

Qualification Specification

RoSPA Level 3 Award for
Manual Handling Trainers

Qualification Number: 601/8648/3





Introduction

RoSPA Level 3 Award for Manual Handling Trainers is regulated by Ofqual. **Qualification Number 601/8648/3**

Qualification purpose

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

Entry requirements

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

Structure

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

Requalification guidance

This qualification provides learners with a valid manual 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 (TQT)

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



Unit	Unit reference	Level	Guided learning	Directed study including assessment planning	Total unit time
Understanding the principles of manual handling in the workplace	R/508/2979	3	4 hours	5 hours	9 hours
Application of safe practices to manual handling activities	R/508/2981	3	7 hours	1 hour	8 hours
Delivering a Manual Handling Training Session	R/508/2982	3	5 hours	3 hours	8 hours
					TQT 25 hours



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
- 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 verification. Certificates will not be awarded unless internal verification 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 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 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 verification, 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 e.g. a qualification fact sheet which explains about the qualification, form of assessment, any entry requirements and resources needed. This information must also 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 manual handling activities”. However, Centres may use their discretion to increase this number based on the level and experience 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 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
- Suitable venue, RoSPA Qualifications wishes to ensure that courses leading to its qualifications are accessible to all who wish to take them
- Other resources to support identified learner needs
- Resources to support qualification delivery.

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

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

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.

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

For this qualification a tutorial team will comprise of a course leader / lead tutor who is likely to be a member of an appropriate professional body such as the Institution of Occupational Safety and Health, for example Grad IOSH, Tech IOSH or equivalents and have extensive experience in manual handling.

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 (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 procedure
- 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.

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.

Please see Centre Assessment Guidance, this document is for **Centres Only**, for this qualification which can be downloaded from 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 number of learners. There are three main aspects to the role of the internal Quality.

- 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 Quality Assurer (IQA) 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 Assurer (IQA) attend training workshops organised by RoSPA Qualifications.

Reasonable Adjustments and Special Considerations

RoSPA Qualifications has measures in place for learners who require additional support. Reasonable adjustments include additional time for assessments and assistance during the assessment (such as using a Scribe or a Reader). Please refer to RoSPA's Reasonable Adjustments and Special Considerations Policy for further information. **A copy is available on request.**



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 Assurer (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.



Support from RoSPA Qualifications

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



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

Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment method
1. To be able to understand the reasons for managing manual handling risks in the workplace	1.1	Describe the employers' and employee duties under Health and safety legislation relating to manual handling in the workplace.	Observation of Learners delivering session plan content for manual handling health and safety legislation. Submission of a session plan
2. To be able to understand the principles and practice of manual handling risk assessments in the workplace.	2.1	Summarise the process for carrying out a manual handling risk assessment.	Observation of Learners delivering session plan content for manual handling risk assessment. Submission of a session plan
	2.2	Describe the principle of risk control hierarchy when applied to manual handling.	Practical Demonstration
	2.3	Outline the types of equipment that can be used to reduce manual handling risks and the requirements for their use, testing/ servicing.	Practical Demonstration
3. To be able to understand how the principles of safe handling can contribute to improving the health and safety and well-being of the workforce	3.1	Describe the structure and function of the spine and the risk factors for injury.	Observation of Learners delivering session plan content for spinal awareness. Submission of a session plan
	3.2	Describe how the application of efficient movements reduce the risk of injury to the musculoskeletal system	Observation of Learners delivering session plan content on efficient movement principles. Submission of a session plan
Purpose and aims of unit	The purpose of this unit is for learners to develop learner's knowledge and understanding of the principles and processes that underpin safe manual handling in the working environment.		
Assessment requirements	This unit must be assessed in accordance with the Tutor/Assessor Guidance and Learner Standards for Assessment in the document Centre assessment guidance for RoSPA Level 3 Award for Manual Handling Trainers.		
Completion time	Guided learning: 4 hours. Directed study including assessment planning: 5 hours. Total unit completion time: 9 hours.		



Unit Two: Application of Safe Practices to Manual Handling Activities

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



Unit Two Application of Safe Practices to Manual Handling Activities (Extended Content)

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

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

1.1 Pre-transfer/Dynamic Assessment

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

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

1.2 Practical Application of Efficient Movement Principles

Routine and symmetrical loads

Practical application to cover:

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

Non-Routine/Awkward loads

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



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

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

Pushing and pulling of loads/wheeled objects

Risk factors for pushing and pulling:

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

Practical application to wheeled objects to include:

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

Team Handling

When to use team handling?

Essential components of team lifting:

- Communication
- Co-operation
- Co-ordination.



Practical application to team handling to include:

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



Unit Three: Deliver an Inclusive Manual Handling Training Session

Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment method
1. To be able to produce a plan for a manual training session.	1.1	Design a plan for a manual handling training session that applies to own workplace scenario which includes: 1. Learning outcomes 2. Session contents • employers' and employee duties under Health and safety legislation • manual handling risk assessment. • structure and function of the spine and the risk factors for injury • efficient movement principles 3. Teaching and Assessment Methods 4. Training Resources 5. Session Timings 6. Practical demonstration/practice • Symmetrical load and • Either – Awkward Load/Team Handling or Use of equipment 7. Assessment of Learning 8. Summary of Session.	Application within a 30 - minute training session in a simulated environment. Supported by submission of a session plan.
	1.2	Apply teaching methods, learning strategies and assessment techniques to meet individual learner needs.	Application within a 30 - minute training session in a simulated environment. Supported by submission of a session plan.



Learning outcome	Assessment criteria number	Assessment criteria	Assessment method
2. Deliver an inclusive, safe, people handling training session.	2.1	Create a physical and emotional environment ideal for effective learning.	Application within a 30 - minute training session in a simulated environment. Supported by submission of a session plan.
	2.2	Implement and use resources appropriately when delivering the training session, that supports and encourages inclusive learning and assessment, which aligns with the session plan.	Application within a 30 - minute training session in a simulated environment. Supported by submission of a session plan.
3. Evaluate an inclusive safe manual handling session	3.1	Evaluate the effectiveness of session plan and delivery based on feedback on self-reflection.	Application within a 30 - minute training session in a simulated environment. Supported by submission of a session plan.
	3.2	Complete an action plan for future delivery.	Application within a 30 - minute training session in a simulated environment. Supported by submission of a session plan.



Purpose and aims of unit	This unit develops learner's knowledge and skills so they can prepare, deliver and evaluate a 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 assessment guidance for RoSPA Level 3 Award for Manual Handling Trainers.
Unit completion time	Guided learning: 5 hours Directed study including assessment planning: 3 hours Total unit completion time: 8 hours.



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