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Qualification Specification

Highfield Level 2 Award in Understanding Stewarding at Spectator Events (RQF)

Qualification Number: 603/6950/4

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Highfield Level 2 Award in Understanding Stewarding at Spectator Events (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 Award in Understanding Stewarding at Spectator Events (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). This qualification is regulated by Ofqual and Qualifications Wales.

Key facts

Qualification number:	603/6950/4
Learning aim reference:	60369504
Credit value:	11
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	36
Total qualification time (TQT):	110

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 to provide learners with the knowledge and understanding required to enter the spectator safety sector. It is specifically suited to volunteers at spectator events supporting more experienced staff. Upon completion of the award, the learner meets the requirements at section 4.10 b of the Guide to Safety at Sports Grounds, "Green Guide". The learner should undertake further training and assessment of competence to obtain the Level 2 Certificate in Spectator Safety if wishing to continue in employment in the sector. It covers how to prepare for events, assist with the movement of spectators, deal with crowd issues, manage and resolve conflicts, deal with incidents at spectator events and support the work of the team and organisation.

Entry requirements

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

Geographical coverage

This qualification is suitable for delivery in England and Wales.

Guidance on delivery

The total qualification time for this qualification is 110 hours, of which 36 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.

During delivery and assessment of the qualification units, it is expected that the below criteria are considered where possible:

Equality, diversity and inclusion (Equality Act 2010)

It is anticipated that organisations will have procedures and guidelines for their staff to follow that will satisfy the following requirements as a minimum:

- different physical needs
- different cultural needs
- language needs
- beliefs

Safeguarding

Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:

- The Children Act 1989 (as amended)
- The Children and Social Work Act 2017
- The Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children 2018

A 'child' is defined as anyone under the age of 18. An 'adult at risk' is defined as someone over the age of 18 who is in receipt or need of community care service. In a sporting venue, a significant proportion of the crowd will be made up of a combination of both groups. However, you should be aware that there may well be children or adults at risk involved in a matchday capacity themselves, such as catering and hospitality staff, mascots, ball girls and boys, flag bearers, and even players. Safety staff should be able to identify individuals who do, or appear to, fit into these categories and recognise they may require additional assistance and/or protection.

Safety, security and service

It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:

Safety measures: any measure designed and implemented with the primary aim of protecting the health and well-being of all client groups who attend, or participate in, events.

Security measures: any measure designed and implemented with the primary aim of preventing, reducing the risk and/or responding to any criminal or unlawful activity or disorder committed in connection with events.

Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.

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. 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 strongly recommends nominated assessors for this qualification to meet the following:

- hold a level 3 qualification in spectator safety and have a minimum of 3 years' experience working in the industry
 - have in-depth technical knowledge of the qualification, units and standards of competencies required
 - hold or be working towards a recognised assessing qualification, which could include any of the following:
 - Highfield Level 3 Certificate in Assessing Vocational Achievement (RQF)
 - Highfield Level 3 Award in Assessing Competence in the Work Environment (RQF)
 - A1
 - D32/33
 - maintain appropriate continued professional development for the subject area
-

Internal quality assurance (IQA) requirements

Highfield Qualifications strongly recommends internal quality assurers for this qualification to meet the following:

- have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification at or above the level being verified
 - have in-depth technical knowledge of the qualification, units and standards of competence required
-

- hold a valid assessing qualification or be working towards a recognised assessing qualification **OR** hold or be working towards an internal quality assurance qualification, which could include any of the following:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
 - V1 Conduct Internal Quality Assurance of the Assessment Process
 - D34 Internally Verify the Assessment Process
- maintain appropriate continued professional development for the subject area

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

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 the Highfield Level 2 Certificate in Spectator Safety (RQF)

Useful websites

- www.highfieldqualifications.com
- www.highfieldproducts.com
- www.sgsa.org.uk

- www.skillsactive.com
- The Event Safety Guide:
www.thepurpleguide.co.uk

Recommended training materials

Understanding Stewarding at Spectator Events. Highfield.co.uk Ltd

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

Appendix 1: Qualification structure

To complete the **Highfield Level 2 Award in Understanding Stewarding at Spectator Events**, learners must complete **all units** contained within the mandatory group.

Mandatory group

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

Unit reference	Unit title	Level	GLH	Credit
R/618/5698	Know how to prepare for spectator events	2	6	2
Y/618/5699	Know how to assist with the movement of spectators and deal with crowd issues at events	2	7	5
F/618/5700	Know how to help to manage and resolve conflicts	2	11	2
J/618/5701	Know how to deal with incidents at spectator events	2	5	1
L/618/5702	Know how to support the work of your team and organisation	2	7	1

Appendix 2: Qualification content

Unit 1: Know how to prepare for spectator events

Unit number: R/618/5698

Credit: 2

GLH: 6

Level: 2

Unit Introduction

This unit is about the learner preparing themselves as stewards and checking the venue and location before an event.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to prepare for stewarding activities</p>	<p>1.1 State the legal, organisational and venue requirements covering the type of event they are involved in</p> <p>1.2 Give examples of relevant guidance documents on safety at events</p> <p>1.3 Explain the importance of the event and venue registration procedures</p> <p>1.4 Explain the importance of attending the pre-event briefing</p> <p>1.5 Explain the importance of receiving, looking after and returning their identification and other resources</p> <p>1.6 Explain the importance of pre-event routines and timings</p> <p>1.7 Describe the pre-event routines and timings</p> <p>1.8 State the information to be noted at the pre-event briefing</p> <p>1.9 Describe emergency procedures, assembly points and messaging</p>
<p>2. Understand how to identify and respond to hazards</p>	<p>2.1 Describe the process and the legal and organisational procedures for checking equipment:</p> <ul style="list-style-type: none"> • Safety equipment • Security equipment • Emergency equipment • Signs and notices <p>2.2 Explain the importance of not disrupting stakeholders when carrying out the checks</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.3 Describe what to look for when checking for threats and hazards</p> <p>2.4 Describe the legal and organisational procedures for identifying and assessing the seriousness of threats and hazards:</p> <ul style="list-style-type: none"> • Safety hazards • Security hazards • Fire hazards • Hygiene hazards • Faulty emergency equipment <p>2.5 Describe the correct action to take for each of the types of threats and hazards listed</p> <p>2.6 Explain why it's important to communicate with people and colleagues clearly</p> <p>2.7 Describe the sort of action which could endanger themselves and others</p> <p>2.8 State the correct reporting procedures for the types of physical hazards listed above</p> <p>2.9 Explain the criteria used to assess threats and hazards</p> <p>2.10 Describe the current levels and types of terrorist threats relevant to crowded places using guidelines issued by the national counterterrorism police</p>

Amplification
<ul style="list-style-type: none"> • Guidance documents <ul style="list-style-type: none"> ○ Guide to Safety at Sports Grounds – also known as ‘the Green Guide’ (HSE) ○ Managing Crowd Safety in Public Venues (HSE) ○ Health and Safety and Risk Management (UK Sport) ○ Specific policies and procedures of employer, event or venue • Pre-event routines <ul style="list-style-type: none"> ○ Signing in ○ Collecting required information/materials ○ Attending pre-event briefings ○ Searching designated area, checking equipment • Information to be noted <ul style="list-style-type: none"> ○ Evacuation procedures ○ Emergency procedures

- Who to report to, code words
- Examples of what to **look for**
 - Sanitation
 - Ventilation
 - Fire
 - Crowd build-up
 - Blocked exits
 - Insecure barriers
 - Broken seats
 - Trailing cables
- **Correct action** to take for each of the types of threats and hazards
 - Alerting others
 - Containing the problem
 - Area closure
 - Evacuation
 - Responding quickly and effectively
- **Action** which could endanger themselves and others
 - Failure to monitor designated area
 - Rushing into an area of concern without sufficient resources
 - Failure to inform supervisors of scope of problem
 - Aggressive behaviour
- **Current levels** and types of terrorist threats
 - Low - an attack is highly unlikely
 - Moderate - an attack is possible but not likely
 - Substantial - an attack is likely
 - Severe - an attack is highly likely
 - Critical - an attack is highly likely in the near future

Range

Threats and hazards

All to be covered when assessing knowledge:

1. safety
2. security
3. hygiene
4. environmental
5. faulty equipment
6. structural

Resources

All to be covered when assessing knowledge:

1. briefing notes
2. safety equipment
3. security equipment
4. stationery

Information

All to be covered when assessing knowledge:

1. potential threats and hazards
2. stewarding procedures
3. venue rules
4. location and event information
5. equipment
6. signs and notices
7. pre-event timings
8. incident management procedures, relevant code words and assembly points
9. the pre-event routines

Unit 2: Know how to assist with the movement of spectators and deal with crowd issues at spectator events

Unit number: Y/618/5699

Credit: 5

GLH: 7

Level: 2

Unit Introduction

This unit is about monitoring spectators including their entry to and exit from the venue, including safe searching on entry. It also covers dealing with crowd issues such as unexpected movements, local overcrowding, overcapacity, lost property, missing people and antisocial or unlawful behaviour.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to control the entry, exit and movement of people at events</p>	<p>1.1 Describe the tools and techniques available to help monitor crowd conditions</p> <p>1.2 Describe methods of safely controlling queues</p> <p>1.3 Explain their organisation's procedures to carry out the search</p> <p>1.4 Explain the reasons for carrying out the search</p> <p>1.5 Explain the importance of explaining to client groups the reasons for carrying out the search</p> <p>1.6 Explain the procedures to follow if client groups refuse permission to search</p> <p>1.7 Identify unauthorised and prohibited items</p> <p>1.8 Identify potential places for concealing these</p> <p>1.9 Explain how to respond to any occurrence in accordance with legal and organisational procedures</p> <p>1.10 Explain when to report and/or pass on issues relating to unauthorised and prohibited items</p> <p>1.11 Describe the venue and legislative requirements for greeting and admitting client groups</p> <p>1.12 Describe the venue and legislative requirements for refusing entry and trespass</p> <p>1.13 Describe the venue and legislative requirements for supervising the safe exit of client groups</p> <p>1.14 Describe the type of information client groups may need to know when being admitted and/or refused entry</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	1.15 State when to refer client groups to another source of information
<p>2. Understand how to deal with crowd issues</p>	<p>2.1 State potential crowd issues that may occur in your designated area</p> <p>2.2 Identify methods of assessing and reporting crowd issues:</p> <ul style="list-style-type: none"> • Crowd movements and crowd dynamics • Local crowd density • Over-capacity • Crowd distress • Separation of individuals and groups • Antisocial behaviour • Unlawful behaviour • Entry into restricted areas • Vehicle movement (for certain designated areas) • Venue regulations <p>2.3 Describe basic conflict management techniques and defensive tactics</p> <p>2.4 Explain why it is necessary to follow instructions given by their control room or supervisor</p> <p>2.5 Describe the type of action which might endanger themselves or other client groups</p> <p>2.6 Explain the importance of communicating clearly and calmly with client groups and colleagues</p> <p>2.7 Explain how to communicate clearly and calmly with client groups and colleagues</p> <p>2.8 Explain the importance of equality and diversity in your role</p> <p>2.9 Describe the importance of crowd management skills</p> <p>2.10 Describe how to use crowd management skills included within their organisational procedures:</p> <ul style="list-style-type: none"> • Being alert to factors that may change crowd behaviour or densities • Providing reassurance

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> • Encouraging calmness • Asserting desired level of authority • Being visible to the crowd • Remaining vigilant • Defusing situations <p>2.11 Describe the correct procedures for updating the control room and/or supervisor</p>

Amplification
<ul style="list-style-type: none"> • Tools and techniques <ul style="list-style-type: none"> ○ Careful observation of crowds and areas ○ Listening ○ Knowing what hazards to look for when monitoring different types of areas ○ Counting methods ○ Staff within the crowd ○ CCTV • Methods of safely controlling queues <ul style="list-style-type: none"> ○ Monitoring the designated area ○ Identifying crowd build-up ○ Queue management ○ Communicating with spectators politely and clearly ○ Communicating with other stewards and supervisors • Client groups <ul style="list-style-type: none"> ○ Spectators ○ Workforce/volunteers ○ Contractors ○ Regulatory organisations ○ Media ○ Emergency services ○ Athletes ○ Artists ○ Event officials • Unauthorised and prohibited items <ul style="list-style-type: none"> ○ Weapons ○ Illegal drugs ○ Adult fireworks ○ Smoke canisters ○ Air-horns ○ Flares ○ Dangerous or hazardous items ○ Laser devices ○ Bottles or glass vessels

- Cans, poles
- Any article that might be used as a weapon and/or compromise public safety
- **Crowd issues**
 - Crowd movements and crowd dynamics
 - Local crowd density
 - Over-capacity
 - Crowd distress
 - Separation of individuals and groups
 - Antisocial behaviour
 - Unlawful behaviour
 - Entry into restricted areas
 - Vehicle movement
- **Crowd management skills**
 - Being alert to factors that may change crowd behaviour or densities
 - Providing reassurance
 - Encouraging calmness
 - Asserting desired level of authority
 - Being visible to the crowd
 - Remaining vigilant
 - Defusing situations

Range

Client groups

All to be covered when assessing knowledge:

1. spectators
2. workforce/volunteers
3. contractors
4. regulatory organisations
5. media
6. emergency services
7. athletes
8. artists
9. event officials

Communication methods

All must be covered when assessing for knowledge:

1. verbal communication
2. non-verbal communication
3. radio communication
4. written communication
5. signage

Crowd management skills

All must be covered when assessing for knowledge:

1. being alert to factors that may change crowd behaviour or densities
2. providing reassurance
3. encouraging calmness
4. asserting desired level of authority

5. being visible to the crowd
6. remaining vigilant
7. defusing situations

Unit 3: Know how to help to manage and resolve conflict

Unit number: F/618/5700

Credit: 2

GLH: 11

Level: 2

Unit Introduction

This unit is about dealing with situations where there is conflict between people. The unit includes using effective verbal and non-verbal communication to defuse the situation, giving advice and warnings, and calling for assistance when required. This unit does not include attempting to physically control or restrain people.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to engage with client groups in conflict situations</p>	<p>1.1 Describe how to communicate with client groups including:</p> <ul style="list-style-type: none"> • Cooperative • Uncooperative • Intoxicated • Emotional • With limited understanding of English • With additional communication needs (for example people with speech difficulties or learning disabilities) • With different physical needs <p>1.2 Describe the types of conflict situations that are likely to arise</p> <p>1.3 Identify the correct responses for each of these types of situations</p> <p>1.4 Explain the role of effective communication in reducing conflict</p> <p>1.5 Explain the importance of showing respect for client groups, their property, their rights and their needs</p> <p>1.6 Explain how to use non-discriminatory and non-offensive behaviour and language to manage conflict situations</p> <p>1.7 Explain how to use non-verbal communication to manage conflict situations</p>
<p>2. Understand how to follow procedures to resolve conflict situations</p>	<p>2.1 Describe methods of assessing risk in conflict situations</p> <p>2.2 Explain the importance of understanding client group needs and perceptions</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.3 Describe ways of maintaining own personal safety 2.4 State the incident management procedures 2.5 Identify methods of collecting information 2.6 Explain the importance of recording and reporting information

Amplification
<ul style="list-style-type: none"> • Conflict situations <ul style="list-style-type: none"> ○ Challenging customer behaviour caused by: <ul style="list-style-type: none"> – technical failures – delays – unexpected crowd movements – local overcrowding – queuing ○ Unsociable or unlawful behaviour ○ Fighting ○ Ticket forgeries ○ Entry into restricted areas • Non-discriminatory and non-offensive behaviour and language <ul style="list-style-type: none"> ○ Acting fairly towards all client groups ○ Being courteous and polite ○ Not being under influence of drink or drugs ○ Not using language that is abusive, defamatory or offensive ○ Not abusing position • Ways of maintaining own personal safety <ul style="list-style-type: none"> ○ Listening actively ○ Maintaining your own personal space ○ Following instructions ○ Careful observation of crowds and areas ○ Knowing what hazards and threats to look out for

Range
Client groups All to be covered when assessing knowledge: <ol style="list-style-type: none"> 1. spectators 2. workforce 3. contractors 4. regulatory bodies

5. media
6. emergency services
7. athletes
8. artists
9. event officials

Unit 4: Know how to deal with incidents at spectator events

Unit number: J/618/5701

Credit: 1

GLH: 5

Level: 2

Unit Introduction

Spectator events always involve an element of challenge and risk, and incidents will happen from time to time. It is very important that all members of staff are competent to deal with incidents. This unit does not cover managing an initial response to a major incident.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to deal with incidents at spectator events</p>	<p>1.1 Outline basic principles of risk assessment</p> <p>1.2 Outline the types of incidents that may occur</p> <p>1.3 Describe the organisation's incident management procedures</p> <p>1.4 Describe the procedures involved in dealing with incidents promptly, calmly and correctly</p> <p>1.5 Describe the procedure to request qualified assistance</p> <p>1.6 Describe how to deal with incidents before qualified assistance arrives</p> <p>1.7 Explain how to protect the casualty and others involved from further harm</p> <p>1.8 Outline basic lifesaving skills</p> <p>1.9 Outline how to provide comfort and reassurance</p> <p>1.10 Outline what information is important to give to the client groups involved</p> <p>1.11 Outline incident reporting</p>

Amplification
<ul style="list-style-type: none"> • Types of incidents <ul style="list-style-type: none"> ○ Fire ○ Medical ○ Crowd disorder ○ Terrorism ○ Environmental ○ Chemical ○ Missing persons • Qualified assistance <ul style="list-style-type: none"> ○ First aid trained staff ○ Medical staff

- Fire marshal
- Emergency services
- **Lifesaving skills**
 - CPR
 - Maintain clear airways
 - Control bleeding
 - Use of automated external defibrillators
- **Information**
 - Location of incident
 - Details of incident
 - Description of any injuries or illnesses
 - Details of any existing medical conditions and current medication
 - Details of witnesses

Range

Hazards

All to be covered when assessing knowledge:

1. safety
2. security
3. hygiene
4. environmental
5. faulty equipment
6. structural

Qualified assistance

All to be covered when assessing knowledge:

1. first aid trained staff
2. medical staff
3. fire marshal
4. emergency services

Basic lifesaving skills

All to be covered when assessing knowledge:

1. CPR
2. maintain clear airways
3. control bleeding
4. use of automated external defibrillators

Types of incidents

All to be covered when assessing knowledge:

1. fire
2. medical
3. crowd disorder
4. terrorism
5. environmental
6. chemical
7. missing persons

Unit 5: Know how to support the work of your team and organisation

Unit number: L/618/5702

Credit: 1

GLH: 7

Level: 2

Unit Introduction

The organisations must provide high levels of service to their customers and this requires a team effort from all staff and managers. This unit is about how one can work well as a member of the team, improves own work and the work of the team as a whole.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to work effectively with colleagues</p>	<p>1.1 Explain what ‘good working relationships’ with colleagues means</p> <p>1.2 Describe how to establish good working relationships with colleagues</p> <p>1.3 Explain why it is important to communicate clearly</p> <p>1.4 Describe how to communicate with managers in the organisation</p> <p>1.5 List the duties within own area of responsibility</p> <p>1.6 Explain why it is important to carry out duties as agreed or warn colleagues in good time if this is not possible</p> <p>1.7 Identify situations in which help may be needed</p> <p>1.8 Describe the importance of always asking for help and information when it is needed</p> <p>1.9 Describe situations in which help and information may need to be provided to colleagues</p> <p>1.10 Explain the purpose of team meetings</p> <p>1.11 Explain why team discussions are important and why it is important to contribute to these</p> <p>1.12 Describe the procedures for dealing with conflict in the organisation</p>
<p>2. Understand how to improve own work</p>	<p>2.1 Explain why it is important to continuously improve own work</p> <p>2.2 Explain why it is important to assess own work and get feedback from colleagues</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.3 Explain what it means and why it is important to 'handle criticism positively' and why this is important 2.4 Identify the relevant member of staff in the organisation with whom own plan can be planned and developed 2.5 Describe the procedures to follow to take part in training and development activities 2.6 Outline how to find opportunities to take on responsibilities to develop own skills and knowledge 2.7 Outline how to develop a career development plan to help own progression
3. Understand how to help support and improve the work of own team and organisation	3.1 Identify the values or codes of practice relevant to the work they carry out 3.2 Identify the importance of effective teamwork 3.3 Describe how improving own work and the work of their team can improve the organisation as a whole and the level of service that the customer receives 3.4 Explain why it is important to note customer feedback 3.5 Outline how to identify areas where the team and organisation's work could be improved 3.6 Identify the procedures to follow for making suggestions on how to improve services 3.7 Explain why it is important to discuss own suggestions with colleagues and to take account of their ideas

Amplification
<ul style="list-style-type: none"> • Colleagues <ul style="list-style-type: none"> ○ Working at the same level as self ○ Responsible to self ○ Line manager/supervisor ○ People from outside own organisation • Situations in which help may be needed <ul style="list-style-type: none"> ○ Separation of individuals and groups ○ Medical emergency ○ Customer wishing to speak to a supervisor if the steward is unable to help them

- Complaints
- Mechanical failure
- **Assess own work**
 - Own strengths
 - Areas where own work could be improved
 - New areas of skill and knowledge which may be needed for future responsibilities

Appendix 3: Sample assessment material

Portfolio of evidence

Please refer to the Assessment 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 may include the following:

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

Please see below a screenshot of the Evidence Tracking sheet that can be found in the Assessment 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

Fill in the portfolio reference for each assessment criteria

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet	Assessment method key: Obs Observation Pr Product evidence Q Questioning Sim Simulation/assignment W Discussion R O PD	Fill in each assessment method used, using the key
Assessor Signature		Date:
IQA Signature (if sampled)		Date:
EQS Signature (if sampled)		Date:

If sampled, the IQA/EQS must also sign and date this tracking sheet

Insert the date that the Assessment Criteria was fully met