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Qualification Specification

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

Qualification Number: 600/1934/7

Version 1.2 September 2019

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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 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.

Key facts

| | |
|----------------------------------------|-----------------------|
| Qualification number: | 600/1934/7 |
| Learning aim reference: | 60019347 |
| Credit value: | 5 |
| Assessment method: | Portfolio of evidence |
| Guided learning hours (GLH): | 40 |
| Total qualification time (TQT): | 50 |

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 learners who wish to work as a steward in the Active Leisure, Learning and Well-being sector. This may include events such as sports, music festivals, concerts, parades or carnivals. It covers how to prepare for events, control entry and exit of customers, identify and deal with crowd problems and respond to 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 50 hours, of which 40 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 recommends that 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
 - 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 recommends that 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

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 one of the following qualifications:

- Level 2 NVQ Certificate in Spectator Safety
- 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 Football Licensing Authority - The 'Green Guide':
www.flaweb.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

Appendix 1: Qualification structure

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

Mandatory group

| Unit reference | Unit title | Level | GLH | Credit |
|----------------|--------------------------------------------------------------------------------------------|-------|-----|--------|
| Y/501/8958 | How stewards prepare for spectator events | 2 | 10 | 1 |
| L/501/8956 | How stewards control the entry, exit and movement of spectators at events | 2 | 15 | 2 |
| R/501/8957 | How stewards monitor crowds and respond to potential crowd problems at spectator events | 2 | 10 | 1 |
| D/501/8959 | How to respond to injuries, illnesses and other emergencies in active leisure and learning | 2 | 5 | 1 |

Appendix 2: Qualification content

Unit 1: How stewards prepare for spectator events

Unit number: Y/501/8958

Credit: 1

GLH: 10

Level: 2

| Learning Outcomes | Assessment Criteria |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand the roles and responsibilities of stewards and other staff at spectator events</p> | <p>1.1 Outline the importance of safety at spectator events</p> <p>1.2 Describe the contribution that stewards make to the provision of safety and customer service</p> <p>1.3 Give examples of different types of events at which stewarding takes place</p> <p>1.4 Identify the basic legal requirements for a spectator event</p> <p>1.5 Identify the different roles and responsibilities of stewards at a spectator event</p> <p>1.6 Outline why it is important for stewards to work together as a team</p> <p>1.7 State the legal limitations of stewards at spectator events</p> <p>1.8 List the roles and responsibilities of other people involved in spectator safety at an event</p> <p>1.9 Describe how the roles and responsibilities of other people relate to the stewarding team</p> <p>1.10 Give examples of guidance documents on stewarding at events and how to access these</p> <p>1.11 Outline how different spectator event policies and procedures may affect the steward’s role</p> <p>1.12 Outline why it is important for stewards to continue to develop themselves in their job role</p> |

| Learning Outcomes | Assessment Criteria |
|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>2. Know how stewards prepare for their duties at spectator events</p> | <p>2.1 Describe appropriate standards of appearance for stewards at spectator events</p> <p>2.2 Describe appropriate standards of behaviour for stewards at spectator events</p> <p>2.3 Outline why it is important for stewards to wear correct identification at all times</p> <p>2.4 Outline the content of a typical spectator event safety handbook</p> <p>2.5 Outline why registration, briefing and pre-event routines are important</p> <p>2.6 List the typical pre-event routines that stewards could be involved in</p> <p>2.7 Identify the resources stewards could receive at registration and briefing</p> <p>2.8 Outline why it is important for stewards to look after the resources they receive</p> <p>2.9 Outline the procedures stewards should follow to check their resources and report faults</p> <p>2.10 Outline why it is important for stewards to take note of information provided at briefings</p> <p>2.11 List the types of information stewards could be given at a briefing</p> |
| <p>3. Know how stewards check for and respond to hazards at spectator event venues</p> | <p>3.1 Identify the facilities in a typical venue that a steward should know the location of</p> <p>3.2 Identify and interpret the signage in a typical venue</p> <p>3.3 Identify the types of hazards that may be found at venues</p> <p>3.4 Outline the typical procedures for checking different areas of a venue for hazards</p> <p>3.5 Outline the procedures that stewards should follow when they identify hazards</p> |

| Learning Outcomes | Assessment Criteria |
|-------------------------|----------------------------------------------------------------------------------------|
| <i>The learner will</i> | <i>The learner can</i> |
| | 3.6 Outline the importance of stewards following procedures when they identify hazards |

| Unit guidance |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • LO3 - Know how stewards check for and respond to hazards at spectator event venues • 3.3 - Types of hazards: <ul style="list-style-type: none"> ○ safety hazards ○ security hazards ○ fire hazards ○ hygiene hazards ○ emergency equipment hazards • 3.4 - Different areas: <ul style="list-style-type: none"> ○ confined areas ○ open areas ○ public areas ○ non-public areas |

Unit 2: How stewards control the entry, exit and movement of spectators at events
 Unit number: L/501/8956
 Credit: 2
 GLH: 15
 Level: 2

| Learning Outcomes | Assessment Criteria |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Know how stewards control the entry, exit and movement of spectators at events</p> | <p>1.1 Outline the legal requirements and powers covering a steward’s right to refuse entry and their right to ask someone to leave a venue</p> <p>1.2 Describe the procedures stewards should follow when refusing entry or asking someone to leave</p> <p>1.3 Outline why stewards should give explanations when they are refusing entry or asking someone to leave</p> <p>1.4 Describe the procedures stewards should follow to supervise spectator entry</p> <p>1.5 Describe the procedures stewards should follow to control queues</p> <p>1.6 Describe the procedures stewards should follow to supervise spectator movement between different areas</p> <p>1.7 Outline why it is important for stewards to monitor their designated area carefully</p> <p>1.8 Describe the procedures stewards should follow to supervise spectator exit</p> |
| <p>2. Know how stewards recognise and respond to illegal and prohibited items at spectator events</p> | <p>2.1 Identify the types of illegal items that spectators may bring to events</p> <p>2.2 Describe the procedures stewards should follow when they identify illegal items</p> <p>2.3 Identify the types of items that may be prohibited at different venues and events</p> <p>2.4 Describe the procedures stewards should follow when they identify prohibited items</p> |

| Learning Outcomes | Assessment Criteria |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>3. Know how stewards help customers with their problems at spectator events</p> | <p>3.1 Outline why it is important for stewards to provide high standards of customer care at spectator events</p> <p>3.2 Outline why it is important for stewards to take account of diversity and equality when dealing with customers at spectator events</p> <p>3.3 Describe how stewards should interact with customers at spectator events</p> <p>3.4 Identify the types of information that customers at spectator events may need</p> <p>3.5 Describe how stewards should respond to different requests for information</p> <p>3.6 Identify the types of problem that customers may have at spectator events</p> <p>3.7 Identify how stewards should help customers with their problems</p> <p>3.8 Identify the types of customer problems that stewards should refer to someone else</p> <p>3.9 Outline the procedures stewards should follow for handling complaints</p> |
| <p>4. Know how stewards deal with challenging customer behaviour at spectator events</p> | <p>4.1 Recognise the types of situations that may cause challenging customer behaviour at spectator events</p> <p>4.2 State the limits of stewards' powers and responsibilities when dealing with challenging behaviour</p> <p>4.3 Describe how stewards should respond to challenging behaviour and prevent it escalating</p> <p>4.4 Identify the difference between stewards being assertive and being aggressive</p> <p>4.5 Identify when and how stewards should call for assistance and support</p> <p>4.6 Outline legal considerations covering self-defence and the reasonable use of force</p> |

Unit guidance

- **LO3 - Know how stewards help customers with their problems at spectator events**
- **3.2 - Customers** at spectator events:
 - customers from different cultures
 - customers with a limited understanding of the language being used at the venue
 - disabled people
 - VIPs
 - media representatives
- **3.6 - Types of problem:**
 - need for information and advice
 - ticketing problems
 - missing property
 - illegal/unsociable behaviour by others
- **LO4 - Know how stewards deal with challenging customer behaviour at spectator events**
- **4.3 - How stewards should respond to challenging behaviour:**
 - remaining calm
 - showing empathy
 - communicating clearly
 - actively listening
 - using appropriate body language
 - respecting personal space

Unit 3: How stewards monitor crowds and respond to potential crowd problems at spectator events

Unit number: R/501/8957

Credit: 1

GLH: 10

Level: 2

| Learning Outcomes | Assessment Criteria |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Know how stewards recognise and respond to potential crowd problems at spectator events</p> | <p>1.1 Outline why it is important for stewards to monitor for potential crowd problems</p> <p>1.2 Describe how stewards should monitor for potential crowd problems</p> <p>1.3 Identify the types of potential crowd problem at spectator events</p> <p>1.4 State what stewards should do when they identify potential crowd problems</p> <p>1.5 Outline the procedures stewards are asked to follow in response to different types of crowd problems</p> <p>1.6 Outline why it is important for stewards to remain calm and follow instructions when there are potential crowd problems</p> <p>1.7 Identify situations in which stewards may place themselves and others at risk when trying to respond to potential crowd problems</p> <p>1.8 Identify how stewards can avoid placing themselves and others at risk when trying to respond to potential crowd problems</p> |
| <p>2. Know how stewards recognise and respond to illegal and unsociable behaviour at spectator events</p> | <p>2.1 Outline why it is important for stewards to recognise and respond to illegal and unsociable behaviour</p> <p>2.2 Identify the types of illegal behaviour that may occur at spectator events</p> <p>2.3 Outline the procedures stewards should follow when they encounter illegal behaviour</p> |

| Learning Outcomes | Assessment Criteria |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>The learner will</i> | <i>The learner can</i> |
| | 2.4 Identify the types of unsociable behaviour that may occur at spectator events 2.5 Outline the procedures stewards should follow when they encounter unsociable behaviour |

| Unit guidance |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • LO1 - Know how stewards recognise and respond to potential crowd problems at spectator events • 1.1 - Potential crowd problems: <ul style="list-style-type: none"> ○ unexpected crowd movements ○ local overcrowding ○ overcapacity ○ distress ○ separation of individuals and groups ○ trespass into unauthorised areas • 1.5 - Procedures stewards are asked to follow: <ul style="list-style-type: none"> ○ being visible to the crowd ○ warning/reassuring people ○ containing a crowd ○ removing people and objects |

Unit 4: How to respond to injuries, illnesses and other emergencies in active leisure and learning

Unit number: D/501/8959

Credit: 1

GLH: 5

Level: 2

| Learning Outcomes | Assessment Criteria |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Know how to respond to injuries and illnesses on a first on scene basis</p> | <p>1.1 Outline why it is important to deal with people who are injured or ill promptly, calmly and correctly</p> <p>1.2 Identify the broad types of injury and illness that may occur</p> <p>1.3 Outline how to deal with injuries and illnesses on a ‘first on scene’ basis</p> <p>1.4 State the types of information and support that should be given to qualified assistance</p> <p>1.5 Outline why it is important to report accidents and incidents</p> <p>1.6 Identify the typical procedures for reporting accidents and incidents</p> |
| <p>2. Know how to follow emergency procedures</p> | <p>2.1 Outline why it is important to respond to emergencies promptly, calmly and correctly</p> <p>2.2 Identify the types of emergency that may occur</p> <p>2.3 Outline the procedures for responding to emergencies</p> <p>2.4 Identify the different roles and responsibilities of people in a workplace for each type of emergency</p> <p>2.5 List the types of problems that may occur during emergency procedures</p> <p>2.6 Outline how to respond to problems during emergency procedures</p> <p>2.7 State why problems with emergency procedures should be reported</p> |

Unit guidance

- **LO1 - Know how to respond to injuries and illnesses on a first on scene basis**
- **1.2 - Types of injury and illness:**
 - minor injuries that can be dealt with on-site
 - minor illnesses that can be dealt with on-site
 - major injuries requiring medical attention
 - major illnesses requiring medical attention
- **1.3 - How to deal with injuries and illnesses:**
 - protecting people from further harm
 - providing comfort and reassurance
 - referring people to qualified assistance
 - calling for qualified assistance

Appendix 3: Sample assessment material

Open Response Workbook



Learner Pack

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

Qualification Number: 600/1934/7

| | |
|----------------------|----------------------------------|
| Learner Name: | <input type="text"/> |
| Date of Birth: | Learner ID: <input type="text"/> |
| Centre Name: | Centre no: <input type="text"/> |
| IQA Name: | <input type="text"/> |
| Tutor/Assessor Name: | <input type="text"/> |
| Assessment Date: | Course ID: <input type="text"/> |

Assessment Summary (for tutor/assessor use only)

In order for learners to be assessed as successful, they are required to achieve the minimum standard for each learning outcome below:

- Understand the roles and responsibilities of stewards and other staff at spectator events;
- Know how stewards prepare for their duties at spectator events;
- Know how stewards check for and respond to hazards at spectator event venues;
- Know how stewards control the entry, exit and movement of spectators at events;
- Know how stewards recognise and respond to illegal and prohibited items at spectator events;
- Know how stewards help customers with their problems at spectator events;
- Know how stewards deal with challenging behaviour at spectator events;
- Know how stewards recognise and respond to potential crowd problems at spectator events;
- Know how stewards recognise and respond to illegal and unsocial behaviour at spectator events;
- Know how to respond to injuries and illnesses on a first on scene basis; and
- Know how to follow emergency procedures.



Unit 1: How stewards prepare for spectator events

Learning outcome 1: Understand the roles and responsibilities of stewards and other staff at spectator events

| | |
|-------------------------------------------------------------------------------------------|----------------------|
| 1. Why is it important to have safety measures in place at spectator events? | AC (1.1) Outcome |
| <input type="text"/> | <input type="text"/> |
| 2. What contribution do stewards make in providing: a) safety? b) customer service? | AC (1.2) Outcome |
| a) <input type="text"/> | <input type="text"/> |
| b) <input type="text"/> | |
| 3. Give 3 types of events at which stewarding takes place. | AC (1.3) Outcome |
| i) <input type="text"/> | <input type="text"/> |
| ii) <input type="text"/> | |
| iii) <input type="text"/> | |



| | |
|--------------------------------------------------------------------------------------------|----------------------|
| 4. What principles for safety should be in place for a spectator event? | AC (1.4) Outcome |
| <input type="text"/> | <input type="text"/> |
| 5. Identify 3 different roles or responsibilities that stewards have at a spectator event. | AC (1.5) Outcome |
| i) <input type="text"/> | <input type="text"/> |
| ii) <input type="text"/> | |
| iii) <input type="text"/> | |
| 6. Why is it important for stewards to work together as a team at a spectator event? | AC (1.6) Outcome |
| <input type="text"/> | <input type="text"/> |
| 7. What are the legal limitations and responsibilities of stewards at a spectator event? | AC (1.7) Outcome |
| <input type="text"/> | <input type="text"/> |