

**SkillsActive**

**QCF Evidence Requirements and Assessment Guidance**

**Level 3 NVQ Certificate in Spectator Safety**

**March 2011**

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## Introduction

In May 2006, new national occupational standards for Spectator Safety level 3 were approved.

The Spectator Safety NVQ is aimed at senior stewards and other similar staff responsible for supervising the work of stewards at spectator events.

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 are 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 QCF NVQ.

This document must be used with close reference to the SkillsActive assessment strategy for this qualification.

## Qualification structure

This NVQ consists of four mandatory and two optional units.

### Mandatory units

- C212 Prepare stewards and venues for spectator events
- C213 Maintain stewarding in designated areas and deal with spectator problems and emergencies.
- C35 Deal with accidents and emergencies
- A324 Develop productive working relationships with colleagues

### Optional Units (two from the following)

- A21 Support the efficient use of resources
- A323 Manage own resources and professional development
- A41 Manage information for action
- C33 Work with others to improve customer service
- C237 Help to manage conflict
- C238 Control and detain people at a spectator event for action by the police

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

### **Level 3 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 3 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 3 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 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

Whilst the qualification is broken down into separate units, the work of the senior steward/supervisor is not. This means that as the senior steward/supervisor does their job they will generate evidence across a number of the NVQ units. Using this evidence for all the relevant units is part of Holistic Assessment.

Many of these units cover inter-related responsibilities, for example, C212, C213 and A324 and much of the naturally occurring evidence for these is likely to come from observing the learner going about their normal day-to-day activities supervising others at real spectator events. For this reason, we strongly recommend that, if the learner is attempting the whole qualification, inter-related units are assessed together in a holistic manner. In other words, when assessor visits and meetings occur, the assessor is advised not to consider evidence on separate occasions for each of these units, but to visit the spectator venue, consider the learner's work and identify how the evidence the learner generates matches the requirements of all three of these example units.

Separate assessments for each of these units should only be necessary if the learner is not attempting the whole of the qualification, but seeks unit accreditation only. If more than one unit is being attempted, opportunities should also be sought for a 'holistic' approach.

For the qualification to be delivered successfully it is worth noting that the process is one of awarding a qualification to a learner who demonstrates that their work is competent. This means that the senior steward/supervisor must show that they have achieved the learning outcomes and assessment criteria in the appropriate units. If a pre-assessment investigation of the learner indicates that they may not yet be competent, the senior steward/supervisor learner should undertake appropriate training and/or gain more experience before embarking on their assessment.

As the qualification is about the learner (senior steward/supervisor) demonstrating their competence, most of the evidence should come from being observed at work and/or looking at other forms of evidence from the learner's real work that show how they meet the standard.

The Spectator Safety QCF NVQ is not intended as a snapshot of the senior steward/supervisor's work, but rather a qualification that shows the senior steward/supervisor meets the standards consistently. It is expected that the senior steward/supervisor's evidence will show that they meet this standard on at least two occasions when the assessor is present and that evidence is also available to indicate the standard is met on occasions when the assessor is not present. These assessment occasions should be separated by a reasonable period of time sufficient to infer consistent practice, typically over one month. In the case of some units, assessors and verifiers should take account of the fact that opportunities for the learner to generate evidence will be rare and therefore it will be acceptable to use 'historical evidence' – produced before the learner has actually registered for the qualification. However, this evidence should not be drawn from more than two years before the particular unit is assessed and should be validated as being authentic.

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

### **C212 Prepare stewards and venues for spectator events**

#### *Evidence of real work activity*

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria 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.

Evidence of real work activity is required for the following learning outcomes:

#### Learning outcome 3

When allocating responsibilities to stewards, the learner must cover both of the following types of:

##### **a stewards**

- 1 employees
- 2 contract staff

With both of the following types of:

##### **b roles and responsibilities**

- 1 safety
- 2 customer care

With all of the following types of:

##### **c information**

- 1 type of activity in the area
- 2 programme for the event
- 3 number of stewards needed
- 4 house/ground rules

With all the following types of:

##### **d specifications**

- 1 experience
- 2 competence
- 3 personal qualities
- 4 physical capability

#### Learning Outcome 5

When briefing stewards on arrangements for the event, the learner must cover five of the following types of:

##### **a information**

- 1 the arrangements for the event
- 2 emergency procedures
- 3 code words

- 4 location of emergency equipment
- 5 key stewarding tasks
- 6 forward intelligence
- 7 steward safety
- 8 stewards present

With both of the following types of:

**b stewards**

- 1 employees
- 2 contract staff

With two of the following of:

**c records**

- 1 equipment issued
- 2 who has been briefed
- 3 the information they have been given
- 4 who has given the briefing

## Learning Outcome 7

When checking the venue before the event, the learner must cover two of the following types of:

**a areas**

- 1 confined areas
- 2 open areas
- 3 public areas
- 4 non-public areas

and three of the following types of:

**b hazards**

- 1 dangerous facilities
- 2 debris
- 3 possibility of unauthorised entry
- 4 fire
- 5 hygiene
- 6 unsafe entrances and exits
- 7 defective signage
- 8 defective lighting
- 9 suspicious articles
- 10 defective emergency equipment

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 any learning outcomes in this unit.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items above for which the learner has not provided 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.

## **C213 Maintain stewarding in designated areas and deal with spectator problems and emergencies**

### *Evidence of real work activity*

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria 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.

Evidence of real work activity is required for the following learning outcomes:

### Learning Outcome 3

When monitoring and maintaining stewarding in the designated area, the learner must cover all of the following types of:

#### **a area**

- 1 confined areas
- 2 open areas
- 3 public areas
- 4 non-public areas

with two of the following types of:

#### **b information**

- 1 crowd behaviour
- 2 physical hazards
- 3 emergencies
- 4 revised procedures

with two of the following types of:

#### **c methods of communicating**

- 1 radio
- 2 telephone
- 3 face-to-face

### Learning Outcome 5

When assessing and responding to referred problems and emergencies, the learner must cover two of the following types of:

#### **a problems and/or emergencies**

- 1 unlawful and unsociable behaviour
- 2 dangerous crowd situations
- 3 physical hazards

- 4 fire
- 5 structural failure
- 6 medical emergencies

with two of the following types of:

**b information collected**

- 1 by observation
- 2 from stewards
- 3 from spectators
- 4 from colleagues

with three of the following types of:

**c action**

- 1 by removing people and objects
- 2 containing the crowd
- 3 being visible to the crowd
- 4 reassuring
- 5 warning
- 6 isolating the event
- 7 evacuating the area
- 8 fighting the fire
- 9 calling in qualified assistance

## Learning Outcome 7

When debriefing stewards and checking venue and equipment, the learner must cover all of the following types of:

**a arrangements**

- 1 normal operating procedures
- 2 emergency procedures
- 3 appropriateness of equipment
- 4 allocation of stewards

with two of the following types of:

**b equipment**

- 1 pens and notepads
- 2 safety equipment
- 3 keys
- 4 handbooks

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 any learning outcomes in this unit.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items above for which the learner is not required to provide 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.

### **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.

### **A324 Develop productive working relationships with colleagues**

#### *Evidence of real work activity*

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria 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 be evidence that the learner has developed productive working relationships with colleagues within the same organisation and with those they work closely with from other organisations – for example, police, St John's Ambulance, external security organisations etc.

Assessment methods include observations, witness testimony and/or authentic records of the learner's work (for example, diaries, correspondence – including emails, records of meetings and/or reflective accounts countersigned by a senior colleague).

#### *Simulation*

Simulation is not allowed for any of the learning outcomes in this unit.

#### *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.

## **A21 Support the efficient use of resources**

### *Evidence of real work activity*

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria 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.

Evidence of real work activity is required for the following learning outcomes:

### Learning Outcome 3

When making recommendations for the use of resources, the learner must cover one of the following types of:

#### **a relevant people**

- 1 team members
- 2 colleagues working at the same level
- 3 higher level managers or supervisors

with both of the following types of:

#### **b recommendations**

- 1 short term
- 2 medium term

### Learning Outcome 5

When contributing to the control of resources, the learner must cover one of the following types:

#### **a relevant people**

- 1 team members
- 2 colleagues working at the same level
- 3 higher level managers or supervisors

with two of the following types:

#### **b corrective action**

- 1 altering activities
- 2 modifying the use of resources
- 3 re-negotiating the allocation of resources

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 any of the learning outcomes in this unit.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items above for which the learner is not required to provide 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.

### **A323 Manage own resources and professional development**

#### *Evidence of real work activity*

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria 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.

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries, development plans, records of training undertaken 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 any of the learning outcomes in this unit.

#### *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.

## **A41 Manage information for action**

### *Evidence of real work activity*

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria 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.

Evidence of real work activity is required for the following learning outcomes:

### Learning Outcome 3

When gathering required information, the learner must cover two of the following types of:

#### **a information**

- 1 quantitative
- 2 qualitative
- 3 in electronic format
- 4 paper-based

with one of the following types of:

#### **b systems and procedures**

- 1 formal
- 2 informal

### Learning Outcome 5

When informing and advising others, the learner must cover two of the following types of:

#### **a information and advice**

- 1 spoken
- 2 written
- 3 in electronic format

with two of the following types of:

#### **b recipients**

- 1 team members
- 2 colleagues working at the same level
- 3 higher level managers or sponsors
- 4 people not part of own organisation

### Learning Outcome 7

When holding meetings, the learner must cover one of the following types of:

#### **a meetings**

- 1 involving people within own organisation
- 2 involving people from outside own organisation

with one of the following types:

**b purposes**

- 1 information giving
- 2 consultation
- 3 decision making

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 any of the learning outcomes in this unit.

*Use of supplementary evidence*

Supplementary evidence should only be used for items above for which the learner is not required to provide 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.

### **C33 Work with others to improve customer service**

#### *Evidence of real work activity*

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria 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 candidate's work at real spectator events has met the following requirements for the unit:

- Working with **customers**, who are both internal and external to the organisation
- Agreeing **customer service roles and responsibilities**, which are part of their job role and also that have been agreed with others as part of their job
- Working with a minimum of **two from**: team members, colleagues, suppliers, supervisors/team leaders, service partners, manufacturers, individuals from other departments, individuals from other sites or regions, individuals from other organisations

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 any of the learning outcomes in this unit.

#### *Use of supplementary evidence*

Supplementary evidence should only be used for items above for which the learner is not required to provide 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 achieved all of the learning outcomes and assessment criteria 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.

## **C238 Control and detain people at a spectator event for action by the police**

### *Evidence of real work activity*

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria 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.

Evidence of real work activity is required for the following learning outcomes:

### Learning Outcomes 2 and 3

When controlling and detaining people at a spectator event for action by the police, the learner must cover two of the following types of:

#### **a people**

- 1 intoxicated
- 2 violent
- 3 stronger
- 4 weaker
- 5 using weapons
- 6 with particular needs

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 learning outcomes in this unit.

### *Use of supplementary evidence*

Supplementary evidence should only be used for items above for which the learner is not required to provide 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.