



# Full Qualification Specification

**RoSPA Level 3 Award for  
Manual Handling Trainers**

## Introduction to the Qualification

RoSPA Level 3 Award for Manual Handling Trainers is regulated by Ofqual.

## Qualification Purpose

The purpose of this Level 3 Award for Manual Handling Trainers is to support the role of the manual handling trainer in the workplace and to enable the trainer to provide suitable and sufficient training that meets legislative requirements and current best practice.

## Entry Requirements

There are no specific entry requirements; however learners should have a minimum of level 2 in literacy and numeracy or equivalent.

## Structure

This qualification consists of three mandatory units. The first unit develops learner's knowledge of the principles and processes that underpin safe handling in the workplace. The second unit develops learner's knowledge and skills in the application of basic biomechanical principles and safe practices to manual handling tasks within the work place. The final unit develops learner's knowledge and skills so they can prepare, deliver and evaluate a training session. All units are mandatory and all three units must be passed to gain a qualification.

## Total Qualification Time (TQT)

The total qualification time (TQT) is 25 hours and guided learning hours (GLH) are 16 hours. Please see the below table for a breakdown of each unit:

Unit	Unit Reference	Level	Guided Learning	Directed Study including assessment planning	Total Unit Time	
Understanding the principles of manual handling in the workplace	R/508/2979	3	4 hours	5 hours	9 hours	
Application of safe practices to manual handling activities	R/508/2981	3	7 hours	1 hour	8 hours	
Delivering a Manual Handling Training Session	R/508/2982	3	5 hours	3 hours	8 hours	<b>TQT</b> <b>25 hours</b>

## Assessment

This qualification is assessed through the following activities:

- Practical demonstration
- Observation of learners skills
- Written assignment in the form of a session plan and action plan
- Question and answers

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Learners are required to complete a 30 minute micro teach.

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.

All assessments are internally marked and verified by the centre.

**N.B. centres are required to video learner's micro teach for the purpose of internal verification and external verification Documents for recording the assessment can be found on our website. These include lesson plan templates and assessment recording forms.**

### Moderation

Moderation of a minimum of 20% of assessments (this will be 100% for the first course the centre runs, and may also be increased if there are concerns about assessment decisions) from each booking will be conducted prior to the release of certificates. External verification and sampling will also occur as part of our quality assurance procedures.

### 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 and resources needed. For the purpose of this course some learners may benefit from the purpose of a laptop.

#### 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 prior to the first course delivery. 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

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**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

Please note that for the RoSPA Level 3 Award in Manual Handling Training a video recording device is required for the learners completing their micro teach assessment.

**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 or have extensive experience in delivering manual handling training. Ideally they should also hold an assessment qualification such as D32/ 33 or TAQA or have extensive experience in the assessment process of the subject matter that they are assessing. Members of the tutorial team, who do not hold qualifications in teaching and assessment, must give an undertaking to acquire this within 18 months of joining the team.

For this 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.

### **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

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- 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 [www.rospace.com/qualifications](http://www.rospace.com/qualifications).

### 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.

### Centre Approval

An organisation seeking approval to deliver this qualification is required to submit evidence to demonstrate that they meet the criteria laid down in the Application for Centre Recognition and Qualification Approval. In addition, evidence should be available for inspection by RoSPA Qualifications External Verifiers (EVs) during visits

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to the Centre, or on request from RoSPA Qualifications, to demonstrate ongoing compliance with the criteria during the operation of the qualification.

#### Centre Policies

RoSPA Qualifications requires 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 customised awards.

#### RoSPA Qualifications Policies

RoSPA Qualifications has policies and procedures in place to support Centres. These include:

- Reasonable Adjustments and Special Considerations
- Equality and Diversity
- Appeals Policy
- Complaints Policy.

These policies can be found on our website [www.rospa.com/qualifications/policies](http://www.rospa.com/qualifications/policies).

#### Support from RoSPA Qualifications

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

## Unit 1: Understanding the Principles of Manual Handling in the Workplace

Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment method
1. To be able to understand the reasons for managing manual handling risks in the workplace	1.1	Describe the moral, social, economic and legal reasons for implementing safe handling practices in the workplace.	Observation of a micro teach and submission of a session plan.
	1.2	Describe the employers' and employee duties under Health and safety legislation relating to manual handling in the workplace.	Observation of a micro teach and submission of a session plan.
2. To be able to understand the principles and practice of manual handling risk assessments in the workplace.	2.1	Summarise the process for carrying out a manual handling risk assessment.	Observation of a micro teach and submission of a session plan.
	2.2	Describe the principle of risk control hierarchy when applied to manual handling.	Observation of a micro teach and submission of a session plan.
	2.3	Outline the types of equipment that can be used to reduce manual handling risks and the requirements for their use, testing/ servicing.	Observation of a micro teach and submission of a session plan.
3. To be able to understand how the principles of safe handling can contribute to improving the health and safety and well-being of the workforce	3.1	Describe the structure and function and of the spine and the risk factors for injury.	Observation of a micro teach and submission of a session plan.
	3.2	Describe how the application of efficient movements reduce the risk of injury to the musculoskeletal system	Observation of a micro teach and submission of a session plan.
<b>Purpose and aims of unit</b>	The purpose of this unit is for learners to develop learner's knowledge and understanding of the principles and processes that underpin safe manual handling in the working environment.		
<b>Assessment Requirements</b>	This unit must be assessed in accordance with the Tutor/Assessor Guidance and Learner Standards for Assessment in the document Centre assessment guidance for RoSPA Level 3 Award for Manual Handling Trainers		

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<b>Completion Time</b>	Guided learning: 4 hours. Directed study including assessment planning: 5 hours. Total unit completion time: 9 hours.
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### Unit One Content

#### **Learning Outcome 1: To be able to understand the reasons for managing manual handling risks in the workplace**

##### **1.1 Reasons for managing manual handling risks**

- The level and extent of manual handling injuries in the workplace and incidence of ill health relating to musculoskeletal diseases (MSDs) of the spine.
- Societal expectation of good standards of health and safety for preventing injuries from manual handling injuries the in the workplace.
- The business case for the management of manual handling in the workplace including insured and uninsured costs of ill health and accidents and ill- health relating to manual handling.
- Legal Reasons including the legal framework for regulating health and safety.

##### Statute Law

- Acts of parliament, Health and Safety at Work Act 1974, health and safety regulations
- Approved codes of practice, official guidance- status in practice
- Absolute duties and qualified duties (So far as it is reasonably practicable)

##### Civil law

- Individual seeking compensation
- Negligence
- Duty of Care
- Vicarious liability, contributory negligence

##### **1.2 Health and Safety legislation relating to manual handling**

Legal Context of Manual Handling Operations Regulations (MHOR) 1992 in relation to the duties laid down by 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 set out in regulation 4(1) MHOR 1992:



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- (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
  - the heaviest side of any load whose centre of gravity is not positioned centrally

Employee Duties set out in Regulation 5 (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 4(1) (b) (ii) of the MHOR 1992.

**Learning Outcome 2: To be able to understand the principles and practice of Manual Handling Risk Assessments in the workplace.**

#### 2.1 The Process of Conducting Risk Assessment

- Meaning of the terms ‘hazard’ and ‘risk’ in relation to manual handling
- Meaning of the term ‘ergonomics’ and its application to manual handling risk assessments; hazards and control task, individual, load, environment, and other factors (TILEO)
- 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.”*

The link between general risk assessment under Regulation 3(1) of the MHSWR and the requirement to follow the MHOR 1992 if there is an indication of possible risks to employees from the manual handling of loads.

Role of the numerical filter - lifting, lowering, carrying, pushing and pulling.

#### 2.2 Principles of risk control applied to manual handling

Means of avoiding manual handling with reference to;

- (a) automation; or
- (b) mechanisation

#### Assessment of Manual Handling of manual handling risks

Assessment of physical and psychosocial 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.

#### Review of the assessment

- (a) When no longer valid;
- (b) Change in the manual handling operations

### **2.3 Manual handling equipment**

Scope of equipment in the workplace to reduce manual handling risk.

Factors for consideration:

- Suitability for the environment
- Training users and supervisors in the use of the equipment
- Pre-user Checks
- Maintenance and servicing; manufacturer's instructions
- Introduction of greater risks of injury/potential increased risk of pushing and pulling
- Consultation with workforce to ensure acceptance (viability)
- Safe working load (SWL)
- CE Marking
- Increased levels of supervision

**Learning Outcome 3: To be able to understand how the principles of safe handling can contribute to improving the health and safety and well-being of the workforce.**

### **3.1 Spinal Awareness**

The Spinal structure, including), vertebrae, intervertebral discs, facet joints ligaments muscles and tendons and their function.

Common types of injury and back pain linked to workplace risk factors and TILEO:

- Force - pushing, pulling, lifting
- Awkward postures and combined movements
- Repetition
- Psychosocial risk factors

### **3.2 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

## Unit Two: Application of Safe Practices to Manual Handling Activities

Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment method
1. To be able to conduct pre-transfer assessment/dynamic risk assessment.	1.1	Demonstrate undertaking pre-transfer assessment/dynamic risks assessment based on the elements of TILEO to manual handling activities.	Observation of a practical demonstration.
2. To be able to apply efficient movement principles and safe practice to the movement of loads	2.1	Demonstrate the application of safe handling principles and safe practices to the lifting, lowering supporting and carrying to;  1. Routine and symmetrical loads  2. Non routine/awkward loads  3. Pushing and pulling wheeled objects  4. Team handling activities	Observation of a practical demonstration.
<b>Unit Purpose and Aims</b>	This unit aims to develop learner's knowledge and skills in the application of basic biomechanical principles and safe practices to manual handling tasks within the work place.		
<b>Assessment Requirements</b>	This unit must be assessed in accordance with the Tutor/Assessor Guidance and Learner Standards for Assessment in the document Centre assessment guidance for RoSPA Level 3 Award for Manual Handling Trainers.		
<b>Completion Time</b>	Guided Learning: 7 hours Directed Study including assessment planning: 1 hour Total unit completion time: 8 hours		

## Unit Two Content

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

**Learning Outcome 1: To be able to conduct a pre- transfer assessment/dynamic assessment**

### **1.1 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

**Learning Outcome 2: To be able to apply efficient movement principles and safe practice to the movement of loads**

### **1.2 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

Examples of non-routine loads/awkward loads in the work place and situations where these loads may be lifted.

Link practical application to findings in the Principles of Good Manual Handling: Achieving a Consensus 2003 (<http://www.hse.gov.uk/research/rrpdf/rr097.pdf>)

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

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- 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.

### Unit Three: Delivering a Manual Handling Training Session

Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment method
1. To be able to produce a plan for a manual training session.	1.1	Design a plan for a manual handling training session that applies to own workplace scenario which includes:  1. Intended learners 2. Intended learning outcomes 3. Session contents with relevant theory and knowledge learning content to motivate learners and support their learning 4. Practical demonstration and learner skills practice 5. Training resources required for the session 6. Session timings 7. Delivery methods including trainer/ learner activities 8. Summary of learning 9. Assessment of learning	Submission of a session plan.
	1.2	Justify the contents of session plan and scenario.	Question and answers.
2. To be able to deliver a manual handling training session	2.1	Delivering an effective manual handling training session (creating an environment conducive to learning	Observation of a micro teach
	2.2	Use appropriate resources to support and encourage interactive learning.	Observation of a micro teach
	2.3	Deliver learning contents in accordance with manual handling training plan.	Observation of a micro teach
	2.4	Give constructive feedback to learners/ trainees on their performance.	Observation of a micro teach
	2.5	Use appropriate methods to assess learning	Observation of a micro teach
3. Be able to evaluate a training session	3.1	Collect feedback on training session.	Observation of a micro teach

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	3.2	Evaluate the effectiveness of session plan and delivery based on feedback and self-reflection.	Observation of a micro teach question and answers
	3.3	Create an action plan for future delivery.	Questions and answers/ submission of a session plan
<b>Unit aims and purpose</b>	This unit develops learner's knowledge and skills so they can prepare, deliver and evaluate a training session.		
<b>Assessment Requirements</b>	This unit must be assessed in accordance with the Tutor/Assessor Guidance and Learner Standards for Assessment in the document Centre assessment guidance for RoSPA Level 3 Award for Manual Handling Trainers.		
<b>Unit Completion Time</b>	Guided learning: 5 hours Directed study including assessment planning: 3 hours Total unit completion time: 8 hours		

### Unit Three Content

**Learning Outcome 1: To be able to produce a plan for a manual handling training session.**

#### **1.1 And 1.2 Planning and Developing Effective Manual Handling Training**

Management and workforce involvement and consideration of the following:

- Health and Safety Policy
- Risk assessments
- Internal reporting procedure
- Incident/accident data

#### Planning the contents of a Manual Handling Course

The need for training to be designed around the needs of the workforce for best outcomes link to RR583 - Manual handling training: Investigation of current practices and development of guidelines 2007.

#### Training Needs Analysis

Scope and types of a training needs analysis including:

- Analysis of existing strategies and plans to identify skills needed for jobs
- Questionnaires – paper-based or electronic
- One-to-one discussions and interviews
- Focus groups - facilitated small discussion groups with representatives from the workforce
- Work-based observations and risk assessments.

Contents to align with training needs analysis and inclusion of contents based on HSE recommendations:

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- Overview of the spine
- Risk factors for back pain
- Current health and safety legislation and the organisation's health and safety policy
- Risk assessment
- Practical work based on specific job role and function
- Use of any equipment provided
- Reporting procedures

#### Learning Outcomes

Purpose of learning outcomes - the requirement to start the design and development of the course with learning outcomes.

How learning outcomes need to be written:

- Future tense
- Identify important requirements
- Be achievable and assessable and be written in clear language.

#### Session plan/ Training Plan

- Role and purpose of the session plan.
- Length and contents of training should align to findings in training needs analysis

The required Information to be detailed in a session plan:

- Intended learners
- Intended learning outcomes
- Session contents with relevant theory and knowledge learning content to motivate learners and support their learning.
- Practical demonstration and learner skills practice
- Training resources required for the session
- Session timings
- Delivery methods including trainer/ learner activities
- Summary of learning
- Assessment methods

### **Learning Outcome 2: To be able to deliver an effective manual handling training session**

#### **2.1 Delivering an effective manual handling training session (creating an environment conducive to learning)**

Creating an environment conducive to learning requires meeting both a learners physical and psychological needs. Consideration needs to be given to the physical environment, emotional environment and learning styles.

**N.B. (learning styles will be covered in assessment criteria 2.2)**



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### Physical Environment

This is about the surroundings within which the learning takes place.

#### **Appropriate room layout appropriate**

Desks to be arranged to allow trainees to:

- see and communicate with trainer/other trainees
- view resources such as power point displays
- have adequate space for practical work/ demonstrations

#### **Health and safety considerations**

- Fire arrangements - including fire exits & meeting points
- No slip or trip hazards e.g. trailing wires, trainers props in the way
- Suitable lighting/ temperature e.g. if the sun is shining close blind to block sun or open window to let fresh air in

### Emotional Environment

This is concerned with ensuring that trainees are at ease and the trainer builds up a rapport with them and includes:

- Trainer/trainee introductions (remembering and using learner names shows respect and will promote good communication)
- The importance of making learners aware of what to expect during the training session to relieve potential anxieties and provide them with a sense of purpose and direction e.g. trainer provides an overview of the training session contents including; written work, practical work assessment methods and break times
- Location of welfare facilities e.g. toilets and refreshments
- Trainer promotes active participation and inclusivity of all learners through appropriate learner activities, resources and their use

## **2.2 Appropriate use of training resources to enhance adult learning**

### Adult learning styles.

The importance of the trainer recognising how individuals learn to promote inclusivity of learners and enhance their learning and contribute to creating a conducive learning environment

The main three learning styles for an adult learner:

1. Visual - absorb information through eyes- reading/ watching PPT slides, DVDs & pictures
2. Audio - process information through sounds such as voices
3. Kinaesthetic - prefer to learn through hands on practical work, working models etc

### **2.3 Teaching manual handling skills and practice**

The stages of teaching practical skills to learners/ trainees.

EDIP is an acronym for Explain, Demonstrate, imitate and Practice.

A four step training method widely used to teach practical subjects:

1. **Explain** clearly to your learners all the main points of the task you are about to demonstrate and why. Keep it simple
2. **Demonstrate** the task slowly so that your learners can see what you are doing
3. **Imitate** - Demonstrate the task again and this time ask your learners to mirror and copy what you have done. Watch them and reiterate the main points as they do it
4. **Practice** - learners to carry out the task on their own- provide feedback to learners (the amount of practice time will be dependent on individual learner's needs and the findings of the training needs analysis).

### **2.4 Learner / trainee feedback**

Purpose of learner/ trainee feedback is to help acquire or develop skill, and allows a positive course to be set for the future.

How to give learner feedback:

- Start with the positive
- Be specific
- Offer alternatives
- Descriptive feedback rather than evaluative

### **2.5 Assessing learner's/ trainee's skills**

Purpose of assessment

1. Determine a learners' level (of knowledge, understanding, ability) at beginning of course.
2. Enable learners to identify and express learning needs.
3. Enable the trainer/assessor to judge learner's progress.
4. Enable learners to judge their own progress.
5. Enable learners to compare their current level (of knowledge, understanding & ability) with that of their peers.

#### What to assess

Assess - knowledge, understanding, skills behaviour or a combination against pre- written learning outcomes.

#### When to assess

- Beginning of the course (to establish entry level, need) - initial assessment

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- Various stages during course (to gauge progress) - formative assessments
- Prior to end of course and at the end – summative assessments

#### Planning Assessments

When planning your assessment methods, consideration needs to be given to the following:

- Valid - the assessment is appropriate to the subject and assesses only what it sets out to
- Reliable - if the assessment is carried out again with similar learners, similar results will be achieved
- Fair - the assessment is appropriate to all learners at the required level and is inclusive, i.e. available to all
- Ethical - the assessment takes place into account confidentiality, integrity, safety and security

#### Location of assessment

- Learning environment
- Workplace post training

#### Assessment Methods

Assessment method used will be dependent on whether assessment is knowledge, understanding or skill based.

Examples for skill based include:

- Demonstration of competence
- Practical exercise
- Observation by trainer

Examples for knowledge based include:

- Essay/assignment
- Open book test
- Examination
- Question and answers

### **Learning Outcome 3: To be able to evaluate a training session**

#### **3.1, 3.2 and 3.3 Evaluation of Training**

##### Purpose of Evaluation

Recognition of how effective you were and what you could change to improve for example - different resources, timings. Evaluation should be an ongoing process.

##### Obtaining Feedback

Feedback can come from surveys, reviews and meetings. Other data can include reaction of learners - what they thought and felt about the training, 'happy sheets', feedback forms and post-training surveys or questionnaires. For short training programmes consider learner questionnaire at the end of the training.

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Obtain data by including both open and closed questions. Open questions such as, *'How did you find the teaching and learning approaches?'*, provide you with more information as opposed to *'Were the teaching and learning resources adequate?'*.

There are many ways of writing questions to gain different types of responses for example closed question could be followed by a response scale of 1-5 for learners to circle.

It is good practice for trainers to build in time for the evaluation of learning and reflect on feedback.



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