

Unit Title:	Promote health, safety and welfare in active leisure and recreation
OCR unit number	3
Sector unit number	OS202
Level:	2
Credit value:	4
Guided learning hours:	30
Unit expiry date:	31/03/2015

Unit purpose and aim

This unit covers the knowledge and competence that the learner needs to promote health, safety and welfare in active leisure and recreation.

Learning Outcomes	Assessment Criteria
<p>The Learner will:</p> <p>1 Know how to promote health, safety and welfare in active leisure and recreation</p>	<p>The Learner can:</p> <p>1.1 List the values or codes of practice relevant to the work being carried out</p> <p>1.2 Describe the requirements for health, safety and welfare relevant to own work, including Health and Safety at Work Act and requirements from relevant National Governing Bodies</p> <p>1.3 Identify manufacturers' guidelines and instructions for the use of facilities and equipment</p> <p>1.4 Describe why health, safety and welfare are important in an active leisure and recreation environment</p> <p>1.5 Identify the persons responsible for health and safety in own workplace</p> <p>1.6 Outline own organisation's security procedures</p>
<p>2 Know how to control risks in active leisure and recreation</p>	<p>2.1 Describe the types of hazards that are likely to occur in own area of work and the accidents and injuries each could cause</p> <p>2.2 Outline how to identify hazards</p> <p>2.3 List health, safety and security checks to be followed</p> <p>2.4 Describe how to carry out basic risk assessments of the types of hazards that may occur</p> <p>2.5 Describe why it is important to get advice from a relevant colleague if unsure about hazards and risks in own workplace</p> <p>2.6 Identify who to ask if unsure about hazards and risks in own workplace</p>

Learning Outcomes	Assessment Criteria
	<p>2.7 Describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks</p> <p>2.8 Identify documents relating to health and safety which may have to be completed</p> <p>2.9 Outline how to complete health and safety documents correctly</p> <p>2.10 Outline why colleagues and customers should be encouraged to behave in a safe manner</p> <p>2.11 Describe how to encourage colleagues and customers to behave in a safe manner</p> <p>2.12 Outline why it is important to make suggestions about health and safety issues</p> <p>2.13 Describe how to make suggestions about health and safety issues</p> <p>2.14 Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures</p> <p>2.15 Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure</p>
<p>3 Be able to help to control risks in the active leisure and recreation environment</p>	<p>3.1 Ensure that relevant and up-to-date, health and safety information is available</p> <p>3.2 Follow the relevant health and safety requirements at all times</p> <p>3.3 Carry out health and safety checks as required</p> <p>3.4 Identify hazards</p> <p>3.5 Assess and control risks using organisational procedures</p> <p>3.6 Get advice from relevant colleagues when unsure about hazards and risks</p> <p>3.7 Pass on suggestions for improving health and safety to the relevant colleague</p>
<p>4 Know how to help to safeguard and protect children and vulnerable adults</p>	<p>4.1 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults</p> <p>4.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people</p> <p>4.3 List the four of types of abuse</p> <p>4.4 Outline the basic indicators and impact of each of the four types of abuse</p> <p>4.5 Describe the risks that individual abusers or potential abusers pose to children and vulnerable people</p> <p>4.6 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures</p> <p>4.7 Outline what to do if concerned about possible abuse</p> <p>4.8 Describe how to respond to a child or someone else disclosing abuse or concerns about abuse</p> <p>4.9 Outline what to do if there are barriers to reporting own concerns</p>

Learning Outcomes	Assessment Criteria
	<p>4.10 Identify statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.11 Outline when to contact statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.12 Outline how to contact statutory agencies with responsibilities for safeguarding and protecting</p> <p>4.13 Describe why it is important to share concerns about possible abuse with others</p> <p>4.14 Describe the limits of own competence with regard to safeguarding and protecting</p> <p>4.15 Outline why it is important to treat information about possible abuse confidentially</p>
<p>5 Be able to help to safeguard and protect children and vulnerable adults</p>	<p>5.1 Ensure that up-to-date information on guidelines for safeguarding and protecting children and vulnerable adults is available</p> <p>5.2 Identify what the policies and procedures mean for own job and area of work</p> <p>5.3 Follow the relevant procedures for:</p> <ul style="list-style-type: none"> • Safeguarding and protecting children and vulnerable adults at all times • Protecting self from potential accusations <p>5.4 Be alert to possible signs of abuse</p> <p>5.5 Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality</p>
<p>6 Know how to deal with injuries and signs of illness</p>	<p>6.1 List the types of accidents, injuries and illnesses that may occur in own area of work</p> <p>6.2 Outline how to respond correctly to emotional distress</p> <p>6.3 Outline how to deal with accidents, injuries and illnesses before qualified assistance arrives</p> <p>6.4 Describe how to decide whether to contact the on-site first aider or immediately call the emergency services</p> <p>6.5 Identify who is the on-site first aider and how to contact them</p> <p>6.6 Describe the procedures to contact the emergency services</p> <p>6.7 Outline why it is important to protect the casualty and others involved from further harm</p> <p>6.8 Outline the procedures to protect the casualty and others</p> <p>6.9 Outline why it is important to provide comfort and reassurance</p> <p>6.10 Describe how to provide comfort and reassurance</p> <p>6.11 Outline own responsibilities for reporting accidents</p> <p>6.12 Outline the procedures for reporting accidents</p>

Learning Outcomes	Assessment Criteria
7 Be able to deal with injuries and signs of illness	7.1 Remain calm and follow organisational procedures 7.2 Protect the casualty and other people from further risk 7.3 Call for qualified assistance appropriate to the casualty's condition 7.4 Provide reassurance and comfort to the people involved 7.5 Give the qualified assistance clear and accurate information about what happened 7.6 Follow the relevant accident reporting procedures
8 Know how to follow emergency procedures	8.1 Describe the emergency procedures in own place of work 8.2 Outline what instructions must be given to the people involved 8.3 Outline organisational reporting procedures for emergencies 8.4 Describe the types of problems that may occur when carrying out emergency procedures 8.5 Describe why problems that occur when carrying out emergency procedures should be reported 8.6 Identify who to report problems to
9 Be able to follow emergency procedures	9.1 Give the people involved clear and correct instructions 9.2 Carry out own role in the emergency procedures calmly and correctly 9.3 Maintain the safety of the people involved 9.4 Follow the correct procedures for reporting the emergency 9.5 Report any problems with the emergency procedures to the relevant colleague

Assessment

This qualification is internally assessed by centre staff and externally verified by OCR Assessors.

Evidence requirements

This unit can be assessed by using a variety of methods from workplace evidence. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

Please refer to Section 3 of the Centre Handbook for detailed information about conducting assessment and producing valid candidate evidence.

There must be evidence that the learner has met all of the assessment criteria listed against 'the learner will be able to' through their own work.

This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

Simulation

Simulation is allowed for 5.5 and the whole of learning outcomes 7 and 9 only, if there is no naturally occurring evidence available.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work in the setting that they know and understand this technique, there is no requirement for them to be questioned again on this topic.

Guidance on assessment and evidence requirements

Learning Outcome 3

When helping to control risks in the sport and activity environment:

the learner must cover 4 of the following types of hazard:

- unsafe facilities or environment
- unsafe equipment
- unsafe working practices
- unsafe behaviour
- use of hazardous substances
- security breaches
- situations likely to cause emotional distress

with the 3 following types of methods of control:

- dealing with the hazard personally
- reporting the hazard to the relevant colleague
- protecting others from harm

Learning Outcome 5

When helping to safeguard and protect children and vulnerable adults, the learner must cover 2 of the following types of abuse (including bullying):

- physical
- emotional
- neglect
- sexual

Learning Outcome 7

When dealing with injuries and signs of illness:

the learner must cover 2 of the following types of casualty:

- adult
- child
- person with particular needs

with both of the following types of assistance:

- qualified first aider
- emergency services

with 2 of the following types of condition:

- minor injury that can be dealt with on-site
- minor illness that can be dealt with on-site
- major injury requiring medical attention
- major illness requiring medical attention
- emotional distress

Learning Outcome 9

When following emergency procedures, the learner must cover 2 of the following types: people involved: adults, children, people with disabilities

National Occupational Standards (NOS) mapping/signposting

C22 Promote health, safety and welfare in active leisure and recreation

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Link to functional skills standards: <http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing	✓	Use ICT systems	✓
Reading	✓	Analysing	✓	Find and select information	✓
Writing	✓	Interpreting	✓	Develop, present and communicate information	✓

Resources

The specific requirements for the Level 2 Diploma in Instructing Exercise and Fitness NVQ include:

1. Sufficient space for the safe and effective delivery of the Exercise and fitness discipline/activity (this should take into account health and safety requirements, equal opportunities practice (e.g. taking into account any special requirements or disabilities of learners), and the number of learners being assessed. The space required will be determined by the discipline/ activity eg exercise to music will require a studio space)

2. Sufficient and safe equipment that is fit for purpose and in good working order enabling all aspects of the standards to be met (this should take into account the need to keep appropriate records regarding the maintenance and calibration of equipment according to manufacturers guidelines. The range of available equipment should enable learners to be assessed in all relevant aspects of the standard according to the evidence requirements. The equipment required will be determined by the discipline/ activity eg for gym a range of free weights, resistance and cardio machines will be required to meet the evidence requirements).

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .