

**SkillsActive**

**QCF Evidence Requirements and Assessment Guidance**

**Level 2 NVQ Certificate in Spectator Safety**

**January 2011**

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## **Introduction**

In February 2006, new national occupational standards for Spectator Safety level 2 were approved.

The Spectator Safety NVQ is aimed at stewards and other similar staff working directly with spectators.

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being, as an Ofqual-approved unit and rule of combination submitter for the QCF, has now developed a new qualification for awarding organisations to submit for accreditation on the QCF, based on these new standards.

SkillsActive wishes to ensure that the assessment guidance and evidence requirements for the new qualification is uniform. Therefore it has coordinated work across the awarding organisations, with appropriate inputs from industry experts, to provide assessment guidance and evidence requirements for the awarding organisations to implement during the delivery of the new NVQ.

This document must be used with close reference to the SkillsActive assessment strategy for these qualifications.

## **Qualification structure**

This NVQ consists of six mandatory units.

### **Mandatory units**

- A52 Support the work of the team and organisation
- C29 Prepare for spectator events
- C210 Control the entry, exit and movement of people at spectator events
- C211 Monitor spectators and deal with crowd problems
- C237 Help to manage conflict
- C35 Deal with accidents and emergencies

## **Annex to the Assessment Strategy for Active Leisure, Learning and Well-being**

### **Level 2 NVQ Certificate in Spectator Safety**

#### **Background**

In July 2002, PSAG approved the assessment strategy submitted by SkillsActive, the recognised standards setting body for the active leisure, learning and well-being sector. This was updated in 2007. The strategy sets out the recommendations for the assessment and quality control systems required for national vocational qualifications coming under the active leisure, learning and well-being umbrella. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

#### **Occupational competence for assessors, internal and external verifiers for the Level 2 NVQ Certificate in Spectator Safety**

The following sections set out the criteria for their appointment;

##### **Assessors**

Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

##### **Internal verifiers**

Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

##### **External verifiers**

Match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed.

What follows are the specific criteria for the Level 2 NVQ Certificate in Spectator Safety and they apply equally to prospective external and internal verifiers and assessors, who must have<sup>1</sup>:

1. Worked in a relevant spectator safety context for two years full time or equivalent, e.g. Safety Officer, Senior Steward or equivalent.
2. Taken part in a relevant and nationally recognised Spectator Safety training course or qualification from the QCF in England/Wales and Northern Ireland or the SCQF in Scotland, or have an action plan to achieve such.

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<sup>1</sup>All the other requirements specified in the assessment strategy should be consistently applied, those listed here are supplementary.

### **Appointment process for External verifiers**

Assessment strategy section 4.1 states that “every Awarding Body to seek advice if and when required from the SSC on the technical qualifications, experience and competence of all prospective External Verifiers in the selection and deployment of EVs”; to assist this process for Spectator Safety External Verifiers the sector recommends that:

- I. Awarding Bodies have an occupationally competent person involved in the selection process.

## General assessment principles

### *Where should the evidence come from?*

The primary target group is stewards who provide services – such as health, safety and security, customer service to help spectators have a safe and enjoyable experience at the event. Typical settings will be events held at either indoor or outdoor facilities including for example, football stadia, indoor arenas and other sport centres.

Whatever context the learner is working in, it is essential that their evidence comes from working with real equipment, facilities and customers, as part of temporary or permanent employment. It is very important that evidence is generated from real work activities, not 'skills test' type exercises, set up purely for the sake of assessment.

The only exceptions to this requirement are parts of units A52, C29, C210, C237 and the whole of C35, for which simulation is deemed to be acceptable. In addition, simulation and questioning are allowed for a limited number of items in some other units. These are clearly detailed in the evidence requirements below.

Where simulation is used, this should follow the requirements of the assessment strategy for this NVQ.

### *What are the most appropriate assessment methods?*

Assessor observations, witness testimony and products of work (for example, notes of team briefings, reports and correspondence) are likely to be the most appropriate sources of performance evidence.

Supplementary evidence, for example, questioning, projects or assignments may be used where performance evidence (real work activity) is not needed as detailed later in the evidence specifications for each unit.

Questioning to gather supplementary and knowledge evidence can normally be carried out orally. However, oral questioning must be recorded by the assessor, in written form or by other appropriate means.

### *How much evidence is necessary?*

Most of the units require observation by an assessor on more than one occasion. The evidence requirements below show this in more detail.

These observations should not be carried out on the same day. There should be sufficient time between assessments for the assessor to satisfy himself or herself that the learner will be capable of achieving the same standard on a regular and consistent basis. Separating the assessment occasions by a period of at least one month is recommended.

In many cases, two observations will be sufficient. However, more than two may be needed to ensure that there is evidence for everything specified within the unit under 'assessment requirements or guidance specified by a sector or regulatory body' (as detailed later in the evidence specifications for each unit).

Where written evidence (usually records of work) is required, there should be evidence from at least two separate occasions, again separated by at least one month. As in the case of observations, it may be necessary to have evidence from more than two occasions to ensure there is sufficient evidence to cover everything specified.

Assessors must be sure that all written evidence is genuinely the learner's own work and not copied from someone else. Learners should make a statement confirming that the evidence is their own work.

*Assessing more than one unit on each occasion*

Many of the units within the Level 2 NVQ Certificate in Spectator Safety link together in a logical way and assessors are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the learner wants unit accreditation only). It would make better use of both the assessor's and learner's time to consider and plan how many units could be covered on each assessment occasion.

For example, the learner may be involved in preparing to work at a spectator event, helping to control the entry, exit and movement of spectators, monitoring their behaviour and dealing with any crowd problems. The event may also involve the learner helping to manage conflict, work as a member of a team and where necessary dealing with accidents and emergencies.

Prior discussion between the learner and assessor with perhaps some negotiation with the learner's supervisor should make this a productive assessment opportunity. At the beginning of the assessment occasion, the assessor can observe the learner working on entry and exit points (part of C210), monitoring spectators during the event (part of C211) and reacting to any situation (part of C211 and C237).

In this way much of the performance evidence for a number of units can be gathered. With another assessment occasion to follow, almost all of the evidence needed will be available. Careful planning and negotiation can make this possible and considerably reduce the number of assessment occasions.

## **Assessment guidance and evidence requirements for each unit**

### **A52 Support the work of the team and organisation**

#### *Evidence of real work activity*

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

- Two types of colleagues
- Both types of communication

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

#### *Simulation*

Simulation is allowed for the type of colleague responsible to you only, if there is no naturally occurring evidence.

#### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Questioning is also allowed for 3.8 if no naturally occurring evidence is available.

#### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

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



## **C29 Prepare for spectator events**

### *Evidence of real work activity*

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

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

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

### *Simulation*

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

### *Use of supplementary evidence*

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

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

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

## **C210 Control the entry, exit and movement of people at spectator events**

### *Evidence of real work activity*

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

- Three types of resources
- Two types of people
- Two types of items
- Two types of problems

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

### *Simulation*

Simulation is allowed for the whole of learning outcome 1 and 2 only, if there is no naturally occurring evidence is available.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Questioning is also allowed for 2.4 if no naturally occurring evidence is available.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

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

## **C211 Monitor spectators and deal with crowd problems**

### *Evidence of real work activity*

There must be evidence that the learner has met all of the requirements listed under ‘the learner will be able to’ through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

- Two types of resources
- Two types of crowds
- All types of areas
- Four types of crowd problems (LO1) / three types of crowd problems (LO2)
- Two types of people
- Three types of action

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

### *Simulation*

Simulation is not allowed for this unit.

### *Use of supplementary evidence*

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

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against ‘the learner will know how to’. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

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

## **C237 Help to manage conflict**

### *Evidence of real work activity*

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

- All types of methods
- Two types of people
- All types of procedures

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

### *Simulation*

Simulation is allowed for the whole of learning outcomes 1 and 2 only, if there is no naturally occurring evidence is available.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Questioning is also allowed for 2.2 if no naturally occurring evidence is available.

### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

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

### **C35 Deal with accidents and emergencies**

#### *Evidence of real work activity*

Due to the nature of this unit, it is unlikely that naturally occurring evidence will be available during assessor observations. If evidence is available from the learner's work in the past, this may be gathered through witness testimony, and/or other authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). This evidence must meet all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. (With the possible exceptions of those items listed under 'use of supplementary evidence' below).

There must also be evidence that the learner's work has met the requirements listed under 'what you must cover'. This must include as a minimum:

- One type of casualty
- One type of qualified assistance
- One type of condition
- One type of property
- Two types of equipment and materials.

If there is evidence from the learner's work in a real context, this must meet the assessment criteria listed against 'the learner will be able to' including the expansion of this section which constitutes the technical definition for sporting context being assessed. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

#### *Simulation*

Simulation is allowed for this unit only, if there is no naturally occurring evidence.

#### *Use of supplementary evidence*

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Supplementary evidence is allowed for 2.5 only, if there is no naturally occurring evidence is available.

#### *Knowledge and understanding*

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

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

## **Core values for Spectator Safety**

Even though the units focus on and describe work functions, candidates entering and working in the various sectors of the industry at this level should be aware that a number of basic values underpin good practice and they should try to integrate them into their every day work.

F) Competent staff operate at all times by reference to a code of conduct encapsulated in the Guide to Safety at Sports Grounds, 5<sup>th</sup> edition for Spectator Safety.

### **Code of conduct for stewards**

Stewards are representatives of the management, and during many events are the only point of contact between the management and the public. It is therefore recommended that management draw up a code of conduct for all stewards.

A code of conduct might include the following matters:

- a. Stewards should at all times be polite, courteous and helpful to all spectators, regardless of their affiliations.
- b. Stewards should at all times be smartly dressed. Their appearance should be clean and tidy.
- c. Stewards are not employed, hired or contracted to watch the event. They should at all times concentrate on their duties and responsibilities.
- d. Stewards should never:
  - i. wear clothing that may appear partisan or may cause offence while on duty
  - ii. celebrate or show extreme reaction to the event
  - iii. eat, drink or smoke in view of the public
  - iv. consume alcohol before or during the event
  - v. use obscene, offensive or intimidatory language or gestures.

The Guide to Safety at Sports Grounds, 5th edition can be found at:

<http://www.ncfe.org.uk/media/825854/guidetosafetyatsportsgrounds.pdf>

## **Explanation and examples of terms**

### **Appearance**

*This includes wearing the correct clothes, presenting a professional image and having the correct identification*

### **Assess**

*Gathering all the necessary information in relation to a crowd problem and working out the level of risk to yourself and others*

### **Body language**

*The way you stand, hold your arms, use gestures etc.*

### **Casualty**

*The person who has suffered the injury or illness*

### **Colleagues**

*The people you work with – people working at the same level as yourself or your manager(s)*

### **Communicate**

*This includes using words, but also includes body language, tone of voice etc.*

### **Communications (resources)**

*This could be notebooks for recording incidents, or communications equipment such as radios, if appropriate*

### **Conflict**

*Situations in which people are disagreeing strongly which may lead to violence or other forms of unlawful or unsociable behaviour*

### **Designated area**

*The area you are responsible for*

**Effective working relationships**

*The type of relationship with your colleagues that helps the team to work well and provide a high level of service to the customer – this includes getting along well with your colleagues, being fair to them, avoiding unnecessary disagreements and not letting your personal life influence the way you relate to colleagues*

**Emergency**

*Any situation that immediately threatens the health and safety of spectators, staff or yourself, for example fires, bomb threats etc.*

**Emergency services**

*Usually the ambulance service, fire service or police*

**Evaluate**

*Thinking about your work and identifying what you do well and what you could improve in*

**Event**

*This could be any type of public event, for example sporting or other types of performances*

**Feedback**

*Other people – customers or colleagues – telling you what they think*

**Future responsibilities**

*These could be new duties that you want to take on or new duties that your line manager wants to give you – this could include promotion*

**Hazards**

*Something that may cause harm*

**Hygiene hazards**

*For example, unsanitary toilets*

**Line manager**

*The manager or supervisor to whom you report*



**Listen actively**

*Showing that you are paying attention to what someone is saying, for example by maintaining eye contact, nodding, asking further questions etc.*

**Impartially**

*Not favouring or discriminating against any particular type of person*

**Missing persons**

*For example, children going missing during events*

**Monitor**

*Keep a careful eye on*

**Organisation's policies and procedures**

*What your organisation says its staff should and should not do in certain situations*

**Other people involved**

*These may be other members of staff or other spectators or staff apart from the casualty*

**People with particular needs**

*For example, people with disabilities or medical conditions which may mean they need special attention following accidents and emergencies*

**Personal space**

*The amount of space around a person that they feel comfortable with; getting closer to someone than they feel comfortable with will make a situation worse*

**Qualified assistance**

*Someone who has a recognised first aid qualification or the emergency services*

**Resources**

*The things you need to do your job effectively*

**Risks**

*The likelihood of a hazard actually causing harm and the seriousness of this harm*

**Sensitive questioning**

*Asking questions in a way that is not going to make the situation worse, for example by being polite and by phrasing questions in a way that is not going to upset someone further*

**Suspect items**

*For example, bags or packages*

**Team discussions**

*These will usually be team meetings but could include more informal discussions with team members and line managers*

**Training and development**

*This could involve on a course, but would also include watching other members of staff doing things that are new to you, receiving instructions from other members of staff on new things you have to do and having the opportunity to practise new skills*

**Unlawful behaviour**

*This would include racism, threatening behaviour, violence and other types of behaviour that is against the law*

**Unlawful items**

*For example, offensive weapons, drugs etc.*

**Venue**

*The place where the event takes place*

**With particular needs**

*For example, disabled people, old people, children etc.*