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**Overview**

This standard is about developing and maintaining a culture of health, safety and security in sport, leisure, the outdoors and other types of related activities.

This standard covers three outcomes. These are:

- 1 identify hazards and assess risks to health, safety and security
- 2 contribute to developing and maintaining normal and emergency operating procedures
- 3 contribute to maintaining and improving procedures for the protection of vulnerable participants

This standard is for those with supervisory or sports development responsibilities, and for staff working in the outdoors with some experience who are capable of working without direct supervision.

**Performance  
criteria**

**Identify hazards and assess risks to health, safety and security**

- You must be able to:
- P1 check facilities, equipment and activities for any **hazards**
  - P2 gather information from all **stakeholders** about possible **hazards**
  - P3 record all significant **hazards**, who is exposed, and any existing safety **procedures**
  - P4 assess the **risks** associated with these **hazards** and whether these **risks** are acceptable according to organisational regulations and procedures
  - P5 refer issues outside your role to a person with **specific expertise** when assessing the **risks** is beyond your level of competence
  - P6 report any unacceptable **risks** following organisational regulations and procedures
  - P7 continue to monitor for new **hazards** and assess their **risks** on an ongoing basis

**Contribute to developing and maintaining normal and emergency operating procedures**

- You must be able to:
- P8 implement the **procedures** to keep **risks** to an acceptable level according to organisational regulations and procedures
  - P9 give **stakeholders** the information they need about policies and **procedures** and encourage and motivate them to follow the procedures
  - P10 intervene when procedures are not being followed
  - P11 contribute to the review and adaptation of procedures when necessary
  - P12 gather feedback from **stakeholders** on how well procedures are working

**Contribute to maintaining and improving procedures for the protection of vulnerable participants**

- You must be able to:
- P13 carry out your responsibilities for the protection of vulnerable participants according to organisational regulations and procedures
  - P14 intervene when policies and **procedures** are not being followed
  - P15 encourage **others** to report any suspicions they have about possible **abuse**

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- P16 follow the correct **procedures** when there are suspicions of possible **abuse**
  - P17 adhere to organisational regulations and procedures for data maintenance and protection
  - P18 support other to adhere to organisational regulations and procedures for data maintenance and protection
  - P19 make sure staff involved in cases of suspected abuse receive any support they may need
  - P20 gather **feedback** from **others** on how well **procedures** are working
  - P21 use this **feedback** to improve **procedures**

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**Knowledge and understanding**

**Identify hazards and assess risks to health, safety and security**

**You need to know and understand:**

- K1 the procedure for checking facilities, equipment and activities for hazards
- K2 the procedures for gathering and recording information from all stakeholders about possible hazards
- K3 legal and organisational requirements related to the reporting of hazards and risks
- K4 the type of information that needs to be collected to make an effective risk assessment
- K5 how to assess the risks associated with these hazards
- K6 technical limitations when assessing risks, the instances when assessing the risks is beyond your level of competence and why you should refer to a person with specific expertise
- K7 how to report any unacceptable risks
- K8 why it is important to continue to monitor for new hazards and assess their risks on an ongoing basis
- K9 the circumstances in which authorities would have to be informed about lack of effective risk management

**Contribute to developing and maintaining normal and emergency operating procedures**

**You need to know and understand:**

- K10 the process for implementing procedures to keep risks to an acceptable level
- K11 communication and motivational techniques for providing the information to stakeholders
- K12 the importance of intervening when procedures are not being followed
- K13 the process for reviewing and adapting procedures when necessary
- K14 when to seek and obtain specific expertise in developing safety procedures and how to do so
- K15 data collection and analysis techniques

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**Contribute to maintaining and improving procedures for the protection of vulnerable participants**

You need to know and understand:

- K16 your responsibilities for the protection of vulnerable participants according to legal and organisational requirements
- K17 why it is important to encourage stakeholders to report any suspicions they have about possible abuse
- K18 the correct procedures when there are suspicions of possible abuse
- K19 why it is important to protect, and encourage others to protect, confidential information, and their legal responsibilities to do so
- K20 guidance and procedures to follow when ensuring that staff involved in cases of suspected abuse receive the support they may need
- K21 methods of gathering feedback from stakeholders on how well procedures are working
- K22 how to use this feedback to improve procedures and why it is important to do so

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**Additional information**

**Scope/range**

**1 Stakeholders**

- 1.1 colleagues and team members
- 1.2 participants
- 1.3 clients
- 1.4 spectators
- 1.5 facility owners

**2 Specific expertise**

- 2.1. technical advisor
- 2.2. activities manager
- 2.3. facilities manager
- 2.4. health and safety manager
- 2.5. line manager

**3 Hazards**

- 3.1. to health, including emotional and or psychological health
- 3.2. to safety
- 3.3. to security

**4 Procedures**

- 4.1. normal operating procedures
- 4.2. emergency operating procedures

**5 Risks**

- 5.1. to health
- 5.2. to safety
- 5.3. to security

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**6 Abuse**

- 6.1. physical
- 6.2. neglect
- 6.3. emotional
- 6.4. sexual
- 6.5. bullying

**7 Procedures**

- 7.1. normal operating procedures
- 7.2. emergency operating procedures

**8 others**

- 8.1 parents
- 8.2 clients
- 8.3 members of public operating in public locations or with public rights of way
- 8.4 other adults such as party leaders

**9 Feedback**

- 9.1. formal
- 9.2. informal
- 9.3. positive
- 9.4. negative
- 9.5. suggestions for improvement

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**Skills**

Listed below are the main generic skills and qualities applied to the delivery of Outdoor Programmes.

- 1 Empathy
- 2 Active listening
- 3 Coaching
- 4 Communicating
- 5 Consulting
- 6 Influencing and persuading
- 7 Delegating
- 8 Diplomacy
- 9 Empowering
- 10 Facilitating
- 11 Following
- 12 Leading by example
- 13 Managing challenging behaviour
- 14 Mentoring
- 15 Motivating
- 16 Negotiating and compromising
- 17 Obtaining feedback
- 18 Planning and evaluating
- 19 Providing feedback
- 20 Setting objectives
- 21 Valuing and supporting others

**Glossary**

**Hazards**

A hazard is any source of potential damage, harm or adverse health effects on something or someone under certain conditions.

**Organisational regulations and procedures**

Typically, these documents will set out the standards, procedures and



requirements for activity delivery. They may include equipment lists, outline session plans, safety points and procedures. They also may make reference to specific NGB or other relevant national activity bodies in terms of information and guidelines related to activities. The documents may also make reference to staffing levels and standards in terms of ratios, qualifications and training/assessment undertaken, which may link to NGBs, technical advisers and other external or internal features

### **Possible abuse**

Participants who may have been victims of some form of abuse may give out signs and indicators (other than speaking directly about the issue). Within your role and responsibilities, you can learn about these signs and indicators so you may be able to support individuals. Your training will have prepared you for this important aspect of your role and you will have learnt that there are different forms of abuse. Obviously this is a complex and sensitive area and it is always wise to discuss any concerns or queries you have with a more experienced and/or senior colleague and to ensure you follow your organisation's regulations and procedures.

### **Others**

People such as participants, accompanying teachers and other party leader/other adults. It could also include other related stakeholders from schools, local authorities and other interested parties.

### **Specific expertise**

Outdoor providers have designated or identified staff with specific expertise in health and safety and risk management, be it a small or large organisation.

### **Vulnerable participants**

This could be young people, those with particular needs, but is also activity contingent – it could be those that have a fear of an aspect of the activity, it could be those with a medical condition or need, such as the very old. Vulnerable needs to be more than the just under 18s and those with SEN – it needs to be situation relevant

SKAOP3 (SQA Unit Code – HF0R 04)

Maintain the health, safety, welfare and security of participants and staff



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**Links to other NOS**

This standard links with SKAOP1, SKAOP2, SKAOP7, SKAOP10 and SKAOP12

## SKAOP3 (SQA Unit Code – HF0R 04)

Maintain the health, safety, welfare and security of participants and staff



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