

YMCA Level 2 Award in Understanding Stewarding at Spectator Events (603/7361/1)

Qualification Specification



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YMCA Awards

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Qualification Specification

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Introduction

About YMCA Awards

YMCA Awards is part of Central YMCA – the world’s first YMCA – a national charity that’s been helping people make positive changes in their lives since 1844.

We’re experts in education, health and wellbeing with over 20 years’ experience developing UK regulated and globally recognised qualifications.

We work closely with industry experts, employers and training providers to make sure that our products and services deliver life changing opportunities. With over half a million qualifications awarded, 300,000 people have advanced their career with YMCA Awards.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland regulated by the Council for Curriculum, Examinations and Assessment (CCEA Regulation)
- Wales and regulated by Qualifications Wales (QW)
- In other UK regions and outside the UK (regulated by Ofqual).

Qualification aim

The aim of the YMCA Level 2 Award in Understanding Stewarding at Spectator Events (603/7361/1) is to provide learners with the knowledge and understanding required to enter the spectator safety sector.

It is specifically suited to volunteers at spectator events supporting more experienced staff. Upon completion of the award, the learner will have met the requirements at Section 4.10 b of the Guide to Safety at Sports Grounds, “Green Guide”. The learner should undertake further training and assessment of competence to obtain the Level 2 Certificate in Spectator Safety if wishing to continue employment in the sector.

Overview of knowledge, skills and understanding:

- How to prepare for spectator events
- How to assist with the movement of spectators and deal with crowd issues at events
- How to manage and resolve conflicts
- How to deal with incidents at spectator events
- How to support the work of the team and organisations.

Target group and age range

This qualification is aimed at a range of learners aged 16 plus who are either considering a career in stewarding at spectator events or who are working in the industry on a voluntary, part-time or casual basis and wish to formalise and further develop their existing experience and skills.

Qualification structure

To achieve the **YMCA Level 2 Award in Understanding Stewarding at Spectator Events (603/7361/1)**, learners must successfully complete the following **5** mandatory units:

Unit reference number	Unit title	Level	Credit
Y/618/6769	Know how to prepare for spectator events	2	2
L/618/6770	Know how to assist with the movement of spectators and deal with crowd issues at events	2	5
R/618/6771	Know how to help manage and resolve conflicts	2	2
L/618/6784	Know how to deal with incidents at spectator events	2	1
R/618/6785	Know how to support the work of your team and organisation	2	1

The Total Qualification Time (TQT) for this qualification is 110 hours.

The Guided Learning Hours (GLH) assigned are 36 hours.

Total Qualification Time (TQT)

This is an estimate of the total amount of time (measured in hours) that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following 2 elements:

- The number of hours an awarding organisation has assigned to a qualification for guided learning (see below).
- An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training. This includes assessment which takes place as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team).
- eLearning with a lecturer, teacher or tutor present/available in real time (the learner and tutor can be either remote or in the same physical place during eLearning).
- Invigilated assessment (external tests sat under controlled or open book conditions).
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real time (the learner and tutor can be either remote or in the same physical place during assessments).

This is not:

Unsupervised learning such as:

- eLearning that the learner carries out unsupervised and with no real time support from a lecturer, teacher or tutor.
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real time eg, completing a learner assessment record (LAR) at home.
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended guided learning hours – our ongoing review

Your external quality assurer (EQA) will ask you to give feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to give feedback before your next EQA visit, please email us: awards.support@ymca.co.uk.

Entry requirements

There are no formal entry requirements for this qualification.

Opportunities for progression

This qualification can lead to employment in a variety of sectors as a Steward or Marshal.

The qualification can also lead to further training at the same and higher levels in a range of qualifications. For example:

- YMCA Level 2 Certificate in Spectator Safety (603/7360/X)
- YMCA Level 3 Certificate in Spectator Safety (603/7363/5)
- YMCA Level 3 Extended Certificate in Spectator Safety (603/7364/7).

Mapping to standards

SkillsActive spectator safety NOS suite 2019

The assessment strategy for this qualification has been produced in collaboration between the Sports Grounds Safety Authority (SGSA), the awarding organisations offering spectator safety qualifications and in partnership with industry stakeholders; to ensure that the YMCA Level 2 Award in Understanding Stewarding at Spectator Events (603/7361/1), which has been developed after the approval of SkillsActive's review of the National Occupational Standards (NOS) for spectator safety (2019), has credibility in the industry.

Centre and qualification approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of the YMCA Awards approvals processes can be found on our website: www.ymcaawards.co.uk/approvals.

Occupational competence requirements for those involved in the assessment process

To ensure and validate the occupational expertise of witnesses, assessors and those responsible for the internal/external verification of this qualification, the following conditions must be met:

Witness

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

- Venue manager
- Event manager
- Senior steward
- Safety officer
- Other professionals at the event including emergency services personnel and statutory bodies.

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

Tutors

Tutors must:

- Be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered.
- Have recent relevant experience in the specific area they will be delivering.
- Be occupationally knowledgeable in all areas for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- Have credible experience of providing training.

Tutors should ideally hold or be working towards 1 of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (Bed)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate
- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development (units should relate to provision of learning and development).

If none of the above are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Assessors must:

- Hold a Level 3 spectator safety or an equivalent qualification and have a minimum of 3 years of experience working in the industry

Where individuals hold qualifications other than the above then their centre should contact their awarding organisation to determine the acceptability of their qualification(s).

- Have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification.

Experience could be gained through time in a role in the spectator safety sector which may include, but is not limited to:

- Venue manager
 - Event manager
 - Senior steward
 - Safety officer
 - Other professionals at the event including emergency services personnel and statutory bodies.
- Be occupationally knowledgeable in all areas for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment.

- Have credible experience of providing training and assessment and have access to and be engaging with continuous professional development activities (CPD) in order to keep up to date with developments.

Assessors should ideally hold or be working towards 1 of the following qualifications:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit A1: Assess Candidates Using a Range of Methods
- D32/33: Assess Candidate Performance Using Differing Sources of Evidence.

Note: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards (NOS) for learning and development which can be found on the NOS database:

www.ukstandards.org.uk.

If none of the above qualifications are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification.

The assessor may be the tutor. However, the assessor cannot be the Internal Verifier.

Internal Quality Assurers (IQA)

The role of the IQA is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. There is vital link between the IQA and EQA. For further information on the role of the IQA and the EQA go to the website:

www.ymcaawards.co.uk/centres/centre-guidance.

Internal quality assurers must:

- Be technically competent in the spectator safety sector. This competence must be evidenced and to at least the same level as the qualification.
- Be occupationally knowledgeable in the spectator safety sector that can be evidenced. This knowledge must be at least to the same level as the qualification.
- Have credible experience of internal quality assurance.
- Have access to and be engaging with continuous professional development activities (CPD)

Internal verifiers should ideally hold or be working towards 1 of the following qualifications:

- Level 4 Award in Internal Quality Assurance
- Level 4 Certificate in Leading Internal Quality Assurance
- SVQ Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- V1: Conduct Internal Quality Assurance of the Assessment Process
- D34: Internally Verify the Assessment Process.

Note: Holders of V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database: www.ukstandards.org.uk.

If none of these qualifications are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which internal verifiers may achieve a recognised internal quality assurance qualification.

It is also recommended that internal quality assurers hold a recognised assessor qualification.

Registration

All learners must be registered within the first 10% of the duration of their course eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest. For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Certification

In addition to meeting the learning outcomes and assessment criteria for each of the mandatory units, before a learner can be certificated for this qualification, they must show evidence of:

- Attending the ACT Awareness eLearning counter terrorism training (This is freely available from <https://www.gov.uk/government/news/act-awareness-elearning>)

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to ensure there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (be able to) are typically assessed through direct observation and these will take place in a real work environment.

Knowledge-based learning outcomes (know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with the YMCA Awards assessment policies and procedures: www.ymcaawards.co.uk/centres/centre-guidance.

This qualification is assessed through internal assessment using a portfolio of evidence generated by the learner during the completion of their course.

Creating a portfolio of evidence

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

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

Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

The 'qualification content' section of this specification will give you a guide to selecting appropriate assessment methods.

Unit content and assessment guidance

Assessment of knowledge and understanding

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

The knowledge and understanding required by the learner to support performance in the workplace is detailed within the knowledge and understanding criteria of the spectator safety National Occupational Standards (NOS).

Workplace assessment

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

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

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

It is very important that during assessment the learner is not placed under more or less pressure than what would normally be found in the workplace. It could be the case that the learner may feel more pressure simply because they are being assessed.

Simulation

Not applicable for this qualification

Witness testimony

Assessment of a learner's performance should be carried out by a qualified assessor. However, where this is not possible or practical, the YMCA Awards quality team may approve for a witness testimony to be used to support the assessment process (see occupational requirements for a witness)

A witness testimony is a statement made by someone present while the learner was performing an activity on the job.

Where witnesses are used:

- Evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony.
- Any relationship they have with a learner must be declared to the assessor to determine the value of the testimony provided.

They must be fully briefed and clear about the purpose of their testimony. It will only be regarded as supporting/supplementary evidence and the final decision regarding the learner's ability to meet the evidence requirements will be the responsibility of the assessor.

During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.

Equality, diversity and inclusion (Equality Act 2010)

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

- Different physical needs
- Different cultural needs
- Language needs
- Beliefs.

Safeguarding

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

- The Children Act 1989 / 2004
- The Children and Social Work Act 2017
- The Care Act 2014
- Working Together to Safeguard Children 2018.

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

Safety, security and service

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

- **Safety measures:** any measure designed and implemented with the primary aim of protecting the health and wellbeing of all client groups who attend or participate in events.
- **Security measures:** any measure designed and implemented with the primary aim of preventing or reducing the risk and/or responding to any criminal or unlawful activity or disorder committed in connection with events.
- **Service measures:** any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.

Qualification content

Unit specifications and recommended assessment methods can be found below

Know how to prepare for spectator events (Y/618/6769)

Unit aim

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

Unit content

The learner will:

1. Understand how to prepare for stewarding activities

The learner can:

- 1.1 State the legal, organisational and venue requirements covering the type of event they are involved in
- 1.2 Give examples of relevant guidance documents on safety at events
- 1.3 Explain the importance of the event and venue registration procedures
- 1.4 Explain the importance of attending the pre-event briefing
- 1.5 Explain the importance of receiving, looking after and returning their identification and other resources
- 1.6 Explain the importance of pre-event routines and timings
- 1.7 Describe the pre-event routines and timings
- 1.8 State the information to be noted at the pre-event briefing
- 1.9 Describe emergency procedures, assembly points and messaging

The learner will:

2. Understand how to identify and respond to hazards

The learner can:

- 2.1 Describe the process and the legal and organisational procedures for checking equipment:
 - Safety equipment
 - Security equipment
 - Emergency equipment
 - Signs and notices.

- 2.2 Explain the importance of not disrupting stakeholders when carrying out the checks
- 2.3 Describe what to look for when checking for threats and hazards
- 2.4 Describe the legal and organisational procedures for identifying and assessing the seriousness of threats and hazards:
 - Safety hazards
 - Security hazards
 - Fire hazards
 - Hygiene hazards
 - Faulty emergency equipment.
- 2.5 Describe the correct action to take for each of the types of threats and hazards listed
- 2.6 Explain why it's important to communicate with people and colleagues clearly
- 2.7 Describe the sort of action which could endanger themselves and others
- 2.8 State the correct reporting procedures for the types of physical hazards listed above
- 2.9 Explain the criteria used to assess threats and hazards
- 2.10 Describe the current levels and types of terrorist threats relevant to crowded places using guidelines issued by the national counter terrorism police

Range coverage requirements when delivering this unit

Threats and hazards	Resources	Information
Safety	Briefing notes	Potential threats and hazards
Security	Safety equipment	Stewarding procedures
Hygiene	Security equipment	Venue rules
Environmental	Stationary	Location and event information
Faulty equipment		Equipment
Structural		Signs and notices
		Pre-event timings
		Incident management procedures, relevant code words and assembly points
		The pre-event routines

Range coverage requirements when assessing this unit

Learning Outcomes	Threats and hazards	Resources	Information
Knowledge (LO1, LO2)	All	All	All

Assessment specification	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • Professional discussion • Portfolio of evidence • Reflective diary on own practice in an appropriate working environment • Written assignments • Projects/case studies • Coursework • Task-based controlled assessment.
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Know how to assist with the movement of spectators and deal with crowd issues at events (L/618/6770)

Unit aim

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

Unit content

The learner will:

1. Understand how to control the entry, exit and movement of people at events

The learner can:

- 1.1 Describe the tools and techniques available to help monitor crowd conditions
- 1.2 Describe methods of safely controlling queues
- 1.3 Explain their organisation's procedures to carry out the search
- 1.4 Explain the reasons for carrying out the search
- 1.5 Explain the importance of explaining to client groups the reasons for carrying out the search
- 1.6 Explain the procedures to follow if client groups refuse permission to search
- 1.7 Identify unauthorised and prohibited items
- 1.8 Identify potential places for concealing these
- 1.9 Explain how to respond to any occurrence in accordance with legal and organisational procedures
- 1.10 Explain when to report and/or pass on issues relating to unauthorised and prohibited items
- 1.11 Describe the venue and legislative requirements for greeting and admitting client groups

- 1.12 Describe the venue and legislative requirements for refusing entry and trespass
- 1.13 Describe the venue and legislative requirements for supervising the safe exit of client groups
- 1.14 Describe the type of information client groups may need to know when being admitted and/or refused entry
- 1.15 State when to refer client groups to another source of information

The learner will:

2. Understand how to deal with crowd issues

The learner can:

- 2.1 State potential crowd issues that may occur in your designated area
- 2.2 Identify methods of assessing and reporting crowd issues:
 - Crowd movements and crowd dynamics
 - Local crowd density
 - Overcapacity
 - Crowd distress
 - Separation of individuals and groups
 - Antisocial behaviour
 - Unlawful behaviour
 - Entry into restricted areas
 - Vehicle movement (for certain designated areas only)
 - Venue regulations.
- 2.3 Describe basic conflict management techniques and defensive tactics
- 2.4 Explain why it is necessary to follow instructions given by their control room or supervisor
- 2.5 Describe the type of action which might endanger themselves or other client groups
- 2.6 Explain the importance of communicating clearly and calmly with client groups and colleagues
- 2.7 Explain how to communicate clearly and calmly with client groups and colleagues
- 2.8 Explain the importance of equality and diversity in your role

2.9 Describe the importance of crowd management skills

2.10 Describe how to use crowd management skills included within their organisational procedures:

- Being alert to factors that may change crowd behaviour or densities
- Providing reassurance
- Encouraging calmness
- Asserting desired level of authority
- Being visible to the crowd
- Remaining vigilant
- Defusing situations.

2.11 Describe the correct procedures for updating the control room and/or supervisor

Range coverage requirements when delivering this unit

Client groups	Crowd issues	Crowd management skills
Spectators	Crowd movements and crowd dynamics	Being alert to factors that may change crowd behaviour or densities
Workforce / volunteers	Local crowd density	Providing reassurance
Contractors	Overcapacity	Encouraging calmness
Regulatory organisations	Crowd distress	Asserting desired level of authority
Media	Separation of individuals and groups	Being visible to the crowd
Emergency services	Antisocial behaviour	Remaining vigilant
Athletes	Unlawful behaviour	Defusing situations
Artists	Entry into restricted areas	
Event officials	Vehicle movement	

Range coverage requirements when assessing this unit

Learning Outcomes	Client groups	Crowd issues	Crowd management skills
Knowledge (LO1, LO2)	All	All	All

Assessment specification	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • Professional discussion • Portfolio of evidence • Reflective diary on own practice in an appropriate working environment • Written assignments • Projects/case studies • Coursework • Task-based controlled assessment.
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Know how to help to manage and resolve conflict (R/618/6771)

Unit aim

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

Unit content

The learner will:

1. Understand how to engage with client groups in conflict situations

The learner can:

1.1 Describe how to communicate with client groups including:

- Cooperative
- Uncooperative
- Intoxicated
- Emotional
- With limited understanding of English
- With additional communication needs (for example people with speech difficulties or learning disabilities)
- With different physical needs.

1.2 Describe the types of conflict situations that are likely to arise

1.3 Identify the correct responses for each of these types of situations

1.4 Explain the role of effective communication in reducing conflict

1.5 Explain the importance of showing respect for client groups, their property, their rights and their needs

1.6 Explain how to use non-discriminatory and non-offensive behaviour and language to manage conflict situations

1.7 Explain how to use non-verbal communication to manage conflict situations

The learner will:

2. Understand how to follow procedures to resolve conflict situations

The learner can:

2.1 Describe methods of assessing risk in conflict situations

2.2 Explain the importance of understanding client group needs and perceptions

2.3 Describe ways of maintaining own personal safety

2.4 State the incident management procedures

2.5 Identify methods of collecting information

2.6 Explain the importance of recording and reporting information

Range coverage requirements when delivering this unit

Client groups		
Spectators	Regulatory bodies	Athletes
Workforce	Media	Artists
Contractors	Emergency services	Event officials

Range coverage requirements when assessing this unit

Learning Outcomes	Client groups
Knowledge (LO1, LO2)	All

**Assessment
specification**

Suitable evidence could include:

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

Know how to deal with incidents at spectator events (L/618/6784)

Unit aim

This unit covers the knowledge and understanding that stewards require to deal with incidents at spectator events.

Unit content

The learner will:

1. Understand how to deal with incidents at spectator events

The learner can:

- 1.1 Outline basic principles of risk assessment
- 1.2 Outline the types of incidents that may occur
- 1.3 Describe the organisation's incident management procedures
- 1.4 Describe the procedures involved in dealing with incidents promptly, calmly and correctly
- 1.5 Describe the procedure to request qualified assistance
- 1.6 Describe how to deal with incidents before qualified assistance arrives
- 1.7 Explain how to protect the casualty and others involved from further harm
- 1.8 Outline basic lifesaving skills
- 1.9 Outline how to provide comfort and reassurance
- 1.10 Outline what information is important to give to the client groups involved
- 1.11 Outline incident reporting

Range coverage requirements when delivering this unit

Hazards	Qualified assistance	Basic lifesaving skills	Types of incidents
Safety	First aid trained staff	CPR	Fire
Security	Medical staff	Maintain clear airways	Medical
Hygiene	Fire marshal	Control bleeding	Crowd disorder
Environmental	Emergency services	Use of automated external defibrillators	Terrorism
Faulty equipment			Environmental
Structural			Chemical
			Missing persons

Range coverage requirements when assessing this unit

Learning Outcomes	Hazards	Qualified assistance	Basic lifesaving skills	Types of incidents
Knowledge (LO1)	All	All	All	All

Assessment specification	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • Professional discussion • Portfolio of evidence • Reflective diary on own practice in an appropriate working environment • Written assignments • Projects/case studies • Coursework • Task-based controlled assessment.
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Know how to support the work of your team and organisation (R/618/6785)

Unit aim

The organisations must provide high levels of service to their customers and this requires a team effort from all staff and managers. This unit is about how the learner can work well as a member of the team, improves own work and the work of the team as a whole. If the organisation has a performance appraisal and personal development system, this would be an excellent context for this unit.

Unit content

The learner will:

1. Understand how to work effectively with colleagues

The learner can:

- 1.1 Explain what 'good working relationships' with colleagues means
- 1.2 Describe how to establish good working relationships with colleagues
- 1.3 Explain why it is important to communicate clearly
- 1.4 Describe how to communicate with managers in the organisation
- 1.5 List the duties within own area of responsibility
- 1.6 Explain why it is important to carry out duties as agreed or warn colleagues in good time if this is not possible
- 1.7 Identify situations in which help may be needed
- 1.8 Describe the importance of always asking for help and information when it is needed
- 1.9 Describe situations in which help and information may need to be provided to colleagues
- 1.10 Explain the purpose of team meetings
- 1.11 Explain why team discussions are important and why it is important to contribute to these
- 1.12 Describe the procedures for dealing with conflict in the organisation

The learner will:

2. Understand how to improve own work

The learner can:

- 2.1 Explain why it is important to continuously improve own work
- 2.2 Explain why it is important to assess own work and get feedback from colleagues
- 2.3 Explain what it means and why it is important to 'handle criticism positively' and why this is important
- 2.4 Identify the relevant member of staff in the organisation with whom own plan would be planned and developed
- 2.5 Describe the procedures to follow to take part in training and development activities
- 2.6 Outline how to find opportunities to take on responsibilities to develop own skills and knowledge
- 2.7 Outline how to develop a career development plan to help own progression

The learner will:

3. Understand how to help support and improve the work of own team and organisation

The learner can:

- 3.1 Identify the values or codes of practice relevant to the work they carry out
- 3.2 Identify the importance of effective teamwork
- 3.3 Describe how improving own work and the work of their team can improve the organisation as a whole and the level of service that the customer receives
- 3.4 Explain why it is important to note customer feedback
- 3.5 Outline how to identify areas where the team and organisation's work could be improved
- 3.6 Identify the procedures to follow for making suggestions on how to improve services
- 3.7 Explain why it is important to discuss own suggestions with colleagues and to take account of their ideas

Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

Assessment specification	<p>Suitable evidence could include:</p> <ul style="list-style-type: none">• Professional discussion• Portfolio of evidence• Reflective diary on own practice in an appropriate working environment• Written assignments• Projects/case studies• Coursework• Task-based controlled assessment.
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