

# iUSP179 – Health, safety and welfare in a fitness environment

URN – Y/617/5688

**Guided Learning Hours: 16**

Learning outcome	Assessment criteria	Taught content to include
LO1 Understand emergency procedures in a fitness environment	1.1. Identify the types of emergencies that may occur in a fitness environment	<ul style="list-style-type: none"> <li>• Fire</li> <li>• Water leakage</li> <li>• Health related issues including injuries whilst working out</li> </ul>
	1.2. Describe the roles that different staff and external services play during an emergency	<ul style="list-style-type: none"> <li>• Fire service</li> <li>• Ambulance service</li> <li>• Police</li> <li>• Work place procedures</li> <li>• Evacuation</li> <li>• Comfort and assure people</li> <li>• Give clear and correct instructions</li> <li>• Carry out your role calmly and correctly</li> <li>• Maintain the safety of the people involved to include:               <ul style="list-style-type: none"> <li>- Adults</li> <li>- Children</li> <li>- People with disabilities</li> </ul> </li> <li>• Report any problems with the emergency procedure to the relevant colleague</li> <li>• Correct reporting procedures</li> <li>• Reporting injury and/or illness to include:               <ul style="list-style-type: none"> <li>- Minor injury that can be dealt with on-site</li> <li>- Minor illness that can be dealt with on-site</li> <li>- Major injury requiring medical attention</li> <li>- Major illness requiring medical attention</li> <li>- Emotional distress</li> </ul> </li> </ul>

	1.3. Explain the importance of following emergency procedures calmly and correctly	<ul style="list-style-type: none"> <li>• Health</li> <li>• Safety</li> <li>• Welfare of staff, colleagues and clients</li> </ul>
	1.4. Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people	<ul style="list-style-type: none"> <li>• Clear and concise instructions</li> <li>• Following the correct procedures</li> <li>• Ensuring all vulnerable people are looked after/being cared for appropriately</li> </ul>
LO2 Understand health and safety requirements in a fitness environment	2.1. Outline why health and safety is important in a fitness environment	<ul style="list-style-type: none"> <li>• Ensuring there is no danger to anyone present</li> <li>• Identifying health and safety risks in the environment</li> </ul>
	2.2. Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment	<ul style="list-style-type: none"> <li>• Fire Precautions Act</li> <li>• Health &amp; Safety at Work Act</li> <li>• Health and Safety (First Aid) Regulations</li> <li>• The Management of Health &amp; Safety at Work Regulations</li> <li>• The Workplace (Health, Safety &amp; Welfare) Regulations</li> <li>• The Manual Handling Operations Regulations</li> <li>• The Provision and Use of Work Equipment Regulations</li> <li>• The Electricity at Work Regulations</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)</li> <li>• Data Protection Act</li> <li>• Copyright, Designs and Patents Act 1988</li> <li>• Phonographic Performance Ltd (PPL)</li> <li>• Activity Centre (Young Person's Safety) Act</li> </ul>
	2.3. Describe duty of care and professional role boundaries in relation to special population groups	<ul style="list-style-type: none"> <li>• Children</li> <li>• Old people</li> <li>• Disabled people</li> </ul>
	2.4. Identify the typical roles of individuals responsible for health and safety in a fitness organisation	<ul style="list-style-type: none"> <li>• First aider</li> <li>• Fitness instructor</li> <li>• Centre manager</li> </ul>
	2.5. Describe the types of security procedures that may apply in a fitness environment	<ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Risk assessment</li> <li>• Training (CPD – continual professional development)</li> </ul>
	2.6. Describe the key health and safety documents that are relevant in a fitness environment	<ul style="list-style-type: none"> <li>• Health and safety policy</li> <li>• Accident reporting procedure e.g. Accident book</li> </ul>

		<ul style="list-style-type: none"> <li>• COSHH</li> <li>• RIDDOR</li> <li>• Data protection policy</li> <li>• Fire and evacuation policy</li> <li>• Disposal of waste procedures</li> </ul>
LO3 Understand how to control risks in a fitness environment	3.1. Identify potential hazards in a fitness environment, relating to: <ul style="list-style-type: none"> <li>• Facilities</li> <li>• Equipment</li> <li>• Working practices, including lifting and handling of equipment</li> <li>• Client behaviour</li> <li>• Security</li> <li>• Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Room</li> <li>• Lighting</li> <li>• Floor</li> <li>• Space</li> <li>• Weights and apparatus</li> <li>• Fire exits</li> <li>• First aid box</li> <li>• Water and fluids</li> <li>• Protective mats available for floor work</li> <li>• Mirrors</li> <li>• Pool and surrounding area</li> <li>• Manual handling</li> <li>• Client behaviour</li> <li>• Security</li> <li>• Hygiene</li> </ul>
	3.2. Describe how to risk assess the types of possible hazards in a fitness environment	<ul style="list-style-type: none"> <li>• Unsafe facilities or environment</li> <li>• Unsafe equipment</li> <li>• Unsafe working practices</li> <li>• Unsafe behaviour</li> <li>• Use of hazardous substances</li> <li>• Security breaches</li> <li>• Situations likely to cause emotional distress</li> </ul>
	3.3. Describe how to control risks associated with hazards in a fitness environment	<ul style="list-style-type: none"> <li>• Ensuring the risks are minimal</li> <li>• Identifying any new risks</li> <li>• Reporting to the relevant colleague</li> <li>• Protecting others from harm</li> <li>• Ensuring maintenance records are up-to-date</li> <li>• Obtaining advice from relevant authorities</li> <li>• Safe manual handling techniques</li> </ul>

	3.4. Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally	<ul style="list-style-type: none"> <li>• Safety officer</li> <li>• Manager</li> <li>• Colleague</li> <li>• Fitness instructor</li> <li>• First aider</li> </ul>
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LO4 Understand how to safeguard children and vulnerable adults	4.1. Describe what is meant by safeguarding the welfare of children and vulnerable adults	<ul style="list-style-type: none"> <li>• Duty of care</li> <li>• Child/adult protection</li> </ul>
	4.2. Describe the responsibilities and limitations of a fitness instructor in regard of safeguarding children and vulnerable adults	<ul style="list-style-type: none"> <li>• Identifying basic indicators</li> <li>• Impact of abuse</li> <li>• Risks posed</li> <li>• Organisation's policies and procedures</li> <li>• Up-to-date safe guarding and protecting guidelines</li> <li>• Recording and reporting concerns</li> <li>• Referral procedures</li> </ul>
	4.3. Identify the types of abuse which an instructor may encounter	<ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Neglect</li> <li>• Bullying</li> <li>• Sexual</li> </ul>
	4.4. Identify possible signs of abuse <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Neglect</li> <li>• Bullying</li> <li>• Sexual</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate behaviour</li> <li>• Extreme reactions</li> <li>• Personality changes</li> <li>• Physical, mental and emotional development problems</li> </ul>
	4.5. Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures	<ul style="list-style-type: none"> <li>• Relevant health, safety and welfare policies</li> <li>• Principles and best practice</li> <li>• Code of ethics</li> <li>• Referral procedures</li> </ul>
	4.6. Describe the procedures to follow to protect oneself from accusations of abuse	<ul style="list-style-type: none"> <li>• Taking relevant steps to protect oneself against potential accusations</li> </ul>
	4.7. Identify the statutory agencies responsible for safeguarding children and vulnerable adults	<ul style="list-style-type: none"> <li>• Child protection officer</li> <li>• Local police</li> <li>• Social/care worker</li> </ul>

	4.8. Explain when it may be necessary to contact statutory agencies	<ul style="list-style-type: none"> <li>• If abuse is identified</li> <li>• To include: <ul style="list-style-type: none"> <li>- Physical</li> <li>- Emotional</li> <li>- Neglect</li> <li>- Bullying</li> <li>- Sexual</li> </ul> </li> </ul>
	4.9. Describe how to maintain the confidentiality of information relating to possible abuse	<ul style="list-style-type: none"> <li>• Data Protection Act/GDPR</li> <li>• Code of practice</li> <li>• Client confidentiality</li> <li>• Safeguarding and protection of children and vulnerable adults</li> </ul>

Assessment	
Portfolio of evidence	Containing an assignment

Guide to taught content
The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.

Document History

Version	Issue Date	Changes	Role
v1	13/08/2019	First published	Qualifications and Regulation Co-ordinator