

The Royal Society for The Prevention of Accidents

# Qualification Specification

RoSPA Level 3 Award for  
Proportionate Safer People  
Handling Trainers

Qualification Number:  
603/0115/6





# Introduction to the Qualification

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

**Qualification Number 603/0115/6**

## Qualification Purpose

This vocationally related qualification supports the role of the proportionate safer people handling trainer. It equips trainers to deliver training that is suitable, sufficient and aligned with current health and safety, welfare and human rights legislation, as well as best practice across sectors where people are moved or assisted. The qualification promotes safer, effective \*optimised/proportionate handling, ensuring that techniques, equipment and decision making are appropriate and that support is matched to the person's individual abilities and assessed needs, avoiding unnecessary double handling or overly supportive interventions.

Together, these approaches provide a clear, evidence-based framework that:

- promotes independence wherever possible
- maintains the safety of both the individual and staff
- uses time, equipment and resources responsibly

*The terms \*optimised handling and proportionate handling are often used interchangeably, as both describe person centred approaches to safer people handling. They focus on providing the right level of support, at the right time, in the least restrictive and most effective way to maintain safety, dignity and independence.*

## 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 is not unitised; it does not offer flexibility through standalone units or award credits for completing individual components. Learners must achieve all learning outcomes across all three units to be awarded a pass.

The first unit develops learners' understanding of the key principles and practices that support the safer movement of people in the workplace.

The second unit builds learners' knowledge and practical skills in applying basic biomechanical principles and safe, dignified methods when assisting people.

The final unit enhances learners' ability to prepare, deliver, and evaluate an effective training



session.

## Requalification Guidance

This qualification provides learners with a proportionate safer people handling trainer’s qualification. It is highly recommended that learners re - qualify, based on their organisational, professional requirements 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(s)	Unit Reference	Level	Guided Learning	Directed Study Including Assessment Planning	Total Unit Time
1. Understanding the principles and practices of safer movement of people	F/508/6428	3	5 Hours	3 Hours	8
2. Application of safer practices to the movement of people	A/508/6430	3	16 Hours	2 Hours	18
3. Deliver an inclusive Safer People Handling Training Session	F/508/6431	3	5 Hours	4 Hours	9
<b>Total Qualification Time (TQT)</b>					<b>35</b>

## Assessment

This qualification is assessed through the following activities:

- Demonstration of learner’s practical skills
- Delivery of a 30 - minute training session in a simulated environment
- Written assignments (invigilated)
- Submission of a written session plan.

All assessments are internally marked and verified by the Centre. Assessment recording forms and all assessment materials must be submitted to RoSPA Qualifications following the



completion of internal quality assurance. Certificates will not be awarded unless internal quality assurance has been completed.

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

**Please Note: course providers are required to video learner’s micro teach for the purpose of internal quality assurance and external quality assurance.**

**Documents for recording assessments can be found on our Qualification Management System (QMS) or Centres can produce their own assessment forms providing they are checked by RoSPA before being implemented.**

### **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 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.

External quality assurance, practical moderation, both announced and unannounced will also take place, as part of our quality assurance process.

**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.**



## Course Delivery for Qualification

### Pre - course information

All learners should be given appropriate pre-course information regarding the qualification. This information must include a process for notification by the Centre, for any learners with specific learning needs and language requirements. For the purpose of this course some learners may benefit from the purpose of a laptop.

### Delivery / Assessment ratios

To ensure learners are appropriately supervised, during practical activities we recommend a ratio of 1 tutor to 9 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 competency of learners attending.

### 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 their first course delivery. 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.

**Please Note. 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 Proportionate Safer People Handling Trainers Qualification the following are required
  - Height adjustable beds



- Slide sheets
- Hoists (Active and Passive lifter) (Inspected in accordance with Lifting Operations, lifting equipment regulations 1998 (LOLER) and also compatible slings inspected in accordance with LOLER 1998)
- Wheelchair
- Standing aid
- Handling belts (Optional)
- Transfer board (Optional)
- In bed management systems (Optional)
- Wedge (Optional)

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

**Please Note: any equipment provided 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.

- Centre's 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.

### ID Requirements

It is the responsibility of the Centre to have systems in place to ensure and confirm the identity of the Learners taking the qualification. Suitable forms of ID for this qualification include:

- Signed photo-card driving licence
- Passport
- Workplace photo ID card

### Qualification delivery and assessment team

RoSPA Qualifications expects that members of the course delivery team hold a recognised teaching qualification, such as the Level 3 Certificate in Education and Training, or can demonstrate extensive experience in delivering safer people handling training. Ideally, tutors should also hold an assessment qualification such as A1 or TAQA or have substantial experience in assessing the relevant subject matter. Team members who do not currently hold a teaching or assessing



qualification must commit to achieving this within 18 months of joining the delivery team.

For this qualification, the team will consist of a course leader or lead tutor who has a nursing or allied health professional background, experience within the health and social care sector, or extensive expertise in people handling practice. This may also include individuals with significant experience in **optimised / proportionate handling approaches**, ensuring that training reflects current best practice in promoting independence and applying proportionate care principles. The course leader or tutor is strongly encouraged to be a member of the National Back Exchange.

A Centre must ensure that they conduct assessments in a valid and reliable way and do 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 valid, reliable and free from bias
- 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 quality assurance procedure
- Provide samples of assessments for external quality assurance to the Awarding Organisation as requested
- Monitor external quality assurance reports and implement any needed actions
- Share good assessment practice
- Ensure all staff understand the assessment methodology.

In extenuating circumstances when assessments are completed away from the learning environment, please ensure learners and trainer / assessors are aware of the contents of the Artificial Intelligence Policy and a declaration of authentication form is completed by the learner.

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

### Centre arrangements for internal quality assurance

RoSPA Qualifications require each Centre to have a functioning quality system in place, appropriate to their size and number of learners. There are three main aspects to the role of the internal quality assurer (IQA).



- Quality assuring assessments
- 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 Quality Assurers to have one of the following or be working towards relevant Internal Quality Assurance qualifications such as:

- D34 Internally Verifying the Assessment Process
- V1 Conduct Internal Quality Assurance of the Assessment Process
- 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, Internal Quality Assurers can 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 Quality Assurers (EQAs) 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 a process which learners can access
- Conflict of Interest Policy
- Arrangements to prevent and investigate allegations of malpractice and maladministration
- Arrangements to identify and prevent use of Artificial Intelligence in assessments.

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.

### RoSPA Qualifications policies

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

- Reasonable Adjustments and Special Considerations Policy
- Equality, Diversity and Accessibility Policy
- Malpractice and Maladministration Policy
- Artificial Intelligence Policy
- Appeals Policy
- Complaints Policy
- Conflicts of Interest Policy.

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

### Support from RoSPA Qualifications

All approved / recognised Centres will be able to access support from RoSPA Qualifications whenever necessary. External Quality Assurer (EQA) visits will be undertaken on a regular basis.

# Qualification Learning Outcomes



## Unit 1. Understanding the Principles and Practices of the Safer Movement of People

Learning Outcome	A/C Number	Assessment Criteria	Assessment Method
1. Understand the importance of safer handling.	1.1	<b>Analyse</b> organisational, environmental, and personal factors that contribute to staff injuries and ill health within a people-handling setting.	Written assignment (supervised in the learning environment).
2. Understand current legislation, policies and best practice guidelines, in relation to moving and handling of people.	2.1	<b>Describe</b> how employers & employees apply their responsibilities under the Manual Handling Operations Regulations 1992 (avoid, assess, reduce, and review) in a people handling environment.	Written assignment (supervised in the learning environment).
	2.2	<b>Describe</b> how organisational policies support safer person - centred handling practice.	Written assignment (supervised in the learning environment).
	2.3	<b>Describe</b> physical, cognitive, and behavioural indicators that determine when optimised handling (one handler) may no longer be safe for an individual.	Written assignment (supervised in the learning environment).
	2.4	<b>Describe</b> the employer and employee duties relating to the use of moving and handling equipment within a people handling environment, including: <ul style="list-style-type: none"> <li>• Hoists / slings and standing aids</li> <li>• Handling aids including optimised aids (where appropriate)</li> </ul>	Written assignment (supervised in the learning environment).



**Unit 1. Understanding the Principles and Practices of the Safe Movement of People**

Learning Outcome	A/C Number	Assessment Criteria	Assessment Method
<p>3. Understand how the process of risk assessment is implemented within a people handling environment.</p>	<p><b>3.1</b></p>	<p><b>Describe</b> the purpose of the following types of risk assessment used when moving a person:</p> <ul style="list-style-type: none"> <li>• Generic</li> <li>• Dynamic</li> <li>• Individual.</li> </ul>	<p>Application within a 30 - minute training session in a simulated environment.</p> <p>Supported by submission of a session plan.</p>
	<p><b>3.2</b></p>	<p><b>Describe</b> how to monitor and review the effectiveness of people-handling risk assessments.</p>	<p>Written assignment (supervised in the learning environment).</p>
<p>4. Understand how the principles and practices of safe handling contribute to promoting workforce health &amp; safety and the well - being of those being moved.</p>	<p><b>4.1</b></p>	<p><b>Analyse</b> the impact of poor posture, repetitive handling and heavy loads, on:</p> <ul style="list-style-type: none"> <li>• Muscles</li> <li>• Spinal Discs</li> <li>• Ligaments.</li> </ul>	<p>Written assignment (supervised in the learning environment).</p>
	<p><b>4.2</b></p>	<p><b>Explain</b> how applying efficient movement principles can reduce the risk of musculoskeletal injuries when carrying out moving and handling practices.</p>	<p>Application within a 30 - minute training session in a simulated environment.</p> <p>Supported by submission of a session plan.</p>
	<p><b>4.3</b></p>	<p><b>Evaluate</b> the health risks to persons being moved, using controversial handling practices.</p>	<p>Written assignment (supervised in the learning environment)</p>



## Unit 1. Understanding the Principles and Practices of the Safe Movement of People

<p><b>Purpose and Aims of Unit</b></p>	<p>The purpose of this unit is to develop learners' knowledge and understanding of the principles and practices that underpin the safe movement of people</p>
<p><b>Assessment Requirements</b></p>	<p>This unit must be assessed in accordance with the Trainer / Assessor Guidance and Learner Standards for Assessment in the document 'Centre Assessment Guidance' for RoSPA Qualifications Optimised Handling Trainers Qualification'.</p>
<p><b>Completion Time</b></p>	<p>Guided learning - <b>5 hours</b>                  Directed study including assessment planning - <b>3 hours</b>                  Total unit completion time - <b>8 hours</b></p>



**Unit 2. Application of Safe Practices to the Movement of People**

Learning Outcome	A/C Number	Assessment Criteria	Assessment Method
1. Demonstrate how to lower potential risks before carrying out people-handling.	1.1	<p><b>Conduct</b> a pre - transfer assessment before undertaking any moving and handling of people. Using:</p> <ul style="list-style-type: none"> <li>• Load</li> <li>• Individual</li> <li>• Task</li> <li>• Environment</li> <li>• Equipment</li> <li>• Other factors.</li> </ul>	Application within a 30-minute training session in a simulated environment.  Practical demonstration.
	1.2	<p><b>Conduct</b> an ability check before assisting a person to move.</p>	Practical demonstration.
2. Apply safer* practices when assisting a person to complete <b>weight bearing</b> tasks.  *Application of efficient movement principles prior to the movement / handling and during the movement / handling.	2.1	<p><b>Demonstrate</b> safer optimised handling practice <b>without</b> moving and handling aids, with assistance (1 and 2 handlers)  <b>(See extended content).</b></p>	Practical demonstration.
	2.2	<p><b>Demonstrate</b> safer optimised handling practice <b>with</b> moving and handling aids, with assistance (1 and 2 handlers)  <b>(See extended content).</b></p>	Practical demonstration.



**Unit 2. Application of Safe Practices to the Movement of People**

Learning Outcome	A/C Number	Assessment Criteria	Assessment Method
<p>3. Apply safer* practices when assisting a person to complete <b>non weight bearing</b> tasks.</p> <p>*Application of efficient movement principles prior to the movement / handling and during the movement / handling.</p>	3.1	<p><b>Demonstrate</b> safer optimised handling practice <b>without</b> moving and handling aids, with assistance (1 and 2 handlers)  <b>(See extended content).</b></p>	Practical demonstration.
	3.2	<p><b>Demonstrate</b> safer optimised handling practice <b>with</b> moving and handling aids, with assistance (1 and 2 handlers)  <b>(See extended content).</b></p>	Practical demonstration.
	3.3	<p><b>Demonstrate</b> pre - user checks and safe practice in accordance with manufacturer’s instructions and best practice documents when using moving and handling equipment, such as:</p> <ul style="list-style-type: none"> <li>• Wheelchair</li> <li>• Slings</li> <li>• Passive hoist</li> <li>• Powered and non-powered standing aids</li> </ul> <p><b>(See extended content).</b></p>	Practical demonstration.
	3.4	<p><b>Demonstrate</b> safe practice when completing passive recovery of a person.  <b>(See extended content).</b></p>	Practical demonstration.



## Unit 2. Application of Safe Practices to the Movement of People

<p><b>Purpose and Aims of Unit</b></p>	<p>This unit aims to develop learners' knowledge and skills to move people in safe and dignified way.</p>
<p><b>Assessment Requirements</b></p>	<p>Please see the document 'Centre Assessment Guidance – RoSPA Level 3 Award for Optimised People Handling Trainers' and unit content for the handling activities that need to be assessed.</p> <p>This unit must be assessed in accordance with the Trainer / Assessor Guidance and Learner Standards for Assessment in the above document.</p>
<p><b>Completion Time</b></p>	<p>Guided learning - <b>16 hours</b>                  Directed study including assessment planning - <b>2 hours</b>                  Total unit completion time - <b>18 hours</b></p>



## Unit Two: Application of Safer Practices to the Movement of People (Extended Content)

### 2.1 Demonstrate safer optimised handling practice without moving and handling aids with assistance (1 and 2 handlers) (Weight bearing).

- **Assist a person to stand and walk, without equipment, with 1 handler (Mandatory)**
- **Assist a person to sit, without equipment, with 1 handler (Mandatory)**
- Assist a person to stand and walk, without equipment, with 2 handlers (Optional)
- Assist a person to sit, without equipment, with 2 handlers (Optional)
- Assist a person to move back in the chair, without equipment, with 1 handler (Optional).

### 2.2 Demonstrate safer optimised handling practice with moving and handling aids with assistance (1 and 2 handlers) (Weight bearing).

- **Assisting a person to transfer using a non-powered standing aid (Mandatory)**
- Assisting a person to transfer between bed and chair using a powered standing aid (Optional)
- Assist a person to stand and walk, with a handling belt, with 1 & 2 handlers (Optional)

### 3.1 Demonstrate safer optimised handling practice without moving and handling aids with assistance (1 and 2 handlers) (Non weight bearing).

- **Assisting a person to turn / roll in bed, without equipment, with 1 handler (Mandatory)**
- Assisting a person to turn / roll in bed, without equipment, with 2 handlers (Optional)
- **Assisting a person to sit up from lying onto the edge of the bed, without equipment, with 1 handler (Mandatory)**
- **Assisting a person to lie down from sitting on the edge of the bed, without equipment, with 1 handler (Mandatory)**
- Assisting a person to sit up in bed from lying, without equipment, with 1 handler (Optional).



### **3.2 Demonstrate safer optimised handling practice using handling aids with assistance (1 and 2 handlers) (Non weight bearing).**

**NB: Learners are only required to be assessed on one of the below.**

- Fitting and securing an in-bed management system, with 1 handler
- or
- Fitting and removing slide sheets, with 2 handlers

**NB: Learners are only required to be assessed on one of the below.**

**Assisting a supine person to move up the bed:**

- In -bed management system with or without wedge with, 1 handler
- or
- Slide sheets, with 2 handlers

**NB: Learners are only required to be assessed on one of the below.**

**Assisting a person to turn / roll in bed:**

- In -bed management system (and hoist where indicated) with, 1 handler
- or
- Slide sheets, with 2 handlers

Assisting a person to sit up in bed from a lying position, using profiling bed, with 1 handler (Optional)  
Lateral Transfer, with team handling (Optional).

### **3.3 Demonstrate pre - user checks and safe practice in accordance with manufacturer's instructions and best practice documents when using moving and handling equipment, such as: Wheelchair, and Passive hoist. (1 or 2 handlers)**

- Conduct a pre-use check of equipment (Mandatory)
- Moving a piece of wheeled equipment over a distance of 5m, including a turn (Mandatory)
- Fitting and removing a hoist sling in a chair / wheelchair, without handling aids (Mandatory)
- Fitting and removing a hoist sling in bed, without handling aids (Mandatory)
- Fitting and removing a hoist sling in bed, using either: (Mandatory)
  - In bed management system (and hoist where indicated) with 1 handler
  - or
  - Slide sheets with 2 handlers
- Assisting a person to transfer between a chair / wheelchair and bed, using a passive hoist (Mandatory)



- Fitting and removing a hoist sling in a chair / wheelchair, using slide sheets (Optional)

### **3.4 Demonstrate application of efficient movement principles and safe practice when completing passive recovery of a person. (Formerly in an Emergency)**

**NB: Learners are only required to be assessed on one of the below.**

- Assisting a person to move from a confined space on the floor, using slide sheets, with 2 handlers
- Assistance of a person from the floor, using passive recovery equipment. Such as:
  - Passive hoist
  - Inflation devices
  - Mobile lifting chair



**Unit 3. Deliver an Inclusive Safer People Handling Training Session**

Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment Method
<p>1. Create a learning plan for an inclusive and safe training session on people handling.</p>	<p>1.1</p>	<p><b>Develop</b> a session plan for an inclusive moving and handling training session, which includes:</p> <ol style="list-style-type: none"> <li>1. Learning Outcomes</li> <li>2. Session Contents</li> <li>3. Teaching and Assessment Methods</li> <li>4. Training Resources</li> <li>5. Session Timings</li> <li>6. Practical demonstration / practice</li> <li>7. Assessment of Learning</li> <li>8. Summary of Session.</li> </ol>	<p>Application within a 30 - minute training session in a simulated environment.</p> <p>Supported by submission of a session plan.</p>
	<p>1.2</p>	<p><b>Apply</b> teaching methods, learning strategies and assessment techniques to meet individual learner needs.</p>	<p>Application within a 30 - minute training session in a simulated environment.</p> <p>Supported by submission of a session plan.</p>
<p>2. Deliver an inclusive, safe, people handling training session.</p>	<p>2.1</p>	<p><b>Create</b> a physical and emotional environment ideal for effective learning.</p>	<p>Application within a 30 - minute training session in a simulated environment.</p> <p>Supported by submission of a session plan.</p>
	<p>2.2</p>	<p><b>Implement</b> and use resources appropriately when delivering the training session, that supports and encourages inclusive learning and assessment, which aligns with the session plan.</p>	<p>Application within a 30 - minute training session in a simulated environment.</p> <p>Supported by submission of a session plan and training resources.</p>



**Unit 3. Deliver an Inclusive Safer People Handling Training Session**

Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment Method
	2.3	<b>Implement</b> good communication techniques with learners to meet their individual needs.	Application within a 30 - minute training session in a simulated environment.  Supported by submission of a session plan.
	2.4	<b>Implement</b> constructive feedback to learners on their performance.	Application within a 30 - minute training session in a simulated environment.  Supported by submission of a session plan.
3. Evaluate an inclusive safe, people handling training session.	3.1	<b>Evaluate</b> the effectiveness of your training session delivery that includes self - reflection and feedback from attendees.	Supported by submission of an action plan within the session plan.
	3.2	<b>Complete</b> an action plan for areas of improvement of your training session.	Supported by submission of an action plan within the session plan.



### Unit 3. Deliver an Inclusive Safer People Handling Training Session

<p><b>Purpose and Aims of Unit</b></p>	<p>This unit develops learner’s knowledge and skills so they can prepare, deliver and evaluate a safer people handling training session.</p>
<p><b>Assessment Requirements</b></p>	<p>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 Qualifications Optimised People Handling Trainers Qualification.</p>
<p><b>Completion Time</b></p>	<p>Guided learning - <b>5 hours</b>                  Directed study including assessment planning - <b>4 hours</b>                  Total unit completion time - <b>9 hours</b></p>

**Notes:**



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