

# Unit 3: Assessing Risk in Sport

<b>Unit code:</b>	<b>R/502/5617</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to make the learner explicitly aware of the vital nature of risk assessment and its management within the sports industry.

## ● Unit introduction

The health and safety of sports participants is in the spotlight more now than it has ever been. It is more important than ever to make sure all risks are minimalised prior to sports participation.

This unit gives learners knowledge and experience that can be used to help promote a culture of health and safety in sport.

Legislation created by the British and European parliaments, and administered by the Health and Safety Executive, aims to improve health and safety in all sectors, including sport.

Under the umbrella of British law, but not based on statute legislation, is common or civil law. This places a responsibility on everyone in society to have a 'duty of care' to everyone else. As sports leaders this will be defined as 'higher duty of care' which is based upon experienced and knowledgeable leaders being able to foresee potential hazards and incidents.

The consequence of sports leaders failing in their duty of care is the charge of 'negligence' being brought against them through the civil courts. It is therefore important that learners understand the issues and how they affect them when working in the sports industry.

There have been several serious incidents in sporting situations where life-threatening and life-changing injuries have occurred, or people have lost their lives. It is important to stress that health and safety should be a priority for all those who work in the sector, with the aim of reducing incidents and making the sector safer for participants.

This unit develops learners' awareness of the importance of health and safety legislation, regulations and legal responsibilities of all those working in sporting situations.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the key factors that influence health and safety in sport
- 2 Be able to carry out risk assessments
- 3 Know how to maintain the safety of participants and colleagues in a sports environment
- 4 Be able to plan a safe sporting activity.

# Unit content

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## 1 Know the key factors that influence health and safety in sport

*Legislative factors:* eg Health and Safety at Work Act (1974), additions to the (1974) Health and Safety at Work Act (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Management of Health and Safety at Work Act (Amendment) Regulations (1994), Personal Protective Equipment (PPE, 2002), Control of Substances Hazardous to Health (COSHH, 2002), Health and Safety (First Aid) Regulations (1981), Manual Handling Operations Regulations (1992), Management of Health and Safety Regulations (1999), Fire Safety and Safety of Places of Sport Act (1987), Adventurous Activities Licensing Authority Regulations (2004)

*Legal factors:* law (statutory, civil law, case law); in loco parentis; duty of care; higher duty of care; negligence

*Regulatory bodies:* appropriate to all activities (Health and Safety Executive – HSE); other regulatory bodies, eg local authorities, local educational authorities, police; appropriate to specific activities or specific types of activities, eg Adventurous Activities Licensing Authority (AALA), National Governing Bodies of Sport

## 2 Be able to carry out risk assessments

*Risk assessments:* aims (eliminate, minimise, protect participants from harm); objectives (identify hazards, identify those at risk, assess chance of hazard causing harm, grade risks); risk controls, eg do not do activity, modify activity, protect participants from hazard, provide appropriate safety equipment, provide appropriate training, provide appropriate supervision for participants

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

*Procedures:* operating procedures and good practice, eg staff training, staff development, risk assessments, emergency procedure protocols, first aid, communications cascade system for notification of incidents; safety procedures and protocols, eg established to maintain a safe environment, governing body guidelines, equipment manufacturers' guidelines, when to consult with others, who to consult with, local and national requirements

## 4 Be able to plan a safe sporting activity

*Plan:* roles and responsibilities, eg leader, coaches, first aid; equipment (type, use); suitability of site; suitability of participants to activity; guidelines (participants, leaders); insurance

*Review:* eg effectiveness of risk management, injuries, near misses and dangerous occurrences, suitability of group for activity, effectiveness of briefings, suitability of equipment, support of other agencies (governing bodies, local authorities, police); strengths and areas for improvement

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

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:
<b>P1</b> describe four legislative factors that influence health and safety in sport [IE4, CT3]	<b>M1</b> compare and contrast the influences of legislation, legal factors and regulatory bodies on health and safety in sport	
<b>P2</b> describe the legal factors and regulatory bodies that influence health and safety in sport [IE4, CT3]		
<b>P3</b> carry out risk assessments for two different sports activities, with tutor support [IE1, IE2, IE3, IE4, IE6, CT2, CT4, CT6, RL4, TW1, TW2, SM2]	<b>M2</b> independently carry out risk assessments for two different sports activities	<b>D1</b> review the risk assessment controls and evaluate their effectiveness
<b>P4</b> describe three procedures used to promote and maintain a healthy and safe sporting environment [IE1, IE4, IE6, CT1, CT2]	<b>M3</b> explain three procedures used to promote and maintain a healthy and safe sporting environment	<b>D2</b> analyse three procedures used to promote and maintain a healthy and safe sporting environment.
<b>P5</b> produce a plan for the safe delivery of a selected sports activity and review the plan. [IE1, IE2, IE3, IE4, IE6, CT1, CT2, CT5, CT6, RL3, SM2, SM3]	<b>M4</b> explain the plan for the safe delivery of a selected sports activity and review the plan.	

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

The underpinning knowledge and skills developed by learners throughout this unit can be applied to other specialist practical units in the programme of study.

Health and safety is a key element in all industries and society itself and learners should be fully aware of the impact of health and safety on sport. Learners will not only come to recognise that there are external factors influencing the delivery of sport, but that the sports deliverers themselves can influence how safe the activity is through their own good practice and operating procedures. This is especially true as authorities and society now hold those who deliver sport more to account than at any time in the past. Deliverers of sporting activities need to be fully aware of their roles and responsibilities when working with others.

Although this unit is predominantly theoretical, it is strongly recommended that centres combine it with a practical unit that requires learners to deliver a sporting activity. This will give learners a real situation on which to base much of their learning. By combining units, centres should be able to cover all four learning outcomes through practical activities and contexts.

The content concerning legislative and legal factors and regulatory bodies will require theoretical study. However, if centres choose to integrate it with a practical unit learners will see how legislation influences the activity they intend to deliver. If centres choose not to integrate delivery, the content could be put into a 'real' context through learners visiting sports organisations.

Learners need to carry out two risk assessments and review the controls put in place. This is best achieved by placing them in a practical context. If centres follow the recommended route and integrate, then the risk assessment will be based on planned practical activities. However, integration is not mandatory and this content can be delivered independently.

All centres will have their own system of risk assessment, and it is recommended that this system is used for continuity. Centres should emphasise that it is the controls put in place to eliminate, reduce or protect from the risk that are the key to an effective risk assessment.

Maintaining the safety of participants and colleagues requires learners to know not only how participants could be harmed, and the terminology used to describe this, but also how to manage an event practically, through monitoring, observing and modifying. Some of this could be delivered on a theoretical basis, but the real learning will come from practical involvement. This area could also be covered through visits to organisations which deliver sports activities so that learners can examine how they maintain a safe environment for colleagues and participants.

Learners are required to work towards planning and reviewing a sports event. The plan of a safe sporting activity need not be delivered but should be reviewed on its completion. As this is largely a theoretical unit, learners will gain more from their studies if it is integrated with a practical unit and planning is put into practice.

Centres could link with a sports event where learners assist in the delivery of the event and then apply their learning to their own studies. Centres should remember that health and safety in sport is one of the most important aspects of many roles within the sports industry, including those of the sports leader, fitness instructor or coach. Therefore, centres should strive to relate learning in this unit to practical delivery of sporting activities, focusing on engaging learners and providing them with the tools to work or study safely in sporting environments.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit
<b>Assignment 1: Factors Affecting Health and Safety in Sport (P1, P2, M1).</b> Tutor introduces the assignment brief
Legislative factors – practical work to cover a minimum of four factors that are relevant to sport
Legal factors and regulatory bodies – research in small groups and feedback to the group
<b>Assignment 2: Risk Assessment – Why and How? (P3, M2, D1).</b> Tutor introduces the assignment brief
Types of risk assessment documentation/proforma available identifying aims, objectives and controls – learner activity
Risk assessment – practical application and observation producing completed risk assessment for two different sports – learner activity
<b>Assignment 3: Plan and Review a Safe Sporting Activity (P4, M3, D2, P5, M4).</b> Tutor introduces the assignment brief
The role and purpose of key procedures: operating procedures and good practice, safety procedures and protocols – individual research, small group discussion and feedback to the group
Safe delivery of a selected sports activity – individual practical exercises providing opportunity for learners to plan and review risk management
Review of reflective practice of unit and assessment

## Assessment

For P1, learners need to describe four pieces of legislation relevant to sport from the *Unit content*. Learners should show some understanding of the importance of legislation such as the Health and Safety at Work Act (1974). Centres will need to make their own judgements on the importance of other legislation based on the endorsed programme title learners are taking.

For example, at BTEC National level, learners studying the outdoor adventure pathway will place greater emphasis on the Adventurous Activities Licensing Authority Regulations 2004 (AALA), while those studying the Development, Coaching and Fitness pathway will place greater emphasis on the Control of Substances Hazardous to Health (COSHH, 2002).

For P2, learners must describe legal and regulatory terms defining our behaviour and actions when working with others in a sporting environment. Learners should describe what these terms mean and in what context they will apply. For P3, learners must complete two risk assessments for sporting activities, with tutor support. These risk assessments must include aims and controls to eliminate, minimise and protect participants from harm. It is recommended that learners use the risk assessment reporting sheets of their organisation to meet this criterion. If this is not possible then pro forma risk assessment sheets are available from the Health and Safety Executive website.

For P4, learners need to describe three procedures used to promote and maintain a healthy and safe sporting environment. Learners may wish to describe the methods they have used, or will use, in delivering activities or they may describe the procedures used by another organisation. This criterion could be achieved through a presentation or by observation of learners in a practical setting using a well-devised proforma checking assessment sheet.

For P5, learners should produce a plan for the safe delivery of a selected sports activity. Again, this could be learners' own activity or the planning system used by outside organisations. Learners should then review the plan, including identification of strengths and areas for improvement.

For M1, learners must recognise that statute and case law are different and that even though the terms used are legal definitions they are not necessarily terms used in statute law. Learners should be able to make the link between these legal definitions and the requirements of a good, responsible sports leader. They should also be able to demonstrate a good knowledge of legislation, legal factors and regulatory bodies applied correctly to their chosen organisations.

For M2, learners must carry out risk assessments autonomously. As with P3, the risk assessments must include the appropriate risk controls.

For M3, learners need to explain three procedures used to promote and maintain a healthy and safe sporting environment.

For M4, learners need to explain their plan for the safe delivery of a selected sports activity and review the plan, including an explanation of the strengths and areas for improvement.

For D1, learners need to recognise that it is the controls used in a risk assessment that are critical to managing any identified hazards. Learners are required to review the controls used in the risk assessments that they have carried out, and evaluate their effectiveness in eliminating and reducing risk and protecting people from that risk.

For D2, learners need to analyse three procedures used to promote and maintain a healthy and safe sporting environment; this analysis requires learners to consider how successful those procedures are with regard to their aim.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Factors Affecting Health and Safety in Sport	You are working as a sports assistant in a local leisure centre and have been asked to produce induction materials for new members of staff. The materials should cover four legislative and legal factors and the role of regulatory bodies influencing health and safety in sport.	Poster/presentation Witness statement Written report
P3, M2, D1	Risk Assessment – Why and How?	You have been asked to help with the induction of new members of staff. Practically explore risk assessment covering two different sports activities; review the risk assessment.	Risk assessment report Written review
P4, P5, M3, M4, D2	Plan and Review a Safe Sporting Activity	Your line manager has asked you to ensure that safe operating procedures and good practices for delivering sports activities are adhered to. Prepare a session plan for delivery of a sports activity. Conduct a review of the original plan.	Presentation or practical observation Written report

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Injury in Sport	Sports Coaching	Sport and Exercise Massage
Planning and Leading a Sports Activity	Outdoor and Adventurous Activities	Instructing Physical Activity and Exercise
Practical Sport	Leadership in Sport	Sports Injuries
Outdoor and Adventurous Activities	Instructing Physical Activity and Exercise	Sports Coaching
Work Experience in the Sports Industry	Exercise for Specific Groups	Exercise for Specific Groups
Exercise and Fitness Instruction	Sports Injuries	
Sport and Leisure Facility Operations	Sport and Exercise Massage	
Leading Outdoor and Adventurous Activities	Rules, Regulations and Officiating in Sport	
Expedition Experience	Organising Sports Events	
Planning and Running a Sports Event	Sport as a Business	
	Principles and Practices in Outdoor Adventure	
	Equipment and Facilities for Outdoor and Adventurous Activities	
	Skills for Land-based Outdoor and Adventurous Activities	
	Skills for Water-based Outdoor and Adventurous Activities	
	Leading Land-based Outdoor and Adventurous Activities	
	Leading Water-based Outdoor and Adventurous Activities	
	Alternative Pursuits for Outdoor Adventure	

This unit links with the National Occupational Standards (NOS) for:

- Achieving Excellence in Sports Performance at Level 3
- Coaching, Teaching and Instructing at Level 3
- Instructing Physical Activity and Exercise at Level 3
- Leisure Management at Level 3
- Outdoor Education, Development Training and Recreation at Level 3
- Sports Development at Level 3.

## Essential resources

Learners will require access to information regarding key factors that influence health and safety, specifically in the sport sector(s). These resources can be obtained from the Health and Safety Executive, governing bodies, local authorities and local education authorities.

## Employer engagement and vocational contexts

This unit identifies key legislation and factors relating to health and safety in sport. For it to be of real interest to learners and for its importance to be appreciated it should be delivered, wherever possible, within a sports context. This would mean the centre forming links with organisations in the local sport and fitness industry, showing in practice the risk assessment procedures needed. It would be beneficial to cover a variety of different facilities and perhaps use visiting speakers, for example, sports centre managers or gym instructors, to illustrate real situations that have occurred within the sports industry relating to health and safety. The emphasis should be on how to avoid problems when leading a sports activity.

## Indicative reading for learners

### Textbooks

Adams M et al – *BTEC Level 3 National Sport (Performance and Excellence) Student Book* (Pearson, 2010) ISBN 9781846906510

Adams M et al – *BTEC Level 3 National Sport (Development, Coaching and Fitness) Student Book* (Pearson, 2010) ISBN 9781846906503

Adams M et al – *BTEC Level 3 National Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906541

Football Licensing Authority – *Guide to Safety at Sports Grounds* (Stationery Office Books, 2008) ISBN 9780117020740

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

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

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

### Journals

*Environmental Health Perspectives*

*Journal of Law and Health*

*Journal of School Health*

*Journal of Sport Behavior*

*Occupational Safety and Health*

*Policy and Practice in Health and Safety*

*The Journal of Physical Education, Recreation and Dance*

### Websites

Adventurous Activities Licensing Authority [www.aals.org.uk](http://www.aals.org.uk)

Central Council for Physical Recreation [www.ccpr.org.uk](http://www.ccpr.org.uk)

Health and Safety Executive [www.hsegov.uk](http://www.hsegov.uk)

Royal Society for the Prevention of Accidents [www.rospa.com](http://www.rospa.com)

Safe Sport [www.safesport.co.uk](http://www.safesport.co.uk)

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	describing four legislative factors that influence health and safety in sport describing the legal factors and regulatory bodies that influence health and safety in sport carrying out risk assessments for two different sports activities, with tutor support describing three procedures used to promote and maintain a healthy and safe sporting environment producing a plan for the safe delivery of a selected sports activity and reviewing the plan
<b>Creative thinkers</b>	describing four legislative factors that influence health and safety in sport describing the legal factors and regulatory bodies that influence health and safety in sport carrying out risk assessments for two different sports activities, with tutor support describing three procedures used to promote and maintain a healthy and safe sporting environment producing a plan for the safe delivery of a selected sports activity and reviewing the plan
<b>Reflective learners</b>	carrying out risk assessments for two different sports activities, with tutor support producing a plan for the safe delivery of a selected sports activity and reviewing the plan
<b>Team workers</b>	carrying out risk assessments for two different sports activities, with tutor support
<b>Self-managers</b>	carrying out risk assessments for two different sports activities, with tutor support producing a plan for the safe delivery of a selected sports activity and reviewing the plan.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	researching legislative, legal and regulatory body information
<b>Team workers</b>	working in groups, researching and presenting findings of legislative, legal and regulatory body information
<b>Effective participators</b>	planning and reviewing a safe sports activity.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching legislative, legal and regulatory body information
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	preparing two risk assessments
Manage information storage to enable efficient retrieval	writing a report on the research findings completing two risk assessments
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching legislative, legal and regulatory body information
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	delivering a presentation or designing a poster on legislation, legal factors and regulatory bodies producing two risk assessment documents
Bring together information to suit content and purpose	delivering a presentation or designing a poster on legislation, legal factors and regulatory bodies producing two risk assessment documents producing and reviewing a plan of a safe sports activity
Present information in ways that are fit for purpose and audience	presenting a poster on legislative, legal and regulatory body information producing two risk assessment documents producing and reviewing a plan of a safe sports activity
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting the research findings carrying out the risk assessments with tutor support
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	identifying appropriate sources of information for use in a presentation/poster/report/risk assessment
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing reports producing two risk assessments.