

Cambridge TECHNICALS LEVEL 3

# SPORT AND PHYSICAL ACTIVITY

Cambridge  
TECHNICALS  
2016

Unit 4 – Working safely in sport, exercise, health and leisure  
DELIVERY GUIDE

Version 2

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# INTRODUCTION

**This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.**

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

### Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for this unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

Whether you are a coach, fitness instructor or recreational assistant, being able to maintain a high level of safety is essential for a successful career. Identifying emergency procedures that may arise, and being able to deal with them will give you the knowledge to deal with such situations.

Throughout the unit you will gain an understanding of key safety requirements to be able to ensure your own, and your clients' safety. Topics include: understanding key health and safety legislations, knowing how to administer emergency first aid, understanding roles, responsibilities and reporting duties in safeguarding children and vulnerable adults and finally, knowledge of key health and safety documents, including how to carry out risk assessments.

### Unit 4 Working safely in sport, exercise, health and leisure

|     |   |
|-----|---|
| LO1 | Understand emergency procedures in sport, exercise, health and leisure                      |
| LO2 | Understand health and safety requirements in sport, exercise, health and leisure            |
| LO3 | Understand how to minimise risk in sport, exercise, health and leisure                      |
| LO4 | Know first aid requirements for sport, exercise, health and leisure                         |
| LO5 | Know how to safeguard children and vulnerable adults in sport, exercise, health and leisure |

Assessment guidance can be found within the Unit document available from <http://www.ocr.org.uk/qualifications/cambridge-technical-sport-and-physical-activity-level-3-certificate-extended-certificate-foundation-diploma-diploma-05826-05829-2016-suite/>

Cambridge  
TECHNICALS  
2016

### 2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Sport and Physical Activity units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

| This unit (Unit 4) | Title of suggested activity                     | Other units/LOs  |
|--------------------|---|--|
| <b>LO1</b>         | Emergency, emergency!                           | Unit 4 Working safely in sport, exercise, health and leisure<br>LO3 Understand how to minimise risk in sport, exercise, health and leisure   |
|                    | Roles and responsibilities                      | Unit 4 Working safely in sport, exercise, health and leisure<br>LO2 Understand health and safety requirements in sport, exercise, health and leisure<br>LO3 Understand how to minimise risk in sport, exercise, health and leisure |
|                    | Be prepared                                     | Unit 5 Sports injuries and rehabilitation<br>LO3 Understand how to treat acute sports injuries in the immediate short term   |
|                    | EAP's in action                                 | Unit 5 Sports injuries and rehabilitation<br>LO3 Understand how to treat acute sports injuries in the immediate short term   |
| <b>LO2</b>         | Health and safety legislation and documentation | Unit 4 Working safely in sport, exercise, health and leisure<br>LO1 Understand emergency procedures in sport, exercise, health and leisure   |
|                    | Duty of care in detail                          | Unit 4 Working safely in sport, exercise, health and leisure<br>LO1 Understand emergency procedures in sport, exercise, health and leisure   |
| <b>LO3</b>         | Reducing risk                                   | Unit 5 Sports injuries and rehabilitation<br>LO2 Understand how to minimise the risk of injury   |
| <b>LO4</b>         | Injury cards                                    | Unit 4 Working safely in sport, exercise, health and leisure<br>LO1 Understand emergency procedures in sport, exercise, health and leisure   |

# KEY TERMS

## UNIT 4 – WORKING SAFELY IN SPORT, EXERCISE, HEALTH AND LEISURE

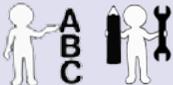
### Explanations of the key terms used within this unit, in the context of this unit

| Key term                               | Explanation  |
|--|--|
| <b>Emergency procedure</b>             | The planned steps that are to be followed in the event of an emergency. Examples include an Emergency Action Plan.   |
| <b>Evacuation procedure</b>            | The planned steps that are to be followed if an incident requires everyone to leave the building/area.   |
| <b>Health and safety legislation</b>   | A set of laws and rules which are made by the Government. Examples include the 'Control Of Substances Hazardous to Health (COSHH) Regulations 2002'.   |
| <b>Health and safety documentation</b> | The 'paperwork' which supports health and safety legislation, for example service and maintenance records, and/or good working practice, for example accident report forms or risk assessments.                              |
| <b>Risk assessment</b>                 | The identification and evaluation of the possible risks that might be present in a given situation. For example before an activity/session and as an on-going process during an activity/session.                            |
| <b>Risk management</b>                 | The process of identifying and taking steps to minimise potential risks. For example through the use of dynamic risk assessment and taking practical steps to minimise risk.   |
| <b>Safeguarding</b>                    | The process of protecting others (particularly children and vulnerable adults) from harm. For example by being aware of the signs of abuse, neglect or maltreatment and following appropriate procedures to report concerns. |

# MISCONCEPTIONS

| Some common misconceptions and guidance on how they could be overcome   |   |   |
|---|---|---|
| What is the misconception?  | How can this be overcome?   | Resources which could help  |
| <b>Learners may confuse or use the terms policies and procedures interchangeably as having the same meaning</b> | Learners should be helped to understand that policy is the “what” and the procedure is the “how to”. Learners could create their own policies on a specific subject. They could follow these up by creating procedures that are relevant to elements of their devised policy.         | The following websites give guidance on creating policies and procedures for sports settings and therefore may be useful in differentiating between policy and procedure<br><a href="http://www.safenetwork.org.uk/resources/pages/writing_policies_and_procedures.aspx">http://www.safenetwork.org.uk/resources/pages/writing_policies_and_procedures.aspx</a><br><a href="http://archive.sportengland.org/facilities_planning/developing_policies_for_sport.aspx">http://archive.sportengland.org/facilities_planning/developing_policies_for_sport.aspx</a><br><a href="http://www.livingsport.co.uk/safe-sport/for-sports-clubs-organisations/policies-procedures/">http://www.livingsport.co.uk/safe-sport/for-sports-clubs-organisations/policies-procedures/</a> |
| <b>Learners may use the terms role and responsibility interchangeably</b>                                       | Learners should be reminded that ‘role’ refers to the position or job role that someone has within an organisation or situation, whilst ‘responsibility’ refers to the different tasks that the job role must carry out or take responsibility for.                                   | The ‘role and responsibilities’ activity can be used to consolidate the differences between these terms.  |
| <b>Learners may not fully appreciate the difference between legal and ethical responsibilities</b>              | Learners should be made aware that legal refers to the responsibilities they have in the eyes of the law (underpinned by legislation which they should be aware of) whilst ‘ethical’ responsibilities are more concerned with what is morally correct – with ‘doing the right thing’. | There are various websites that define the terms ‘legal’ and ‘ethical’ but it might be useful for learners to think more deeply about the differences and similarities between these two terms. Learners could be given imagined scenarios and asked to discuss or debate the legal and ethical implications. For example: a waiter taking food home from the restaurant without permission, when it was going to be thrown away. Or a worker using their work phone, computer, stationery etc. for their own personal use.   |

# SUGGESTED ACTIVITIES

| LO No:   | 1   |                            |                            |
|--|---|----------------------------|----------------------------|
| LO Title:  | Understand emergency procedures in sport, exercise, health and leisure  |                            |                            |
| Title of suggested activity  | Suggested activities  | Suggested timings          | Also related to            |
| <p><b>Emergency, emergency!</b></p> <p>See Lesson element<br/>Investigating different types of emergency and the roles and responsibilities of those involved</p>         | <p>Working in pairs or small groups, learners could mind map the different types of emergency that might occur in sport, exercise, health and/or leisure settings. Note – it may be best if learners group all ‘medical’ emergencies into the same group to avoid having a list that makes reference to the breaking of every bone in the body individually! Learners can share their list with the whole group and note down any ideas other learners had that they didn’t. The tutor could ask learners to number (at random) each of the emergencies on their list/mind map (this will come in handy for later in the activity). Now learners can be asked to suggest the different places/facilities /environments that emergencies might happen in (e.g. swimming pool, sports field, gymnasium etc.) considering the four categories of sport, exercise health and leisure. Once lists have been created and noted down in the table provided learners can match each numbered type of emergency to the corresponding ‘place’, in this way each emergency will be matched at random with a place in which it might happen. For all (or selected) matched pairs learners could be asked to suggest what the main concern is and what the top three priorities would be if they were faced with this situation. Learners can share their thoughts with the rest of the group.</p> | 60 – 90 minutes            | Unit 4, LO3                |
| <p><b>Roles and responsibilities</b></p> <p>See Lesson element<br/>Investigating different types of emergency and the roles and responsibilities of those involved</p>  | <p>The terms ‘role’ and ‘responsibility’ are often used together and sometimes as interchangeable words. It might be useful for learners to consider what each term means. Ask learners to define the two terms individually and ensure that all understand the link and differences between them. Learners could be asked to list all of the different roles that think might be involved in sport, exercise, health and/or leisure. They should not focus just on obvious ‘health and safety’ type roles but should include all roles they can think of (e.g. receptionist, caretaker etc.). The tutor could allocate each learner a specific role and they must investigate the responsibilities that their identified role involves. Learners could be encouraged to visit/contact a relevant facility to speak directly with someone in that role, finding out what their responsibilities are with regards to health and safety in particular. It may be appropriate to allocate the same role in different settings; are the responsibilities the same? Ask learners to share their findings with the group.</p>   | 60 minutes + research time | Unit 4, LO2<br>Unit 4, LO3 |
| <p><b>Be prepared...</b></p>   | <p>Many organisations will use Emergency Action Plans (EAP) which details the procedures that must be followed in the event of an emergency. Learners could research EAP’s, either by finding real life examples that are used by local facilities or by looking online. Learners can highlight the key information that most EAP’s include/require. The tutor could allocate small groups of learners a specific type of emergency and ask them to create an EAP that would be suitable for use in this situation (either as a template that organisations could tailor to their own needs or specific to a real/imagined facility).</p>   | 60 minutes + research time | Unit 5, LO3                |

| Title of suggested activity | Suggested activities   | Suggested timings | Also related to |
|-----------------------------|--|-------------------|-----------------|
| <b>EAP's in practice</b>    | In pairs or small groups, learners could be allocated a specific emergency in a specific place (a random pair as created in the 'emergency, emergency' activity could be used) and asked to detail exactly what procedure they would follow if they were faced with this situation. Learners should refer to the EAP that is most suitable for their needs. If appropriate, learners could use their allocated emergency/place as a simulation exercise and role play exactly what would happen. They can use the rest of the group as participants/victims and direct as if the situation were really happening. Learners can debrief and review each other's performances at the end of the session. | 60 minutes        | Unit 5, LO3     |

# SUGGESTED ACTIVITIES

| LO No:   | 2   |                   |                 |
|--|---|-------------------|-----------------|
| LO Title:  | Understand health and safety requirements in sport, exercise, health and leisure  |                   |                 |
| Title of suggested activity  | Suggested activities  | Suggested timings | Also related to |
| <b>Health and safety legislation and documentation</b><br><br>See Lesson element Investigating ways to keep people safe in sport, exercise, health and leisure environments<br> | There are pieces of legislation and documentation that are particularly relevant to health and safety in a sport, exercise, health and leisure environment. Working individually or in pairs, learners can be assigned a specific piece of legislation (e.g. health and safety at work act 1974) or a specific document (e.g. accident book, incident/accident report forms, maintenance/service records) and asked to research the key information (what it is used for, why it is necessary, what role does it play, important features etc.). Learners can present their information to the rest of the group, who can record the 'headlines' for each piece of legislation/documentation they are told about.<br>Websites that may be useful for tutors include:<br><a href="http://www.hse.gov.uk/legislation/">http://www.hse.gov.uk/legislation/</a><br><a href="http://www.legislation.gov.uk/all?theme=health-and-safety-at-work">http://www.legislation.gov.uk/all?theme=health-and-safety-at-work</a><br><a href="http://www.healthandsafetyclick.net/topic_hs.cfm/Health_and_Fitness/53/">http://www.healthandsafetyclick.net/topic_hs.cfm/Health_and_Fitness/53/</a> | 60 minutes        | Unit 4, LO1     |
| <b>Exploring the term 'Duty of care'</b><br><br>See Lesson element Investigating ways to keep people safe in sport, exercise, health and leisure environments<br>              | Learners can be asked to suggest what they think the term 'duty of care' means and a whole group definition can be created. Learners can be asked to consider how they might fulfil their 'duty of care' to others when they are involved in sport, exercise, health and/or leisure activities, in the various roles they take on e.g. coach, leader, teammate, peer, performer etc. Does their responsibility in this area change depending on the role/relationship that is involved? Learners could list the main roles (see activity 'roles and responsibilities') and suggest the ways in which each might fulfil their duty of care obligations. The following website might be a useful resource to refer to:<br><a href="http://www.bowlschildprotect.co.uk/Duty_of_Care.html">http://www.bowlschildprotect.co.uk/Duty_of_Care.html</a>   | 60 minutes        |                 |
| <b>Duty of care in detail</b><br><br>See Lesson element Investigating ways to keep people safe in sport, exercise, health and leisure<br>                                     | Duty of care can be broken down into different elements, these include: legal and ethical responsibilities, maltreatment (and prevention of maltreatment), protecting vulnerable groups (often children and disabled people, but can include others) and equality. Working in pairs or small groups, learners can be allocated one of these areas and be asked to explore 'what', 'why' and 'how'. Learners can then present their thoughts to the whole group for discussion.  | 30 minutes        | Unit 4, LO1     |

| Title of suggested activity   | Suggested activities  | Suggested timings | Also related to |
|---|---|-------------------|-----------------|
| <p><b>Safe and sound</b></p> <p>See Lesson element Investigating ways to keep people safe in sport, exercise, health and leisure environments</p>  | <p>All organisations will have security procedures in place to ensure the safety of staff, users and personal belongings. Tutors could ask learners what security procedures they are aware of/familiar with already. Learners could research the range of security procedures being used in local organisations/facilities and feed their findings back to the group. Learners could select a specific security procedure (e.g. pin code entry system, fingerprint recognition lockers, CCTV surveillance systems etc.) and 'sell' it to the rest of the group in a 'dragon's den' style presentation. The following websites may be useful if learners need inspiration: <a href="http://www.ifsecglobal.com/8-innovative-security-products-unveiled-ces-2015/">http://www.ifsecglobal.com/8-innovative-security-products-unveiled-ces-2015/</a> <a href="https://blog.gyminsight.com/2214-innovative-marketing-ideas-for-your-gyms-that-your-competitors-are-missing/">https://blog.gyminsight.com/2214-innovative-marketing-ideas-for-your-gyms-that-your-competitors-are-missing/</a></p> <p>Tutors could extend the activity by asking learners to compare 'new' technologies to 'old' technologies (e.g. biometric lockers compared to £1 deposit/key on a pin lockers) and/or different systems/ideas/products that have been invented to do the same job (e.g. pin code entry system and swipe card entry system). Learners could debate the pros and cons of the different products/methods, highlighting positive aspects as well as potential concerns or weaknesses.</p> | 90 minutes        |                 |

# SUGGESTED ACTIVITIES

| LO No:   | 3  |                   |                 |
|--|--|-------------------|-----------------|
| LO Title:  | Understand how to minimise risk in sport, exercise, health and leisure   |                   |                 |
| Title of suggested activity  | Suggested activities   | Suggested timings | Also related to |
| <b>Hazard recognition</b><br> | <p>The tutor could support learners in their understanding of the four categories that hazards normally fall into: environmental (slip, trip, faulty equipment), biological (waste, infection), chemical (cleaning materials), psychological (stress, fatigue). Once learners understand these four categories and the different hazards that sit under each they can look again at the list of places in which emergencies might occur (from activity 'emergency, emergency'). For each of the identified environments, learners can suggest potential hazards in each of the four categories. Answers can be shared and a whole group list created.</p>  | 45 minutes        |                 |
| <b>Risk assessment</b><br>    | <p>Learners can find examples of risk assessments (online, from organisations they are familiar with etc.) and bring them in to share with the group. Learners can discuss the key elements that all the examples share, as well as the differences (generic, site, dynamic) and the best/worst/simplest/most complex aspects of each one too. Learners can use the examples to create their own, bespoke risk assessment – one that will be appropriate in a given environment or that is generic and can be easily tailored to suit any situation.</p>   | 45 minutes        |                 |
| <b>Reducing risk</b><br>     | <p>Now that learners are familiar with potential hazards and the components of a risk assessment, they can look in more detail at other ways to reduce risk. Learners can be asked to suggest ways that a sport, exercise, health and/or leisure environment might be able (apart from the use of a risk assessment) to reduce risk. Answers should include things such as: clear health and safety policies, current and relevant staff training, displaying health and safety signs/information, appropriate use of personal protective equipment (PPE), keeping areas clean and well maintained etc. Learners could produce a poster or similar to highlight good practice regarding reducing risk.</p> | 60 minutes        | Unit 5, LO2     |
| <b>Health and safety officer</b>   | <p>Using the risk assessment template created as part of the 'risk assessment' activity, learners can now be given the chance to act as 'health and safety officer'. At the start of every practical session the tutor can allocate one or two learners to this role and give them the risk assessment to complete (the addition of a clipboard and hi- vis jacket help with the role play but are not essential!). The H&amp;S Officer/s can feedback their findings and ensure that any concerns are highlighted and rectified wherever possible before the session begins and/or during the session as they come to light.</p>  | Various           |                 |

# SUGGESTED ACTIVITIES

|   |  |                          |                        |
|---|--|--------------------------|------------------------|
| <b>LO No:</b>   | 4  |                          |                        |
| <b>LO Title:</b>  | Know first aid requirements for sport, exercise, health and leisure  |                          |                        |
| <b>Title of suggested activity</b>  | <b>Suggested activities</b>  | <b>Suggested timings</b> | <b>Also related to</b> |
| <b>Responsibilities of the first aider</b><br><br>See Lesson element Responsibilities of the appointed first aider<br><br> | <p>In order for learners to better understand the responsibilities of the appointed first aider in a sport, exercise, health and/or leisure environment, they could take part in a true/false exercise. The tutor could create a list of 'responsibilities of a first aider' with a mixture of true and false answers. Learners must state which responsibilities they think are true and which are false. Lesson element 3 gives suggested answers and this website also gives a helpful list of 'true' answers: <a href="http://www.sja.org.uk/sja/first-aid-advice/what-to-do-as-a-first-aider/the-role-of-a-first-aider.aspx">http://www.sja.org.uk/sja/first-aid-advice/what-to-do-as-a-first-aider/the-role-of-a-first-aider.aspx</a>.</p> <p>It may also be useful for learners to discuss some of the concerns they might have regarding administering first aid, and some of the misconceptions. The tutor could create some 'what if' cards which include questions such as: Will I get sued if I do the wrong thing? Do I have a legal obligation to administer first aid? Can I choose to do nothing? What happens if someone I give first aid to dies? etc. Learners can be given a 'what if' card and asked to share their thoughts and opinions amongst a small group and then with the wider group. The following website might help the tutor to give the correct guidance to learners: <a href="http://www.realfirstaid.co.uk/dutyofcare/">http://www.realfirstaid.co.uk/dutyofcare/</a></p> | 90 minutes               |                        |
| <b>First aid course</b>   | <p>Learners could be given the opportunity to undertake first aid training. This may be through a 'hands on', face to face course delivered by a first aid provider or by a member of staff within the organisation. The following website has information about different first aid courses specifically for students: <a href="http://www.sja.org.uk/sja/training-courses/school-student-training/student-first-aid-programme.aspx">http://www.sja.org.uk/sja/training-courses/school-student-training/student-first-aid-programme.aspx</a> Or learners could do a (possibly free of charge) first aid course online, such as the one offered by this website: <a href="http://www.firstaidforfree.com/">http://www.firstaidforfree.com/</a></p>   | Various                  |                        |
| <b>Injury cards</b><br><br>See Lesson element Responsibilities of the appointed first aider   | <p>Before the start of a practical sports session the tutor could hand out an 'injury' card to each learner. During the practical session learners can intermittently 'act out' the scenario on their 'injury' card. The rest of the group (or a selected learner) must stop what they are doing and explain what they think has happened, what they suspect the injury to be and what treatment should be administered. A qualified first aider could be on hand to offer advice to the group after each 'injury' card incident.</p>  | Various                  | Unit 4, LO1            |

| Title of suggested activity   | Suggested activities   | Suggested timings | Also related to |
|---|--|-------------------|-----------------|
| <p><b>First aid kit</b></p> <p>See Lesson element Responsibilities of the appointed first aider</p> | <p>Learners can be given the blank 'first aid box' template on lesson element 3 and asked to suggest what they think should be in a basic first aid kit. Learners can write a list, draw the different items, tutors could provide pictures of a range of first aid provisions (plus a few red herrings to keep learners on their toes!) or learners could be set the task of 'filling' the box with the correct items (using pictures from the internet perhaps). Learners can compare and contrast their 'filled' first aid boxes and the tutor can share list BS-8599-1 (which can be found here: <a href="http://www.realfirstaid.co.uk/workplacefirstaidkits/">http://www.realfirstaid.co.uk/workplacefirstaidkits/</a>) which is the recommended and widely accepted list to adhere to.</p> <p>An alternative might be for the tutor to show the learners the recommended content of a first aid kit (either using pictures or, if possible with the actual items) for a set amount of time (30 seconds?), then take the items away. Learners must remember and write down as many items as they can recall. The learner/team who recalls the most will win.</p> | 30 – 60 minutes   |                 |

# SUGGESTED ACTIVITIES

| LO No:  | 5   |                   |                 |
|---|---|-------------------|-----------------|
| LO Title:   | Know how to safeguard children and vulnerable adults in sport, exercise, health and leisure   |                   |                 |
| Title of suggested activity   | Suggested activities  | Suggested timings | Also related to |
| <b>What is safeguarding?</b><br>     | <p>The tutor could lead a discussion to help learners understand the term 'safeguarding'. Once everyone understands the term, small group discussion can be used to explore each of the three key areas: protecting from maltreatment, preventing impairment of health and development, providing safe and effective care. Learners can discuss what these headings mean and what each might look like in reality.</p>  | 45 minutes        |                 |
| <b>Effective safeguarding</b><br>    | <p>The tutor could hand out 'effective safeguarding' pre prepared cards to pairs/small groups of learners. These cards can include elements that make safeguarding more effective, such as: effective recruitment and selection of staff, effective training and support for staff, clear lines of accountability, arrangements to share information with other organisations, clear safeguarding policies, designated safeguarding lead, adherence to legislation etc. Learners can explore the card they have been given, suggesting 'what' their element means, 'why' it should lead to effective safeguarding and 'how' it might be implemented or enforced within an organisation. Learners can present their card, along with their 'what', 'why' and 'how' to the rest of the group.</p> | 60 minutes        |                 |
| <b>Types and signs of abuse</b><br> | <p>Using online resources and information such as those found here: <a href="http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/">http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/</a> or here: <a href="https://thecpsu.org.uk/">https://thecpsu.org.uk/</a> learners can be supported in identifying the different types of abuse. The tutor can list the main signs of abuse and learners can be asked to match the 'signs' listed with the type of abuse for which it can be an indicator to be aware of. Group discussion can be had: are some signs relevant across all/most different types of abuse? Are any signs specific to just one type of abuse? How can this help or hinder identification of suspected abuse?</p>                                | 60 minutes        |                 |
| <b>Dealing with suspected abuse</b>   | <p>Now that learners are aware of the different types of abuse and their potential signifiers, they can explore what their responsibilities are, and what action they could take if they suspect someone is being abused. There are numerous online resources that can support this work including: <a href="http://vle.westking.ac.uk/course/view.php?id=1515">http://vle.westking.ac.uk/course/view.php?id=1515</a></p>   | 45 minutes        |                 |



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#### **OCR Resources:** *the small print*

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