



# **RoSPA Level 3 Award for Safer People Handling Trainers**

Specification

### 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 Trainers 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.

**NB.** In order for learners to remain qualified they must retake their qualification, whilst their certificate is in date.

**NB.** Learners have a one month’s grace, post certificate expiry, to be able to access the shorter requalification course. The centre must keep a copy of the original paperwork and Internal Quality Assurance paperwork involved in that requalification process.

### 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	F/508/6428	3	5 hours	3 hours	8

Specification – RoSPA Level 3 Award for Safer People Handling Trainers

people					
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

### 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 internally marked, verified and sampled as part of our quality assurance procedures. *(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).

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

### 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 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.

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

### **RoSPA Qualifications Policies**

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.rospace.com/qualifications](http://www.rospace.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, 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.

### Learner Registration

Once approved to offer the qualification, the centre should register learners using our Qualification Management System before any assessment can take place.

### 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.

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

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

### **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

### **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 this qualification a tutorial team will comprise of a course leader/lead tutor who has a nursing background, 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](http://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.

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

Please see Centre Assessment Guidance for this qualification which can be downloaded the (QMS) [www.rosqualqms.com](http://www.rosqualqms.com).

### Certification

All assessments must be internally verified before an application is made for certification.

As soon as possible after the completion of the course, the Centre must enter onto the complete and verify a list of successful learners and enter onto the QMS details of learners that have passed, withdrawn, deferred or not achieved. This will then trigger certificates to be produced for successful learners.

### 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.

### Arrangements for New Centres

It is a requirement that all newly approved centres offering RoSPA Qualifications Safer People Handling Trainers Qualification send their assessments to RoSPA Qualifications for moderation/verification prior to claiming learner certificates. These assessments are to have been internally verified within the centres and if RoSPA Qualifications finds through their moderation/ verification activities, that irregularities are identified

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

with the marking of the assessments and internal verification. The internal verifiers/ Assessor(s) involved may be required to attend a workshop at 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; the EV will make at least an annual quality assurance visit to the Centre. This will include meetings with the course team, 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 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 videos. The EV may ask for copies of evidence to assist RoSPA Qualifications 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
- On request 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 (costs may be passed to the Centre).

## 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.

For the purpose of this policy 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).

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

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.

It sets out the steps your centre, and 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 will follow when reviewing the cases. 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 a Qualification Management System (QMS) which allows centres to manage their centre profile, register learners and claim for certificates 24/7. The QMS can be accessed at [www.rosqualqms.com](http://www.rosqualqms.com). A link is also on our website [www.rosqa.com/qualifications](http://www.rosqa.com/qualifications).

## 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	Observation of a micro-teach and submission of a session plan

Specification – RoSPA Level 3 Award for Safer People Handling Trainers

		individuals who need to be moved	
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
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	3.1	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	Observation of a micro-teach and submission of a session plan
	3.2	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	Observation of a micro-teach and submission of a session plan
	3.3	Evaluate the biomechanical risks to handlers of using controversial handling practices.	Submission of a REBA assessment.
<b>Purpose and aims of unit</b>	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		
<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 guidance for RoSPA Qualifications Safer People Handling Trainers Qualification'.		

<b>Completion Time</b>	Guided learning - 5 hours Directed study including assessment planning - 3 hours Total unit completion time - 8 hours
------------------------	---

## Unit One Content

### Learning Outcome 1: To be able to understand the reasons for safe handling practices for the movement of people within the workplace

#### 1.1 Reasons for managing handling risks within in a people handling environment

- The level and extent of handling injuries within the health and social care sector/health and caring occupations 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 handling injuries for the workforce and injury, discomfort and a lack of dignity for the person/ individual being moved.
- case for managing handling in the workplace including Insured and uninsured costs of ill health and accidents and ill- health relating to manual handling and potential, loss of business as a result of poor publicity
- Legal Reasons including - legal framework for regulating health and safety including role of Care Quality Commission.

#### 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)

Role and function of enforcement authorities, HSE, Local Authority, Care Quality Commission (CQC)  
 Enforcement action- improvement notices, prohibition notices.

#### Civil law

- Individual seeking compensation

#### Civil law liabilities

- Civil wrong
- Negligence
- Duty of Care
- Duty owed / Duty breached/ injury or damage
- Employer's common law duties, safe place of work, safe plant and equipment, safe systems of work. Training and supervision and competent workforce

*Examples of relevant case law to be given e.g. Knott v Newham Healthcare NHS Trust, Court of Appeal - Queen's Bench Division, October 16, 2002, [2002] EWHC 2091 (QB) or another relevant case*

#### 1.2 Health and Safety legislation relating to safer people/ manual handling

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

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:

- (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

## **1.3 Welfare, regulatory and Human Rights legislation**

### **Human Rights Act 1998**

Including how it can potentially impact on safer people handling;

- Article 2: a right to life
- Article 3: the right not to be subjected to torture, inhuman or degrading treatment
- Article 8 Right to a private and family life

Examples of relevant case law in relation to people handling and breaches of the above articles e.g. R(A,B,X and Y) vs. East Sussex County Council or examples from practice.

### **Mental Health Capacity Act 2005**

Including how it can potentially impact on safer people handling:

- Every adult has the right to make their own decisions assumption of their capacity
- The right for people to be supported to make their decisions
- Best interest
- Least restrictive interventions
- Individuals to retain the right to make what might be seen as eccentric or an unwise decision

### **Care Act 2015**

Including how it can impact on safer people handling practice in relation to Well-being

- Personal dignity (including treatment of the individual with respect);
- Physical and mental health and emotional well-being;
- Protection from abuse and neglect

## **1.4 The moving and handling policy**

---

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

Role of the Policy - to manage manual handling risks successfully, using a balanced approach

Contents/key elements of a policy:

- A statement of the organisation’s commitment to managing the risks associated with moving and handling people and loads
- Details of who is responsible for doing what
- Details of risk assessment and action planning processes
- A commitment to introduce measures to reduce the risk
- Arrangements for training
- Arrangements for providing and maintaining handling equipment
- Details of systems for monitoring compliance with the policy and for regular review
- Information for staff/ workforce on reporting pain and injuries

*N.B. other elements that maybe included in a policy include*

- Controversial handling- methods of controversial handling, consequences of using them for staff/ workforce
- Emergency handling situations - examples within the organisation and how to deal with the manual handling side of emergencies
- Handling the plus size person- risk assessment , equipment provision, staffing levels

## **Learning Outcome 2: To be able understand how risk assessment is implemented within a people handling environment**

### **2.1 The process of risk assessment and types of risk assessment with a people handling environment**

- Meaning of the term Hazard and Risk in relation to Manual Handling and People Handling
- Definition of a manual handling activity with relevant examples from people handling environment  
*“Any transporting or supporting of a load (including the lifting, putting down, pushing, pulling, carrying or moving thereof) by hand or by bodily force”*
- Meaning of the term” ergonomics” and application to manual handling risk assessments- hazard(s) and control Task, Individual, load, environment, and other factors or Equipment (TILEO) or TILÉE

#### **Generic assessments**

Consider the overall needs of the setting, and the type and frequency of moving and handling tasks for example:

- Overall equipment needs
- Staffing level
- Emergency moving and handling such as fire evacuations or falls

### **Individual Risk Assessments Handling Plan including Hoist Plan**

Person-centred and, where possible, involve the service user/ individual or their family in decisions about how their needs are met. To include detail on the individual's moving and handling about day and night needs as well as:

- What the user of the care service is able/unable to do independently
- Extent of the user's ability to support their own weight and any other relevant factors, for example pain, disability, spasm, fatigue, tissue viability or tendency to fall, any behaviours/ cognitive reasons that may affect handling
- Extent to which the individual can participate in/co-operate with transfers
- Individual assistance needs e.g. help to reposition themselves/sit up when in their bed/chair and how this will be achieved,
- Specific equipment needed and, if applicable, type of bed, bath and chair, as well as specific handling equipment, type of hoist and sling; sling size and attachments
- Assistance needed for different types of transfer, including the number of staff needed
- Arrangements for reducing the risk and for dealing with falls, if the individual is at risk

Additional needs of a hoist plan

- Specific hoist needed
- Sling type, size and manufacturer
- Handling methods required to apply sling
- Sling attachment loops to be used for each transfer (where applicable)
- Leg configurations (where appropriate)

**Learning Outcome 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**

#### **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 within a people handling environment and TILEO/TILEE

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

#### **3.2 Efficient Movement Principles**

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

Techniques Vs Principles- linked to the principles of safe handling: “Achieving a consensus” RR097 and Manual handling. Manual Handling Operations Regulations 1992 (as amended) Guidance Notes L23

Efficient movement principles for manually moving people/ 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

### **3.3 Controversial Handling and Rapid entire body assessment (REBA)**

Methods deemed controversial - such as under arm drag lift

- Risks to the musculoskeletal health of the workforce using controversial methods
- Risks to those being moved by controversial handling methods - fractures, dislocations, impeded mobility, bruising increased risk of pressure sores, lack of dignity
- Professional Implications of using controversial handling methods - Safe guarding issues including potential breach of Care Act 2014, (concept of well- personal dignity of the individual, emotional well-being and control over day-to-day life).Breach of professional codes of conduct. E.g. NMC, CSP

Extenuating circumstances when controversial handling maybe used for e.g. life or death situation

Rapid Entire Body Assessment (REBA assessments).

- Purpose and scope of REBA - assessment of musculoskeletal risks based on posture, forces used, type of movement or action, repetition, and coupling
- Practical use of REBA to include - learners assessing controversial handling methods. See Centre Assessment Guidance page for how to manage and assess learners

## 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	Practical demonstration and Observation

Specification – RoSPA Level 3 Award for Safer People Handling Trainers

		d) pushing or pulling a wheeled object	
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
<b>Unit Purpose and Aims</b>	This unit aims to develop learners knowledge and skills to move individuals in safe and dignified way		
<b>Assessment Requirements</b>	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.		
<b>Completion Time</b>	Guided Learning - 16 hours Directed Study including assessment planning - 2 hours Total unit Completion time - 18 hours		

## Unit 2 Content

### Learning Outcome 1: To be able to conduct a pre- transfer assessment before undertaking any handling of people

#### 1.1 Pre- transfer assessment

Role and purpose of the pre- transfer assessment - planning the task (proactive approach) to prevent accidents/injuries to both the handler and the individual/person being handled.

Requirements of a pre- transfer assessment, based on Task, individual, load environment, equipment (TILEE) or Task, individual, load, environment, and other factors (TILEO).

### Learning Outcome 2: To be able to apply safe practices when moving a person/individual/ manually

#### 2.1 Practical Application of Safe Practices to the movement of people

### Specification – RoSPA Level 3 Award for Safer People Handling Trainers

Learners will need to cover and practice all the activities/moves listed under the assessment criteria 2.1a, 2.1 b, and 2.1 c and 2.1 d, as these activities will be assessed by the nominated tutor/ assessor, also to include the following within the assessment criteria's:

- The need to refer to people/ individuals handling plan/ risk assessment before any movement/ transfer is undertaken
- Equipment if used, must have been assessed and be safe and clean pre-user checks, including SWL, service history, maintenance, good condition, fit for purpose and the need for ergonomic adjustments of equipment e.g. the bed height for handler's posture and safety of individual being handled
- Completion of Pre- transfer assessment
- Consent and good communication with person/ individual being handled and other handler-Ready steady and the "action"
- Application of efficient movement principles during the movement/transfer and "good postures" Promotion of dignity throughout activities
- Post move evaluation - can further improvements be made? Decontamination of equipment

#### **Assessment Criteria 2.1a**

To include:

Selection of the handling activity to suit the functional and cognitive need of the person being handled including, criteria for standing independently, assistance from one and two.

Physical benefits of maintaining mobility levels for e.g. heart/lung capacity and blood circulation is maintained, reduction of chest infections. Less risk of the development of thrombosis, pressure sores and maintenance of musculoskeletal system reducing the risk of fractures

Practical handling and moves to be covered:

- Turning/ rolling a person without equipment in bed, with one handler
- Turning/ rolling a person without equipment in bed with two handlers and two handlers acting as a receivers
- Assist a person to stand and walk without equipment with one and two handler(s)
- Assist a person to sit with one and two handlers without equipment
- Move a person back in the chair without equipment with one handler
- Sitting a person up from lying to a seated position, one handler without equipment
- Sitting a person up from a lying position onto the edge of the bed with one handler without equipment
- Assisting a person to lie down from sitting on the edge of the bed with one handler without equipment

#### **Assessment Criteria 2.1b**

To include the selection of the activity and handling/ aids equipment to suit the functional, physical and cognitive needs of the person/ individual being handled.

Pre- user checks of all equipment, requirement to follow manufacturer's instructions, safe use of slide sheets including selection of correct slide sheets for handling activities based on mobility levels and tissue viability. Fitting and removing slide sheets (flat/ tubes full body length and half body length).

### Specification – RoSPA Level 3 Award for Safer People Handling Trainers

Safe use of hand belts and their contra indications for use. Safe use of transfer board and their contra indications for use Promotion of dignity throughout activities.

Practical handling and moves to be covered:

- Turning /rolling a person in bed with one handler using full length slide sheets with the 2nd handler acting as a receiver
- Turning/rolling a person in bed with two handlers using full length slide sheets and two handlers acting as receivers
- Turning/ rolling a person in bed with one handler using smaller ( covering the trunk) slide sheet with the 2<sup>nd</sup> handler acting as a receiver (pulling method)
- Moving a supine person up the bed with two handlers (push or pull method) with full length slide sheets).
- Assist a seated person to move up a bed on a slide sheet with one handler
- Assist a person to stand and walk with a handling belt with one and two handlers (optional)
- Assist a person to sit down with a handling belt with one and two handlers (optional)

#### **Assessment Criteria 2.1c (Emergency Handling)**

Requirement for all employers to plan for foreseeable emergencies.

Foreseeable emergencies that involve manual handling within an environment that provides services to people. Include cardiac arrest, fire, falls, and seizures.

The need train the workforce in emergencies procedures helps them respond reliably:

Resources to assist with emergency handling in practice, for example, The Guidance for safer handling by the Resuscitation Council 2015 [www.resus.org.uk/resuscitation-guidelines](http://www.resus.org.uk/resuscitation-guidelines)

Practical emergency handling to be covered:

- Evacuation of a collapsed person from a chair/ toilet with one or two handlers  
or
- Moving a person on the floor from a confined space using slide sheets with one or two handlers

*Please note learners are only required to do one emergency handling method from the list above.*

#### **Assessment Criteria 2.1d Pushing and Pulling**

To include risk factors for pushing and pulling such as:

- Peak loading on the spine to overcome inertia when starting to move
- Pushing and pulling over long distances
- Repetition of pushing/pulling
- Obstacles on route
- Poorly maintained equipment
- Excessive and unstable load

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

- Environmental factors e.g. slopes and surface terrain

Practical handling to wheeled objects to include:

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

## **Learning Outcome 3: To be able to use safe practice, when moving an individual with mechanical aids**

### **3.1 Safe use of mechanical equipment**

*(N.B. – we will be only focus on full support hoists/ passive hoists for the purpose of this qualification*

Health and Safety Legislation Relating to the use of Hoists

To include - Requirements of Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)

- To be suitable – ensuring that people cannot be crushed, trapped, struck or fall from the carrier
- To have adequate strength and stability for its proposed use
- To be used safely i.e. the work is planned, organised and performed by competent people (staff training and handling plans)
- To be positioned and installed to minimise any risks
- To be marked to indicate it's safe working load
- To be thoroughly examined - periodic for lifting equipment due to exposure to conditions causing deterioration such as (wear and tear, corrosion, damage)
  - Before being put in to use unless- written evidence to prove examination already undertaken
  - Where the safety of equipment depends on the installation e.g. tracking hoists
- To be inspected between thorough examinations if necessary by a competent person
- For purpose of lifting people every 6 months
  - Visual and functional check
- To have documents for all inspections and examinations.

Scope of LOLER 98 within people handling environment - application to equipment whose primary function is to lift and lower. For example:

- Passenger lift
- Bath lifts
- Hoists including stand aids and slings

Types of Hoists and their functions:

- Active- (stand- aid)- Individual being lifted assists the transfer
- Passive( full support) Individual does contribute to transfer

**Assessment of hoists and slings to be undertaken by competent person within workplace or external such as manufacture or occupational therapist.**

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

General guide on hoist Slings:

- The requirement to adhere to each manufacturers guidance in relation to, sling sizes
- The requirement to check the compatibility of sling manufacturers with other hoists

Common types of sling and their use:

- Toileting Access/dressing/easy fit/limited suitability (need for robust assessment)
- Transfer slings- many variants due to different manufacturers. Full slings which offer support

Pre-user checks with link to pre-transfer assessment and the need to include additional requirements as per manufacturer and specific requirements and needs of individuals as per individual plan

Pre- transfer assessment for hoisting activities

To include:

### *Task*

- Number of handlers as per up to date plan?

### *Individual (handler)*

- Training up to date and feel confident?
- Familiar with hoist and sling

### *Load (person/individual)*

- Is their condition/ ability the same as when they were assessed?
- Have you gained consent or co-operation

### *Equipment*

#### *Hoist*

- Hoist battery charged?
- LOLER examination/service up to date (6 monthly)?
- No obvious damage to hoist?
- Clean?
- Hoist moves freely on castors?
- Emergency button in correct position?
- Base adjustments and lifting and lowering function moving?
- SWL clearly indicated and not exceeded?

#### *Sling*

- Sling type and size as stated in the plan?

Specification – RoSPA Level 3 Award for Safer People Handling Trainers

- Sling free from defects, damage and clean?
- Label legible?
- SWL displayed and not exceeded?
- LOLER examination/service up to date (6 monthly)?

*Environment*

- Sufficient space
- Clear of obstacles
- Slip or trip hazards

Practical Hoisting to cover

Pre- transfer assessment to be completed for all hoisting activities

- Fitting and removing hoist slings in chairs/ wheelchairs without equipment
- Fitting and removing hoist slings in chairs/ wheelchairs with slide sheets
- Fitting and removing hoist slings in bed without equipment
- Fitting and removing hoist slings in bed with slide sheets
- Hoisting a person from a seated position from a chair/ wheel chair on to the bed to both lying and seated position/s
- Hoisting a person from bed to a seated position into a chair/wheelchair (optional)
- Hoisting a person from the floor (optional)

### 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	2.1	Create a physical and emotional environment conducive to learning	Observation

Specification – RoSPA Level 3 Award for Safer People Handling Trainers

session			
	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		

## Unit Three Content

### Learning Outcome 1: To be able to plan learning for a safer people 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 - generic and individual handling plans
- Internal Reporting procedure
- Incident/accident data
- Workforce

#### **Planning the contents of a Safer People Handling session/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. *Please see Tutor Resources document.*

#### *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
- Risk assessments/ Individual Handling plans.

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

- 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

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

The required information to be detailed in a session plan is below:

- 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 a safer people handling session

### 2.1 Delivering effective training

Maslow's hierarchy of needs linked to the training/ learning environment.

Key concept of Maslow's hierarchy of needs

- Physiological needs
- Safety and security
- Love and belonging
- Self esteem
- Self-actualisation

### 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.

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 sound- voices
3. Kinaesthetic. Prefer to learn through hands on, practical work, working models. The need to include activities in a training session that will suit a variety of learning styles.

### 2.3 Teaching Safer People Skills and Practice

The stages of teaching practical skills to learners/ trainees.

**EDIP** is an acronym for Explain, Demonstrate, imitate and Practice. It is a four step training method widely used to teach practical subjects:

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

**Explain** clearly to your learners all the main points of the task you are about to demonstrate and why. Keep it simple.

**Demonstrate** the task slowly so that your learners can see what you are doing.

**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

**Practice** - learners to carry out the task on their own- provide feedback to learners

(The amount of practice time will be dependent on individual workers needs and the findings of the training needs analysis)

### 2.4 Learner / Trainee Feedback

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

How to give learner feedback

- Start with the positive
- 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

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

## Specification – RoSPA Level 3 Award for Safer People Handling Trainers

- 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 /skill based  
Examples for skill based include:

- Demonstration of competence
- Practical exercise
- Observation by trainer

Examples for knowledge

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

## Learning Outcome 3: Be able to evaluate a training session

### 3.1 And 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 e.g. different resources, timings. Evaluation should be an on –going 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

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 e.g. closed question could be followed by a response scale of 1-5 for learners to circle.

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



---

**RoSPA Qualifications**

28 Calthorpe Road  
Birmingham  
B15 1RP

**t** +44 (0)121 248 2000

**e** [enquiries@rospaqualifications.com](mailto:enquiries@rospaqualifications.com)

**[www.rospa.com/qualifications](http://www.rospa.com/qualifications)**

An Ofqual-recognised Awarding Body. Ofqual recognition number RN5362

RoSPA Qualifications is wholly owned by RoSPA

Registered Charity No. 207823

VAT Registration No. 655 131649