffee | |
| **15.15** | **Peer assessment** | Take part in a formal peer assessment of their practical teaching, and plan their day 5 presentation |

## Day 5: problem solving and the instructor role

| TIME | SESSION | DELEGATES WILL |
|---|---|---|
| **9.30** | **Review of days 1 to 4** | Reflect on their learning, clear up any questions, and gauge their confidence in the instructor role |
| **10.00** | **Presentations** | Deliver a five-minute presentation, with peer review |
| 11.00 | Tea and coffee | |
| **11.15** | **Teaching workshop review and specialist concerns** | Review techniques from days 1 to 4 and teach them to peers; discuss specialist activities such as horse riding, trampolining and floor work |
| 12.30 | Lunch | |
| **13.00** | **Scenarios and problem solving** | Work through set scenarios and handling problems from their own workplaces, and present action plans; discuss care plans and accurate recording |
| **14.00** | **Training records and lesson planning** | Know what training records to keep and why, plan lessons, and use peer review |
| 15.00 | Tea and coffee | |
| **15.15** | **Further learning and evaluation** | Know where to find further information, and how evaluating their own courses improves them |
| **16.00** | **Questions, feedback and close** | |

Every course is tailored to your setting, your equipment and the children and young people your staff support, so content and timings may differ from this outline.