

UV20524

Health, safety and welfare in a fitness environment

It is the aim of this unit to develop your knowledge and understanding of how to maintain health, safety and welfare in a fitness environment, including the safeguarding of children and vulnerable adults.

Level

2

Credit value

2

GLH

16

Observation(s)

0

External paper(s)

0



Health, safety and welfare in a fitness environment

Learning outcomes

On completion of this unit you will:

1. Understand emergency procedures in a fitness environment
2. Understand health and safety requirements in a fitness environment
3. Understand how to control risks in a fitness environment
4. Understand how to safeguard children and vulnerable adults

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

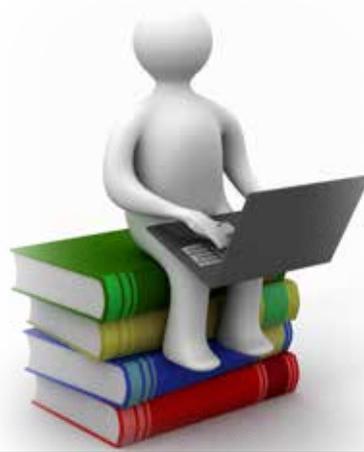
Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work performance
- Witness testimony/statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion
- Employer-provided question papers and tests
- E-assessment.

Knowledge



Outcome 1

Understand emergency procedures in a fitness environment

You can:	Portfolio reference / Assessor initials*
a. Identify the types of emergencies that may occur in a fitness environment	
b. Describe the roles that different staff and external services play during an emergency	
c. Explain the importance of following emergency procedures calmly and correctly	
d. Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people	

**Assessor initials to be inserted if orally questioned.*



Outcome 2

Understand health and safety requirements in a fitness environment

You can:	Portfolio reference / Assessor initials*
a. Outline why health and safety is important in a fitness environment	
b. Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment	
c. Describe the 'duty of care' and professional role boundaries in relation to special population groups	
d. Identify the typical roles of individuals responsible for health and safety in a fitness organisation	
e. Describe the types of security procedures that may apply in a fitness environment	
f. Describe the key health and safety documents that are relevant in a fitness environment	

*Assessor initials to be inserted if orally questioned.



Outcome 3

Understand how to control risks in a fitness environment

You can:	Portfolio reference / Assessor initials*
<p>a. Identify possible hazards in a fitness environment, relating to:</p> <ul style="list-style-type: none"> • facilities • equipment • working practices, including lifting and handling of equipment • client behaviour • security • hygiene 	
<p>b. Describe how to risk assess the types of possible hazards in a fitness environment</p>	
<p>c. Describe how to control risks associated with hazards in a fitness environment</p>	
<p>d. Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally</p>	

*Assessor initials to be inserted if orally questioned.



Outcome 4

Understand how to safeguard children and vulnerable adults

You can:	Portfolio reference / Assessor initials*
a. Describe what is meant by safeguarding the welfare of children and vulnerable adults	
b. Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults	
c. Identify the types of abuse which an instructor may encounter (physical, emotional, neglect, bullying and sexual)	
d. Identify possible signs of abuse (physical, emotional, neglect, bullying and sexual)	
e. Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures	
f. Describe the procedures to follow to protect yourself from accusations of abuse	
g. Identify the statutory agencies responsible for safeguarding children and vulnerable adults	
h. Explain when it may be necessary to contact statutory agencies	
i. Describe how to maintain the confidentiality of information relating to possible abuse	

*Assessor initials to be inserted if orally questioned.

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Understand emergency procedures in a fitness environment

Types of emergencies: First aid (accidental injury, medical conditions), accident (using equipment, trips, slips, falls), fire (building, equipment, flammable products), missing person (child, disabled person, vulnerable adults), suspected bomb, chemicals.

Roles of staff and external services: Instructor (deal with situation when it arises within limits of own responsibility, refer situation if necessary, report emergency), receptionist (contact emergency services, meet and direct emergency services to location), instructor or line/duty manager (complete incident/report form according to organisation requirements), paramedic (treat medical emergency), Police (investigate missing person), Fire Service (investigate, resolve and make safe fire emergency).

Importance of following emergency procedures: To ensure the emergency is resolved, the health and safety of all clients and staff, staff responsibilities are clearly allocated and followed, the emergency is reported and recorded.

Maintaining the safety of people involved: Stop the fitness activity, provide information to keep people informed, direct to a safe environment (other area, first aid room, fire assembly point), contact appropriate personnel (line manager, emergency services, parent or guardian, significant others), consider needs of specific populations (disabilities, older adult, children), ensure appropriate procedures are in place.



Outcome 2: Understand health and safety requirements in a fitness environment

Importance of health and safety: Protect clients and staff, ensure provision of safe and effective equipment, ensure safe and hygienic premises, to meet health and safety requirements and industry standards.

Legal and regulatory requirements: Health and safety legislation, disability discrimination legislation, Law of Tort, occupiers' liability, employee and public liability insurance, control of substances hazardous to health, CRB checks.

Duty of care and professional role boundaries: Duty of care (ensure no unreasonable harm or loss, three criteria for negligence), greater duty of care with vulnerable adults (over 18 years and in need of community care services, mental or other disability, unable to care for self, potential for exploitation), greater duty of care with clients undergoing special physiological lifespan processes (ageing, childhood, antenatal, postnatal).

Professional role boundaries for special populations: Unable to practise or advertise as a special populations instructor, unable to instruct special population clients on one to one or group basis, unable to plan a progressive and long term special population activity programme, health screened and asymptomatic special populations may be accommodated on an occasional basis within mainstream exercise sessions, clients must be informed of instructor role boundaries and given the choice to participate, instructors should obtain relevant qualifications if regularly working with special population clients, insurance policies must cover the instruction of special populations, other referral

sources for maintaining professional role boundaries (Code of Ethics, general practitioner, physiotherapist, first aider, line manager).

Roles of individuals in health and safety: Role of instructor (equipment and facility checks, service and maintenance, completing and recording specific activity risk assessments, maintaining safe practice during exercise services), role of managers (monitor health and safety practice, review risk assessments, review organisational health and safety policy, update staff on health and safety policy), health and safety executive (inspection and review of organisation's health and safety procedures and practice).

Types of security procedures: Controlled and recorded reception access/departure, CCTV coverage of public areas, entrances and exits, lockable storage for personal valuables, locked storage of maintenance and cleaning products, locked doors to areas with restricted public access, locked storage of client data records, opening and closing procedures, fire and evacuation procedures, fire alarm testing.

Key health and safety documents: Organisation health and safety policy, risk assessment, accident/incident report form, first aid book, equipment and facility maintenance and service records.



Outcome 3: Understand how to control risks in a fitness environment

Possible hazards: Facilities (e.g. slippery or uneven floor surfaces, obstructed floor areas, fire), equipment (e.g. broken, improper technical use), working practices (e.g. inappropriate exercise type and intensity, improper exercise technique, lifting, handling), client behaviour (e.g. abuse), security (e.g. medical condition, unauthorised persons, theft), hygiene (e.g. cross-infection, contact with hazardous cleaning and maintenance products), anything that may cause harm.

Risk assessment: Visual inspection and appraisal of possible hazards, identification of who may be harmed, written completion of risk assessment form (hazards, harm potential, people affected, risk severity, risk frequency, risk rating, additional control measures), review of risks.

Risk control: Facilities (e.g. cleaning and maintenance schedule, appropriate activities, sufficient floor area, suitable client footwear, location of fire exits, location of fire extinguishers, serviced fire extinguishers, storage of flammable products, organisational procedure for fire emergency), equipment (e.g. service and maintenance schedule undertaken and recorded, out of order equipment clearly marked, correct technical instruction), working practices (e.g. correct technical instruction, appropriate exercise type and intensity, correct lifting and handling technique), client behaviour (e.g. rules and standards information), security (e.g. qualified first aider, replenished first aid kit, location of nearest first aid kit, organisational procedure for medical emergency, controlled reception access), hygiene (e.g. regular cleaning schedule, clothing guidelines for clients, client hygiene information).

Appropriate personnel: Referral of hazards outside the limits of personal responsibility (line manager, organisation health and safety manager, external services, health and safety executive).



Outcome 4: Understand how to safeguard children and vulnerable adults

Safeguarding welfare: Children and vulnerable adults, protecting from maltreatment, preventing impairment of health and development, ensuring provision of safe and effective care, ensuring optimum life chances, acts that affect those working with children and vulnerable adults (the children act, the police act, the protection of children act, every child matters act, safeguarding vulnerable groups act, the disability discrimination act), protect yourself with CRB check.

Responsibilities and limitations:

Responsibility of fitness instructor (duty of care to safeguard children and adults during provision of service, refer suspected and reported abuse to the designated employee), limitations (refer but not deal with suspected or reported abuse).

Types of abuse: Physical (e.g. hitting, shaking, throwing, poisoning, burning, drowning, suffocating, causing physical harm, forcing training and competition exceeding the capacity of the body, giving drugs to enhance performance or delay puberty), emotional (e.g. constant criticism, name calling, sarcasm, bullying, under constant pressure to perform to unrealistically high standards), neglect (e.g. not ensuring safety, exposure to undue cold or heat, exposure to unnecessary risk of injury), bullying (e.g. name calling, insults, verbal abuse, being deliberately embarrassed and humiliated by others, being made to feel different, being lied about, being physically assaulted or threatened with violence, being ignored), sexual (e.g. forcing or enticing a person to take part in sexual activities, involving people in looking at, or in the production of, sexual online images, watching sexual

activities, or encouraging people to behave in sexually inappropriate ways).

Possible signs of abuse: Physical (e.g. unexplained recurrent injuries or burns, probable excuses or refusal to explain injuries, wearing clothes to cover injuries, refusal to undress for exercise, bald patches, chronic running away, fear of medical help or examination, self destructive tendencies, aggression towards others, fear of physical contact), emotional (e.g. physical, mental and emotional development lags, sudden speech disorders, continual self depreciation, overreaction to mistakes, extreme fear of any new situation, inappropriate response to pain, neurotic behaviour, extremes of passivity or aggression), neglect (e.g. constant hunger, poor personal hygiene, constant tiredness, poor state of clothing, untreated medical problems, no social relationships, destructive tendencies), bullying (e.g. become withdrawn, start stammering, lack confidence, become distressed and anxious, stop eating, attempt or threaten suicide, have their possessions go missing, refuse to talk about problems, have unexplained bruises and cuts, begin to bully others, become aggressive and unreasonable), sexual (e.g. distracted, sudden mood swings, exhibit or mimic sexual behaviours, poor self body image, resist changing clothes, wetting and soiling accidents, self injury).

Policies, procedures and reporting

procedures: For a specific fitness organisation (safeguarding children, safeguarding vulnerable adults, protection from accusations of abuse).

Statutory agencies: Social Services, Police, National Society for the Prevention



of Cruelty to Children (NSPCC), Ofsted, Independent Safeguarding Authority (ISA), associated roles and responsibilities, when to contact statutory agencies (when abuse is suspected, when abuse has been reported).

Maintaining confidentiality: Follow organisational procedures, refer to designated member of staff, use a safe and private place to discuss the issue, record and store details according to the data protection act.

Notes

Use this area for notes and diagrams