

**Qualification Assessment Strategy**

For Awarding Organisations

**Level 4 Diploma in Spectator Safety Management**

**October 2020**

## **Purpose of the Assessment Strategy**

This Assessment Strategy has been produced in collaboration between the SGSA and the Awarding Organisations offering Spectator Safety qualification and in partnership with industry stakeholders to ensure the Level 4 Diploma in Spectator Safety, which has been developed after the approval of SkillsActive's review of the National Occupational Standards (NOS) for Spectator Safety (2019), has credibility in the industry. It outlines the principles and requirements to be applied to the assessment of knowledge, understanding, performance and competence for this qualification and its associated units.

The following sections outline industry specific principles in regard to:

- External quality control of assessment
- Workplace assessment, inclusive of the use of simulation
- Assessment of knowledge and understanding
- Occupational competence requirements for those involved in the assessment process

These principles are in addition to the requirements that awarding organisations must adhere to for the delivery of qualifications, as required by the relevant qualification regulator in the UK. Awarding organisations may specify additional requirements for Centres, as they consider necessary in order to enhance the principles and quality of assessment.

This strategy supersedes and replaces all previous assessment strategies and supplementary guidance.

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## 1. About the qualification

The purpose of the Level 4 Diploma Spectator Safety Management qualification is to confirm occupational competence and provide learners, with the knowledge, skills and understanding to Spectator Safety.

<b>Overall qualification level</b>	4
<b>Learner entry requirements</b>	There are no formal entry requirements for this qualification.
<b>Learner certification requirements</b>	In addition to the specific outcomes detailed below, learners are required to show evidence of attending the ACT Strategic counter terrorism training prior to certification.

### Qualification structure

To achieve the qualification learners must achieve all eight mandatory units plus three optional units in addition.

- Mandatory units 77 credits and 330 GLH
- Taking the smallest 3 optional units will give additional: 13 credits and 61 GLH
- Taking largest optional units will give additional 37 credits and 265 GLH

Total credits 90-114 credits and 391- 595 GLH

Total Qualification Time (TQT) is 900-1140

<b>MANDATORY UNITS</b>	<b>Unit level</b>	<b>Unit credit</b>	<b>Unit GLH</b>
Plan for the safety of people at spectator events	4	5	24
Manage the safety and security of people at spectator events	4	14	52
Develop, implement and review policies and procedures for safety and security at spectator events	4	6	20
Manage information for action and decision making for spectator events	3	6	26
Manage resources for safety and security at events	4	10	35
Manage risks in crowded places	3	8	40
Manage the initial response to significant or major incidents and plan for resilience	5	20	80
Work with others to improve customer services	3	8	53
<b>OPTIONAL UNITS</b>			
Monitor and solve customer service problems*	3	6	40
Recruit, select and retain people	5	12	85
Support individuals' learning and development	4	11	85
Identify and evaluate opportunities for innovation and improvement	4	5	30

Allocate and monitor the progress and quality of your work in your area of responsibility	4	14	95
Develop your knowledge, skills and competence*	3	4	15
Manage projects	4	6	26
Develop and sustain productive working relationships with stakeholders*	3	4	16

\* it is strongly recommended that these units are only selected by learners who have **not** previously completed these as part of a level 3 qualification in spectator safety

## 2. External quality control of assessment

The monitoring and standardisation of assessment decisions must be achieved through robust assessment, internal and external quality assurance systems. These must be reliable, transparent and fit for purpose and, must comply with the requirements of the qualifications regulator.

### 2.1 Internal Verification

Centres must, in line with regulatory guidance, have an effective internal verification strategy and processes in place to ensure learners are assessed fairly and consistently, and that standards are being met.

To ensure all assessment activities are valid and effective and that Assessors decisions are accurate, a Centre's internal verification process should:

- Identify effective Internal Verifiers who are responsible for implementing these processes. If necessary, identify a coordinating Internal Verifier who manages the process.
- Produce an effective internal verification policy
- Produce and maintain a clear audit trail of decision making and action
- Produce an internal verification schedule of assessment activities and assessment decisions
- Produce a training and standardisation plan for all those involved in internal verification
- Produce an improvement plan.

Internal Verifiers should observe Assessors performing learner assessments at regular intervals according to awarding organisation guidelines, risk rating and experience of the Assessor. The reliability, validity and authenticity of evidence must be checked during these observations.

An Internal Verifier cannot internally verify either assessment activities they have produced or assessment decisions they have made.

### 2.2 External Verification

To ensure successful monitoring and standardisation of the assessment activities made by a Centre, the assessment decisions made by an Assessor, and the Centre's internal verification processes an awarding organisation must have in place a robust external verification system with clear and effective arrangements to ensure consistency in quality. The mechanisms required to achieve this are outlined by the qualification regulator.

In addition to the qualification regulator's requirements, all external quality assurance reports and other data relating to a Centre must be reviewed by the awarding organization. Where any risks are identified relating to the quality control of assessment, the awarding organisation must have in place an effective risk management and rating system to determine, depending on a Centre's level for risk, the appropriate external quality assurance, monitoring, support and control that should be put in place.

### 2.3 Risk Assessment

All awarding organisations are required to implement effective risk management and rating systems to help protect the integrity of the qualification, safeguard assessment and verification processes and ensure standards are maintained. These systems should also focus on:

- Conflict of interest  
Any personal or professional relationship between learners, Assessors, Internal Verifiers and External Verifiers should be declared.
- Adherence to Centre approval criteria  
Centres should be continually monitored in addition to its delivery to ensure that the integrity of the qualification is maintained.

Where risk is identified through these systems, awarding organisations will need to act accordingly to ensure the Centre is performing to an acceptable level. This may include, but is not limited to:

- Inspection/spot visit(s)
- Additional monitoring of assessment activities and/or internal verification processes
- Verifying a sample of learners work from each Assessor over an agreed period of time
- Appointment of Independent Verifiers
- Training and development
- Or other action appropriate to the risk.

Awarding organisations should be able to demonstrate a risk assessment has been carried out for each Centre and a strategy to minimise any risk identified has been implemented.

### 3. Workplace assessment

Learners are expected to demonstrate competence to the standards required over a period of time. Therefore, to ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

It is acknowledged not all employer workplaces are the same, therefore assessment conditions may not be identical. However, to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment the Assessor must ensure the assessment conditions reflect, as far as possible, those to which the learner is expected to work.

A holistic approach towards the collection of evidence for this qualification is encouraged. The focus should be assessing activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks. Taken as a whole, the evidence must show the learner meets all learning outcomes and assessment criteria across the scope/range consistently, over a period of time. It should be clear where each learning outcome/assessment criteria has been covered and achieved.

It is imperative the learner is not placed under more, or less, pressure than found normally in the workplace during assessment. It could be the case the learner may feel more pressure simply because he or she is being assessed.

#### 3.1 Simulation

Learners should be assessed through performance in the workplace. Only in circumstances where it is difficult to collect evidence through a real work environment situation, and is deemed acceptable in specific unit guidance, may simulation be permitted.

Simulation, the imitation of a real-life activity or situation, should only be undertaken:

- Where events either never or infrequently occur and yet a high degree of confidence is needed that the learner would act appropriately, for example: dealing with a fire, health and safety activities that fall outside, or are secondary to, normal practices; or
- Where events happen frequently but where there is risk of harm to the learner or client in a real situation, for example, dealing with relationship difficulties and conflicts (although evidence from direct observation should be used where possible).

Awarding organisations must issue sufficient guidance to their Centres which clearly states how simulations should be planned and organised. They must also provide guidance on how the demands placed on the learner are to be no more or less than what they would experience in a real work situation.

Where simulation is used to assess a unit, it is good practice that the advice of an External Verifier is sought by a Centre to ensure the validity of the simulated activity.

When simulation is used to assess part of a unit, in the interests of assessment efficiency, Assessors and Internal Verifiers should agree the circumstances and conditions under which this assessment methodology is implemented.

#### 3.2 Units where simulation is permitted

Simulation may be required for the following units:

- **Manage initial response to significant or major incidents and plan for resilience**

### 3.3 Witness Testimony

Typically, it would be expected assessment of a learner's performance would be carried out by a qualified Assessor. However, where this is not possible or practical a Witness testimony, a statement made by someone present while the learner was performing an activity on-the-job, may be used to support the assessment process and where permitted by the awarding organisation.

Where Witnesses are used:

- Evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony.
- Any relationship they have with a learner must be declared to the Assessor to determine the value of the testimony provided.
- They must be fully briefed and clear about the purpose of their testimony, it will only be regarded as supporting/supplementary evidence and the final decision regarding the learner's ability to meet the evidence requirements will be the responsibility of the Assessor.

### 3.4 Minimum occurrences performance needs to be observed for competency

The number and frequency of Learning Outcome assessments shall be determined by the Awarding Organisation. Each Learning Outcome shall be assessed **on at least one occasion**. The Awarding Organisation may require additional assessments in the event the quality and depth of the evidence provided does not meet the relevant standard.

## **4. Assessment of knowledge and understanding**

It is acknowledged the assessment of knowledge and understanding may take place in a different environment, for example a college or another environment which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance.

The knowledge and understanding required by the learner to support performance in the workplace is detailed within the knowledge and understanding criteria of the Spectator Safety NOS. It is the responsibility of awarding organisations to ensure Centres are aware of these and have sufficient resources and arrangements in place to support learners to achieve these requirements of this qualification.

### **4.1 Supporting evidence**

Evidence produced by learners must be valid, sufficient, reliable, authentic and current and relate directly to specific assessment criteria. Types of acceptable evidence are valid, but are not limited to:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task based controlled assessment

### **4.2 E-Assessment**

Where E-Assessment is used, it must meet the requirements of the regulator and have prior approval from awarding organisation to ensure the criteria is assessed to the standard required and, the tool(s) utilised are reliable, sufficient, valid and current.

Awarding organisations must provide Centres with advice and guidance as to the hardware, operating systems and installation requirements and provide technical support to Centres upon request.

## 5. Occupational competence requirements for those involved in the assessment process

The occupational expertise of Witnesses, Assessors and those responsible for the internal/external verification of this qualification is one of the key factors underpinning valid, fair and reliable assessment. Therefore, ensuring the integrity and professionalism of this workforce is of paramount importance and they must be given sufficient time to carry out their role effectively.

### 5.1 Witness

The role of the Witness is to submit evidence to the Assessor regarding the competence of the learner in meeting the standards identified in any given unit. This evidence must directly relate to the learner's performance in the work place which has been observed first hand by the Witness. Therefore, those who could fulfil the role of a Witness for this qualification could include, but are not limited to:

- Venue Manager
- Event Manager
- Safety officer
- Other professionals at the event including emergency services personnel and statutory bodies
- Professional Colleague

It is not necessary for the Witness to hold an assessor's qualification as it is the responsibility of the Assessor to make the final assessment decision(s) about the acceptability of all evidence submitted, regardless of the source.

### 5.2 Assessor

The Assessor must hold, or be working towards; a valid assessor's qualification based on LSIS, formerly LLUK, Learning and Development National Occupational Standards (2010):

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (RQF); or
- Level 3 Award in Assessing Competence in the Work Environment (RQF)

or hold one of the following

- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence

**NB:** Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The Assessor must also be:

<p><b>Occupationally competent</b></p>	<p>It is strongly recommended that assessors hold, or are working towards, a level 4 qualification in either spectator safety or another relevant sector (preferably security or public safety).</p> <p>In addition to this, it is also strongly recommended that assessors hold a level 3 qualification in spectator safety or another relevant sector and a minimum of 3 years' experience working in the industry.</p> <p>It is advised that there are two assessors with different backgrounds and experience are involved in assessing occupational competence.</p> <p>Where individuals hold qualifications other than the above their Centre should contact their awarding organization to determine the acceptability of their qualification(s).</p>
	<p>The Assessor must have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification. Experience could be gained through time in a role in the spectator safety sector which may include, but is not limited to:</p> <ol style="list-style-type: none"> <li>1. Venue Manager</li> <li>2. Event Manager</li> <li>3. Safety officer</li> <li>4. Other professionals at the event including emergency services personnel and statutory bodies</li> </ol>
<p><b>Familiar with the qualification</b></p>	<p>The Assessor must have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification.</p>
<p><b>Credible</b></p>	<p>The Assessor should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. Continuous Professional Development (CPD) is about how you use a variety of learning experiences to develop yourself professionally and personally. There is a common principle in how you approach CPD, whether you think in terms of self-development or lifelong learning. It is about the learning and development that you undertake and the method you use to reflect on and recall this learning. Your CPD should relate to your employee development plan.</p>
	<p>CPD is required per annum which must be demonstrated through a personal development plan (PDP) or as a reflective diary.</p>

## Assessors

Awarding organisations may approve individuals to assess this qualification who have not yet achieved their assessor's qualification. However, these individuals must be working towards and achieve this qualification and have an appropriate development plan. Should an unqualified Assessor be used they must be fully supported and have their assessment decisions countersigned by a qualified Assessor to ensure the learner has achieved the required standard.

### 5.3 Internal Verifier

The Internal Verifier must hold a valid assessor’s qualification or be working towards a verifier’s qualification based on LSIS, formerly LLUK, Learning and Development National Occupational Standards (2010):

Assessing qualifications:

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (RQF); or
- Level 3 Award in Assessing Competence in the Work Environment (RQF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

- Learning and Development Unit 11 – Internal Quality Assurance; or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF); or
- V1 Conduct Internal Quality Assurance of the Assessment Process; or
- D34 Internally Verify the Assessment Process.

**NB:** Holders of A1, D32/33, V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The Internal Verifier must also be:

<b>Occupationally competent</b>	The Internal Verifier must 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. This must be of sufficient depth to be effective and reliable when verifying judgements about the Assessor’s assessment processes and decisions.
<b>Familiar with the qualification</b>	The Internal Verifier must have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification.
<b>Credible</b>	The Internal Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. Continuous Professional Development (CPD) is about how you use a variety of learning experiences to develop yourself professionally and personally. There is a common principle in how you approach CPD, whether you think in terms of self-development or lifelong learning. It is about the learning and development that you undertake and the method you use to reflect on and recall this learning. Your CPD should relate to your employee development plan.
	CPD is required per annum which must be demonstrated through a personal development plan (PDP) or as a reflective diary.

### Internal Verifiers

Awarding organisations may approve individuals to assess this qualification who have not yet achieved their assessor’s qualification. However, these individuals must be working towards and achieve this qualification and have an appropriate development plan. Should an unqualified Internal Verifier be used they must be fully supported and have their assessment decisions countersigned by a qualified Internal Verifier to ensure the learner has achieved the required standard.

## 5.4 External Verifier

The External Verifier must hold, or be working towards a valid assessor's and verifier's qualification based on LSIS, formerly LLUK, Learning and Development National Occupational Standards (2010):

Assessing qualifications:

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (RQF); or
- Level 3 Award in Assessing Competence in the Work Environment (RQF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

- Learning and Development Unit 12 – External Quality Assurance; or
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (RQF), or
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (RQF); or
- V2 Conduct External Quality Assurance of the Assessment Process; or
- D35 Externally Verify the Assessment Process or
- Externally Monitor and Maintain the Quality of Workplace Assessment.

**NB:** Holders of V2 and D35 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The External Verifier must also be:

<b>Occupationally competent</b>	The External Verifier must 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. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions.
<b>Familiar with the qualification</b>	The External Verifier must have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification.
<b>Credible</b>	The External Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. Continuous Professional Development (CPD) is about how you use a variety of learning experiences to develop yourself professionally and personally. There is a common principle in how you approach CPD, whether you think in terms of self-development or lifelong learning. It is about the learning and development that you undertake and the method you use to reflect on and recall this learning. Your CPD should relate to your employee development plan.
	CPD is required per annum which must be demonstrated through a personal development plan (PDP) or as a reflective diary.