

BTEC Level 3
Building Better Results

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BTEC National Sport Development, Coaching & Fitness

Revised Second Edition

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 If you see this icon next to a unit, you will be able to access it by logging onto Dynamic Learning Student Online.


Introduction

BTEC National Sport (Development, Coaching and Fitness) for the Edexcel examination boards is a subject that helps to prepare you for work in the sports industry or for higher education within the fields of sport science and sport.

BTEC Level 3 National Sport: Development, Coaching & Fitness Second Edition is a comprehensive textbook that covers all mandatory units in the BTEC National Sport (Development, Coaching and Fitness) qualifications that include:

- National Certificate in Sport
- National Subsidiary Diploma in Sport
- National Diploma in Sport (Development, Coaching and Fitness)
- National Extended Diploma in Sport (Development, Coaching and Fitness)

To ensure that you are following the correct pathway for your chosen qualification, please see the table in 'Pathways for BTEC National Sport (Development, Coaching and Fitness) Qualifications'.

As well as all mandatory units, **BTEC Level 3 National Sport: Development, Coaching & Fitness Second Edition** contains many of the more popular optional units that you can take. Some optional units have been provided as PDFs for you to read online or download via Dynamic Learning. For details of these, look for the Dynamic Learning icon  on the Contents page. For details about Dynamic Learning and how to access these online units, see the inside front cover of this book.

The BTEC National Sports and BTEC National Sport (Development, Coaching and Fitness) qualifications are all assessed through coursework. You will be given assignments that cover all of the grading criteria for each unit that you are studying. **BTEC Level 3 National Sport: Development, Coaching & Fitness Second Edition** will help to show you where you can find the information related to the grading criteria that you are working on, which will help to ensure that you are including the appropriate subject content in your coursework.

Success in this qualification is a combination of your teacher's expertise, your own motivation and ability as a student, and accessibility to the

appropriate resources – including a relevant textbook! Written by senior external verifiers and experienced BTEC National Sport teachers, **BTEC Level 3 National Sport: Development, Coaching & Fitness Second Edition** is highly relevant to your qualification and provides you with resources that will not only support and help you prepare for your assessments, but will also stretch and challenge you.

Within **BTEC Level 3 National Sport: Development, Coaching & Fitness Second Edition** you will find that each unit offers a wide range of learning resources, including:

- **Activities** related to each of the grading criteria to help you to practise assessment activities for your coursework. Each activity has a suggested time-frame so that you will have an idea of how long you need to spend on each.
- **Clear signposting throughout:** each section is clearly signposted with the relevant grading criteria
- **Quick quizzes:** at the end of each learning outcome are a number of short questions to help consolidate your knowledge before you move on to the next section.
- **Learning goals** are placed at the start of each unit to keep you on track with the requirements of the Edexcel BTEC National Sport (Development, Coaching and Fitness)
- **Definition boxes** are provided throughout, giving you clear definitions of complex physiological and technical phrases without you having to look these up in a separate glossary section
- **Useful websites** are suggested at the end of each unit so that you can access these directly to top up your knowledge in important areas of unit content
- **Figures:** Lots of sports photographs and clear illustrations to help bring your learning to life.

BTEC Level 3 National Sport: Development, Coaching & Fitness Second Edition is written in a clear, highly readable way that will help you to understand and learn about Sport and prepare you and provide information for your assessments in this course.

Pathways for BTEC National Sport (Development, Coaching and Fitness) Qualifications

To ensure that you are following the correct pathway for the **Certificate**, **Subsidiary Diploma** or **Diploma** in BTEC Sport (Development, Coaching and Fitness), please see the table below.

Unit	Certificate	Subsidiary Diploma	Diploma
1 Principles of Anatomy & Physiology in Sport	✓	✓	✓
2 The Physiology of Fitness	✓	✓	✓
3 Assessing Risk in Sport	✓	✓	✓
		Selection of one unit from 7 and 29, then selection of three of the remaining units	
4 Fitness Training & Programming		✓	✓
5 Sports Coaching		✓	✓
6 Sports Development		✓	✓
7 Fitness Testing for Sport & Exercise	✓	✓	✓
8 & 9 Practical Team & Individual Sports		✓	✓
			Selection of four units from below
10 Outdoor & Adventurous Activities		✓	✓
11 Sports Nutrition		✓	✓
12 Current Issues in Sport		✓	✓
13 Leadership in Sport		✓	✓
14 Exercise, Health & Lifestyle		✓	✓
15 Instructing Physical Activity & Exercise		✓	✓
16 Exercise for Specific Groups			
17 Psychology for Sports Performance		✓	✓
18 Sports Injuries			✓
19 Analysis of Sports Performance			

Unit	Certificate	Subsidiary Diploma	Diploma
20 Talent Identification & Development in Sport			
21 Sport & Exercise Massage			✓
22 Rules, Regulations & Officiating in Sport			✓
23 Organising Sports Events			✓
24 Physical Education & the Care of Children & Young People		✓	✓
25 Sport as a Business			✓
26 Work Experience in Sport		✓	✓
27 Technical & Tactical Skills in Sport		✓	
28 The Athlete's Lifestyle		✓	
29 Principles & Practice in Outdoor Adventure	✓	✓	
39 Sports Facilities & Operational Management		✓	✓
40 Sports Legacy Development			✓
41 Profiling Sports Performance			✓
42 Research Investigation in Sport & Exercise Sciences			✓
43 Laboratory & Experimental Methods in Sport & Exercise Sciences			✓

Note: Units 8 & 9 are combined within the Edexcel specification

To ensure that you are following the correct pathway for the **Extended Diploma** in BTEC Sport (Development, Coaching and Fitness), please see the table below.

Unit	Extended Diploma
1 Principles of Anatomy & Physiology in Sport	✓
2 The Physiology of Fitness	✓
3 Assessing Risk in Sport	✓
4 Fitness Training & Programming	✓
5 Sports Coaching	✓
6 Sports Development	✓
7 Fitness Testing for Sport & Exercise	✓
8 & 9 Practical Team & Individual Sports	✓
	Selection of 10 units from choices below
10 Outdoor & Adventurous Activities	✓
11 Sports Nutrition	✓
12 Current Issues in Sport	✓

Unit	Extended Diploma
13 Leadership in Sport	✓
14 Exercise, Health & Lifestyle	✓
15 Instructing Physical Activity & Exercise	✓
16 Exercise for Specific Groups	✓
17 Psychology for Sports Performance	✓
18 Sports Injuries	✓
19 Analysis of Sports Performance	✓
20 Talent Identification & Development in Sport	✓
21 Sport & Exercise Massage	✓
22 Rules, Regulations & Officiating in Sport	✓
23 Organising Sports Events	✓
24 Physical Education & the Care of Children & Young People	✓
25 Sport as a Business	✓
26 Work Experience in Sport	✓
27 Technical & Tactical Skills in Sport	
28 The Athlete's Lifestyle	
29 Principles & Practice in Outdoor Adventure	
39 Sports Facilities & Operational Management	✓
40 Sports Legacy Development	✓
41 Profiling Sports Performance	✓
42 Research Investigation in Sport & Exercise Sciences	✓
43 Laboratory & Experimental Methods in Sport & Exercise Sciences	✓

Note: Units 8 & 9 are combined for the Edexcel specification

3: Assessing Risk in Sport

3.1 Introduction

Safety is a very important factor to consider when taking part in sports or leading sporting events. If sports leaders fail to ensure that health and safety guidelines are adhered to, this could result in a charge of 'negligence' being brought against them through the civil courts. It is therefore important that learners understand the legislative factors, regulations and legal responsibilities involved while working in sporting situations.

This unit will cover ways in which a sports leader can plan and carry out a sporting activity safely under the overall supervision of a more experienced person. It includes how to carry out risk assessments, preparation of the site and participants for the activity, and maintaining the safety of participants while taking part in the activity. The unit closes with ideas on how to plan a safe sporting activity.

By the end of this unit you should:

- know the key factors that influence health and safety in sport
- be able to carry out risk assessments
- know how to maintain the safety of participants and colleagues in a sports environment
- be able to plan a safe sporting activity.

Assessment and grading criteria		
To achieve a PASS grade the evidence must show that the learner is able to:	To achieve a MERIT grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a DISTINCTION grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 describe four legislative factors that influence health and safety in sport</p>	<p>M1 compare and contrast the influences of legislation, legal factors and regulatory bodies on health and safety in sport</p>	
<p>P2 describe the legal factors and regulatory bodies that influence health and safety in sport</p>		
<p>P3 carry out risk assessments for two different sports activities, with tutor support</p>	<p>M2 independently carry out risk assessments for two different sports activities</p>	<p>D1 review the risk assessment controls and evaluate their effectiveness</p>
<p>P4 describe three procedures used to promote and maintain a healthy and safe sporting environment</p>	<p>M3 explain three procedures used to promote and maintain a healthy and safe sporting environment</p>	<p>D2 analyse three procedures used to promote and maintain a healthy and safe sporting environment.</p>
<p>P5 produce a plan for the safe delivery of a selected sports activity and review the plan.</p>	<p>M4 explain the plan for the safe delivery of a selected sports activity and review the plan.</p>	

3.2 Key Factors that Influence Health and Safety in Sport

P1

M1

Legislative Factors

Key terms

Legislation: a generic term for laws, which includes acts, regulations, orders and directives.

Directive: a legislative act passed by the European Union that member states must adhere to.

A number of laws and acts have been devised to try to ensure that all safety precautions are taken into account while at work and during sports participation. Any person who works should be aware of these acts and make sure they do everything possible to adhere to the legislation.

Health and Safety at Work Act 1974

The Health and Safety at Work Act became law in 1974 in response to thousands of accidents and near misses in the workplace. Its purpose is to ensure that employers take reasonable steps to ensure the health, safety and welfare of their employees while they are at work. These steps include:

- Making sure the working environment and equipment are up to the necessary standard
- Ensuring that regular and appropriate safety checks are carried out
- Ensuring the safe use, handling and storage of equipment and substances
- Providing information, training and supervision to ensure that employees can do their jobs safely
- Regular monitoring of the working environment to ensure it is hygienic and that no toxic contaminants are present.

The Health and Safety at Work Act also requires employees to take reasonable steps to ensure their own safety. They are expected to cooperate with the employer to meet legal obligations and use the equipment provided appropriately.

Both the employer and employees benefit from this Act because:

- Fewer accidents mean better health for employees
- Fewer accidents mean more regular earnings for employees
- Less sickness means money saved by the employer and the NHS.

The majority of accidents that occur in the workplace are due to the following actions and circumstances:

- Lifting and carrying
- Slips, trips and falls
- Being hit by moving objects or vehicles
- Moving machinery
- Harmful substances.

Some illness and diseases can be work-related – for example, occupational deafness, back pain and stress.

The following three factors can affect health and safety in the workplace:

1. **Occupational factors** – people may be at risk from injuries or illnesses because of the work they do.
2. **Environmental factors** – the conditions in which people work may cause problems.
3. **Human factors** – poor attitudes and behaviour can contribute to accidents.

It is the responsibility of both the employer and employees to ensure that health and safety standards are maintained.

After the Health and Safety at Work Act was passed in 1974, RIDDOR was added in 1995. RIDDOR stands for the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, which came into force on 1 April 1996. It means that all work-related accidents, diseases and dangerous occurrences should be reported to the Incident Contact Centre (ICC). These include:

- Deaths
- Major injuries
- Injuries that last for more than three days
- Injuries to members of the public where they are taken to hospital
- Work-related diseases
- Dangerous occurrences – where something happens that does not result in a reportable injury, but which could have done.

Personal Protective Equipment Regulations 2002

Personal protective equipment should be used when a hazard cannot be sufficiently controlled by other health and safety measures.

A range of PPE exists to protect various parts of the body, such as goggles for the eyes, a helmet for the head, ear plugs for the ears, and so on.

Key term

Personal protective equipment (PPE): clothes and other items worn to protect the wearer against hazards.

Control of Substances Hazardous to Health Regulations (COSHH) 2002

Hazardous substances can cause a wide range of health problems, such as dermatitis and asthma; they may also cause other problems, such as explosions or fires.

In the sports industry you may be exposed to a range of hazardous substances, such as cleaning fluids or chlorine, which is used in swimming pools. All hazardous substances should have labels that detail the nature of the hazardous substance (e.g. corrosive, irritant, poison).

You must ensure that you have been trained in how to use the equipment properly and that you wear the appropriate PPE when dealing with these substances. All hazardous substances should be kept in a locked cabinet.

Key term

Hazardous substance: any material or substance with the potential to cause illness or injury to the people who come into contact with it.

Manual Handling Operations Regulations 1992

In the sports industry you will probably find yourself having to lift, move and set up sporting equipment. Therefore it is important that you learn safe lifting techniques. Maintaining a straight back at all times is the proper way to lift items, as shown in Figure 3.1. Typical injuries from incorrect manual handling are back sprains and strains, cuts, bruises, crushing, fractures, hernias and trapped nerves.

Key term

Manual handling: using the body to lift, carry, push or pull a load.

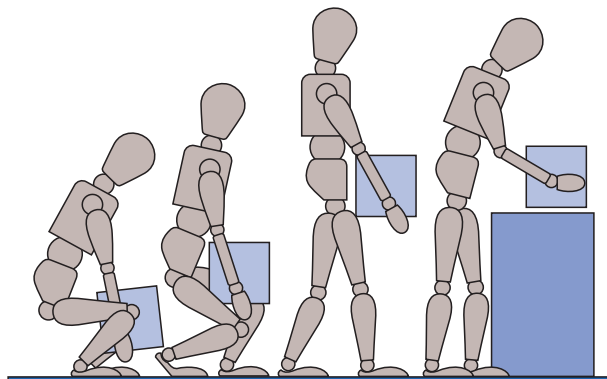


Fig 3.1 Manual handling guide

Health and Safety (First Aid) Regulations 1981

These regulations require companies and organisations to have sufficient first-aid facilities and equipment in case of illness or injury to employees. The number of qualified first-aiders will be related to the number of employees working in the organisation.

Fire Safety and Safety of Places of Sport Act 1987

This act was drawn up after the Bradford City football ground fire tragedy in 1985. It requires that all sports arenas and stadiums have sufficient means of escape in the event of a fire. Venues must also provide adequate equipment for fighting fires.

Adventure Activities Licensing Authority (AALA)

The Adventure Activities Licensing Authority was founded in 1996 and works in conjunction with the Adventure Licensing Service. Both are run by the Health and Safety Executive. Adventure Activities Licensing is responsible for inspecting activity centres and other outdoor and adventurous activity providers. If it is satisfied that a provider meets nationally accepted standards of good practice, it will issue a licence. This helps to provide the public with assurances that the activities are not exposing the participants to unnecessary danger or risks of injury.

Despite all this legislation, there are still fatalities in the workplace: in 2005–06, 220 workers were killed and 361 members of the public were fatally injured. This should remind you to remain vigilant

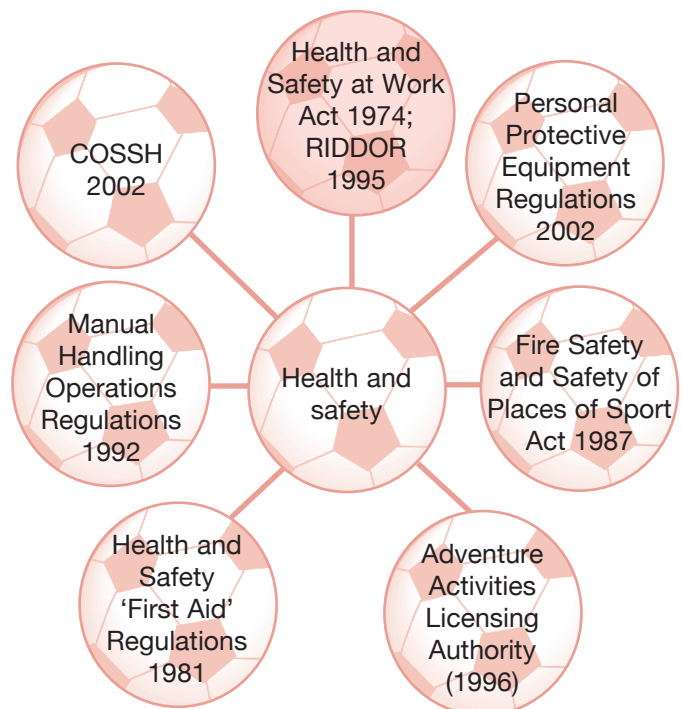


Fig 3.2 Health and Safety legislation

**Prohibition**

These signs tell you what you are not allowed to do, e.g. No smoking

Shape: Circular

Colour: White with red border and red crossbar running from top left to bottom right

**Warning**

These signs warn you of a danger

Shape: Triangular

Colour: Yellow with black border and letters

**Mandatory**

These signs tell you what you *must* do, e.g. wear ear protectors

Shape: Circular

Colour: Blue background with white symbol and letters

**Warning**

These signs tell you about safe areas or equipment, e.g. fire exit

Shape: Square or oblong

Colour: Green background with white symbol and letters

Fig 3.3 Safety signs

in maintaining your own and your co-workers' health and safety while at work.

Safety Signs

There are four types of safety signs (see Figure 3.3). Each type has a certain shape, colour and meaning.

Legal Factors

The court system within Britain has a structure that all legal cases have to pass through. There are a range of courts that deal with different types of charges:

- **Magistrates' court** – this is the lowest court in England and deals mainly with minor criminal matters
- **Crown court** – this deals with serious criminal charges, such as murders, with a judge and jury
- **Supreme Court** – this is the highest court in England and deals with appeals on important issues from the Court of Appeal
- **European Court of Justice** – this is the supreme law court in Europe. The decisions of this court have to be enforced by all member states.

Statutory Law

These are written laws set down by a governing authority. Any person breaking these laws is liable to be arrested by the police and prosecuted accordingly.

Civil Law

Civil law deals with the rights of private citizens and does not involve the police. An example of civil law would be when a person is suing a company or an individual for some form of negligence, or when a partner in a marriage wishes to divorce the other person.

If a company does not abide by the Health and Safety at Work Act and a person is injured as a result of this negligence, the company can be prosecuted because it has broken a statutory law. Also, the

Student activity 3.1**30 minutes****P1**

There are a number of different types of legislation in sport today in order to help protect people from injury and ill health.

Task 1

Examine the dates on which each of the Acts came into effect. Carry out research to try to answer the following:

- What significant event occurred in 1985 which may have resulted in the Fire Safety and Safety of Places of Sport Act 1987?

- What event in 1993 may have resulted in the Adventure Activities Licensing Authority being formed?
- Why was RIDDOR added to the Health and Safety at Work Act?

Task 2

Prepare a leaflet describing four legislative factors that influence health and safety in sport.

employee who is injured can take out a civil case and sue the company for compensation.

Case Law

Case law is when a similar case has occurred previously and the accused person is prosecuted and/or sued in a similar manner to the previous case.

In Loco Parentis

In loco parentis basically means 'in place of the parent'. This means that a person or organisation has to take on the functions and responsibilities of a parent. An example of this would be a teacher supervising a student on a school trip. The teacher has overall responsibility for the child's health and safety. A person taking on a role *in loco parentis* is expected to apply the same standard of care as would a 'reasonable parent' acting within a range of reasonable responses.

Negligence

Negligence is the name given to a situation in which a person in a supervisory role basically fails to meet a 'standard' of care. The supervisor may be careless in

their actions or lack of actions, such as not carrying out a full risk assessment which then results in a person taking part in the activity suffering from an injury or even death.

If a person is deemed to be negligent they may be held liable for any injuries or damages to the people involved.

Regulatory Bodies

A number of regulatory bodies have been set up to help to police employers and facilities so that they adhere to appropriate legislation. The Health and Safety Commission is in charge of health and safety regulation in the UK. The Health and Safety Executive and local authorities are responsible for enforcing these regulations. Staff from these organisations will inspect facilities and speak to staff to ensure the facility is being run appropriately. If the facility is not being run in accordance with legislation, it will be given actions to address within a set time period, or the facility may even be closed down until it is able to show that it meets health and safety guidelines.

Key learning points |

- A range of laws is in place in order to protect the employee and employer in the workplace. These include: Health and Safety at Work Act, Personal Protective Equipment Regulations, Control of Substances Hazardous to Health Regulations, Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Fire Safety and Safety of Places of Sport Act, Adventure Activities Licensing Authority.
- Statutory law is where a person is prosecuted, and involves the police.
- Civil law does not involve the police.
- Case law is where a case in the past is referred to.
- The Health and Safety Executive enforces regulations in the workplace.

Student activity 3.2



60 minutes

P2

M1

Task 1

Design a poster with written text that describes the legal factors and regulatory bodies that influence health and safety in sport.

Task 2

Write a report that compares and contrasts the influences on health and safety in sport of the following:

- Legislation
- Legal factors
- Regulatory bodies.

Quick quiz 1

- Health and Safety at Work Act
- Magistrates' court
- *In loco parentis*
- Fire Safety and Safety of Places of Sport Act
- Civil law
- Negligence
- Health and Safety (First Aid) Act
- Crown court
- Statutory law
- Personal protective equipment

Choose a term from the list above to answer each of the following questions.

1. This means in 'place of the parent'.
2. This is where a person fails to meet a standard of care.
3. This ensures that employers take reasonable steps to ensure the health, safety and welfare of their employees while they are at work.
4. This law requires companies and organisations to have sufficient first-aid facilities and equipment.
5. This is where people who have committed serious criminal offences go to court.
6. This law deals with the rights of private citizens.
7. A shin pad is an example of this.
8. This law requires all sports arenas and stadiums to have sufficient means of escape in the event of a fire.
9. This law deals with written law set down by a governing authority.
10. This is where people who have committed minor criminal offences are tried.

3.3 Risk Assessment

P3

M3

D1

Risk assessment is a technique for preventing accidents and ill health by helping people to think about what could go wrong and devising ways to prevent problems. Risk assessment is good practice and is also a legal requirement. It often enables organisations to reduce the costs associated with accidents and ill health, and to decide on their priorities, highlight training needs and assist with quality assurance programmes. A risk assessment is usually performed by the manager or instructors

working in the sports centre. It allows people to take time to consider what could go wrong while taking part in their activity. The risk assessment examines the possible hazards that may occur, the risks involved, the likelihood of them happening and how the hazards could be prevented.

Risk assessments should be logged, kept and reviewed regularly to see if they are up to date and to make sure that none of the details have changed.

Hazard

A hazard is anything with the potential to cause harm. A range of hazards can be found in any workplace. Examples include:

- Fire
- Electricity
- Harmful substances
- Damaged/wet flooring
- Unfastened shoelaces
- Jewellery worn during sports participation
- Water in a swimming pool.

Key term

Hazard: a potential source of danger.

Risk

A risk is linked to the chance of somebody being harmed by the potential hazard. Risks are often categorised into how likely they are to happen. When something is described as low-risk, it means that the likelihood of it happening is low, whereas something that is high-risk is likely to happen. Examples of risks include:

- Slipping on a wet floor and twisting your ankle
- Drowning in a swimming pool
- Tripping over your shoelaces and cutting your knee
- Catching your earring on clothing or an opponent's hand and ripping your ear.

Key term

Risk: the possibility of something bad happening.

Undertaking a Risk Assessment

Once you have highlighted the hazard, the easiest way to assess the potential problems that may arise is to use the following formula: Likelihood \times Severity. Likelihood – is it likely to happen:

1. Unlikely.

Capsizing in a kayak	
Likelihood of it happening	Severity
2 Quite likely	1 No injury

Table 3.1 Risk assessment of capsizing in a kayak

Is the risk worth taking?	
Likelihood X Severity	Risk worth taking?
1	Yes
2	Yes, with caution
3	Yes, with extreme caution
4	Possibly, with extreme caution
5 or above	No

Table 3.2 To risk or not?

- 2. Quite likely.
- 3. Very likely.

Severity – how badly someone could be injured:

- 1. No injury/minor incident.
- 2. Injury requiring medical assistance.
- 3. Major injury or fatality.

For example, Table 3.1 attempts to assess the risk of capsizing in a kayak.

By multiplying the likelihood by the severity, you will be able to draw up a chart that looks at the potential problems, enabling you to make a decision about whether you want to take the risk or not (see Table 3.2).

In the example in Table 3.1, the likelihood times the severity is $2 \times 1 = 2$.

Control Measures

Hazards in the workplace should be removed whenever possible. Sometimes, however, there is no alternative but to keep a hazard. In such cases, it is important to reduce the risk – the likelihood of an accident – by introducing appropriate control measures. If some flooring is wet or damaged, for example, reducing the risk might include placing a barrier around the damage or putting up warning signs.

Other control measures could include participants wearing/using specialist protective clothing and/or equipment to help minimise the risk of injury.

The Risk Assessment Process

1. Identify the area to be assessed (e.g. resistance equipment in the gym).
2. List the hazards that you can identify (e.g. free weights incorrectly stored, wet floor).
3. Identify the risks and the people who are at risk from the hazards listed (e.g. first-time users, inexperienced users).
4. Assess the likelihood of an accident happening (e.g. if a person comes to the gym for the first time to use free weights, what is the likelihood that they may suffer from a lower back injury through an incorrect lifting technique?). Identify the likelihood, between 1 and 3, of this risk happening.
5. How severe will the outcome of the accident be, on a scale of 1 to 3?
6. Work out the level of risk.
7. Is the risk worth taking? Look at what control measures can be put in place to reduce the risk of injury (e.g. ensure all gym users are given an induction prior to using the equipment).



Fig 3.4 Protective clothing worn for playing cricket

Key learning points 2

- A hazard is something that has the potential to cause injury or compromise safety.
- A risk is the likelihood of something unpleasant happening.
- A risk assessment is a list of possible hazards that states the likelihood of them happening, and ways of controlling them.
- Level of risk is worked out by multiplying likelihood of risk by severity. A risk level of five or more means that either more safety precautions should be introduced or the activity should not take place.

Example of a risk assessment form

Location of risk assessment:

Risk assessor's name:

Date:

Hazard	People at risk	Likelihood	Severity	Level of risk	Control measures

Fig 3.5 Example of a risk assessment form

Student activity 3.3



60–90 mins

P1

M2

D1

Task 1

Choose two of your favourite sporting activities. Make a list of:

- All the risks and hazards associated with each of your selected sports
- All the hazards associated with each of your selected sports
- All the safety equipment you need in order to reduce the risk of injury in each of your selected sports.

Task 2

Copy and complete the risk assessment form on page 59 for each of your selected sporting activities.

Task 3

Examine your risk assessments and the control measures that you have put in place and then write a report that evaluates their effectiveness.

Quick quiz 2

- List three hazards and three risks associated with each of the following sports:
 - netball
 - rugby
 - high jump
 - shot put
 - hurdles
 - swimming
 - hockey
 - badminton.
- List all the items of personal protective clothing and equipment that a person might wear to help protect them while participating in the following sports:
 - football
 - cricket
 - hockey
 - triathlon
 - windsurfing
 - rock climbing
 - mountain biking.

3.4 Maintaining the Safety of Participants and Colleagues in a Sports Environment

P4

M3

D2

The general manager and his team of managers of a sport or leisure facility are responsible for running a safe and secure environment. They will ensure that every member of staff receives training on how the facility operates, as well as two manuals that provide information on how every part of the facility should operate under normal conditions and what to do in an emergency situation – these are usually referred to as Normal Operating Procedures (NOP) and Emergency Operating Procedures (EOP).

The NOP provides instructions on how to deal with everyday situations, whereas the EOP provides instructions on how to deal with minor and major emergency situations, such as disorderly behaviour from customers or dealing with a drowning incident.

Normal Operating Procedures (NOP)

This document contains details of all the services the leisure facility provides (e.g. swimming pool dimensions, squash courts and their dimensions) and is specific to that individual facility.

The manual will indicate any potential risk factors and hazards that staff should be aware of. These may include:

- **Known hazards** (e.g. unruly behaviour by the customer, customers with prior health problems, misuse of equipment)

- **Pool hazards** (e.g. slippery poolside, diving in shallow water, blind spots in the pool)
- **Customers at risk** (e.g. weak swimmers, elderly customers, customers under the influence of alcohol or drugs).

There follow instructions on how to carry out risk assessments so that these hazards and risks can be minimised.

Methods of dealing with the public will be included in the manual, which incorporates forms of communication and rules and regulations that customers must adhere to; an example of this is the poolside rules (e.g. no running on the poolside, no pushing, no ducking).

Staff duties and responsibilities are also covered. The manual will contain details of what is expected from them (e.g. they should wear the uniform provided, lifeguards must always carry a whistle, they must never leave a pool area unattended). There are usually details of staff training requirements too (e.g. a lifeguard will usually be required to attend training sessions at least once a month so that their skills are up to date and have been practised recently).

Details of staffing requirements for a range of situations are usually included within this document (e.g. supervision of diving, the number of lifeguards required on the poolside in relation to the number of swimmers – the more swimmers there are, the more lifeguards need to be on duty).

Pool, sports hall and changing room hygiene is also an area that should be covered in this document, which gives instructions on how to carry out everyday cleaning duties. Details of first-aid supplies and how to locate a first-aider will also be in this document.

All leisure facilities will have some form of alarm system to summon help or warn people of a fire; the NOP will contain details of where these alarms are located and how to use them.

Emergency Operating Procedures (EOP)

This manual details how staff should respond to a range of emergency situations:

- Fire
- Customer suffering from a minor injury (e.g. grazed knee)
- Customer suffering from a major injury (e.g. knocked unconscious with a head injury)
- How to deal with a drowning incident
- Bomb threat
- Emission of a toxic gas
- Structural failure
- Spinal injury
- How to deal with blood, vomit and faeces.

Staff Training

Most centres will ensure their staff are up to date with their role requirements and that their qualifications are up to date, either by running in-house training or by paying for their staff to attend relevant training events elsewhere. Pool lifeguards will often be expected to attend weekly training events to ensure they are able to carry out all the different rescue techniques. In most centres, all staff will be expected to have a basic first-aid award, and will be expected to attend regular training events to ensure their first-aid skills are up to date. Staff meetings are often held on a weekly basis to update staff on any centre changes or staffing changes, and so on.

Checking Facilities

There should be regular inspections to ensure the facility is functioning as it should be. Some checks may be required on a regular basis throughout the day, and others may need to be performed at the start and end of each day. For example, examining the changing facilities to ensure they are clean and tidy, and testing the swimming pool water to assess the chlorine levels, should be carried out once every few hours; checking that all the lights are working inside and outside the building only really needs to be carried out once or twice a day.

All sports and leisure facilities have regular inspections from various authorities to ensure that the organisation is maintaining a high level of health and safety. For example, the fire department will check such things as the number and functioning of fire extinguishers and that the fire exits are easily accessible.

Equipment should be checked regularly. Although there is not a legal requirement to inspect the equipment, a centre could be prosecuted if there



Fig 3.6 A person from the fire department checking equipment

was an accident due to faulty equipment. A typical pro forma for checking equipment should have the following headings:

- Name of equipment
- When equipment was checked
- Name of person checking equipment
- Any action taken
- Signature of the inspector
- Results of check.

Key learning points 3

- All staff have a job specification to work to, and must follow normal procedures and emergency procedures as documented in their work handbook.
- People working in a leisure or sport facility must maintain a secure and safe environment for their customers and staff.

Student activity 3.4



60–90 mins

P4

M3

D2

Task 1

Go into your local sports facility or leisure centre and ask if you may have a look at its NOP and EOP. If you are able to do so, look through them and make a note of the information they contain.

Task 2

Select three different procedures used in the sports facility that you have investigated to promote and maintain a healthy and safe sporting environment. Write a report that describes, explains and analyses each procedure.

3.5 Planning a Safe Sporting Activity

P5

M4

D3

When planning a sporting activity, you will need to determine the roles and responsibilities of each member of the group.

Roles and Responsibilities

The leader of the activity is responsible for the planning and preparation and the smooth running of the event. Prior to the activity, the leader should:

- Determine who will be taking part in the activity
- Undertake a risk assessment of the proposed activity
- Determine the staffing requirements of the activity – this should include an appropriate number of qualified first-aiders
- Ensure that you or your centre has adequate insurance to run the activity
- Plan transport arrangements, if required
- Visit the site or facility where you plan to hold the activity
- Plan contingency and emergency arrangements
- Inform parents of any children taking part in the activity and obtain parental and medical consent.

The Site, Equipment and First-aid Provision

The site chosen must be suitable for the activity. If it is an indoor event, you must ensure that the facility is an appropriate size, that it has suitable lighting, suitable changing facilities, first-aid provision, all the equipment you require, and so on. Basically, it has to suit the needs of the chosen activity and the needs of the participants, and still adhere to health and safety guidelines. If the activity is to be held outside, you should always take into account environmental factors that may adversely affect your activity. For example, a lot of rain could waterlog a sports field, which could then become dangerous to play on. Always have a contingency plan that allows you to run an activity but does not put the participants' health at risk. For example, a football game that was due to be played outside could be changed to a five-a-side match inside.

It is important that all equipment is checked prior to being used to ensure that it is complete, in working order and not faulty or damaged.

Adequate arrangements must be made for first aid, including responsible people, equipment and facilities.

You should always carry a basic first-aid kit with you, or ensure you have access to one when you are running a sports activity. A basic first-aid kit should contain:

- Ten plasters of various sizes

- Two large sterile dressings for the management of severe bleeding
- One medium sterile dressing for the care of larger wounds
- Four triangular bandages to support suspected broken bones, dislocations or sprains
- One eye pad in case of a cut to the eye
- Four safety pins to secure dressings
- Disposable gloves.



Fig 3.7 A first-aid kit

Suitability of Participants to the Activity

One of the main factors to help determine the suitability of a participant is to consider their age. If the participants are people of a different age to yourself, you should always speak to a person who has experience of dealing with this age group. You can then discuss your idea for your activity and determine whether it is suitable. From this you will be able to gauge what sort of equipment you should use, any adaptations required to make the activity more suitable and the staffing ratio required.

For example, if you wanted to run a cricket activity with (a) primary-school-aged children or (b) a group of 18-year-olds, you would have very different plans.

For the primary-school-aged children, you would use soft balls because hard balls would be more likely to cause injuries, as the children are less experienced in throwing and catching compared with most adults. You would probably adapt the game so that more people are active more of the time (e.g. you may have four teams of eight children playing quick cricket). You would need more staff to supervise the children to ensure their health and safety.

For a group of 18-year-olds you would use the usual cricket equipment, the game would be played to the usual cricket rules, and the only staffing required would be to umpire the event and ensure there is appropriate first-aid provision.

Health and Safety Review

After an event has taken place, you should always review your health and safety planning and procedures to see whether they were effective or if they could be improved. Examine if there were any injuries or near misses, how they occurred and if you could have done anything to reduce the likelihood of each incident happening. Determine if the participants were a suitable group for the activity: Were they the right age, of the right ability, and so on? Did the staff receive a suitable briefing so that they were able to carry out their roles and responsibilities effectively? Was the equipment suitable? Could you have used anything else to improve the health and safety of the participants during the activity?

This information will help you to improve your awareness of health and safety, and to ensure that you are doing everything possible to reduce risks and maintain the health and safety of yourself and others.

Key learning points 4

- In order to pay full attention to health and safety, a sporting activity should be planned effectively, with attention given to risk assessments, equipment, the site, the participants, first-aid provision, contingency plans, and the roles and responsibilities of each team member.

Student activity 3.5



60 minutes

P5

M4

Task 1

Select a sports activity of your choice. Produce and write a report to explain a plan for this sports activity that takes into account a range of different health and safety procedures.

Task 2

Write a report that reviews the plan you have produced, to determine how effective it is in managing the associated risks involved in the selected sports activity and the suitability of the participants, site and equipment used.

Useful websites

www.safesport.co.uk

Advice and safety tips on a wide range of sports & athletic abilities

<http://www.uka.org.uk/governance/health-safety/>

Advice on carrying out a risk assessment for sports; includes a sample template for an online incident report form