



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

ASSESSING RISK IN SPORT

R/502/5617

LEVEL 3 UNIT 22

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

Version 2: Updated to reflect current legislation and Acts.

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LEVEL 3

AIM OF THE UNIT

This unit will give the learner skills to be able to risk assess various activities and recognise legislative and legal factors which will enable them to plan, operate and run a safe sporting environment and then review its effectiveness.

PURPOSE OF THE UNIT

It is hugely important that all sporting environments are safe places to play sport. Litigation is on the increase in today's society and this unit will enable learners to recognise potential risks and health and safety issues. It is important that learners have a grasp of sports related legislation and legal factors which influence health and safety in sport. This unit will evidence legislation which underpins many sporting environments, from organising huge sporting events within stadiums to organising small potted coaching sessions and outdoor activities. Various regulatory bodies appropriate to sport will be also distinguished. Over the years there have been some high profile incidents which have cast a shadow over sport and activities within the UK, from the football disasters at Ibrox, Bradford City and Hillsborough through to the Lyme Bay accident. The resultant deaths from these tragedies have often led to new legislation and changes to existing legislation around sporting activities. The learner will also be introduced to other key statute legislation and civil law which are not sports related but have an impact on the sporting environment. Everyone has either a 'duty of care' or a 'higher duty of care' which is based on the notion of everyone looking after everybody. There will be an opportunity to gain practical risk assessment experience by being able to recognise different types of risk and risk rating. Ultimately there will be an opportunity for learners to put the legislation, legal factors, risk assessments and procedures into a practical situation where they are to plan and run a safe sporting activity and then review its effectiveness.,

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the key factors that influence health and safety in sport	P1 describe four legislative factors that influence health and safety in sport	M1 give examples of specific legislative and legal factors which have influenced health and safety in sport	
	P2 describe the legal factors and regulatory bodies that influence health and safety in sport		
2 Be able to carry out risk assessments	P3 carry out risk assessments for two different sports activities with tutor support	M2 carry out appropriate actions in order to prevent risk during a sporting activity	D1 design own risk assessments for a range of sports activities
3 Know how to maintain the safety of participants and colleagues in a sports environment	P4 describe three procedures used to promote and maintain a healthy and safe sporting environment	M3 give examples of measures used to maintain safety of participants and colleagues within a practical sporting environment	
4 Be able to plan a safe sporting activity	P5 Produce a plan for the safe delivery of a selected sports activity and review the plan	M4 plan safe sporting activities for a range of sporting environments	D2 evaluate the safety of a selected sports activity

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know the key factors that influence health and safety in sport

Legislation addressing risks to spectators at sports grounds: i.e. Safety of Sports Ground Act and, Fire Safety and Safety of Places of Sports Act, Football Spectators Act, Football Offences Act, Sporting Events (Control of Alcohol Act).

General health and safety issues: i.e. Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).

Guidance on specific issues: i.e. substances/chemicals (Control of Substances Hazardous to Health – COSHH), operations such as lifting (Manual Handling Operations) and situations such as workplace conditions (Workplace Health, Safety and Welfare Regulations).

Sports specific legislation: i.e. Young Peoples Safety Act, Adventure Activities Licensing Regulations.

LO2 Be able to carry out risk assessments

Risk assessments: (e.g. generic, site, dynamic).

Five steps to risk assessment: (e.g. hazard, those at risk, control methods, severity, likelihood and risk rating).

Control methods: (e.g. auditory controls, visual controls, physical controls, procedural controls).

Carry out risk assessments for a range of sports activities: i.e. supervise risk assessments and support where necessary.

LO3 Know how to maintain the safety of participants and colleagues in a sports environment

Day to day operations: (e.g. normal operating procedures, alarm testing, emergency operation procedures, inspection of facilities, emergency action plans); documentation (reporting, recording, promotional posters, leaflets, fact sheets)).

Health and safety training/training programmes: i.e. updating skills and practices (e.g. first aid, relevant coaching/instructor qualifications); use of specialist equipment (e.g. fire fighting, defib).

Recognising hazards and emergencies: (e.g. dynamic risk assessment).

National Governing Body guidelines: (e.g. Football Association – Goal post safety, white line markings, ECB wearing of helmets in cricket).

Local Education Authority guidelines: (e.g. Outdoor activities and organising educational visits).

Equipment guidelines: (e.g. having the correct number of people to erect a trampoline).

LO4 Be able to plan a safe sporting activity

Preparation and planning: i.e. instructors, coaches, sports leaders, risk assessments, first aid requirements, facility and equipment checks, participants suitability (e.g. numbers, consent, ability, medical history, gender, social problems, appropriate clothing/footwear, no jewellery), insurance, instructor/coach guidelines (e.g. ratios).

Range of sporting environments: (e.g. sports hall, cricket pitch, swimming pool, fitness suite, playing field, all weather surface).

Evaluation/review: i.e. accidents (e.g. RIDDOR, near misses, accident books), suitability of activity in relation to the group, effectiveness of facility/location and equipment, strengths and weaknesses of the activity/session (e.g. justification of areas of improvement).

***Learners must be taught the latest legislation or its equivalent, should it be revised during the lifetime of the qualifications in which this unit is taught.**

DELIVERY GUIDANCE

LO1 This unit can be also covered and be relevant in other areas of study throughout this qualification. Health and safety can be emphasised not only for practical sports coaching, sport as a business, leadership in sport, sport and exercise massage, organising sport events, instructing physical activity, exercise or outdoor activities, but also for the management of leisure facilities, sports grounds and stadia. Tutors could look at the relevant legislation that is relevant to stadiums and large sports grounds. Before introducing current examples and legislation, Tutors could look at the first Ibrox Disaster in 1902, Wembley 1923 and the Shortt Report, followed by the Burden Park Disaster 1946 and the Moelwyn Hughes Report. The authorities and the FA ignored all advice and consequently the following current disasters might have not occurred. Starting with the Ibrox Disaster 1971, the Wheatley Report and the subsequent Safety of Sports Ground Act. This could then be followed by the Bradford City fire 1985, the Heysel Stadium disaster and the Popplewell Report and the following Fire, Safety and Safety of Places of Sport Act 1987. Hillsborough 1989, the Taylor Report can follow and then the reasons for the Football Spectators Act 1989 and then the Football Offences Act 1991. By visiting a stadium or leisure centre the general health and safety legislation and guidance on specific issues can also be vocationally relevant. In terms of outdoor activities the study of Lyme Bay and the catalogue of errors can be looked at and the followed by the Young Person's Safety Act 1995 and the Adventure Activities Licensing Regulations 2004. If tutors wanted to keep to outdoor examples the general health and safety legislation and guidance and specific issues could be based on a residential centre. Consequently legislation, general health and safety and guidance could be undertaken through a practical activity or by organising a sporting event.

LO2 This again can be linked to either a practical sporting activity, within the qualification or outdoor activities, as learners are required to carry out two risk assessments. If the centre wanted to keep with the context of stadium/arena or leisure centre management, then two risk assessments could be carried out whilst on a visit. It is important for learners to understand different types of risk assessment, particularly in outdoor education and recreation. Tutors can look at generic, site, and dynamic risk assessments. The five steps to risk assessment underpin this learning outcome and it is essential that the learners also understand the four types of main control methods. Again tutors and centres can use different

risk ratings as all organisations have different styles and types. Learners can use tutor support whilst undertaking their risk assessments.

LO3 The tutor can again cover these learning outcomes by either a visit to a leisure centre or sports stadium/arena. During visits to these venues it is often easy to put the theory to practice, as often organisations can demonstrate day to day operational procedures or match day operation procedures and how they ensure a safe environment for participants, staff, visitors and contractors. By visiting a leisure centre or sports arena the theory can easily be applied and would aid the vocational aspect of the course.

LO4 This learning outcome would again be ideal in a practical situation where the learners could easily access evidence in terms of preparation and planning for an activity and reviewing the activity. Tutors can emphasise the importance of preparation and planning to the learners, before they embark on planning their own practical sessions. Ideally this learning outcome is recommended to be taught before the above practical units as effective planning and preparation will underpin those units. 'Failure to prepare, prepare to fail'. All good events have a reviewing session and again this will help the learners for other practical units as their progression on the course continues. By equipping the learners with the right processes and procedures will help them to be more engaged and vocationally competent in a sporting environment. For the merit criteria a range is more than two.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid.

Criteria	Assignment title	Scenario	Assessment
P1,P2, M1 and D1	Legislative and legal factors	Investigate how a leisure centre or sports stadium operate and manage health and safety.	Report on the legislation and legal factors that the centre/ stadium have to comply with
P3 and M2	Risk assessing sports activities		Risk assessment reports from two areas of the centre/ stadium
P4 and M3	Operational procedures		Presentation on the various operational procedures used to manage the centre/ stadium effectively
P5, M4 and D2	Planning and reviewing	Plan and review a selected sports activity.	Practical observation, lesson/ session plan, review/report

RESOURCES

Textbooks

ISBN 9780117020740

Sport England and HSC – *Managing Health and Safety in Swimming Pools* (HSE Books, 2003) ISBN 9780717626861

Frosdick S et al – *Safety and Security at Sports Grounds* (Paragon Publishing, 2005) ISBN 9781899820146

Football Licensing Authority – *Guide to Safety at Sports Grounds* (Stationery Office Books, 2008)

Health and Safety Executive – *Essentials of Health and Safety At Work* (HSE Books, 2006) ISBN 9780717661794

Journals

Journal of Law and Health

Occupational Safety and Health

Policy and Practice in Health and Safety

Journal of School Health

Environmental Health Perspectives

Journal of Sport Behavior

The Journal of Physical Education, Recreation and Dance

Websites

Adventurous Activities Licensing Authority www.aals.org.uk

Gov.UK www.gov.uk

Health and Safety Executive www.hse.gov.uk

Central Council for Physical Recreation www.ccpr.org.uk

Royal Society for the Prevention of Accidents www.rospace.com

Safe Sport www.safesport.co.uk

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

Unit 2: Sports Coaching

Unit 7: Practical Team Sports

Unit 8: Sport as a Business

Unit 10: Outdoor and Adventurous Activities

Unit 11: Practical Individual Sports

Unit 13: Leadership in Sport

Unit 14: Instructing Physical Activity and Exercise

Unit 18: Sport and Exercise Massage

Unit 19: Organising Sports Events

Unit 23: Fitness Training and Programming

Unit 25: Fitness Testing for Sport and Exercise

Unit 26: Work Experience in Sport



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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