

Qualification Specification

RoSPA Level 3 Award for Safer
People Handling Trainers



Introduction to the Qualification

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

Qualification Number 603/0115/6

Qualification Purpose

The purpose of this trainers qualification is to support the role of the safer people handling trainer in the workplace and enable the trainer to provide suitable and sufficient training that meets health and safety, welfare and human rights legislative requirements and current best practice within the sectors that move people/individuals such as public services and health and social care.

Entry Requirements

There are no specific entry requirements, however learners should have a minimum of level 2 in literacy and numeracy or equivalent and have experience of working within a people handling environment and have the confidence to train others.

Structure

This qualification consists of three mandatory units, details of which can be found below with the assigned total qualification time (TQT). Learners must pass all three units to achieve the qualification.

The first unit develops learner’s knowledge of the principles and practices that underpin the safe movement of people in the workplace. The second unit develops learner’s knowledge and skills in the application of basic biomechanical principles and safe dignified practices to the movement of people within the work place. The final unit develops learner’s knowledge and skills so they can prepare, deliver and evaluate a training session.

Requalification Guidance

This qualification provides learners with a valid safer People handling trainer’s qualification for three years. After this period, it is highly recommended that learners re-qualify, due to the purpose, nature and contents of this qualification.

Total Qualification Time

The total qualification time (TQT) is 35 hours and guided learning hours (GLH) is 26 hours see the below table for a breakdown of each unit including directed study including assessment planning.

Unit	Unit Reference	Level	Guided Learning	Directed Study including assessment planning	Total Unit Time
1. Understanding the principles and practices of safe movement of people	F/508/6428	3	5 hours	3 hours	8
2. Application of safe practices to the movement of people	A/508/6430	3	16 hours	2 hours	18
3. Delivering a Training Session	F/508/6431	3	5 hours	4 hours	9
Total Qualification Time (TQT)					35

Assessment

This qualification is assessed through the following activities

- Observation of learners practical skills
- Practical demonstration in the form of a 30 minute micro teach
- Written assignment in the form of a session plan and action plan
- Question and answers
- Completion of a postural analysis tool - Rapid Entire Body Assessment (REBA)

All assessments are marked and internally verified by the centre. Assessment recording forms and all assessment materials must be submitted to RoSPA Qualifications following the completion of internal verification.

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.

There is no grading other than confirmation (or not) that a learner has “passed” each unit.

(NB) course providers 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 Qualification Management System (QMS).

Centre Assessment Standards Scrutiny (CASS) and moderation certification of Ofqual regulated qualifications

RoSPA Qualifications CASS approach is based on moderation, defined as *“A particular form of Centre Assessment Standards Scrutiny through which the marking of assessments by Centres is monitored to make sure it meets required standards and through which adjustments to a Centre’s marking are made, where required, to ensure that results are based on the required standard. Moderation takes place before final results are issued”*.

100% of assessments from the first course the centre runs will be subject to moderation, conducted prior to the release of certificates. Following the first course, the level of moderation required will be based on a risk assessment that that considers the following:

- An estimation of the likelihood that a centre will apply assessment criteria consistently, based on centre monitoring and past moderations.
- The length and duration of the qualification.
- The nature of the qualification. For example, if related learner workplace practice has the potential to cause harm.
- The location of the assessment. For example, if multiple learners from the workplace are registered on the same qualification.

A copy of the Centre Information on Centre Assessment Standards Scrutiny (CASS) document can be downloaded by centres from the Documents section of the QMS.

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, form of assessment, any entry requirements and resources needed. For the purpose of this course some learners may benefit from the purpose of a laptop.

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 first course delivery. Please see 'Appendix One – Tutor Resources for RoSPA Level 3 Award for Safer People Handling Trainers' 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 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 - for the Safer People Handling Trainers Qualification the following are required
 - Height adjustable beds
 - Slide sheets- both full length and short length
 - Hoist (Passive lifter) (Inspected in accordance with Lifting Operations, lifting equipment regulations 1998 (LOLER) and also compatible slings inspected in accordance with LOLER 1998.
 - Handling belts
 - Transfer board
 - Wheel chair/ commode

This list is not exhaustive and centres can introduce other any moving and handling equipment that they feel will benefit the learner's experience.

Please note any provided equipment must be fit for purpose and designed for the safe movement of people.

Suitable venue

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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

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 safer people 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 comprise of a course leader/lead tutor who has a nursing back ground, or is an allied health care professional e.g. physiotherapist/ occupational therapist or a background in the health and social care sector **or** an individual who has extensive experience within the field of people handling. The course tutor or leader is strongly advised to be a member of the National Back Exchange.

To ensure learners are appropriately supervised, during practical activities we recommend a ratio of 1 tutor to 8 learners for the unit, "Application of safe practices to the movement of people". However, centres may use their discretion to increase this number based on the level and experience of learners attending.

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, which can be downloaded from the Qualifications Management System (QMS) www.rosqualqms.com (log in details are required which will be provided to approved centres).

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 learner's 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 downloaded the (QMS) www.rosqualqms.com.

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 tutors 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 such as:

- 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.

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 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

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- 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.

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.

Qualification Learning Outcomes and Assessment Criteria

Unit 1 - Understanding the principles and practices of the safe movement of people

Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment method
1. To be able understand the reasons for safe handling practices for the movement of people within the workplace	1.1	Describe the moral/ social and economic reasons for implementing safe handling practices in relation to the workforce and the individuals being moved.	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
	1.3	Explain how welfare, Regulatory, and Human Rights legislation can impact on moving and handling practices in the workplace	Observation of a micro-teach and submission of a session plan
	1.4	Describe the role of a of a moving and handling policy in relation to the management of handling risks and balancing the autonomy and rights of individuals who need to be moved	Observation of a micro-teach and submission of a session plan
2.To be able understand how risk assessment is implemented within a people handling environment	2.1	Describe the role and types of risk assessment used within a people handling environment	Observation of a micro-teach and submission of a session plan
	2.2	Explain the necessary contents of a personal handling plan/ risk assessment that ensure the dignity and autonomy of a person and promotes staff safety	Observation of a micro-teach and submission of a session plan

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<p>3. To be able to understand how the principles and practice of safe handling can contribute to improving the health and safety of the workforce and well-being of those being handled</p>	<p>3.1</p>	<p>Describe the structure and function of the spine and its vulnerability as a result of exposure to risk factors for injury within a people handling environment</p>	<p>Observation of a micro-teach and submission of a session plan</p>
	<p>3.2</p>	<p>Describe how the application of efficient movement principles and good posture can reduce the risk of injury to the musculoskeletal system when moving/ handling or supporting individuals as part of their social/ care/ nursing needs</p>	<p>Observation of a micro-teach and submission of a session plan</p>
	<p>3.3</p>	<p>Evaluate the biomechanical risks to handlers of using controversial handling practices.</p>	<p>Submission of a REBA assessment.</p>
<p>Purpose and aims of unit</p>	<p>The purpose of this unit is for learners to develop learners knowledge and understanding of the principles and practices that underpin the safe movement of people</p>		
<p>Assessment Requirements</p>	<p>This unit must be assessed in accordance with the Tutor/Assessor Guidance and Learner Standards for Assessment in the document 'Centre guidance for RoSPA Qualifications Safer People Handling Trainers Qualification'.</p>		
<p>Completion Time</p>	<p>Guided learning - 5 hours Directed study including assessment planning - 3 hours Total unit completion time - 8 hours</p>		

Unit Two - Application of safe practices to the movement of people

Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment method
1. To be able to conduct a pre-transfer assessment before undertaking any handling of people	1.1	Demonstrate how to apply a pre-transfer assessment based on TILEE/TILEO ensuring any corrective action needed is taken before any handling is undertaken	Practical demonstration and Observation
2. To be able to apply safe practices when moving a person/individual/manually	2.1	Demonstrate application of efficient movement principles and safe practice when a) Applying effort to support or move including pushing or pulling an individual without equipment including when moving a person as part of a team handling, b) When using moving handling aids/ equipment including when moving a person as part of a team c) as part of an emergency handling situation d) pushing or pulling a wheeled object	Practical demonstration and Observation
3. To be able to use safe practice, when moving an individual with mechanical aids	3.1	Demonstrate pre-user checks, safe and safe practice in accordance with manufacturer's instructions and best practice documents when using mechanical equipment (hoists)	Practical demonstration and observation

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Unit Purpose and Aims	This unit aims to develop learners knowledge and skills to move individuals in safe and dignified way
Assessment Requirements	Please see the document ‘Centre Assessment Guidance – RoSPA Level 3 Award for Safer People Handling Trainers’ and unit content for the handling activities that need to be assessed. This unit must be assessed in accordance with the Tutor/Assessor Guidance and Learner Standards for Assessment in the above document.
Completion Time	Guided Learning - 16 hours Directed Study including assessment planning - 2 hours Total unit Completion time - 18 hours

Unit Three - Delivering a Safer People Handling Training Session

Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment method
1. To be able to plan learning for a safer people handling safer people training session	1.1	Design a plan for a safer people handling training session that applies to own workplace scenario or another familiar situation, 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 safer people handling training session	2.1	Create a physical and emotional environment conducive to learning	Observation

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	2.2	Implement and use resources appropriately within the training session to support and encourage interactive learning	Observation
	2.3	Implement learning contents in accordance with session plan	Observation
	2.4	Give constructive feedback to trainees on their performance	Observation
	2.5	Use appropriate methods to assess learning	Observation
3. Be able to evaluate a training session	3.1	Collect feedback on training session	Observation
	3.2	Evaluate the effectiveness of session plan and delivery based on feedback and self-reflection	Observation and question and answers
	3.3	Formulate an action plan based on for future delivery	Question and answers/ submission on session plan
Unit aims and purpose	This unit develops learner's knowledge and skills so they can prepare, deliver and evaluate a safer people handling training session		
Assessment Requirements	This unit must be assessed in accordance with the Tutor/Assessor Guidance and Learner Standards for Assessment in the document 'Centre guidance for RoSPA Qualifications Safer People Handling Trainers Qualification'.		
Unit Completion Time	Guided learning - 5 hours Directed study including assessment planning - 4 hours Total Unit completion time - 9 hours		



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