

# Qualification Specification

RoSPA Level 2 Award in Safe  
Moving and Handling in the  
Workplace



# Introduction to the Qualification

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RoSPA Level 2 Award in Safe Moving and Handling in the Workplace is regulated by the Office of Qualifications and Examinations Regulation (Ofqual). **Qualification Number 603/0997/0**

## Qualification Purpose

The purpose of the qualification is to provide learners with the knowledge and skill to move loads safely in the workplace and enable employers and employees to comply with their statutory duties under the Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999 and Manual Handling Operations Regulations 1992 and civil law duties.

The outcome of completing this qualification contributes towards RoSPA's vision and mission "Life, free from accidental serious injury. Together with our members, we create a safer society by convening leaders, setting standards, sharing excellence and driving change".

This qualification is intended for learners wanting to undertake training or to further develop their knowledge and/or skills in this subject area.

## Entry Requirements

Learners should have a suitable and sufficient level of literacy and numeracy. RoSPA Qualifications will not restrict access on the grounds of prior academic attainment, age, employment or geographic location on any grounds.

## Qualification Structure

This qualification is made up of one mandatory unit, the details of which are included at the end of this document.

Learners must successfully complete the assessment for the unit to achieve the qualification.

This qualification can be taken as a free-standing qualification or as part of a wider programme of training.



### Total Qualification Time (TQT)

The total qualification time (TQT) is seven hours and guided learning hours (GLH) are six hours. Please see the below table:

Unit(s)	Unit Reference	Level	Guided Learning	Assessment	Total Qualification Time (TQT)
Safe moving and handling in the workplace	R/615/4547	2	6 Hours	1 Hours	7

### Delivery/Assessment Ratios

In order to effectively deliver and assess this qualification, it is recommended that centres do not exceed the ratio of 1 qualified tutor/assessor to 10 learners, in any one instance. If centres wish to increase this ratio, they must first request approval from RoSPA Qualifications.

### Assessment

This qualification is assessed through activities, which are developed by the centre, internally marked and sampled as part of quality assurance/ internal verification procedures.

Recording documents can be found on the Qualification Management System (QMS)

All assessments must be internally assessed and verified by the Centre and are sampled as part of RoSPA Qualifications' quality assurance procedures.

The recommended assessment methods for this qualification are:-

- Practical Demonstration
- Case study
- Written assignment
- Observation of learner's skills
- Question and answer sessions
- All learning outcomes must be met to achieve a pass. There is no grading other than confirmation (or not) that a learner has "passed" each unit.

### Moderation

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



### Learner Resources

RoSPA Qualifications aims, 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 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.

Learners will need to have access to the following from the centre:

- Course manual
- ICT if appropriate
- Equipment at the venue
- A suitable venue
- Other resources to support identified learner needs
- Resources to support qualification delivery

**N.B. this list is not final, additional resources maybe added to meet the needs of the learner.**

### 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:

- Signed photo-card driving license
- Passport
- Photographic Work ID Card

### Qualification Delivery and Assessment Team

RoSPA Qualifications expects that the course delivery team hold a Level 3 Award in Education and Training; 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 the RoSPA Level 2 Award in Safe Moving and Handling in the Workplace qualification, a tutorial team will need to comprise of a course leader/lead tutor who is likely to be a member of an appropriate professional body such as the Institution of Occupational Safety and Health, for example Grad IOSH, Tech IOSH or equivalents and have extensive experience in manual handling/Level 3 manual handlers trainers' qualification.



## Guidance on Qualification Delivery

Approved Centres delivering this Qualification are required to develop and follow a lesson plan. This lesson plan must be submitted to RoSPA Qualifications before delivering the course.

It is recommended that this qualification is delivered over a single day. This delivery programme may be adjusted in accordance with learners' needs and/or local circumstances.

The lesson 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)
- Learning outcomes (a learners a step-by-step guide, as to how they are will achieve the aim)
- The main content of each session
- The duration of each session
- The timing of each session
- Learner activities during the session
- Training methods

### Pre-Course information

All learners should be given appropriate pre-course information regarding the qualification, e.g. a qualification fact sheet which explains about the qualification, fees, form of assessment and any entry requirements

### Learner Registration

Once approved to offer the qualification, the centre should register learners using the RoSPA Qualifications Management System (QMS). Before any assessment can take place, approved centres must follow RoSPA Qualifications procedures for registering learners.

**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.**

## Reasonable Adjustments and Special Considerations

RoSPA Qualifications has measures in place for learners who require additional support. Reasonable adjustments, such as additional time for the exam; assistance during the assessment, such as using a scribe or a reader. Please refer to RoSPA Qualifications Reasonable Adjustments Policy for further information





### Assessment Procedures

A centre must ensure that any assessment is valid and reliable and does not disadvantage or advantage any group of learners or individuals. The assessment procedure should be open, transparent and free from bias. The assessment should be recorded accurately with detail about the assessment decision in the relevant format.

In order to do this, centres must:

- Assess learners evidence using only published assessment criteria
- Ensure assessment decisions are impartial, valid and reliable
- Develop assessment procedures that minimise the opportunity for malpractice
- Maintain detailed and accurate assessment records. including video recordings of 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.

Please see Centre Assessment Guidance for this qualification which can be found at on the Qualification Management system (QMS).

### Centre Arrangements for Internal Verification

RoSPA Qualifications require each centre to have a functioning quality system in place, appropriate to their size and volume of learners. There are three main aspects to the role of the internal verifier.

- Verifying assessment
- Developing and supporting trainers and assessors
- Managing the quality of delivery



RoSPA Qualifications require those involved in the internal quality assurance process to be suitably experienced and/or qualified for example:

- Are knowledgeable of the subject/occupational area to a level above that which they are internally assuring
- Are vocationally competent, where required, for the specific qualification and the Assessment Strategy
- Have experience and expertise in internally assessing different types of evidence
- Have an understanding of what is sufficient, valid and authentic evidence
- Be familiar with their Centre's internal quality assurance policy and the RoSPA Qualification and assessment requirements as laid out in the Qualification Guidance documents and specifications

It is best practice for Internal Verifiers to have one of the older Internal Quality Assurance Qualifications, for example:

- D34 Internally Verifying the Assessment Process
- V1 Conduct Internal Quality Assurance of the Assessment Process

Or have / be working towards relevant Internal Quality Assurance qualifications such as.

- QCF Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

In addition, RoSPA Qualifications strongly advise that Internal Verifiers attend training workshops organised by RoSPA Qualifications to support delivery, assessment and Internal Quality Assurance, which will be held throughout the year.

## RoSPA Qualifications Policies and Procedures

RoSPA Qualifications requires Centres to have policies and procedures to support qualification delivery these include:

- Equality, diversity, and accessibility
- Learner appeals procedure/policy
- Complaints policy and/or process which learners can access
- Arrangements to prevent and investigate allegations of malpractice and maladministration.

RoSPA Qualifications has policies and procedures in place to support Centres. Centres should consult the Centre Handbook prior to delivery of our awards to ensure they are aware of relevant policies and procedures.

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



### 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.

### Support from RoSPA Qualifications

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



# Qualification Learning Outcomes and Assessment Criteria



## Safe moving and handling in the workplace

Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment Methods
1. Understand the importance of safe handling	1.1	<b>Outline</b> the potential injuries and ill health associated with incorrect manual handling.	This qualification is assessed through activities supervised in the learning environment, which are developed by the centre:  (the assessment methods used must ensure the learner is assessed for all the learning outcomes).
	1.2	<b>Identify</b> employers and employees duties relating to manual handling at work.	
	1.3	<b>Identify</b> the impact of not following health and safety legislation.	
2. To be able to understand how the practice of manual handling risk assessment contributes to the health safety and wellbeing of the workforce	2.1	<b>Give</b> examples of 'hazards' in relation to manual handling in the workplace.	
	2.2	<b>Identify</b> potential 'risk factors' in relation to manual handling in the workplace.	
	2.3	<b>Identify</b> potential 'control measures' in relation to manual handling in the workplace.	
3. To be able to understand the principles, types of equipment and testing requirements associated with manual handling safety	3.1	<b>Identify</b> the types of equipment designed to be used for manual handling tasks.	
	3.2	<b>Give</b> the requirements for the safe use of manual handling and lifting equipment: testing, servicing and examination, including pre-use checks.	



**Safe moving and handling in the workplace**

Learning Outcome	Assessment Criteria Number	Assessment Criteria	Assessment Methods
4. To be able to apply safety	<b>4.1</b>	<p><b>Apply</b> efficient movement principles and safe manual handling practice including a pre-transfer assessments when:</p> <ul style="list-style-type: none"> <li>a. applying effort to, or moving a load or object manually on their own</li> <li>b. when using manual handling aids and equipment</li> <li>c. when undertaking a manual handling as part of a team</li> </ul>	Practical demonstration.
<b>Purpose and aims</b>	The purpose of this unit is to provide learners with the knowledge and skills to move loads safely in the workplace and enable employers and employees to comply with their statutory duties under HSWA 1974, MHSWA 1992 and MHOR 1992 and civil law duties.		
<b>Assessment Requirements</b>	<p>This qualification is assessed through activities supervised in the learning environment, which are developed by the centre (<i>the assessment methods used must ensure the learner is assessed for all the learning outcomes</i>).</p> <p><b>Learning Outcomes 1 – 3</b> Examples of assessment methods that can be used to assess learning outcomes 1-3, include, written assignments, case studies and question &amp; answer sessions.</p> <p><b>Learning Outcome 4</b> To assess learners against learning outcome 4, a competency-based assessment must be carried out. Learners must practically demonstrate the application of the correct handling methods as indicated within the learning outcomes.</p> <p>All assessments are to be marked internally and sampled as part of quality assurance/ internal verification procedures.</p>		
<b>Total Qualification Time</b>	<p>Guided learning hours: <b>6 hours</b> Directed study including assessment planning: <b>1 hour</b></p> <p>Total Qualification Time: <b>7 hours</b></p>		

# Unit One Contents



## Learning Outcome 1: To be able to understand the reasons for safe manual handling in the workplace.

### 1.1 Injuries and ill health associated with Manual Handling in the Workplace

- The level and extent of manual handling injuries in the workplace and incidence of ill health relating to musculoskeletal diseases (MSDs) of the spine.
- Common types of injury and back pain and causes caused by workplace activities
  - o Sprains/strains (**soft tissue damage**)
  - o Prolapsed disc
- Causes of injuries and ill health associated with manual handling in the workplace
  - o Force - pushing, pulling, lifting heavy loads
  - o Awkward postures e.g., twisting
  - o Repetition of task
  - o Psychosocial risk factors
  - o Previous injury increases the risk

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

Manual Handling Operations Regulations (MHOR) 1992 in relationship to the duties in 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** 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

Review of the assessment

- a When no longer valid.
- b Change in the manual handling operations
  - the heaviest side of any load whose centre of gravity is not positioned centrally



### **Employee Duties (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.

### **1.3 Consequences of non-compliance with health and safety legislation**

- Fines, prosecutions. From enforcing authorities
- Workforce, accidents Injuries and ill health
- Compensation claims
- Loss of productivity
- Low workforce morale



## Learning Outcome 2: To be able to understand how the practice of manual handling risk assessments contribute to the health safety and wellbeing of the workforce

### 2.1 Manual Handling Hazards and Risk

- Meaning of the terms 'hazard' and 'risk' in relation to manual handling with workplace examples

### 2.2 The Process of Conducting Risk Assessment and Risk Factors

- Definition of a manual handling activity *"Any transporting or supporting of a load (including the lifting, putting down, pushing, pulling, carrying or moving thereof) by hand or by bodily force."*
- Methods of manual handling hazard identification in the workplace
  - o Employee involvement
  - o Use of manufacturers' instructions
  - o Accident/incident data
- The role of the numerical filter - lifting, lowering, carrying, pushing and pulling.
- Meaning of the term 'ergonomics' and its application to manual handling risk assessments; hazards and control task, individual, load, environment, and other factors (TILEO)

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

- Means of avoiding manual handling with relevant examples
- (a) automation; or (b) mechanisation with relevant examples
  - o a conveyor
  - o pallet truck
  - o an electric or hand-powered hoist
  - o lift truck
- Assessment of Manual Handling of manual handling risks. Assessment of factors in:
  - o Task
  - o Individual
  - o Load
  - o Environment
  - o Other Factors



- Risk Reduction

With reference to task, individual load environment and other factors (including the provision of training).

Risk reduction based on so far as it is reasonably practicable.





## **Learning Outcome 3: To be able to understand the principles, types of equipment and testing requirements associated with manual handling safety**

### **3.1 Manual handling equipment**

The Scope of equipment in the workplace to reduce manual handling risk with examples

- Trolleys
- Pump truck
- Cylinder trolley
- Platform truck
- Engine hoist
- Powered tug
- Stair climbers

### **3.2 The requirements for the safe use of manual handling and lifting equipment testing, servicing and examination including pre-user checks**

- Testing ,servicing and examination requirements as per; manufacturer's instructions
- Workforce involvement to ensure viability
- Suitability for the environment
- Training of users and supervisors in the use of the equipment
- UKCA and CE Marking
- Increased levels of supervision Maintenance and servicing; manufacturer's instructions
- Safe working load (SWL)

#### **Pre-user Checks**

- Have I received training?
- Has it been tested, serviced, and examined in accordance with manufacturer's instructions? e.g., LOLER examination
- Appropriate (SWL) for the task?
- Is it in working order? E.g., brakes working, tyres at the correct pressure?
- No loose components



## Learning Outcome 4: To be able to apply safe manual handling practices

### 4.1 Safe Manual handling Practices

#### 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

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

#### Efficient movement principles

Techniques vs Principles - linked to the document - 'Achieving a consensus RR097' and Manual handling. Manual Handling Operations Regulations 1992 (as amended) Guidance Notes L23'.

Efficient movement principles for manually moving loads/objects and how they reduce the risk injury:

- Dynamic stable base- centre of gravity
- Use of body weight
- Flexed knees and hips
- Natural curves - no twisting
- Close to the load (short lever arms)- principles of levers
- Secure hold - palm hold
- Use of head - chin in/head up

#### 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

Link practical application to findings in the Principles of Good Manual Handling: Achieving a Consensus 2003 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.

# Notes

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