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Qualification Specification

Highfield Level 2 Certificate in Event Security Operations (RQF)

Qualification Number: 601/6074/3

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Contents

Introduction	3
Qualification Regulation and Support	3
Key Facts	3
Qualification Overview and Objective	3
Entry Requirements	3
Geographical Coverage	3
Delivery/Assessment Ratios	4
Centre Requirements	4
Guidance on Delivery	4
Guidance on Assessment	4
Guidance on Quality Assurance	4 - 5
Recognition of Prior Learning	5
Tutor Requirements	5
Internal Quality Assurance (IQA) Requirements	5 - 6
Mapping to National Occupational Standards (NOS)	6
ID Requirements	6
Reasonable Adjustments and Special Considerations	6
Progression Opportunities	6
Useful Websites	6
Appendix 1: Qualification Structure	7
Appendix 2: Qualification Content	8 - 27
Appendix 3: Sample Assessment Material	28

Highfield Level 2 Certificate in Event Security Operations (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your Highfield account manager.

Qualification regulation and support

The **Highfield Level 2 Certificate in Event Security Operations (RQF)** has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. It is also suitable for delivery in Wales and is regulated by Qualifications Wales.

The qualification is supported by the UK Crowd Management Association (UKCMA).

Key facts

Qualification Number:	601/6074/3
Learning Aim Reference:	60160743
Total Qualification Time (TQT):	171
Guided Learning (GL):	112
Credit Value:	17
Assessment Method:	Portfolio of evidence, practical demonstration/assignment

Qualification overview and objective

This qualification is designed for those learners wishing to gain a nationally recognised qualification in event security operations.

The objective of the qualification is to prepare learners for employment as an event steward.

The qualification provides learners with the knowledge, understanding and skills to respond to a variety of situations during events, such as managing the movement of spectators, managing conflict situations, responding to emergencies and providing information and advice.

In addition to the mandatory units, there are several optional units to choose from that can provide the flexibility in meeting both learners' and employers' needs.

Entry requirements

To register for this qualification, learners are required to meet the following entry requirements:

- be **16-years** of age or **above**
 - have a good level of literacy and numeracy
-

Geographical coverage

This qualification is suitable for learners in England, Wales and Northern Ireland.

Delivery/assessment ratios

To effectively deliver and assess this qualification, centres are recommended not to exceed the ratio of **1-qualified tutor** to **12-learners** in any one instance. If centres wish to increase this recommended ratio, they must first inform Highfield before doing so.

Centre requirements

To effectively deliver this qualification, centres must have the following resources in place:

- a classroom with suitable seating and desks
 - access to a **live** event to enable learners to successfully complete mandatory unit 7
 - specific equipment required, e.g. radios if choosing optional unit 9
-

Guidance on delivery

The total qualification time (TQT) for this qualification is **171-hours** and of this **112-hours** is recommended as guided learning (GL). Delivery of this qualification may be adjusted in accordance with learners' needs and/or local circumstances. The qualification can be flexibly delivered in both a classroom and a work-based environment.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming Guided Learning Hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

The qualification is assessed using an externally set, internally assessed learner pack containing open response questions and a practical observation/evidence recording document. The practical observation and evidence recording document should be used to record judgements against the practical assessment criteria contained within **Unit 7**. This assessment is undertaken under supervision in the role of an events steward at a minimum of **one live event**.

This assessment is supported and assessed by the nominated tutor. Learner records must be maintained and held at the centre for quality assurance purposes. Please see the Tutor and IQA support pack, which is available in download area of the Highfield website.

Please note:

Centre's must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Tutor requirements

Highfield requires nominated tutors for this qualification to meet all of the following requirements:

- hold a relevant subject area qualification, which could include any of the following:
 - Level 3 NVQ Certificate in Spectator Safety, or equivalent (which may include demonstration of appropriate current sector competency)
- hold a recognised teaching/training qualification, which could include any of the following:
 - Level 3 Award in Education and Training (AET);
 - Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS);
 - Certificate in Education and Training (CET);
 - Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
 - Diploma in Education and Training (DET); or
 - Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- maintain appropriate continued professional development for the subject area

Please note:

Highfield recommends nominated tutors for **Unit 1 (Y/615/6963) Health and Safety in the Workplace** hold a relevant subject area qualification, which could include the following:

- Level 3 or 4 qualification in health and safety, or recognised equivalent

Although a recognised assessing qualification is not required for this qualification, it is recognised as good practice for those involved to have knowledge and experience in the assessment of vocational qualifications.

Internal quality assurance (IQA) requirements

The minimum requirements for IQA of this qualification is that internal quality assurance officers must be qualified and have relevant occupational competency in the subject area they are quality assuring.

Therefore, Highfield requires nominated internal quality assurance officers for this qualification to:

- meet the tutor requirements;
 - be independent from conducting **delivery and assessments**; and
 - have sufficient, relevant experience and working knowledge of the assessment and internal quality assurance processes.
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Although it is not a requirement that IQA officers to hold a formal IQA qualification, it is recognised as good practice.

Mapping to National Occupational Standards (NOS)

This qualification maps to the following National Occupational Standards (NOS):

- event security operations
-

Reasonable adjustments and special considerations

Highfield has measures in place for learners who require additional support. Please refer to the Highfield's Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc

In the event that a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to the Highfield Qualifications Core Manual.

Progression opportunities

Upon the successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 Certificate in Principles of Providing Security Services
 - Highfield Level 2 Certificate in Providing Security Services
 - Intermediate Apprenticeship in Spectator Safety (England)
 - Advanced Apprenticeship in Spectator Safety (England)
-

Useful websites

- United Kingdom Crowd Management Association (UKCMA): www.ukcma.com
 - Sports Grounds Safety Authority (SGSA): www.safetyatsportsgrounds.org.uk
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Appendix 1: Qualification structure

To complete the Highfield Level 2 Certificate in Event Security Operations (RQF) learners must achieve a minimum of **18-credits** overall:

- **all units** in the mandatory group totaling **16-credits**
- a **minimum of 2-credits** from the optional group

Mandatory Group

Learners must achieve **all units** in this group:

Unit reference	Unit Title	Level	Credit
Y/615/6963	Health and safety in the workplace	2	1
L/507/1754	How to respond to occurrences during an event	2	3
R/507/1755	How to manage the movement of people during an event	2	3
Y/507/1756	How to reduce and manage conflict during an event	2	1
D/507/1757	How to respond to emergencies during an event	2	2
H/507/1758	How to provide information and advice during an event	2	1
K/507/1759	Prepare for spectator events as an event steward	2	5

Optional Group

Learners must achieve a minimum of **2-credits** from this group:

Unit reference	Unit Title	Level	Credit
D/507/1760	How to conduct searches of people and their property before entering an event	2	2
D/615/6964	Use radio communications effectively	2	2
H/507/1761	How to contribute to safeguarding children, young people and vulnerable adults during an event	2	1
K/507/1762	Report writing for event security operations	2	1

The overall credit value of the qualification has been determined by the TQT value, therefore, it should be noted that the aggregated unit credit values do not necessarily replicate the overall qualification credit value. This is due to differences that naturally occur when unit credit values are rounded to their nearest whole number.

Appendix 2: Qualification content

Mandatory Group

Unit 1: Health and Safety in the workplace

Unit number: Y/615/6963

Credit: 1

GLH: 8

Level: 2

Unit Introduction

This unit introduces the learner to the skills, knowledge and understanding in health and safety and how they can reduce risks within their workplace.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand roles and responsibilities for health, safety and welfare in the workplace	1.1. Outline employers and employees duties relating to health, safety and welfare at work 1.2. Outline the consequences for non-compliance with health and safety legislation 1.3. Outline the requirements for training and competence in the workplace 1.4. Outline the ways in which health and safety information can be communicated
2. Understand how risk assessments contribute to health and safety	2.1. Define the terms ‘hazard’ and ‘risk’ 2.2. Outline the process for carrying out a risk assessment 2.3. Describe how risk assessment can be used to reduce accidents and ill health at work
3. Understand how to identify and control the risks from common workplace hazards	3.1. Describe the hazards that may be found in a range of workplaces 3.2. Describe how hazards can cause harm or damage to people, work processes, the workplace and the environment 3.3. Describe the principle of the risk control hierarchy 3.4. List examples of risk controls for common workplace hazards
4. Know the procedures for responding to accidents and incidents in the workplace	4.1. State the common causes of workplace accidents and ill health 4.2. Identify the actions that might need to be taken following an incident in the workplace 4.3. List the arrangements that should be in place in a workplace for emergencies and first aid

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4. Outline why it is important to record all incidents, accidents and ill health

Additional Assessment Guidance/Requirements
<p>Highfield recommends nominated tutors for Unit 1 (Y/615/6963) Health and Safety in the Workplace hold a relevant subject area qualification. Please refer to the tutor requirements section above.</p> <p>This unit consists of knowledge and understanding based assessment only.</p>

Unit 2: How to respond to occurrences during an event

Unit number: L/507/1754
 Credit: 3
 GLH: 26
 Level: 2

Unit Introduction

This unit introduces the learner to the knowledge and understanding to provide an initial response to occurrences by gathering accurate information to plan and respond appropriately to the occurrence.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand legal and organisational requirements when dealing with occurrences during an event	1.1. Identify current relevant legislation, regulations, codes of practice, guidelines or organisational policies in relation to dealing with occurrences during an event 1.2. State the importance of adhering to national guidelines relating to working appropriately with children, young people and vulnerable adults
2. Know how to gather information and intelligence following an occurrence during an event	2.1. Identify potential intelligence sources 2.2. Explain how to gather information and intelligence 2.3. Describe how to use information and intelligence to plan an appropriate response
3. Know how to liaise and communicate effectively following an occurrence during an event	3.1. Explain how to communicate effectively 3.2. Identify personnel or agencies that may be involved in the response 3.3. Identify systems and protocols for communicating with other agencies
4. Know how to respond to occurrences during an event	4.1. Identify potential occurrences 4.2. Identify procedures for responding to different types of occurrences 4.3. Explain how to provide support to individuals affected by the occurrence
5. Know how to preserve the integrity of potential evidence	5.1. Give examples of potential evidence 5.2. Describe methods of preserving a crime scene 5.3. Explain the importance of ensuring the continuity of evidence 5.4. Explain the importance of identifying witnesses at the scene 5.5. Describe how to deal with potential suspects 5.6. Identify relevant documentation to complete

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.7. State limits of responsibility at the scene 5.8. Identify protocols for handover of potential evidence

Additional Assessment Guidance/Requirements
This unit consists of knowledge and understanding based assessment only.

Unit 3: How to manage the movement of people during an event

Unit number: R/507/1755

Credit: 3

GLH: 16

Level: 2

Unit Introduction

This unit introduces the learner to the skills, knowledge and understanding in managing the movement of people at an event.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand legal and organisational requirements for the movement of people during an event	1.1. Identify current relevant legislation, regulations, codes of practice, guidelines or organisational policies in relation to the movement of people during an event 1.2. Identify roles and responsibilities within an event plan
2. Know how to manage the movement of people during an event	2.1. State the importance of pre event checks 2.2. State the importance of site knowledge 2.3. Describe how environmental conditions may affect ground conditions 2.4. State the importance of maintaining clear entrances and exits 2.5. Explain the importance of monitoring flow rates of people 2.6. Explain the importance of carefully monitoring own designated area 2.7. Identify effective interpersonal skills when dealing with the movement of people 2.8. Explain how to control queues in a safe and orderly manner 2.9. Explain the importance of monitoring crowd dynamics
3. Know how to manage the ingress of people during an event	3.1. Explain how to admit people according to agreed policies and procedures 3.2. State the procedures to follow when refusing entry 3.3. State why people must be given clear reasons why they have been refused entry 3.4. Describe potential reactions to being refused entry
4. Know how to manage the egress of people during an event	4.1. Explain the importance of monitoring the safe exit of people

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2. Describe appropriate action to aid in clearing a site of the public 4.3. Explain the importance of ensuring no re-entry of the public during egress 4.4. State how to deal with lost property during egress 4.5. State how to deal with lost persons during egress

Additional Assessment Guidance/Requirements
This unit consists of knowledge and understanding based assessment only.

Unit 4: How to reduce and manage conflict during an event

Unit number: Y/507/1756
 Credit: 1
 GLH: 8
 Level: 2

Unit Introduction

This unit introduces the learner to the knowledge and understanding to help reduce and manage conflict at events. The unit focuses first on avoiding conflict through positive communication and behaviours. It then considers how to recognise an escalation in conflict and risk and how to defuse the situation. The unit also acknowledges that conflict can occur when addressing problematic behaviour in crowd situations, and that this can be reduced through careful choice and timing of approach.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to avoid conflict during an event	1.1. Identify current relevant legislation, regulations, codes of practice, guidelines or organisational policies relating to workplace violence 1.2. State the importance of effective communication 1.3. Identify potential barriers to communication 1.4. Identify actions and behaviour that can trigger an escalation in a crowd situation 1.5. Identify actions and behaviour that can inhibit an escalation in a crowd situation 1.6. Explain the importance of dealing appropriately with vulnerable individuals
2. Know how to defuse and resolve conflict during an event	2.1. State how to apply dynamic risk assessment to a conflict situation 2.2. Identify common stages of escalation in a conflict situation 2.3. Explain the importance of safe positioning and exit routes 2.4. Identify verbal exit strategies and routes 2.5. Describe how to communicate effectively with other agencies/personnel
3. Know how to deal with challenging behaviour during an event	3.1. Identify types of challenging behaviour 3.2. Identify alternatives to directly confronting behaviour 3.3. Explain the importance of avoiding indiscriminate or heavy handed action in a crowd situation 3.4. Describe how a crowd may react to interventions

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5. Identify methods for dealing with challenging behaviour 3.6. State how to report and account for actions
4. Understand good practice to follow after conflict situations during an event	4.1. State the importance of accessing help and support following a conflict situation 4.2. State the importance of reflecting on conflict situations 4.3. State the benefits of sharing good practice

Additional Assessment Guidance/Requirements

This unit consists of knowledge and understanding based assessment only.

Unit 5: How to respond to emergencies during an event

Unit number: D/507/1757

Credit: 2

GLH: 10

Level: 2

Unit Introduction

This unit introduces the learner to the knowledge and understanding to provide a response to emergencies during an event to aid preservation of life, assets and the welfare of individuals.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know how to respond to an emergency during an event	1.1. Identify current relevant legislation, regulations, codes of practice, guidelines or organisational policies in relation to emergency response during an event 1.2. Identify potential emergencies 1.3. Identify roles and responsibilities within the response team 1.4. Identify resources required for emergencies 1.5. Describe the importance of effective communication during an emergency 1.6. Identify the importance of dealing with accidents and emergencies in a prompt, calm and correct manner 1.7. Identify other agencies involved in emergency response at an event 1.8. Identify the procedures to be followed in the case of an emergency relating to: <ul style="list-style-type: none"> • fire • security incidents • missing persons 1.9. Identify actions to be completed following an emergency
2. Understand how to deal with different types of injuries and illnesses	2.1. Identify the types of illnesses and injuries that may occur during an event 2.2. Describe how to deal with illness or injury prior to qualified assistance arriving

Additional Assessment Guidance/Requirements

This unit consists of knowledge and understanding based assessment only.

Unit 6: How to provide information and advice during an event

Unit number: H/507/1758

Credit: 1

GLH: 6

Level: 2

Unit Introduction

This unit introduces the learner to the knowledge, skills and understanding to provide information and advice during an event and assist in resolving complaints.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know how to provide information and advice to individuals	1.1. Identify current relevant legislation, regulations, codes of practice, guidelines or organisational policies in relation to providing advice and guidance. 1.2. Identify how to gain information that people require 1.3. Explain how to provide appropriate information 1.4. Identify information that should not be provided according to organizational policy 1.5. Explain how to assist individuals to resolve complaints 1.6. Explain the importance of gaining all relevant information in order to solve a problem 1.7. Identify the basic principles of customer care 1.8. explain how to communicate with different types of people, including: <ul style="list-style-type: none"> • cooperative • un-cooperative • intoxicated • emotional • individuals with limited English • VIPs • individuals with particular needs
2. Be able to provide information and advice to individuals	2.1. Provide information and advice to individuals 2.2. Assist individuals to resolve complaints

Additional Assessment Guidance/Requirements

This unit consists of knowledge, understanding and practical based assessment.

Unit 7: Prepare for spectator events as an event steward

Unit number: K/507/1759
 Credit: 5
 GLH: 25
 Level: 2

Unit Introduction

This unit requires the learner to perform the skills and demonstrate the knowledge and understanding of roles and responsibilities relating to preparing for spectator events as an event steward.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to prepare for event stewarding activities	1.1 Follow the registration procedures correctly and on time 1.2 Collect their passes, identification and other resources 1.3 Look after passes, identification and other resources during the event 1.4 Return passes, identification and other resources after the event where required 1.5 Explain the importance of wearing correct identification 1.6 Identify the required equipment to carry 1.7 Attend the pre-event briefings as required 1.8 Note all the necessary information which is given at the briefings 1.9 Correctly follow the pre-event routines
2. Be able to identify and deal with physical hazards	2.1 Follow agreed procedures to check equipment 2.2 Keep disruption to a minimum 2.3 Identify hazards in their designated area 2.4 Follow agreed procedures for assessing risk 2.5 Take prompt action appropriate to the hazard and the risk safely, following agreed procedures and instructions 2.6 Communicate effectively, verbally and non-verbally, with colleagues and other people involved 2.7 Clearly and accurately report (the situation, any actions, and what they have done) to their supervisor

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
3. Be able to search the venue for suspect items	3.1 Get information on the type of item being searched for 3.2 Search the designated area thoroughly following instructions 3.3 Identify any suspect items 3.4 Identify other suspicious circumstances 3.5 Maintain their own safety and the safety of other people 3.6 Report what they have found following agreed procedures
4. Know how to prepare for event stewarding activities	4.1 State basic legal requirements covering the type of event they are involved in 4.2 Describe their legal responsibilities and powers 4.3 State relevant guidance documents on safety at events 4.4 Explain the importance of registration and briefing 4.5 Explain the importance of receiving, looking after and returning passes 4.6 Explain the importance of receiving, looking after and returning identification 4.7 Explain the importance of receiving, looking after and returning other resources 4.8 Explain the importance of pre-event routines and timings 4.9 State pre-event timings 4.10 State the information to be recorded when preparing for an event 4.11 Describe emergency procedures (including relevant code words and assembly points) 4.12 Describe the pre-event routines
5. Know how to identify and deal with physical hazards	5.1 Describe how to check: <ul style="list-style-type: none"> • safety equipment • security equipment • emergency equipment • signs and notices

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>5.2 Explain the importance of not disrupting the public when carrying out checks</p> <p>5.3 Describe what to look for when checking for hazards</p> <p>5.4 Describe how to assess the seriousness of the following types of hazards</p> <ul style="list-style-type: none"> • safety hazards • security hazards • fire hazards • hygiene hazards • faulty emergency equipment <p>5.5 Describe the correct action to take for each of the types of physical hazard listed</p> <p>5.6 Explain why it's important to communicate with people and colleagues clearly</p> <p>5.7 Describe the sort of action which could endanger themselves and others</p> <p>5.8 State the correct reporting procedures for the types of physical hazards listed above</p>
6. Know how to search the venue for suspect items	<p>6.1 Explain the importance of collecting information on the item being searched for</p> <p>6.2 Describe how to search the following areas carefully and thoroughly:</p> <ul style="list-style-type: none"> • confined areas • open areas • areas where the public is present • areas where the public is not present

Additional Assessment Guidance/Requirements

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on a minimum of one occasion.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Three types of resources
- All types of information
- Three types of equipment
- Three types of hazards
- All types of areas

A resources

- 1 communications
- 2 safety equipment
- 3 keys
- 4 handbook

B information

- 1 potential hazards and risks
- 2 stewarding procedures
- 3 venue rules

C equipment

- 1 safety equipment
- 2 security equipment
- 3 emergency equipment
- 4 signs and notices

D hazards

- 1 safety hazards
- 2 security hazards
- 3 fire hazards
- 4 hygiene hazards
- 5 faulty emergency equipment

E areas

- 1 confined areas

2 open areas

3 public areas

4 non-public areas

This evidence may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for 2.3, 2.4 and 2.5 only, if there is no naturally occurring evidence is available.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Optional Group

Unit 8: How to conduct searches of people and their property before entering an event

Unit number: D/507/1760

Credit: 2

GLH: 13

Level: 2

Unit Introduction

This unit introduces the learner to the skills, knowledge and understanding to promote public safety and safeguard commercial interests through effective searching of people and their property for unauthorised items and how to report any findings appropriately.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand legal and organisational requirements for searching people and property before an event	1.1. Identify current relevant legislation, regulations, codes of practice, guidelines or organisational policies in relation to searching: <ul style="list-style-type: none"> • People • Property 1.2. Identify current relevant legislation, regulations, codes of practice, guidelines or organisational policies in relation to finding unauthorised items
2. Know how to search people and their property for unauthorised items	2.1. Describe how to search people 2.2. Describe how to search property 2.3. State the importance of effective communication skills when searching people or their property 2.4. Identify possible reactions to the request to submit to a search 2.5. State precautions to take to protect self and others against unauthorised items 2.6. Describe how to deal with a refusal to be searched 2.7. Identify unauthorised items that may be found during searches 2.8. Identify documentation to be completed following a search
3. Know how to respond to finding unauthorised items	3.1. State the importance of effective communication skills on finding unauthorised items 3.2. Identify possible reactions of persons searched to finding unauthorised items 3.3. State procedures for handling unauthorised items 3.4. State procedures for reporting unauthorised items

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
4. Be able to search people and their property	4.1. Demonstrate how to search people 4.2. Demonstrate how to search people’s property 4.3. Demonstrate how to respond to finding unauthorised items

Additional Assessment Guidance/Requirements
This unit consists of knowledge, understanding and practical based assessment.

Unit 9: Use radio communications effectively

Unit number: D/615/6964
 Credit: 2
 GLH: 13
 Level: 2

Unit Introduction

This unit introduces the learner to the skills, knowledge and understanding in operating radio equipment.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand organisational procedures for transmitting and receiving radio communications	1.1. Give examples of agreed vocabulary and etiquette 1.2. Describe the procedures for operating radio equipment in own organisation 1.3. Explain how to transmit and receive radio communications 1.4. Describe own organisation’s requirements for recording and retaining communications 1.5. Explain the reasons for using earphones when operating equipment within an event space
2. Know how to report difficulties or faults	2.1. Describe own organisation’s requirements for reporting difficulties or faults
3. Be able to transmit and receive radio communications	3.1. Operate radio equipment in line with manufacturer’s and own organisation’s instructions 3.2. Use agreed vocabulary and etiquette 3.3. Use channels and frequency that comply with statutory regulations 3.4. Comply with regulations and own organisation’s procedures when transmitting and receiving radio communications 3.5. Maintain up to date, complete and accurate records of transmitted and received communications
4. Be able to report difficulties and faults	4.1. Report difficulties and faults accurately to the relevant person in organisation

Additional Assessment Guidance/Requirements

This unit consists of knowledge, understanding and practical based (radios required) assessment.

Unit 10: How to contribute to safeguarding children, young people and vulnerable adults during an event

Unit number: H/507/1761

Credit: 1

GLH: 9

Level: 2

Unit Introduction

This unit introduces the learner to the knowledge and understanding in safeguarding children, young people and vulnerable adults during an event. It aims to provide guidance on the importance of understanding how to deal with potentially vulnerable people to ensure a safe environment for both visitors to the event and the event security staff too.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand organisational policies, procedures and practices for safe working with children, young people and vulnerable adults during an event	1.1. Outline current relevant legislation, regulations, codes of practice, guidelines or organisational policies for safe working with children, young people and vulnerable adults
2. Understand the importance of safeguarding children, young people and vulnerable adults during an event	2.1. Explain the importance of safeguarding children, young people and vulnerable adults 2.2. Explain the importance of effective communication when dealing with children, young people and vulnerable adults 2.3. State possible indicators that may cause concern in the context of safeguarding 2.4. Identify organisations that may become involved when a child, young person or vulnerable adult has been abused or harmed 2.5. Describe how to contribute to safeguarding children, young people and vulnerable adults during an event 2.6. Identify actions to take if a child, young person or vulnerable adult makes an allegation of harm or abuse

Additional Assessment Guidance/Requirements

This unit consists of knowledge and understanding based assessment only.

Unit 11: Report writing for event security operations

Unit number: K/507/1762

Credit: 1

GLH: 9

Level: 2

Unit Introduction

This unit introduces the learner to the skills, knowledge and understanding in report writing relevant to event security.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know how to write an effective report for event security operations	1.1. Describe the purpose of a report for event security operations 1.2. Explain why it is important to ensure the contents of the report are accurate, comprehensive and relevant 1.3. State how to present data and information in the most effective way 1.4. Explain the importance of reports meeting relevant legal or organisational requirements
2. Be able to write an effective report for event security operations	2.1. Compile a report using available information

Additional Assessment Guidance/Requirements

This unit consists of knowledge, understanding and practical based assessment.

Appendix 3: Sample assessment material

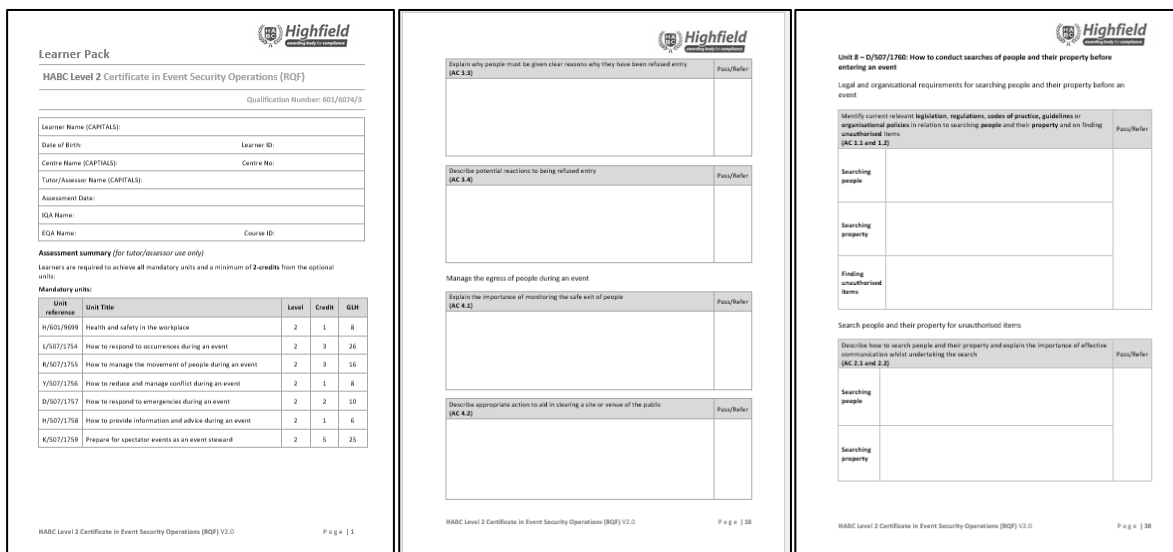
This qualification is assessed via two methods:

1. Open response questions; and
2. Practical demonstration

Detail of assessment methods utilised:

1. The learner pack can be located within the Highfield download area. The pack comprises of open response questions enabling learners to generate evidence against all mandatory and chosen optional unit(s). Once the learner has completed all the questions to the required standard, both the learner and tutor are required to sign the front of the learner pack to confirm completion. Tutors should refer to the **tutor, assessor** and **IQA** (TAI) support pack to help support assessment decisions. The TAI support pack can also be located within download area.
2. The learner is required to perform the role of an event steward, particularly in relation to duties as described within unit 7 of this qualification. This practical demonstration must be assessed by the nominated tutor. The tutor should make use of the practical assessment and evidence recording document.

Please see below screen shots of the **Highfield Level 2 Certificate in Event Security Operations (RQF)** learner pack.



Learner Pack
HABC Level 2 Certificate in Event Security Operations (RQF)
 Qualification Number: 601/5074/3

Learner Name (CAPTALS):
 Date of Birth: Learner ID:
 Centre Name (CAPTALS): Centre No:
 Tutor/Assessor Name (CAPTALS):
 Assessment Date:
 IQA Name:
 EQA Name: Course ID:

Assessment summary (for tutor/assessor use only)
 Learners are required to achieve all mandatory units and a minimum of 2 credits from the optional units.

Unit Reference	Unit Title	Level	Credit	GLH
H/601/9699	Health and safety in the workplace	2	1	8
L/507/1754	How to respond to occurrences during an event	2	3	26
R/507/1755	How to manage the movement of people during an event	2	3	16
V/507/1756	How to reduce and manage conflict during an event	2	1	8
D/507/1757	How to respond to emergencies during an event	2	2	10
H/507/1758	How to provide information and advice during an event	2	1	6
K/507/1759	Prepare for spectator events as an event steward	2	5	25

HABC Level 2 Certificate in Event Security Operations (RQF) V2.0 Page | 1

Highfield
 Explain why people must be given clear reasons why they have been refused entry (AC 3.1) Pass/Refer

Describe potential reactions to being refused entry (AC 3.4) Pass/Refer

Manage the egress of people during an event

Explain the importance of monitoring the safe exit of people (AC 4.1) Pass/Refer

Describe appropriate action to aid in clearing a site or venue of the public (AC 4.2) Pass/Refer

HABC Level 2 Certificate in Event Security Operations (RQF) V2.0 Page | 18

Highfield
 Unit 8 - D/507/1760: How to conduct searches of people and their property before entering an event

Legal and organisational requirements for searching people and their property before an event

Identify current relevant legislation, regulations, codes of practice, guidelines or organisational policies in relation to searching people and their property and on finding unauthorised items (AC 1.1 and 1.2) Pass/Refer

Searching people

Searching property

Finding unauthorised items

Search people and their property for unauthorised items

Describe how to search people and their property and explain the importance of effective communication whilst undertaking the search (AC 2.1 and 2.2) Pass/Refer

Searching people

Searching property

HABC Level 2 Certificate in Event Security Operations (RQF) V2.0 Page | 18