



Qualification Specification

RoSPA Level 2 Award in Safe
Moving and Handling in the
Workplace

Introduction to the Qualification

RoSPA Level 2 Award in Safe Moving and Handling in the Workplace is regulated by Ofqual.
Qualification Number 603/0997/0

Qualification Purpose

The purpose of the qualification is to provide learners with the knowledge and skill to move loads safely in the workplace and enable employers and employee to comply with their statutory duties under HSWA 1974, MHSWA 1992 and MHOR 1992 and civil law duties.

This qualification is intended for learners wanting to undertake training or to further develop their knowledge and/or skills in this subject area.

The objectives of the qualification include:

- preparing learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding,
- preparing learners to progress to a qualification in another subject area,
- giving learners personal growth and engagement in learning

Entry Requirements

There are no formal entry requirements

Progression

Successful learners can progress to other qualifications such as; Level 3 Award in Health and Safety in the Workplace (QCF) or RoSPA Level 3 Award for Manual Handling Trainers.

Qualification Structure

This qualification is made up of one mandatory unit, the details of which are included at the end of this document.

Learners must successfully complete the assessment for the unit to achieve the qualification.

This qualification can be taken as a free standing qualification or as part of a wider programme of training.

Total Qualification Time (TQT)

The total qualification time (TQT) is 7 hours and guided learning hours (GLH) are 6 hours. Please see the below table

Unit	Unit Reference	Level	Guided Learning	Assessment	Total Qualification Time (TQT)
Safe moving and handling in the workplace	R/615/4547	2	6 hours	1 hours	7 hours

Assessment

This qualification is assessed through activities, which are developed by the centre, internally marked and sampled as part of quality assurance/ internal verification procedures.

Recording documents can be found on the Qualification Management System (QMS)

The assessment and quality assurance process will be subject to external quality assurance/verification by RoSPA.

The recommended assessment methods for this qualification are:-

- Practical Demonstration
- Group Discussion
- Case study
- Written assignment
- Observation of learner's skills
- Question and answer sessions
- Multiple choice question paper- N.B please see additional guidance for the management of this assessment method

All learning outcomes must be met to achieve a pass. There is no grading other than confirmation (or not) that a learner has "passed" each unit.

Delivery/Assessment Ratios

In order to effectively deliver and assess this qualification, it is recommended that centres do not exceed the ratio of 1 qualified tutor/assessor to 12 learners, in any one instance. If centres wish to increase this ratio, they must first request approval from RoSPA Qualifications.

Guidance on Delivery

It is recommended that this qualification is delivered over a single day. This delivery programme may be adjusted in accordance with learners' needs and/or local circumstances

ID Requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. Suitable forms of ID include:

- Passport
- Driving licence
- ID card or other form of national identity
- National Insurance Card

Centre Approval

RoSPA Qualifications require that all Centres must have a range of policies and procedures to underpin the delivery their qualifications. Essential Policies and Procedures are:

- Equal Opportunities and Diversity Policy.
- Learner appeals procedure/policy.
- Complaints policy and/or process which learners can access.
- Arrangements to prevent and investigate allegations of malpractice and maladministration.

It is the Centre's responsibility to ensure that all employees are aware of these policies and procedures and they are adhered to at all times. Learners should also be made aware of the policies that are relevant such as the Complaints Policy. Failure to adhere to these policies and procedures may result in withdrawal of the centre's approval to deliver qualifications.

Centre Policies

RoSPA Qualifications require that all Centres must have a range of policies and procedures to underpin the delivery their qualifications. It is the Centre's responsibility to ensure that all employees are aware of these policies and procedures and they are adhered to at all times. Learners should also be made aware of the policies that are relevant such as the Complaints Policy. Failure to adhere to these policies and procedures may result in withdrawal of the centre's approval to deliver qualifications.

RoSPA Qualifications has policies and procedures in place to support centres these include;

Reasonable Adjustments and Special Considerations

RoSPA Qualifications is committed to complying with all current and relevant legislation in relation to the development and delivery of our qualifications and, which at the time of writing includes, but is not limited to the Equality Act 2010. We seek to uphold human rights relating to race relations, disability discrimination and special educational needs of our learners and to provide equal reasonable adjustments and special considerations for all learners registered on our qualifications.

Assessment should be a fair test of learners' knowledge and what they are able to do, however, for some learners the usual format of assessment may not be suitable. We ensure that our qualifications and assessments do not bar learners from taking our qualifications.

We recognise that reasonable adjustments or special considerations may be required at the time of assessment where:

- Learners have a permanent disability or specific learning needs
- Learners have a temporary disability, medical condition or learning needs
- Learners are indisposed at the time of the assessment

The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for learners, nor advantages to give learners a head start.

Equality and Diversity

Learners should be made aware that this policy is available to them should they choose to view it.

Appeals Policy

This policy is aimed at our customers, including learners, who are delivering, enrolled on or have taken a RoSPA Qualification. It sets out the process you should follow when submitting appeals to RoSPA Qualifications and the process that will be followed when responding to enquiries and appeals. It is important that the staff involved in the management, assessment, and quality assurance of RoSPA qualifications are aware of its contents.

Complaints

For details of our Complaints Policy and procedures please refer to RoSPA Qualifications Website www.rospa.com/qualifications.

Support from RoSPA Qualifications

All approved centres will be able to access support from RoSPA Qualifications whenever necessary. External verifier visits will be undertaken on a regular basis.

Course Delivery

Pre Course information

All learners should be given appropriate pre-course information regarding the qualification, e.g. a qualification fact sheet which explains about the qualification, fees, form of assessment and any entry requirements
Learner Registration

Once approved to offer the qualification, the centre should register learners using the RoSPA Qualifications Management System (QMS). Before any assessment can take place, approved centres must follow RoSPA Qualifications procedures for registering learners.

Delivery of syllabus

Centres who will be delivering courses leading to qualifications are expected to develop and follow a lesson plan, which must be submitted to RoSPA Qualifications **at least two weeks before the first qualification is delivered by the centre.**

Please see Appendix One - Tutor Resources for a list of publications and resources to support delivery of this qualification.

This plan outline must clearly show the following:

- Aim of the course (a clear and concise statement to show what the learners are expected to achieve by the end of the course)
- Objectives (to give the learners a step by step guide, as to how they are going to achieve the aim)
- The main content of each session and duration of each session, as well as the tutor/s who will normally deliver them and including the times of each session
- Learner activities during the session
- Training methods used

N.B. RoSPA qualifications all have a total qualification time (TQT) as required by the regulators. Centre recognition will not be given for courses with less than the TQT outlined in the qualification specification.

Learner Resources

Learners will need to have access to the following from the centre:

- Course manual
- ICT if appropriate
- Equipment at the venue
- Suitable venue, RoSPA Qualifications wishes to ensure that courses leading to its qualifications are accessible to all who wish to take them. Centres are required to ensure that there are no unnecessary barriers to access to learning, that the course content and structure are non-discriminatory and that the special needs of the individual learners are met, both in terms of learning and assessment
- Other resources to support identified learner needs
- Resources to support qualification delivery

N.B. this list is not final, additional resources maybe added to meet the needs of the learner.

Centres are required to ensure that there are no unnecessary barriers to access to learning, that the course content and structure are non-discriminatory and that the special needs of the individual learners are met, both in terms of learning and assessment.

Qualification Delivery and Assessment Team

RoSPA Qualifications expects that the course delivery team hold a teaching qualification such as PTLSS; and in addition an assessment qualification such as D32/ 33 or TAQA or give an undertaking to acquire this within 18

months of joining the team. They should also have experience of the subject matter that they are teaching or assessing. For the RoSPA Level 2 Award in Manual Handling qualification, a tutorial team will need to comprise of a course leader/lead tutor who is likely to be a member of an appropriate professional body such as the Institution of Occupational Safety and Health, for example Grad IOSH, Tech IOSH or equivalents and have extensive experience in manual handling/level 3 manual handlers trainers qualification

Assessment Procedures

A centre must ensure that any assessment is valid and reliable and does not disadvantage or advantage any group of learners or individuals. The assessment procedure should be open, transparent and free from bias. The assessment should be recorded accurately with detail about the assessment decision in the relevant format.

In order to do this, centres must:

- Assess learners evidence using only published assessment criteria
- Ensure assessment decisions are impartial, valid and reliable
- Develop assessment procedures that minimise the opportunity for malpractice
- Maintain detailed and accurate assessment records. including video recordings of learners practical assessments
- Develop and maintain a robust internal verification procedures
- Provide samples of assessments for external verification to the Awarding Organisation as requested
- Monitor external verification reports and implement any needed actions
- Share good assessment practice
- Ensure all staff understand the assessment methodology.

Please see Centre Assessment Guidance for this qualification which can be found at on the Qualification Management system (QMS).

Certification

All assessments must be internally verified before an application is made for certification of learners. As soon as possible after the completion of the course, the Centre must complete and verify a list of successful learners and submit this via the QMS to RoSPA Qualifications. The pass list must include details of learners that have passed, withdrawn, deferred or not achieved. The centre must use the cohort/pass list that they will have received from RoSPA Qualifications to request certificates from the QMS.

Centre Arrangements for Internal Verification

RoSPA Qualifications require each centre to have a functioning quality system in place, appropriate to their size and volume of learners. There are three main aspects to the role of the internal verifier;

- Verifying assessment
- Developing and supporting trainers and assessors
- Managing the quality of delivery

RoSPA Qualifications require those involved in the internal quality assurance process to be suitably experienced and/or qualified for example:

- Are knowledgeable of the subject/occupational area to a level above that which they are internally assuring
- Are vocationally competent, where required, for the specific qualification and the Assessment Strategy
- Have experience and expertise in internally assessing different types of evidence

- Have an understanding of what is sufficient, valid and authentic evidence
- Be familiar with their centre's internal quality assurance policy and the RoSPA Qualification and assessment requirements as laid out in the Qualification Guidance documents and specifications

It is best practice for Internal Verifiers to have one of the older Internal Quality Assurance Qualifications, for example:

- D34 Internally Verifying the Assessment Process
- V1 Conduct Internal Quality Assurance of the Assessment Process

Or have / be working towards relevant Internal Quality Assurance qualifications such as;

- QCF Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

In addition, RoSPA Qualifications strongly advise that Internal Verifiers attend training workshops organised by RoSPA Qualifications to support delivery, assessment and Internal Quality Assurance, which will be held throughout the year.

Arrangements for New Centres

RoSPA Qualifications require each centre to safeguard the validity of its assessment decisions by ensuring that it has a rigorous assessment and internal verification process which is clear and transparent. It is a requirement that all newly approved centres offering the RoSPA Level 2 Award in Manual Handling send their proposed assessments methods to RoSPA Qualifications by email to enquiries@rospaqualifications.com for approval before delivery of the qualification and completed assessments for moderation/verification prior to claiming learner certificates. These assessments are to be internally verified within the centres and if RoSPA Qualifications finds through their moderation/ verification activities that irregularities are identified with the marking of the assessments and internal verification then the internal verifiers/ assessor(s) involved may be required to attend a workshop delivered by RoSPA Qualifications.

External Verification

The purpose of external verification is to ensure that a centre's assessments are reliable, valid, fair and ethical, and that there is a robust internal verification procedure in place. RoSPA Qualifications will appoint an External Verifier (EV) to the Centre and the EV will make at least an annual quality assurance visit to the Centre. This will include meetings with the course team and learners, a review of all course documentation and observing assessments to ensure that centres have provided learners with access to fair and reliable assessment opportunities, and to ensure that qualification(s) are delivered in accordance with the standards agreed in the qualification guidance and approval documents. The EV will moderate a sample of at least 15% of assessed work. Centres will need to ensure that the external verifier has access to all the assessed evidence, records of the assessment process and internal quality assurance process they request prior to the moderation process. This may include digital media such as video. The EV may ask for copies of evidence to assist RoSPA Qualifications to conduct standardisation activities.

Additional EV visits may take place where:

- Learner complaints have been received
- Allegations regarding malpractice/maladministration are made,
- Analysis of assessment outcomes indicates a potential problem; or
- Requested by the course provider

A quality assurance EV centre monitoring form will be completed at the end of the visit. RoSPA Qualifications reserve the right to make additional visits.

Malpractice and Maladministration

Definition of Malpractice

Malpractice is essentially any activity or practice, which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- The assessment process
- The integrity of a regulated qualification
- The validity of a result or certificate
- The reputation and credibility of RoSPA Qualifications or, the qualification or the wider qualifications community

Malpractice may include a range of issues from the failure to maintain appropriate records or systems to the deliberate falsification of records in order to claim certificates.

This term also covers misconduct and forms of unnecessary discrimination or bias towards certain or groups of learners.

Definition of Maladministration

Maladministration is essentially any activity or practice, which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration within a centre (e.g. inappropriate learner records).

RoSPA Qualifications policy on malpractice and maladministration is aimed at our customers, including centres, learners and others, who are delivering/registered on RoSPA Qualifications approved qualifications within or outside the UK and who are involved in suspected or actual malpractice/maladministration. It is also for use by RoSPA Qualifications staff to ensure they deal with all malpractice and maladministration investigations in a consistent manner. The policy sets out the steps your centre, learners or other personnel must follow when reporting suspected or actual cases of malpractice/maladministration and our responsibilities in dealing with such cases. It also sets out the procedural steps we RoSPA Qualifications will follow when reviewing a case. It is the centre's responsibility to make sure all members of staff and learners are aware of this policy and understand its contents.

RoSPA Qualifications Management System

RoSPA Qualifications operates an online Qualification Management System (QMS) which allows centres and centres to register learners and claim for certificates.

Upon becoming a recognised centre, log in details will be provided to centre contacts and a User Guide provided. Training on how to use the QMS will also be provided during the initial EV visit.

Unit 1: Safe moving and handling in the workplace

Learning Outcome	Assessment Criteria Number	Assessment Criteria
1. To be able to understand the reasons for safe manual handling in the workplace	1.1	Outline the potential injuries and ill health associated with incorrect manual handling.
	1.2	Identify employers and employees duties relating to manual handling at work.
	1.3	Give the consequences for noncompliance with health and safety.
2. To be able to understand how the practice of manual handling risk assessments contribute to the health safety and well being of the workforce	2.1	Explain the terms 'hazard' and 'risk' in relation to manual handling risk assessment.
	2.2	State the process for carrying out a manual handling risk assessment.
	2.3	State the principle of the risk control hierarchy when applied to manual handling.
3. To be able to understand the principles, types of equipment and testing requirements associated with manual handling safety	3.1	Describe the principles of efficient movement.
	3.2	Identify the types of equipment designed to be used for manual handling tasks.
	3.3	Give the requirements for the safe use of manual handling and lifting equipment, testing, servicing and examination, including pre-use checks.
4. To be able to apply safe manual handling practices	4.1	Demonstrate efficient and safe manual handling practice including a pre-transfer assessments when: <ul style="list-style-type: none"> a) applying effort to, or moving a load or object manually on their own b) when using manual handling aids and equipment c) when undertaking a manual handling as part of a team
Purpose and aims of unit	The purpose of this unit is to provide learners with the knowledge and skill to move loads safely in the workplace and enable employers and employees to	

	comply with their statutory duties under HSWA 1974, MHSWA 1992 and MHOR 1992 and civil law duties.
Assessment Requirements	<p>This qualification is assessed through activities, which are developed by the centre (the assessment methods used must ensure the learner is assessed for all the learning outcomes).</p> <p>Learning Outcomes 1 – 3 Examples of assessment methods that can be used to assess learning outcomes 1-3, include multiple choice question paper, group discussion, case studies and question and answer sessions.</p> <p>Learning Outcome 4 To assess learners against learning outcome 4; a competency-based assessment must be carried out. Learners must practically demonstrate the application of the correct handling methods as indicated within the learning outcomes.</p> <p>All assessments are to be marked internally and sampled as part of quality assurance/ internal verification procedures.</p>
Completion Time	<p>Guided learning hours: 6 hours Directed study including assessment planning: 1 hour</p> <p>Total Qualification Time: 7 hours.</p>

Unit One Contents

Learning Outcome 1: To be able to understand the reasons for safe manual handling in the workplace.

1.1 Injuries and ill health associated with Manual Handling in the Workplace

- The level and extent of manual handling injuries in the workplace and incidence of ill health relating to musculoskeletal diseases (MSDs) of the spine.
- Common types of injury and back pain and causes caused by workplace activities
 - Sprains/strains (**soft tissue damage**)
 - Prolapsed disc
- Causes of Injuries and ill health associated with Manual Handling in the Workplace
 - Force - pushing, pulling, lifting heavy loads
 - Awkward postures e.g. twisting
 - Repetition of task
 - Psychosocial risk factors
 - Previous injury increases the risk

1.2 Health and Safety legislation relating to manual handling

Manual Handling Operations Regulations (MHOR) 1992 in relationship to the duties in the Health and Safety at Work Act 1974 (HSWA1974) and Management of Health and Safety at Work Regulations (MHSWR 1999) for both the employer and employee.

Manual Handling Operations Regulations 1992 (MHOR 1992).

Employers Duties regulation 4(1) MHOR 1992:

- (a) avoid hazardous manual handling operations so far as is reasonably practicable;
- (b) assess any hazardous manual handling operations that cannot be avoided; and
- (c) reduce the risk of injury so far as is reasonably practicable
- (d) provide load information to employees who are undertaking manual handling operations with general indications and, where it is reasonably practicable to do so, precise information on;
 - the weight of each load

Review of the assessment

- (a) When no longer valid;
- (b) Change in the manual handling operations
 - the heaviest side of any load whose centre of gravity is not positioned centrally

Employee Duties (MHOR 1992)

Each employee while at work shall make full and proper use of any system of work provided for his use by his employer in compliance with regulation

1.3 Consequences of non compliance with health and safety legislation

- Fines, prosecutions. From enforcing authorities
- Workforce, accidents Injuries and ill health
- Compensation claims
- Loss of productivity
- Low workforce morale

Learning Outcome 2: To be able to understand how the practice of manual handling risk assessments contribute to the health safety and well being of the workforce

2.1 Manual Handling Hazards and Risk

- Meaning of the terms 'hazard' and 'risk' in relation to manual handling with work place examples

2.2 The Process of Conducting Risk Assessment

- Definition of a manual handling activity *"Any transporting or supporting of a load (including the lifting, putting down, pushing, pulling, carrying or moving thereof) by hand or by bodily force."*
- Methods of manual handling hazard identification in the workplace

- Employee involvement
 - Use of manufacturers' instructions
 - Accident/incident data
-
- The role of the numerical filter - lifting, lowering, carrying, pushing and pulling.

 - Meaning of the term 'ergonomics' and its application to manual handling risk assessments; hazards and control task, individual, load, environment, and other factors (TILEO)

2.3 Principles of risk control applied to manual handling

- Means of avoiding manual handling with relevant examples
- (a) automation; or (b) mechanisation with relevant examples
 - a conveyor
 - pallet truck
 - an electric or hand-powered hoist
 - lift truck

- Assessment of Manual Handling of manual handling risks. Assessment of factors in:
 - Task
 - Individual
 - Load
 - Environment
 - Other Factors

- Risk Reduction
With reference to task, individual load environment and other factors (including the provision of training).
Risk reduction based on so far as it is reasonably practicable.

Learning Outcome 3: To be able to understand the principles, types of equipment and testing requirements associated with manual handling safety

3.1 Efficient movement principles

Techniques vs Principles - linked to the document - 'Achieving a consensus RR097' and Manual handling. Manual Handling Operations Regulations 1992 (as amended) Guidance Notes L23'.

Efficient movement principles for manually moving loads/objects and how they reduce the risk injury:

- Dynamic stable base- centre of gravity
- Use of body weight
- Flexed knees and hips
- Natural curves - no twisting

- Close to the load (short lever arms)- principles of levers
- Secure hold - palm hold
- Use of head - chin in/head up

3.2 Manual handling equipment

The Scope of equipment in the workplace to reduce manual handling risk with examples

- Trolleys
- Pump truck
- Cylinder trolley
- Platform truck
- Engine hoist
- Powered tug
- Stair climbers

3.3 The requirements for the safe use of manual handling and lifting equipment testing, servicing and examination including pre-user checks

- Testing ,servicing and examination requirements as per; manufacturer's instructions
- Workforce involvement to ensure viability
- Suitability for the environment
- Training of users and supervisors in the use of the equipment
- CE Marking
- Increased levels of supervision Maintenance and servicing; manufacturer's instructions
- Safe working load (SWL)

Pre-user Checks

- Have I received training?
- Has it been tested, serviced, examined in accordance with manufacturer's instructions? e.g LOLER examination
- Appropriate (SWL) for the task?
- Is it in working order? E.g. brakes working, tyres at the correct pressure?
- No loose components

Learning Outcome 4: To be able to apply safe manual handling practices

4.1 Safe Manual handling Practices

Pre-transfer/Dynamic Assessment

- The role and scope of the Pre-transfer assessment/ dynamic assessment
- Task/individual/load/environment/other factors (TILEO) model used to help carry out these assessments

N.B. the term load/ object is interchangeable for the context of this unit and the term Pre-transfer/Dynamic Assessment is also interchangeable

Practical Application of Efficient Movement Principles

Routine and symmetrical loads.

Practical application to cover:

- Lifting object from floor onto platform/table at waist height
- Moving an object from platform to table at waist height to floor (lower to floor)
- Carrying a load over a distance of 5 metres, negotiating a 90 degree turn

Non Routine/ Awkward loads

Link practical application to findings in the Principles of Good Manual Handling: Achieving a Consensus 2003

Practical application of efficient movement principles to awkward/ non routine loads to cover:

- Lifting object/ load from floor onto platform/table at waist height
- Moving an object/ load from platform to table at waist height to floor (lower to floor)
- Carrying an object/ load over a distance of 5 metres, negotiating a 90 degree turn

Pushing and pulling of loads/wheeled objects

Risk Factors for Pushing and Pulling:

- Peak loading on the spine to overcome inertia
- Pushing and pulling over long distances
- Repetition of pushing/pulling does not provide sufficient rest/recovery time
- Obstacles on route
- Poorly maintained equipment
- Excessive and unstable load
- Environmental factors e.g. slopes and surface terrain

Practical application to wheeled objects to include:

- Pre-user checks of equipment
- Moving a load on equipment designed to be pushed and pulled over a distance of 5 metres
- Negotiating a 90 degree turn (push with a turn)

Team Handling

When to use team handling.

Essential components of team lifting:

- Communication
- Co-operation

- Co-ordination

Practical application to team handling to include:

- Lifting an object from the floor that requires more than one person to lift it
- Carrying an object which requires more than one person to lift it, over 5 metres and negotiating a 90 degree turn
- Lowering an object which requires more than one person to lift from a 'carry position' to the floor.



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