



National Unit Specification: general information

UNIT Health, Safety and Wellbeing of Children and Young People in a Sport Environment (SCQF level 6)

CODE F7JJ 12

SUMMARY

The purpose of this Unit is to give candidates the knowledge and understanding of the principles that underpin ensuring the health, safety and wellbeing of children and young people in a sport environment. The candidate will have the opportunity to consider their role and responsibilities, legislation and policies and procedures, and professional standards.

This Unit is part of the National Progression Award for Sport and Fitness: Play in a Sports Environment, but is also suitable for candidates wishing to study the Unit on its own.

OUTCOMES

- 1 Demonstrate an understanding of current health and safety legislation that relates to working in a sport environment.
- 2 Explain the role and responsibilities of adults in relation to hazards and emergencies in a sport environment.
- 3 Explain the role of the adult in relation to the wellbeing and protection of children and young people in a sport environment.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally benefit from having attained one of the following, or Units from, or equivalent:

- ◆ a Communications Unit at SCQF levels 5 and 6
- ◆ *Skills for Work: Early Education and Childcare* at SCQF level 5
- ◆ NPA: *Playwork and Childcare*

Administrative Information

Superclass: PL

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National Unit Specification: general information (cont)

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Candidates would benefit from some knowledge and understanding of the development of children and young people, and appropriate play and activities for children and young people, particularly the Units: *Working with Children and Young People to Provide Play in a Sport Environment (SCQF level 6) (F7JH 12)* and *Provide Play Sessions in a Sport Environment (SCQF level 6) (F7JK 12)*

CREDIT VALUE

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills components in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in Learning and Teaching Approaches for this Unit.

National Unit Specification: statement of standards

UNIT Health, Safety and Wellbeing of Children and Young People in a Sport Environment (SCQF level 6)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Demonstrate an understanding of current health and safety legislation that relates to working in a sport environment.

Performance Criteria

- (a) Identify the key legislation and requirements in relation to health and safety in a sport environment.
- (b) Describe organisational policies and procedures for health, safety and security of a sport environment.
- (c) Describe the role of the adult in relation to the health, safety and security of children and young people in a sport environment.

OUTCOME 2

Explain the role and responsibilities of adults in relation to hazards and emergencies in a sport environment.

Performance Criteria

- (a) Explain the importance of carrying out a risk assessment in relation to providing a safe environment.
- (b) Describe the role of the adult in dealing with hazards in relation to children and young people in a sport environment.
- (c) Describe the role of the adult in dealing with emergencies in relation to children and young people in a sport environment.

OUTCOME 3

Explain the role of the adult in relation to the wellbeing and protection (safeguarding) of children and young people in a sport environment.

Performance Criteria

- (a) Identify the key legislation and requirements in relation to the wellbeing and protection (safeguarding) of children and young people in a sport environment
- (b) Describe organisational policies and procedures for the wellbeing and protection (safeguarding) of children and young people in a sport environment
- (c) Describe the role of the adult in relation to the wellbeing and protection (safeguarding) of children and young people in a sport environment

National Unit Specification: statement of standards (cont)

UNIT Health, Safety and Wellbeing of Children and Young People in a Sport Environment (SCQF level 6)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The evidence for this Unit should be obtained under controlled, supervised conditions and should last no more than one hour and a half.

Outcomes 1, 2 and 3: A question paper based on short case studies or scenarios with associated extended and restricted response questions, as illustrated in the Assessment Support Pack for this Unit, could be used.

This single question paper should be taken upon the completion of the Unit, although in some cases it can be taken in three smaller sections of half hour each. Achievement can be decided by the use of a cut off score.

The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

Specific Advice

Outcome 1: At least **two** pieces of current legislation should be identified.

National Unit Specification: support notes

UNIT Health, Safety and Wellbeing of Children and Young People in a Sport Environment (SCQF level 6)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Outcome 1

Candidates should explore current legislation which relates to health and safety in the sports environment. Teachers/lecturers should ensure legislation presented to candidates is current and relevant.

These presently include:

Health and Safety at Work Act (1974)

Control of Substances Hazardous to Health (COSHH regulations 1994)

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)

Candidates may also wish to consider national and local requirements in relation to the regulations for the inspection of premises for registration. They could refer to the National Care Standards: Early Education and Childcare up to the age of 16. Candidates are not required to have an in-depth knowledge of legislation but should be allowed to develop an understanding of the basic principles. Both the employer's and employee's responsibilities under this regulation should be highlighted and emphasis should be placed on the responsibility of identifying, reporting and recording hazards or risks to health and safety. The appropriate procedures for doing this should be explored and candidates should be encouraged to draw on any experience they may have within early education and childcare settings, to establish individual setting's guidance and policy relating to the legislation.

Outcome 2

Candidates should be aware of the meaning of the terms 'risk', 'hazard' and emergency prior to examining the nature of risk assessment:

A hazard is something with the potential to cause harm. Skills Active definition of hazard is 'something that may cause harm to the health, safety and welfare of users of the play environment, for example, broken glass, faulty play equipment, doors being left open that should be closed.

A risk is the likelihood of potential harm from a hazard being realised. In the National Occupational Standards for Playwork, Skills Active definition of risk is 'the possibility of a hazard actually causing harm — and the seriousness of harm it may cause — to children, young people and others, this will often be influenced by the level of understanding and development of the children and young people involved'.

National Unit Specification: support notes (cont)

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Definition of an emergency is a 'situation requiring an immediate response, ranging from calling 999 to a problem that requires prompt action by staff within the play environment'.

The extent of a risk will depend upon the:

- ◆ likelihood of that harm occurring
- ◆ potential severity of that harm
- ◆ population which might be affected by the harm

These definitions form the basis of risk assessment. The organisation should already have carried out formal risk assessments for all aspects of play and sport environment; this will result in written health and safety policies and procedures. However, every adult is responsible for identifying hazards when they occur, assessing the risks they present and taking action to control these risks in line with their organisation's policies and procedures. To carry out a risk assessment, the Health and Safety Executive (www.hse.gov.uk) recommends that the following steps are taken:

- 1 Look for hazards.
- 2 Decide who might be harmed and how.
- 3 Evaluate the risk and decide whether existing precautions are adequate or more should be done.
- 4 Record your findings.
- 5 Review your assessment and revise if necessary.

Candidates should think of these in relation to the age and developmental stage of children and young people. They should also examine the additional risks that may be relevant to children who have additional support needs.

For each case it may be appropriate to consider potential risks or hazards in relation to the area, equipment and activity undertaken. It has to be noted that areas, equipment and activity are interrelated.

For a range of potential risks or hazards identified, candidates should get the opportunity to establish appropriate strategies to minimise or prevent risk to health and safety. This should be in accordance with current legislation and policy and should be closely linked to Outcome 1.

Candidates should have the opportunity to explore actual procedures for dealing with hazards and emergencies. This may involve the candidates working through scenarios and establishing appropriate procedures. Candidates should be aware of the importance of incident/accident reporting and recording and their actual role and responsibilities in relation to this.

National Unit Specification: support notes (cont)

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Outcome 3

Candidates should explore legislation, policies and procedures that relate to the welfare and protection (safeguarding) of children and young people in the sports environment. Teachers/lecturers should ensure legislation presented to candidates is current and relevant. This includes the United Nations Convention on the Rights of the Child, and they need to consider the current legislative framework, such as, the Children and Young People (Scotland) Act, 2014, Protecting Children and Young People: The Charter; Getting it Right for Every Child, the Early Years Framework and organisational policies and procedures, definition of a concern about the welfare of a child or young person is ‘the awareness of indicators (verbal or behavioural from the child/young person or information from third parties) that a child/young person’s physical or emotional wellbeing has been disrupted. Some indicators could result from for example bereavement, difficulties or transitions at home or school. Indicators may also suggest the possibility of child abuse or an abusive situation’

Candidates should be able to discuss the rights of children and young people in relation to Wellbeing and protection. This means they should consider the need for sports environments and adults working with children to ensure the Wellbeing and protection of children and to put in place policies and procedures that are in line with current legislation.

Candidates will have to be aware of signs and indicators of possible abuse, neglect or bullying, and be very clear about what to do if they have concerns or a child or young person tells them something. They must have a clear understanding of the procedures to be followed to ensure the safety and Wellbeing of the child or young person, and understand the need for correct recording of concerns or disclosure and the need to ensure confidentiality.

Candidates should have the opportunity to identify the role of the adult to ensure the Wellbeing and protection of children and young people, though the application of policies and procedures, and ensuring high standards of professional practice within the sports environment and their work with children and young people.

Candidates should have the opportunity to explore the information provided by the Child Protection in Sport Service. **sportscotland** and Children 1st work in partnership to deliver the **Child Protection in Sport Service**. This service supports sport organisations to develop and promote a positive environment for children taking part in sport.

National Unit Specification: support notes (cont)

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The Scottish Government's child protection web pages also contain a wealth of information about the legal and policy background to child protection more generally in Scotland.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate centred learning. Outcomes 1, 2 and 3 can be explored using a variety of methods:

- ◆ Small group exercises
- ◆ Case studies/scenarios
- ◆ Worksheets
- ◆ Individual research including the use of appropriate websites: for example www.hse.gov.uk
- ◆ Video/audio material
- ◆ Examination of a range of health and safety legislation and policy documents
- ◆ Examination of procedures/documentation from a variety of settings
- ◆ Visits to sports environments to establish what policy and procedures are adopted
- ◆ Demonstration of safe manual handling techniques
- ◆ Visits to appropriate settings, eg sports centres to carry out risk assessments

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

The Unit requires some elements of feedback, review and reflection, there may be opportunities to develop both Oral/Written Communication skills and *Problem Solving*.

The candidate will be required to explain and describe and in so doing will have the opportunity to develop skills in both Oral and Written Communication.

As candidates will be required to reflect on their own performance and that of others in a group, there will be further opportunities to develop skills in *Problem Solving* in addition to some opportunities to develop skills in *Working with Others*.

Throughout the Unit, candidates are required to research and analyse material both individually and in groups. There may be opportunities to use the Internet and other information sources, leading to skill development in *Information and Communication Technology (ICT)* and *Communication*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the Assessment Support Pack for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

National Unit Specification: support notes (cont)

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Outcomes 1, 2 and 3: A question paper based on short case studies or scenarios with associated extended and restricted response questions.

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Specific advice

Outcome 1: At least **two** pieces of current legislation should be identified.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Unit Specification update to incorporate current terminology and update any relevant legislation.	28/09/2016

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