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Qualification Specification

Highfield Level 2 NVQ Certificate in Spectator Safety (RQF)

Qualification Number: 600/2926/2

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Highfield Level 2 NVQ Certificate in Spectator Safety (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 account manager

Qualification regulation and support

The Highfield Level 2 NVQ Certificate in Spectator Safety has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is an English qualification framework and includes those qualifications regulated by Ofqual. It is also suitable for delivery in Northern Ireland and is regulated by CCEA Regulation.

This qualification is supported by SkillsActive, the sector skills council for the sport, active leisure and well-being sector.

Key facts

Qualification number:	600/2926/2
Learning aim reference:	60029262
Credit value:	29
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	85
Total qualification time (TQT):	290

Qualification overview and objective

The objective of this qualification is to prepare learners for employment and support a role in the workplace.

It is designed for those learners working or wishing to work in the match day and events stewarding industry. This could include a variety of sporting, festival or musical events. The qualification meets the requirements laid out in the Sports Ground Safety Authority's Guide to Safety at Sports Grounds (known as the Green Guide).

It provides the knowledge and competency components for the Intermediate Level Apprenticeship in Spectator Safety.

The qualification provides learners with the knowledge and understanding required as a steward such as:

- preparing for spectator events
 - controlling the entry, exit and movement of people at spectator events
 - monitoring spectators and dealing with crowd problems
 - supporting the work of the team and organisation
 - helping to manage conflict
 - dealing with accidents and emergencies
-

Entry requirements

To register on to this qualification, learners are required to be 16 years of age or above.

Guidance on delivery

The total qualification time for this qualification is 290 hours, of which 85 are recommended as guided learning hours.

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

This qualification is assessed through the completion of a portfolio of evidence that will also be internally quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed, and Highfield Qualifications promotes holistic assessment. Additional guidance is included at the bottom of each unit suggesting how each assessment criteria can be assessed. Suggested assessment paperwork is available on the Highfield Qualifications website.

Centres 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 Qualifications 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 Qualifications 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 a 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 Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

Highfield Qualifications requires nominated assessors for this qualification meet the following:

- hold a relevant subject area qualification or experience
 - hold, or be working towards, a recognised assessing qualification, which could include any of the following:
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess Learner Performance Using a Range of Methods
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- D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
 - maintain appropriate continued professional development for the subject area
-

Internal quality assurance (IQA) requirements

Highfield Qualifications requires internal quality assurers for this qualification meet the following:

- hold a relevant subject area qualification or experience
 - hold, or be working towards, a recognised internal quality assurance qualification which could include any of the following:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
 - D34 or V1 verifier awards
 - maintain appropriate continued professional development for the subject area
-

Mapping to National Occupational Standards (NOS)

This qualification links directly to the National Occupational Standards for spectator safety at Level 2.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' 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 Qualifications 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.

If 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 Highfield Qualifications' Core Manual.

Progression opportunities

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

- Level 3 NVQ Certificate in Spectator Safety
- Level 4 NVQ Certificate in Spectator Safety Management

Useful websites

- www.highfieldabc.com
- www.highfield.co.uk
- www.skillsactive.com
- The Sports Ground Safety Authority - The 'Green Guide':
<http://www.safetyatsportsgrounds.org.uk/publications/green-guide>
- The Event Safety Guide:
www.thepurpleguide.co.uk/

Recommended training materials

Edens, C., & Porter, S. *Understanding Stewarding at Spectator Events*. Highfield.co.uk Ltd

Understanding Stewarding at Spectator Events Training PowerPoint™. Highfield.co.uk Ltd

HABC Level 2 NVQ Certificate in Spectator Safety (QCF) Apprenti-Kit. Highfield.co.uk Ltd

Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldelearning.com/org/TheHighfieldGroup>
 - answer the questions
 - click start
-

Appendix 1: Qualification structure

To complete the **Highfield Level 2 NVQ Certificate in Spectator Safety (RQF)**, learners must complete **all units** contained within the mandatory group.

Mandatory group

Unit reference	Unit title	Level	GLH	Credit
Y/502/9345	Prepare for spectator events	2	12	5
M/502/9352	Control the entry, exit and movement of people at spectator events	2	12	8
A/502/9354	Monitor spectators and deal with crowd problems	2	12	8
Y/601/4483	Support the work of the team and organisation	2	15	2
J/501/5134	Help to manage conflict	2	20	4
D/501/5138	Deal with accidents and emergencies	2	14	2

Appendix 2: Qualification content

Unit 1: Prepare for spectator events
 Unit number: Y/502/9345
 Credit: 5
 GLH: 12
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Prepare for stewarding activities	1.1 Follow the registration procedures correctly and on time 1.2 Collect their passes, identification and other resources , looking after these and returning them after the event 1.3 Attend the pre-event briefings as required 1.4 Note all the necessary information which is given at the briefings 1.5 Correctly follow the pre-event routines
2. 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, following agreed procedures and instructions 2.6 Communicate verbally and non-verbally with colleagues and other people involved 2.7 Make sure that any action is not dangerous for themselves and other people involved 2.8 Clearly and accurately report the situation and what they have done to their supervisor
3. 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 and other suspicious circumstances

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.4 Maintain their own safety and the safety of other people</p> <p>3.5 Report what they have found following agreed procedures</p>
<p>4. Know how to prepare for stewarding activities</p>	<p>4.1 State basic legal requirements covering the type of event they are involved in</p> <p>4.2 Describe their legal responsibilities and powers</p> <p>4.3 Show awareness of relevant guidance documents on safety at events</p> <p>4.4 Explain the importance of registration and briefing</p> <p>4.5 Explain the importance of receiving, looking after and returning passes, identification and other resources</p> <p>4.6 Explain the importance of keeping careful notes at briefings</p> <p>4.7 Explain the importance of pre-event routines</p> <p>4.8 State pre-event timings</p> <p>4.9 State the information to be recorded</p> <p>4.10 Describe emergency procedures, relevant code words and assembly points</p> <p>4.11 Describe the pre-event routines</p>
<p>5. Know how to identify and deal with physical hazards</p>	<p>5.1 Describe how to check:</p> <ul style="list-style-type: none"> • safety equipment • security equipment • emergency equipment • signs and notices <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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> • faulty emergency equipment 5.5 Describe the correct action to take for each of the types of physical hazard listed 5.6 Explain why it's important to communicate with people and colleagues clearly 5.7 Describe the sort of action which could endanger themselves and others 5.8 State the correct reporting procedures for the types of physical hazards listed above
6. Know how to search the venue for suspect items	6.1 Explain the importance of collecting information on the item being searched for 6.2 Describe how to search the following areas carefully and thoroughly: <ul style="list-style-type: none"> • confined areas • open areas • areas where the public is present • areas where the public is not present 6.3 Describe contents of the safety handbook

Unit guidance
<p>Learning outcomes 1 - Prepare for stewarding activities, 2 - Identify and deal with physical hazards and 3 - Search the venue for suspect items must be assessed using workplace evidence generated when the learner is preparing for spectator events. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis:</p> <ul style="list-style-type: none"> • LO1 - Prepare for stewarding activities • When preparing for stewarding activities, the learner must cover: <ul style="list-style-type: none"> ○ three of the following types of resources: <ul style="list-style-type: none"> – communications – safety equipment – keys – handbook ○ all of the following information: <ul style="list-style-type: none"> – potential hazards and risks – stewarding procedures – venue rules • LO2 - Identify and deal with physical hazards • When identifying and dealing with physical hazards, the learner must cover: <ul style="list-style-type: none"> ○ three of the following types of equipment: <ul style="list-style-type: none"> – safety equipment

- security equipment
- emergency equipment
- signs and notices
- **three** of the following types of **hazards**:
 - safety hazards
 - security hazards
 - fire hazards
 - hygiene hazards
 - faulty emergency equipment
- **LO3 - Search the venue for suspect items**
- When searching the venue for suspect items, the learner must cover:
 - **all** of the following **areas**:
 - confined areas
 - open areas
 - public areas
 - non-public areas

If no naturally-occurring evidence is available, then simulation is allowed for the following assessment criteria:

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, following agreed procedures and instructions

Learning outcomes 4 - **Know how to prepare for stewarding activities**, 5 - **Know how to identify and deal with physical hazards** and 6 - **Know how to search the venue for suspect items** may be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Unit 2: Control the entry, exit and movement of people at spectator events
 Unit number: M/502/9352
 Credit: 8
 GLH: 12
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Control the entry and exit of people at events</p>	<p>1.1 Have the necessary resources ready for use</p> <p>1.2 Make sure their behaviour and appearance meets agreed standards at all times</p> <p>1.3 Greet people in a way that makes them feel welcome and at ease</p> <p>1.4 Pay careful attention to the designated area throughout their period of duty</p> <p>1.5 Admit people and refuse entry according to agreed procedures</p> <p>1.6 Provide people with clear reasons why they have been refused entry</p> <p>1.7 Control the queues in a safe and orderly manner</p> <p>1.8 Supervise the safe exit of people according to the agreed procedures</p> <p>1.9 Inform their supervisor when there are problems that they cannot deal with on their own</p>
<p>2. Search people for unauthorised items</p>	<p>2.1 Identify the people to be searched on entry according to the agreed procedures</p> <p>2.2 Ask the identified people for permission to search, and follow the agreed procedures if they refuse</p> <p>2.3 Only search people of the same sex</p> <p>2.4 Follow the correct procedures when they find unauthorised items and explain these procedures to the people involved</p> <p>2.5 Inform the supervisor about any unlawful items which they find</p> <p>2.6 Treat the people involved with courtesy and respect at all times</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>3. Provide people with information and help them with other problems</p>	<p>3.1 Communicate with people politely and clearly</p> <p>3.2 Ask for information which is relevant to their problem</p> <p>3.3 Make sure their understanding of the problem is correct</p> <p>3.4 Give people help which is appropriate to the problem and agreed procedures</p> <p>3.5 Refer people to another source of help if necessary</p> <p>3.6 Keep people informed of progress</p> <p>3.7 Deal with any complaints positively, and sympathetically as appropriate to the situation</p>
<p>4. Know how to control the entry and exit of people at events</p>	<p>4.1 Describe the basic principles of customer care</p> <p>4.2 Explain the importance of wearing correct identification</p> <p>4.3 Identify the required equipment to carry</p> <p>4.4 Identify articles which contravene the venue rules</p> <p>4.5 Describe the procedures to follow when banned articles are found</p> <p>4.6 Explain the importance of carefully monitoring their designated area</p> <p>4.7 Describe how to control queues in an orderly and safe manner</p> <p>4.8 Describe basic legislation covering trespass and the right to refuse entry</p> <p>4.9 Describe the procedures for excluding people under the relevant legislation</p> <p>4.10 Explain why explanations should be given for refusing entry</p>
<p>5. Know how to search people for unauthorised items</p>	<p>5.1 Identify the problems that may occur if a steward is prejudiced against people because of their appearance</p> <p>5.2 Explain the importance of only searching people of the same sex</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>5.3 Describe the correct methods of carrying out personal searches</p> <p>5.4 Identify the conflicts that may occur when carrying out searches and how to resolve these</p> <p>5.5 Explain the importance of providing people with proper explanations and treating people with courtesy</p> <p>5.6 Describe the organisation’s policies for searching people</p> <p>5.7 Describe how to identify prohibited items</p> <p>5.8 Describe the correct procedures for dealing with prohibited items</p> <p>5.9 Describe the precautions to take to protect oneself against items which may cause injuries during the search</p> <p>5.10 Identify the basic legislation which authorises searches of spectators and what this allows the steward to do</p>
<p>6. Know how to provide people with information and help them with other problems</p>	<p>6.1 Describe how to communicate with the following types of people:</p> <ul style="list-style-type: none"> • cooperative • uncooperative • intoxicated • emotional • with limited understanding of English • ‘VIPs’ • with particular needs <p>6.2 Describe how to get hold of the information which people may need</p> <p>6.3 Identify information which should not be provided according to organisational policy</p> <p>6.4 Identify the locations of main facilities in the venue</p> <p>6.5 Describe the approved procedures for giving directions and providing information</p> <p>6.6 Explain the importance of getting all the relevant information if they need to solve a problem</p> <p>6.7 Explain the importance of being polite</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	6.8 Explain the importance of being positive when handling complaints and giving apologies 6.9 Describe the approved procedures for dealing with the following types of problems: <ul style="list-style-type: none"> • need for information/advice • ticketing problems • missing property • missing people • unsociable/unlawful behaviour by others • complaints/suggestions about facility and procedures 6.10 Identify whom to refer problems to which the learner cannot deal with personally

Unit guidance

Learning outcomes 1 - **Control the entry and exit of people at events**, 2 - **Search people for unauthorised items** and 3 - **Provide people with information and help them with other problems** must be assessed using workplace evidence generated when the learner is preparing stewards and venues for spectator events. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis:

- **LO1 - Control the entry and exit of people at events**
- When controlling the entry and exit of people at events, the learner must cover:
 - **three** of the following types of **resources**:
 - communications
 - safety equipment
 - keys
 - handbook
 - **two** of the following types of **people**:
 - cooperative
 - uncooperative
 - intoxicated
 - emotional
 - with limited understanding of English
 - ‘VIPs’
 - with particular needs
- **LO2 - Search people for unauthorised items**
- When searching people for unauthorised items, the learner must cover:

- **two** of the following unauthorised **items**:
 - items that could be used as weapons
 - alcohol
 - items prohibited by the facility
- **LO3 - Provide people with information and help them with other problems**
- When providing people with information and helping them with other problems, the learner must cover:
 - **two** of the following **problems**:
 - need for information/advice
 - ticketing problems
 - missing property
 - missing people
 - unsociable/unlawful behaviour by others
 - complaints/suggestions about facility and procedures

If no naturally-occurring evidence is available, then simulation is allowed for the following assessment criteria:

- 2.1 Identify the people to be searched on entry according to the agreed procedures
- 2.2 Ask the identified people for permission to search, and follow the agreed procedures if they refuse
- 2.3 Only search people of the same sex
- 2.4 Follow the correct procedures when they find unauthorised items and explain these procedures to the people involved
- 2.5 Inform the supervisor about any unlawful items which they find
- 2.6 Treat the people involved with courtesy and respect at all times

Learning outcomes 4 - **Know how to control the entry and exit of people at events** 5 - **Know how to search people for unauthorised items** 6 - **Know how to provide people with information and help them with other problems** may be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Unit 3: Monitor spectators and deal with crowd problems
 Unit number: A/502/9354
 Credit: 8
 GLH: 12
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Monitor crowds and identify potential problems</p>	<p>1.1 Have the necessary resources ready for use</p> <p>1.2 Make sure their behaviour and appearance meets agreed standards at all times</p> <p>1.3 Carry out their duties impartially</p> <p>1.4 Pay careful attention to the crowd and the conditions in their designated area throughout their period of duty</p> <p>1.5 Identify crowd problems when they occur</p>
<p>2. Follow instructions and procedures to deal with crowd problems</p>	<p>2.1 Assess and report the crowd problem, answering any questions from supervisors clearly and accurately</p> <p>2.2 Take action following instructions and agreed procedures</p> <p>2.3 Make sure that any action is not dangerous to themselves and the other people involved</p> <p>2.4 Communicate with the people involved and colleagues clearly</p> <p>2.5 Reassure the people involved and encourage them to be calm and follow instructions</p> <p>2.6 Keep their control room/supervisor informed of the situation</p>
<p>3. Know how to monitor crowds and identify potential problems</p>	<p>3.1 Explain the importance of carefully observing crowds and areas</p> <p>3.2 Explain the importance of wearing steward's identification at all times</p> <p>3.3 Identify the resources they need to have available and why</p> <p>3.4 Describe what to look for when monitoring crowds</p> <p>3.5 Explain why it's important to carry out their duties impartially</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.6 Give examples of how to carry out duties impartially</p> <p>3.7 Explain why personal conduct and appearance are important</p> <p>3.8 Describe the sort of personal conduct and appearance that is appropriate</p> <p>3.9 Identify the particular hazards to look out for in the following types of areas:</p> <ul style="list-style-type: none"> • confined areas • open areas • public areas • non-public areas
<p>4. Know how to follow instructions and procedures to deal with crowd problems</p>	<p>4.1 Identify the basic legal requirements covering disability, discrimination and safety</p> <p>4.2 Identify the obvious signs of the following types of crowd problems:</p> <ul style="list-style-type: none"> • unexpected crowd movements • local overcrowding • over-capacity • distress • separation of individuals and groups • unsociable behaviour • unlawful behaviour • entry into restricted areas <p>4.3 Describe how to assess how serious the problem is</p> <p>4.4 Describe the procedures to follow for each type of crowd problem</p> <p>4.5 Describe basic conflict management techniques and defensive tactics</p> <p>4.6 Explain why it's important to communicate clearly with the people involved and with colleagues</p> <p>4.7 Explain why it's important to reassure the people involved and encourage them to be calm</p> <p>4.8 Describe how to reassure people and encourage them to be calm</p> <p>4.9 Identify the type of action which might endanger themselves and others</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.10 Describe the correct reporting procedures to use

Unit guidance

Learning outcomes 1 - **Monitor crowds and identify potential problems** and 2 - **Follow instructions and procedures to deal with crowd problems** must be assessed using workplace evidence generated when the learner is preparing stewards and venues for spectator events. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis:

- **LO1 - Monitor crowds and identify potential problems**
- When monitoring crowds and identifying potential problems, the learner must cover:
 - **three** of the following types of **resources**:
 - communications
 - safety equipment
 - keys
 - handbook
 - **two** of the following types of **crowds**:
 - friendly
 - aggressive
 - excited
 - **all** of the following **areas**:
 - confined areas
 - open areas
 - public areas
 - non-public areas
 - **four** of the following types of **crowd problems**:
 - unexpected crowd movements
 - local overcrowding
 - over-capacity
 - distress
 - separation of individuals and groups
 - unsociable behaviour
 - unlawful behaviour
 - entry into restricted areas
- **LO2 - Follow instructions and procedures to deal with crowd problems**
- When following instructions and procedures to deal with crowd problems, the learner must cover:
 - **all** of the following **actions**:
 - removing people and objects
 - containing the crowd
 - being visible to the crowd

- reassuring
- warning
- **two** of the following types of **people**:
 - cooperative
 - uncooperative
 - intoxicated
 - emotional
 - with limited understanding of English
 - ‘VIPs’
 - with particular needs
- **three** of the following types of **crowd problems**:
 - unexpected crowd movements
 - local overcrowding
 - over-capacity
 - distress
 - separation of individuals and groups
 - unsociable behaviour
 - unlawful behaviour
 - entry into restricted areas

Simulation is not allowed for this unit.

Learning outcomes 3 - **Know how to monitor crowds and identify potential problems** and 4 - **Know how to follow instructions and procedures to deal with crowd problems** may be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Unit 4: Support the work of the team and organisation

Unit number: Y/601/4483

Credit: 2

GLH: 15

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Know how to support the work of own team and organisation</p>	<p>1.1 Describe the values or codes of practice relevant to the work being carried out</p> <p>1.2 Outline the importance of effective team work</p> <p>1.3 Describe how improving own work and the work of the team can improve the organisation as a whole and the level of service that the customer receives</p>
<p>2. Know how to work effectively with colleagues</p>	<p>2.1 Describe what ‘good working relationships’ with colleagues means</p> <p>2.2 Outline how to establish good working relationships with colleagues</p> <p>2.3 Describe why it is important to communicate clearly with colleagues</p> <p>2.4 Outline how to communicate with managers in organisation</p> <p>2.5 List the duties within area of own responsibility</p> <p>2.6 Describe why it is important to carry out duties as agreed or warn colleagues in good time if not possible</p> <p>2.7 Identify situations in which help may be needed</p> <p>2.8 Describe the importance of always asking for help and information when it is needed</p> <p>2.9 Describe situations in which help and information may need to be provided to colleagues</p> <p>2.10 Describe situations in which it is not appropriate to provide help and information to colleagues</p> <p>2.11 Outline the purpose of team meetings</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.12 Outline why team discussions are important and why they should contribute to them 2.13 Outline the procedures for dealing with conflict in own organisation
3. Be able to work effectively with colleagues	3.1 Establish good working relationships with colleagues 3.2 Communicate verbally and in writing with colleagues clearly 3.3 Maintain standards of professional behaviour 3.4 Carry out own duties and commitments to colleagues as agreed, or tell them in good time when it is not possible to do what they expect 3.5 Ask for help and information when needed 3.6 Provide colleagues with help and information when they need it, in line with organisation's policies and procedures 3.7 Take part in team discussions 3.8 Follow the correct procedures in the case of disagreements or problems with colleagues
4. Know how to improve own work	4.1 Describe why it is important to continuously improve own work 4.2 Describe why it is important to assess own work and get feedback from colleagues 4.3 Describe what it means to 'handle criticism positively' 4.4 Describe why it is important to handle criticism positively 4.5 Identify the relevant member of staff in own organisation with whom own work can be planned and developed 4.6 Identify the procedures to follow to take part in training and development activities 4.7 Identify opportunities to take on new responsibilities and develop in own career, and the skills and knowledge needed to do this

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.8 Outline how to develop a career plan that will help own progression
<p>5. Be able to improve own work</p>	<p>5.1 Evaluate all aspects of own work</p> <p>5.2 Ask colleagues and customers for feedback on own work</p> <p>5.3 Handle feedback positively</p> <p>5.4 Work with a relevant person to agree:</p> <ul style="list-style-type: none"> • own strengths • areas where own work could be improved • new areas of skill and knowledge which may be needed for future responsibilities <p>5.5 Take part in relevant training and development</p> <p>5.6 Regularly review personal development</p>
<p>6. Know how to help to improve the work of own organisation</p>	<p>6.1 Describe the types of situations in which customers give feedback on the services they receive</p> <p>6.2 Outline why it is important to listen to customer feedback</p> <p>6.3 Outline how to identify areas where the organisation’s work could be improved</p> <p>6.4 Identify the procedures to follow for making suggestions on how to improve services to customers</p> <p>6.5 Describe why it is important to discuss own suggestions with colleagues and to take account of their ideas</p>
<p>7. Be able to help to improve the work of own organisation</p>	<p>7.1 Ask customers for feedback on the organisation’s services</p> <p>7.2 Identify ways the team could improve services</p> <p>7.3 Discuss with relevant colleagues how to change services for the better</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	7.4 Help to change services so that they meet customers' needs

Unit guidance

Learning outcomes 3 - **Be able to work effectively with colleagues**, 5 - **Be able to improve own work** and 7 - **Be able to help to improve the work of own organisation** must be assessed using workplace evidence generated when the learner is preparing stewards and venues for spectator events. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis:

- **LO3 - Be able to work effectively with colleagues**
- When working effectively with colleagues, the learner must cover:
 - **two** of the following types of **colleague**:
 - working at the same level as self
 - responsible to self
 - line manager
 - people from outside own organisation
 - with **both** of the following types of **communication**
 - spoken
 - written
- **LO5 - Be able to improve own work**
- When improving own work, the learner must cover:
 - **two** of the following types of **colleague**:
 - working at the same level as self
 - responsible to self
 - line manager
- **LO7 - Be able to help to improve the work of own organisation**
- When helping to improve the work of own organisation, the learner must cover:
 - **two** of the following types of **colleague**:
 - working at the same level as self
 - responsible to self
 - line manager

If no naturally-occurring evidence is available, then simulation is allowed for the type of colleague responsible to you.

Learning outcomes 1 - **Know how to support the work of own team and organisation**, 2 - **Know how to work effectively with colleagues**, 4 - **Know how to improve own work** and 6 - **Know how to help to improve the work of own organisation** may be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Unit 5: Help to manage conflict
 Unit number: J/501/5134
 Credit: 4
 GLH: 20
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Communicate with people in conflict situations</p>	<p>1.1 Remain calm and follow their organisation’s procedures</p> <p>1.2 Communicate with the people in a way that minimises and reduces conflict</p> <p>1.3 Maintain their own personal space</p> <p>1.4 Respect the personal space of others</p> <p>1.5 Listen actively to what people are saying</p> <p>1.6 Show empathy</p> <p>1.7 Use sensitive questioning to get further information about the situation</p> <p>1.8 Summarise and feedback to people what they have said and confirm understanding of the situation</p>
<p>2. Follow procedures to resolve conflict</p>	<p>2.1 Assess the risks to themselves and others in the situation</p> <p>2.2 Assess the seriousness of the situation and the behaviour of the people involved</p> <p>2.3 Maintain their own personal safety</p> <p>2.4 Follow agreed procedures for the type of situation and people involved</p> <p>2.5 Collect and report necessary information about the people involved and the situation</p>
<p>3. Know how to communicate with people in conflict situations</p>	<p>3.1 Identify the types of conflict situations that are likely to arise</p> <p>3.2 Describe the correct responses for each of these types of situations</p> <p>3.3 Identify the legal considerations covering self-defence and the use of force and your own role and responsibilities</p> <p>3.4 Explain the importance of effective communication with people in conflict</p>

Learning Outcomes	Assessment Criteria
<p><i>The learner will</i></p>	<p><i>The learner can</i></p> <p>situations and how poor communication can make situations worse</p> <p>3.5 Describe the appropriate forms of body language and other non-verbal types of communication to use</p> <p>3.6 Explain what is meant by personal space and why it is important to maintain one’s personal space</p> <p>3.7 Describe how to maintain personal space and the personal space of others</p> <p>3.8 Explain why it is important to show one is listening actively to what is being said</p> <p>3.9 Describe how to demonstrate active listening</p> <p>3.10 Describe how to show empathy</p> <p>3.11 Explain why showing empathy is important</p> <p>3.12 Describe how to use sensitive questioning to get information about a situation</p> <p>3.13 Explain why it is important to summarise and feedback to others what has been said</p>
<p>4. Know how to follow procedures to resolve conflict</p>	<p>4.1 Describe how to carry out risk assessments in conflict situations and the factors that should be kept in mind</p> <p>4.2 Identify situations in which it would be appropriate to:</p> <ul style="list-style-type: none"> • do nothing • maintain observation • give advice or a warning • use a report or incident card • consider ejection • consider arrest <p>4.3 Explain why they should inform the supervisor/control room of their initial response</p> <p>4.4 Explain why they should collect and report information about the people involved and the situation</p> <p>4.5 Describe how to collect and report relevant information</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.6 Describe how to maintain their own personal safety and that of others involved in the situation 4.7 Explain why it is important to keep an accurate record of what has happened 4.8 Describe what they should record that could be used as evidence 4.9 Identify other sources of evidence that may be used

Unit guidance

Learning outcomes 1 - **Communicate with people in conflict situations** and 2 - **Follow procedures to resolve conflict** must be assessed using workplace evidence when the learner is dealing with conflict. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis:

- **LO1 - Communicate with people in conflict situations**

- The learner must communicate appropriately:
 - using **all** of the following **methods**:
 - verbal communication
 - body language
 - other forms of non-verbal communication
 - with **two** of the following types of **people**:
 - cooperative
 - uncooperative
 - intoxicated
 - emotional
 - with a limited understanding of English
 - people with particular needs

Please note: If the learner can only cover two types of people through workplace evidence, they must be questioned on the rest.

- **LO2 - Follow procedures to resolve conflict**

- While resolving conflict, the learner must cover:
 - **all** of the following **procedures**:
 - do nothing
 - maintain observation
 - give advice or warning
 - request assistance
 - with **two** of the following types of **people**:
 - cooperative

- uncooperative
- intoxicated
- emotional
- with a limited understanding of English
- people with particular needs

If no naturally-occurring evidence is available, then simulation is allowed for the following assessment criteria:

- 1.1 Remain calm and follow their organisation's procedures
- 1.2 Communicate with the people in a way that minimises and reduces conflict
- 1.3 Maintain their own personal space
- 1.4 Respect the personal space of others
- 1.5 Listen actively to what people are saying
- 1.6 Show empathy
- 1.7 Use sensitive questioning to get further information about the situation
- 1.8 Summarise and feedback to people what they have said and confirm understanding of the situation

- 2.1 Assess the risks to themselves and others in the situation
- 2.2 Assess the seriousness of the situation and the behaviour of the people involved
- 2.3 Maintain their own personal safety
- 2.4 Follow agreed procedures for the type of situation and people involved
- 2.5 Collect and report necessary information about the people involved and the situation

Learning outcomes 3 - **Know how to communicate with people in conflict situations** and 4 - **Know how to follow procedures to resolve conflict** can be assessed through:

- professional discussion
- oral questions and answers
- questions requiring written answers

Unit 6: Deal with accidents and emergencies
 Unit number: D/501/5138
 Credit: 2
 GLH: 14
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Deal with injuries and signs of illness</p>	<p>1.1 Remain calm and follow their organisation’s procedures</p> <p>1.2 Protect the casualty and other people involved from further risk</p> <p>1.3 Call for qualified assistance that is appropriate to the casualty’s condition</p> <p>1.4 Provide reassurance and comfort to those involved</p> <p>1.5 Give the qualified assistance clear and accurate information about what happened</p> <p>1.6 Follow the accident reporting procedures, as required</p>
<p>2. Follow emergency procedures</p>	<p>2.1 Give the people involved in the emergency clear and correct instructions</p> <p>2.2 Carry out their role in the emergency procedures calmly and correctly</p> <p>2.3 Maintain the safety of the people involved</p> <p>2.4 Follow the correct procedures for reporting the emergency</p> <p>2.5 Report any problems with the emergency procedures to the relevant colleague</p>
<p>3. Know how to deal with injuries and signs of illness</p>	<p>3.1 Describe the values or codes of practice relevant to the work they are carrying out</p> <p>3.2 Explain the importance of dealing with accidents and emergencies promptly, calmly and correctly</p> <p>3.3 Identify the types of injuries and illnesses that may occur in their area of work</p> <p>3.4 Describe how to deal with these injuries and illnesses before qualified assistance arrives</p> <p>3.5 Identify whether to contact the on-site first aider or immediately call the emergency</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>services depending on the situation and organisational procedures</p> <p>3.6 Identify who is the on-site first aider and describe how to contact them</p> <p>3.7 Describe the procedures they should follow to contact the emergency services</p> <p>3.8 Explain why it is important to protect the casualty and others involved from further harm</p> <p>3.9 Describe the procedures to follow to protect the casualty and others</p> <p>3.10 Explain why it is important to provide comfort and reassurance</p> <p>3.11 Describe how to provide reassurance and comfort</p> <p>3.12 Describe their responsibilities for reporting accidents</p> <p>3.13 Describe the procedures for reporting accidents</p>
<p>4. Know how to follow emergency procedures</p>	<p>4.1 Describe the emergency procedures in their place of work for:</p> <ul style="list-style-type: none"> • fires • security incidents • missing persons <p>4.2 Describe the instructions that must be given to the people involved in each type of incident</p> <p>4.3 Describe their organisation’s reporting procedures for emergencies</p> <p>4.4 Describe the types of problems that may occur during emergency procedures</p> <p>4.5 Explain why they should report problems with emergency procedures</p> <p>4.6 Identify who problems with emergency procedures should be reported to</p>

Unit guidance

Learning outcomes 1 - **Deal with injuries and signs of illness** and 2 - **Follow emergency procedures** must be assessed using workplace evidence generated when the learner is dealing with accidents and emergencies. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis:

- **LO1 - Deal with injuries and signs of illness**
- While dealing with injuries and signs of illness, the learner must cover:
 - at least **one** of the following types of **casualties**:
 - adult
 - child
 - person with particular needs
 - at least **one** of the following types of **qualified assistance**:
 - the organisation’s first-aider
 - emergency services
 - at least **one** of the following types of **conditions**:
 - minor injury that can be dealt with on-site
 - minor illness that can be dealt with on-site
 - major injury requiring medical attention
 - major illness requiring medical attention

Please note: If the learner can only cover one type of casualty, one type of assistance and one type of condition through workplace evidence or simulation, they must be questioned on the rest.

- **LO2 - Follow emergency procedures**
- While following emergency procedures, the learner must cover:
 - at least **one** of the following types of **people**:
 - adults
 - children
 - people with particular needs

Please note: If the learner can only cover one type of person through workplace evidence or simulation, they must be questioned on the rest.

If no naturally-occurring evidence is available, then simulation is allowed for the following criteria:

- 1.1 Remain calm and follow their organisation’s procedures
- 1.2 Protect the casualty and other people involved from further risk
- 1.3 Call for qualified assistance that is appropriate to the casualty’s condition
- 1.4 Provide reassurance and comfort to those involved
- 1.5 Give the qualified assistance clear and accurate information about what happened
- 1.6 Follow the accident reporting procedures, as required
-
- 2.1 Give the people involved in the emergency clear and correct instructions

- 2.2 Carry out their role in the emergency procedures calmly and correctly
- 2.3 Maintain the safety of the people involved
- 2.4 Follow the correct procedures for reporting the emergency
- 2.5 Report any problems with the emergency procedures to the relevant colleague

Learning outcomes 3 - **Know how to deal with injuries and signs of illness** and 4 - **Know how to follow emergency procedures** can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Appendix 3: Sample assessment material

Portfolio of evidence

Please refer to the Learner Pack (which is available for centres to download from the Highfield Qualifications website) for information to help learners compile and keep track of evidence to support the successful completion of the qualification.

Assessors must ensure that the learner’s portfolio sufficiently covers all learning outcomes and assessment criteria as defined in each unit of the qualification.

The evidence that is collected to make up the portfolio will be in a variety of formats. Assessors are responsible for ensuring learners compile their portfolio correctly, by gathering evidence for each unit that is both adequate and suitable for the requirements of the unit/qualification.

Suggested types of evidence for this qualification include the following:

- observation
- questions
- products of work
- professional discussion
- witness testimonies
- learning logs
- video or audio recordings

Please see below a screen shot of the Evidence Tracking sheet that can be found in the Learner Pack that should be used to support the successful completion of the qualification.

Evidence Tracking Sheet - Example

Learner Name			
Centre Name			
Unit 1: Unit name (Unit no)			
Knowledge Assessment Criteria			
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference
1.	1.1	Obs	1
2.	2.1	D, Wt	2
	2.2	Sim	3, 5
3.	3.1	Q, D	8

Assessment method key:		
Obs	Observation	Wt
Pe	Product evidence	R
Q	Questioning	O
Sim	Simulation/assignment	PD
		Discussion

Assessor Signature	Date:
IQA Signature (if sampled)	Date:
EQS Signature (if sampled)	Date: