



YMCA Level 2 NVQ Certificate in Spectator Safety (603/1019/4)

Qualification Specification



YMCA Awards

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Level 2 NVQ Certificate in Spectator Safety

Qualification Specification

Qualification number: 603/1019/4

Operational start date: 1 March 2017

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether taking their first steps into fitness or simply wishing to boost their skills. Our high-quality resources and assessment materials have been created by leading industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- Ofqual
- CCEA (Council for the Curriculum, Examinations and Assessment)
- QW (Qualifications Wales).

Qualification aim

The aim of this qualification is to develop the knowledge and skills required for learners who already work, or want to work, in stewarding, spectator events, security and volunteering.

Overview of knowledge, skills and understanding

The Spectator Safety qualifications provide the knowledge, skills and experience needed to work as a steward in sports grounds, at music festivals and any other events that require spectator safety. The qualification fulfils the Level 2 requirement for stewarding set out in the *Guide to Safety at Sports Grounds (The Green Guide)*.

The learner will cover:

- Help to manage conflict
- Contribute to the work of the team
- Prepare for spectator events
- Deal with accidents and emergencies
- Control the entry, exit and movement of people at spectator events
- Monitor spectators and deal with crowd problems.

Target group and age range

This qualification is aimed at a range of learners aged 16 and over.

Qualification structure

To achieve the YMCA Level 2 NVQ Certificate in Spectator Safety the learner must achieve all 29 credits from all 6 mandatory units.

Unit reference number	Unit title	Level	Credit
Y/615/4680	Prepare for spectator events	2	5
D/615/4681	Control the entry, exit and movement of people at spectator events	2	8
H/615/4682	Monitor spectators and deal with crowd problems	2	8
K/615/4683	Support the work of the team and organisation	2	2
M/615/4684	Help to manage conflict	2	4
T/615/4685	Deal with accidents and emergencies	2	2

The Total Qualification Time (TQT) for this qualification is 290. The Guided Learning Hours (GLH) assigned are 85 minimum.

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 two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- (b) 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, including 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)
- e-Learning with a lecturer, teacher or tutor present/available in real time (the co-presence of learner and tutor can be either remote or in the same physical place)
- 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 co-presence of learner and tutor can be either remote or in the same physical place).

This is not:

Unsupervised learning such as:

- e-Learning 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 (for example, 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 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 feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

There are no entry requirements for this qualification. However, it is recommended that centres carry out an initial assessment to determine whether the learner has the required literacy, numeracy, sector understanding and communication skills to achieve a qualification at Level 2.

Opportunities for progression

This qualification can lead to or help the following job roles or further training:

- Event Steward (sport, music, etc.)
- Security Officer/Manager
- Football Safety Officer
- Spectator safety staff (festivals, carnivals, marches)
- Event volunteer
- Level 3 NVQ in Spectator Safety
- Level 4 NVQ in Spectator Safety.

Mapping to Standards

The National Occupational Standards (NOS) were developed specifically to meet the industry requirements for those working in safety/steward roles in the event and sports industry. The NOS were developed in consultation with a number of employers, industry bodies and sporting organisations, with the support of Skills Active, Sector Skills Council for Active Leisure, Learning and Well-Being (www.skillsactive.com). The following standards are covered in this qualification:

- SKASS1 – Prepare for spectator events
- SKASS2 – Control the movement of spectators and deal with crowd issues at an event
- SKAC211 – Monitor spectators and deal with crowd problems
- SKAA52 (2) – Support the work of your team and organisation
- SKASS3 – Help to manage conflict
- SKAC35 – Deal with accidents and emergencies.

Apprenticeship framework

This qualification is part of the intermediate level apprenticeship in spectator safety. Further information on this framework is available from Skills Active

(<http://www.afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03855>)

Centre approval

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

www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already an approved YMCA Awards centre, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by

YMCA Awards. Details of additional approvals can be found on our website:
www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document for spectator safety. This can be found on our website:
<http://www.ymcaawards.co.uk/ymca-level-2-nvq-certificate-spectator-safety>

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.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (Council for the Curriculum, Examinations and Assessment)
- Wales and regulated by Qualifications Wales.

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure that 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.

Enquires and appeals procedures

YMCA Awards has 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. For further information on the requirements when assessing this qualification please see the Skills Active Level 2 NVQ Spectator Safety evidence requirements and assessment guidance document, which is available on the YMCA Awards website: <http://www.ymcaawards.co.uk/ymca-level-2-nvq-certificate-spectator-safety>

Competency-based learning outcomes (e.g., be able to) are typically assessed through direct observation and these will take place in a real-work environment. Where a real-work environment is not stipulated the observation can be simulated (where explicitly stated in assessment guidance) and be internally assessed.

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

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

The YMCA Awards Level 2 NVQ Certificate in Spectator Safety is assessed through internal assessment in accordance with the Skills Active evidence requirements and assessment guidance document, which is available on the YMCA Awards website: <http://www.ymcaawards.co.uk/ymca-level-2-nvq-certificate-spectator-safety>

Centres must ensure that the learners have the potential and opportunity to acquire evidence through practical demonstration in a work place environment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

Currently there is not a Learner Assessment Record (LAR) available for this qualification.

Creating a portfolio of evidence

The learner must create a portfolio of evidence. 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. Unit completion records, summary of achievement forms and other useful templates to help centres build a portfolio of evidence can be found in the centre home section of the YMCA Awards website: <http://www.ymcaawards.co.uk/centre-resources>

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Learner's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Learner and peer reports
- Recognition of Prior Learning (RPL)
- Summary of achievement.

Centres need to make sure assessment specifications and paperwork are discussed with their EQA before delivery.

As a guide to selecting appropriate assessment methods see the suggested example in the 'Qualification content' section of this specification.

Simulation is permitted in some of the units in this qualification. Information on where this is permitted is clearly identified in the additional assessment notes for each unit.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

- There is a high risk to the security or safety of the learner, individuals, key people in their lives and others.
- The opportunity to present evidence from work-based practice happens infrequently and therefore insisting that learners wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating learners.
- There would otherwise be a breach of confidentiality or privacy.

Evidence of real work activity

What you must do

There must be evidence that the learner has met all of the requirements listed under 'What must also be covered' through their own work at real spectator events (with the possible exceptions of those items listed under 'Use of Supplementary Evidence'). This information can be found under the additional assessment note of each unit. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real-work activity. Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies. Where permitted this information can be found under the additional assessment note of each unit.

Consistent Achievement

The term 'consistent achievement' refers to the need for centres to ensure that learners are observed multiple times carrying out a task. In many cases two observations, carried out on separate occasions with sufficient time in-between; will be sufficient for an assessor to be satisfied that the learner is capable of achieving the same standard on a regular/consistent basis. However there maybe occasions where more observations are required to ensure a learner has met all the requirements set out in the additional assessment note section after each individual unit below.

Where written evidence is required again it may be suitable for have evidence from at least two separate occasions; ensuring sufficient time in between.

External assessment

There is no external assessment for this 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.

Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement(s) regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods

Prepare for spectator events (Y/615/4680)

Unit aim

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

Unit content

The learner will:

1. Prepare for stewarding activities

The learner can:

- 1.1 follow the registration procedures correctly and on time
- 1.2 collect their passes, identification and other resources, looking after these and returning them after the event
- 1.3 attend the pre-event briefings as required
- 1.4 note all the necessary information which is given at the briefings
- 1.5 correctly follow the pre-event routines

The learner will:

2. Identify and deal with physical hazards

The learner can:

- 2.1 follow agreed procedures to check equipment
- 2.2 keep disruption to a minimum
- 2.3 identify hazards in their designated area
- 2.4 follow agreed procedures for assessing risk
- 2.5 take prompt action appropriate to the hazard and the risk, following agreed procedures and instructions
- 2.6 communicate verbally and non-verbally with colleagues and other people involved
- 2.7 make sure that any action is not dangerous for themselves and other people involved
- 2.8 clearly and accurately report the situation and what they have done to their supervisor

The learner will:

3. Search the venue for suspect items

The learner can:

- 3.1 get information on the type of item being searched for
- 3.2 search the designated area thoroughly following instructions
- 3.3 identify any suspect items and other suspicious circumstances
- 3.4 maintain their own safety and the safety of other people
- 3.5 report what they have found following agreed procedures

The learner will:

4. Know how to prepare for stewarding activities

The learner can:

- 4.1 state basic legal requirements covering the type of event they are involved in
- 4.2 describe their legal responsibilities and powers
- 4.3 show awareness of relevant guidance documents on safety at events
- 4.4 explain the importance of registration and briefing
- 4.5 explain the importance of receiving, looking after and returning passes, identification and other resources
- 4.6 explain the importance of keeping careful notes at briefings
- 4.7 explain the importance of pre-event routines
- 4.8 state pre-event timings
- 4.9 state the information to be recorded
- 4.10 describe emergency procedures, relevant code words and assembly points
- 4.11 describe the pre-event routines

The learner will:

5. Know how to identify and deal with physical hazards

The learner can:

5.1 describe how to check:

- safety equipment
- security equipment
- emergency equipment
- signs and notices

5.2 explain the importance of not disrupting the public when carrying out checks

5.3 describe what to look for when checking for hazards

5.4 describe how to assess the seriousness of the following types of hazards:

- safety hazards
- security hazards
- fire hazards
- hygiene hazards
- faulty emergency equipment

5.5 describe the correct action to take for each of the types of physical hazard listed

5.6 explain why it's important to communicate with people and colleagues clearly

5.7 describe the sort of action which could endanger themselves and others

5.8 state the correct reporting procedures for the types of physical hazards listed above

The learner will:

6. Know how to search the venue for suspect items

The learner can:

6.1 explain the importance of collecting information on the item being searched for

6.2 describe how to search the following areas carefully and thoroughly:

- confined areas
- open areas
- areas where the public is present
- areas where the public is not present

6.3 describe contents of the safety handbook

Assessment
specification

Observation, witness testimony, products of work, questioning, projects/assignments/reflective accounts, written or oral questions or professional discussion

Additional assessment note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the RQF
- Assessment Strategy for NVQs and SVQs
- RQF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Spectator Safety

Learning outcomes 1, 2 and 3 must be assessed using workplace evidence generated when the learner is preparing for a real spectator event. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

What must also be covered:

Learning outcome 1

- 1 Other resources (a minimum of three types of other resources, and all types of information)
 - communications
 - safety equipment
 - keys
 - handbook.
- 2 Information
 - potential hazards and risks
 - stewarding procedures
 - venue rules.

Learning outcome 2

- 1 Equipment (three types of equipment, all types of hazards, all types of areas, and both types of action)
 - safety equipment
 - security equipment
 - emergency equipment
 - signs and notices
- 2 Hazards
 - safety hazards
 - security hazards
 - fire hazards
 - hygiene hazards
 - faulty emergency equipment
- 3 Areas
 - confined areas
 - open areas
 - public areas
 - non-public areas.

Action

- dealing with the hazard personally
- reporting the hazard to others.

Learning outcome 3

- 1 Areas (all types of areas)
 - confined areas
 - open areas
 - areas where the public is present
 - areas where the public is not present.

Preparing for stewarding duties

- 1 Basic legal requirements covering the type of event you are involved in
- 2 Your legal responsibilities and powers
- 3 Awareness of relevant guidance documents on safety at events
- 4 The importance of registration and briefing
- 5 The importance of receiving, looking after and returning passes, identification and other resources
- 6 The importance of keeping careful notes at briefings
- 7 The importance of pre-event routines
- 8 Pre-event timings
- 9 The information to be recorded
- 10 Emergency procedures, relevant code words and assembly points
- 11 The pre-vent routines.

Dealing with physical hazards

- 12 How to check the equipment listed in the range
- 13 The importance of not disrupting the public when carrying out checks
- 14 What to look for
- 15 How to assess the seriousness of the physical hazards listed in the range
- 16 The correct action to take for each of the types of physical hazard listed
- 17 Why it's important to communicate with people and colleagues clearly
- 18 The sort of action which could endanger yourself and others
- 19 The correct reporting procedures for the types of physical hazards listed.

Searching for items

- 20 The importance of collecting information on the item being searched for
- 21 How to search the areas listed in the range carefully and thoroughly
- 22 Contents of the safety handbook.

Simulation

Realistic simulations may be used for learning outcomes/assessment criteria 2.3, 2.4, and 2.5 if there is no naturally occurring evidence.

Control the entry, exit and movement of people at spectator events (D/615/4681)

Unit aim

This unit is about helping to control and direct the movement of spectators at events, including their entry to and exit from the venue. The unit also covers basic customer care – for example, providing spectators with information and helping them with other problems, such as missing property and people, and unsocial/unlawful behaviour by other people.

Unit content

The learner will:

1. Control the entry and exit of people at events

The learner can:

- 1.1 have the necessary resources ready for use
- 1.2 make sure their behaviour and appearance meets agreed standards at all times
- 1.3 greet people in a way that makes them feel welcome and at ease
- 1.4 pay careful attention to the designated area throughout their period of duty
- 1.5 admit people and refuse entry according to agreed procedures
- 1.6 provide the people with clear reasons why they have been refused entry
- 1.7 control the queues in a safe and orderly manner
- 1.8 supervise the safe exit of people according to the agreed procedures
- 1.9 inform their supervisor when there are problems that they cannot deal with on their own

The learner will:

2. Search people for unauthorised items

The learner can:

- 2.1 identify the people to be searched on entry according to the agreed procedures

2.2 ask the identified people for permission to search, and follow the agreed procedures if they refuse

2.3 only search people of the same sex

2.4 follow the correct procedures when they find unauthorised items and explain these procedures to the people involved

2.5 inform the supervisor about any unlawful items which they find

2.6 treat the people involved with courtesy and respect at all times

The learner will:

3. Provide people with information and help them with other problems

The learner can:

3.1 communicate with people politely and clearly

3.2 ask for information which is relevant to their problem

3.3 make their sure understanding of the problem is correct

3.4 give people help which is appropriate to the problem and agreed procedures

3.5 refer people to another source of help if necessary

3.6 keep people informed of progress

3.7 deal with any complaints positively, and sympathetically as appropriate to the situation

The learner will:

4. Know how to control the entry and exit of people at events

The learner can:

4.1 describe the basic principles of customer care

4.2 explain the importance of wearing correct identification

4.3 identify the required equipment to carry

4.4 identify articles which contravene the venue rules

4.5 describe the procedures to follow when banned articles are found

4.6 explain the importance of carefully monitoring their designated area

4.7 describe how to control queues in an orderly and safe manner

4.8 describe basic legislation covering trespass and the right to refuse entry

4.9 describe the procedures for excluding people under the relevant legislation

4.10 explain why explanations should be given for refusing entry

The learner will:

5. Know how to search people for unauthorised items

The learner can:

5.1 identify the problems that may occur if a steward is prejudiced against people because of their appearance

5.2 explain the importance of only searching people of the same sex

5.3 describe the correct methods of carrying out personal searches

5.4 identify the conflicts that may occur when carrying out searches and how to resolve these

5.5 explain the importance of providing people with proper explanations and treating people with courtesy

5.6 describe the organisation's policies for searching people

5.7 describe how to identify prohibited items

5.8 describe the correct procedures for dealing with prohibited items

5.9 describe the precautions to take to protect oneself against items which may cause injuries during the search

5.10 identify the basic legislation which authorises searches of spectators and what this allows the steward to do

The learner will:

6. Know how to provide people with information and help them with other problems

The learner can:

6.1 describe how to communicate with the following types of people:

- cooperative
- uncooperative
- intoxicated
- emotional
- with limited understanding of English
- 'VIPs'

- with particular needs

6.2 describe how to get hold of the information which people may need

6.3 identify information which should not be provided according to organisational policy

6.4 identify the locations of main facilities in the venue

6.5 describe the approved procedures for giving directions and providing information

6.6 explain the importance of getting all the relevant information if they need to solve a problem

6.7 explain the importance of being polite

6.8 explain the importance of being positive when handling complaints and giving apologies

6.9 describe the approved procedures for dealing with the following types of problems:

- need for information/advice
- ticketing problems
- missing property
- missing people
- unsociable/unlawful behaviour by others
- complaints/suggestions about facility and procedures

6.10 identify whom to refer problems to which the learner cannot deal with personally

Assessment
specification

Observation, witness testimony, products of work, questioning,
projects/assignments/reflective accounts

Additional assessment note

Learning outcomes 1 and 3 must be assessed using workplace evidence generated when the learner is controlling entry, exit and movement at a real spectator event. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis. Learning outcome 2 can be assessed as above or by realistic simulation.

Learning outcomes 4, 5 and 6

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

What must also be covered:

Learning outcome 1

1 Resources (a minimum of two types of resources)

- communications

- safety equipment
 - keys
 - handbook.
- 2 People (a minimum of two types of people)
 - cooperative
 - uncooperative
 - intoxicated
 - emotional
 - with limited understanding of English
 - 'VIPs'
 - with particular needs.

Learning outcome 2

- 1 People (a minimum of two types of people)
 - cooperative
 - uncooperative
 - intoxicated
 - emotional
 - with limited understanding of English
 - 'VIPs'
 - with particular needs
- 2 Unauthorised items (a minimum of two types of unauthorised items)
 - items that could be used as weapons
 - alcohol
 - items prohibited by the facility.

Learning outcome 3

- 1 People (a minimum of two types of people)
 - cooperative
 - uncooperative
 - intoxicated
 - emotional
 - with limited understanding of English
 - 'VIPs'
 - with particular needs
- 2 Problem (a minimum of two types of problem)
 - need for information/advice
 - ticketing problems
 - missing property
 - missing people
 - unsociable/unlawful behaviour by others
 - complaints/suggestions about facilities and procedures.

What you must know and understand:

Controlling entry and exit

- 1 The basic principles of customer care
- 2 The importance of wearing correct identification
- 3 The required equipment to carry
- 4 Articles which contravene the venue rules and the procedures to follow
- 5 The importance of carefully monitoring the designated area
- 6 How to control queues in an orderly and safe manner
- 7 The laws of trespass and refusing entry
- 8 The procedures for excluding people under the relevant legislation
- 9 Reasons why explanations should be given for refusing entry.

Searching people

- 10 The problems that may occur if you are prejudiced against people because of their appearance
- 11 The importance of only searching people of the same sex as yourself
- 12 The correct methods of carrying out personal searches
- 13 Conflicts that may occur when carrying out searches and how to resolve these
- 14 The importance of providing people with proper explanations and treating people with courtesy
- 15 The organisation's policies for searching people
- 16 How to identify prohibited items
- 17 The correct procedures for dealing with prohibited items
- 18 The precautions to take to protect yourself against items which may cause injuries during the search
- 19 The basic legislation which authorises you to search spectators and what this allows you to do.

Giving information and solving problems

- 20 How to communicate with the types of people listed under 'what you must cover'
- 21 How to get hold of the information which people may need
- 22 Information which should not be provided according to organisational policy
- 23 Location of the main facilities
- 24 The approved procedures for giving directions and providing information
- 25 The importance of getting all the relevant information if you want to solve a problem
- 26 The importance of being polite
- 27 The importance of being positive when handling complaints and giving apologies
- 28 The approved procedures for dealing with the problems listed in the range
- 29 Who to refer problems to when you cannot deal with them yourself.

Simulation

Realistic simulations (not classroom based) may be used for learning outcomes/assessment criteria 1 and 2 if there is no naturally occurring evidence.

Supplementary evidence

Supplementary evidence in the form of questioning may also be used for learning outcome 2.4 if no naturally occurring evidence is available.

Monitor spectators and deal with crowd problems (H/615/4682)

Unit aim

This unit is about keeping a careful watch over spectators and dealing with crowd problems such as unexpected movements, local overcrowding, over-capacity and unsociable/unlawful behaviour.

Unit content

The learner will:

1. Monitor crowds and identify potential problems

The learner can:

- 1.1 have the necessary resources ready for use
- 1.2 make sure their behaviour and appearance meets agreed standards at all times
- 1.3 carry out their duties impartially
- 1.4 pay careful attention to the crowd and the conditions in their designated area throughout their period of duty
- 1.5 identify crowd problems when they occur

The learner will:

2. Follow instructions and procedures to deal with crowd problems

The learner can:

- 2.1 assess and report the crowd problem, answering any questions from supervisors clearly and accurately
- 2.2 take action following instructions and agreed procedures
- 2.3 make sure that any action is not dangerous to themselves and the other people involved
- 2.4 communicate with the people involved and colleagues clearly
- 2.5 reassure the people involved and encourage them to be calm and follow instructions
- 2.6 keep their control room/supervisor informed of the situation

The learner will:

3. Know how to monitor crowds and identify potential problems

The learner can:

- 3.1 explain the importance of carefully observing crowds and areas
- 3.2 explain the importance of wearing steward's identification at all times
- 3.3 identify the resources they need to have available and why
- 3.4 describe what to look for when monitoring crowds
- 3.5 explain why it's important to carry out their duties impartially
- 3.6 give examples of how to carry out duties impartially
- 3.7 explain why personal conduct and appearance are important
- 3.8 describe the sort of personal conduct and appearance that is appropriate
- 3.9 identify the particular hazards to look out for in the following types of areas:
 - confined areas
 - open areas
 - public areas
 - non-public areas

The learner will:

4. Know how to follow instructions and procedures to deal with crowd problems

The learner can:

- 4.1 identify the basic legal requirements covering disability, discrimination and safety
- 4.2 identify the obvious signs of the following types of crowd problems:
 - unexpected crowd movements
 - local overcrowding
 - over-capacity
 - distress
 - separation of individuals and groups
 - unsociable behaviour
 - unlawful behaviour
 - entry into restricted areas
- 4.3 describe how to assess how serious the problem is
- 4.4 describe the procedures to follow for each type of crowd problem
- 4.5 describe basic conflict management techniques and defensive tactics

4.6 explain why it's important to communicate clearly with the people involved and with colleagues

4.7 explain why it's important to reassure the people involved and encourage them to be calm

4.8 describe how to reassure people and encourage them to be calm

4.9 identify the type of action which might endanger themselves and others

4.10 describe the correct reporting procedures to use

Assessment specification	Observation, witness testimony, products of work, questioning, projects/assignments/reflective accounts
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Additional assessment note

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the RQF
- Assessment Strategy for NVQs and SVQs
- RQF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Spectator Safety.

Learning outcomes 1 and 2 must be assessed using workplace evidence generated when the learner is monitoring crowds at a real spectator event. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

Learning outcomes 3 and 4

These may be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

What must also be covered:

Learning outcome 1

- 1 Resources (a minimum of two types of resources)
 - communications
 - safety equipment
 - keys
 - handbook.
- 2 Crowds (a minimum of two types of crowds)
 - friendly
 - aggressive
 - excited
- 3 Areas (all types of areas)
 - confined areas
 - open areas
 - public areas
 - non-public areas

- 4 Crowd problems (a minimum of four types of crowd problems)
 - unexpected crowd movements
 - local overcrowding
 - over-capacity
 - distress
 - separation of individuals and groups
 - unsociable behaviour
 - unlawful behaviour
 - entry into restricted areas.

Learning outcome 2

- 1 Crowd problems (a minimum of four types of crowd problems)
 - unexpected crowd movements
 - local overcrowding
 - over-capacity
 - distress
 - separation of individuals and groups
 - unsociable behaviour
 - unlawful behaviour
 - entry into restricted areas
- 2 Action (all types of actions)
 - removing people and objects
 - containing the crowd
 - being visible to the crowd
 - reassuring
 - warning
- 3 People (a minimum of two types of people)
 - cooperative
 - uncooperative
 - intoxicated
 - emotional
 - with limited understanding of English
 - 'VIPs'
 - with particular needs.

What you must know and understand:

Monitoring crowds

- 1 The importance of carefully observing crowds and areas
- 2 The importance of wearing steward's identification at all times
- 3 What resources you need to have available and why
- 4 What to look for when monitoring crowds
- 5 Why it's important to carry out your duties impartially - how to do so
- 6 What sort of personal conduct and appearance is appropriate and why
- 7 The particular hazards to look out for in the types of areas listed.

Dealing with crowd problems

- 8 Basic legal requirements covering disability, discrimination and safety
- 9 The obvious signs of the types of hazardous behaviour listed
- 10 How to assess how serious the behaviour is
- 11 The correct action to take for different types of crowd problem and the procedures to follow
- 12 Conflict management techniques and defensive tactics
- 13 Why it's important to communicate clearly with the people involved and colleagues
- 14 Why it's important to reassure the people involved and encourage them to be calm and how to do so
- 15 The type of action which might endanger themselves and others
- 16 The correct reporting procedures to use.

Simulation

Simulation is not allowed for this unit.

Support the work of the team and organisation (K/615/4683)

Unit aim

This unit is about whether the learner can work well as a member of the team, improve their own work and the work of the team as a whole.

Unit content

The learner will:

1. Know how to support the work of own team and organisation

The learner can:

1.1 Describe the values or codes of practice relevant to the work being carried out

1.2 Outline the importance of effective team work

1.3 Describe how improving own work and the work of the team can improve the organisation as a whole and the level of service that the customer receives

The learner will:

2. Know how to work effectively with colleagues

The learner can:

2.1 Describe what 'good working relationships' with colleagues means

2.2 Outline how to establish good working relationships with colleagues

2.3 Describe why it is important to communicate clearly with colleagues

2.4 Outline how to communicate with managers in organisation

2.5 List the duties within area of own responsibility

2.6 Describe why it is important to carry out duties as agreed or warn colleagues in good time if not possible

2.7 Identify situations in which help may be needed

2.8 Describe the importance of always asking for help and information when it is needed

2.9 Describe situations in which help and information may need to be provided to colleagues

2.10 Describe situations in which it is not appropriate to provide help and information to colleagues

2.11 Outline the purpose of team meetings

2.12 Outline why team discussions are important and why they should contribute to them

2.13 Outline the procedures for dealing with conflict in own organisation

The learner will:

3. Be able to work effectively with colleagues

The learner can:

3.1 Establish good working relationships with colleagues

3.2 Communicate verbally and in writing with colleagues clearly

3.3 Maintain standards of professional behaviour

3.4 Carry out own duties and commitments to colleagues as agreed, or tell them in good time when it is not possible do what they expect

3.5 Ask for help and information when needed

3.6 Provide colleagues with help and information when they need it, in line with organisation's policies and procedures

3.7 Take part in team discussions

3.8 Follow the correct procedures in the case of disagreements or problems with colleagues

The learner will:

4. Know how to improve own work

The learner can:

4.1 Describe why it is important to continuously improve own work

4.2 Describe why it is important to assess own work and get feedback from colleagues

4.3 Describe what it means to 'handle criticism positively'

4.4 Describe why it is important to handle criticism positively

4.5 Identify the relevant member of staff in own organisation with whom own work can be planned and developed

4.6 Identify the procedures to follow to take part in training and development activities

4.7 Identify opportunities to take on new responsibilities and develop in own career, and the skills and knowledge needed to do this

4.8 Outline how to develop a career plan that will help own progression

The learner will:

5. Be able to improve own work

The learner can:

5.1 Evaluate all aspects of own work

5.2 Ask colleagues and customers for feedback on own work

5.3 Handle feedback positively

5.4 Work with a relevant person to agree:

- own strengths
- areas where own work could be improved
- new areas of skill and knowledge which may be needed for future responsibilities

5.5 Take part in relevant training and development

5.6 Regularly review personal development

The learner will:

6. Know how to help to improve the work of own organisation

The learner can:

6.1 Describe the types of situations in which customers give feedback on the services they receive

6.2 Outline why it is important to listen to customer feedback

6.3 Outline how to identify areas where the organisation's work could be improved

6.4 Identify the procedures to follow for making suggestions on how to improve services to customers

6.5 Describe why it is important to discuss own suggestions with colleagues and to take account of their ideas

The learner will:

7. Be able to help to improve the work of own organisation

The learner can:

7.1 Ask customers for feedback on the organisation's services

7.2 Identify ways the team could improve services

7.3 Discuss with relevant colleagues how to change services for the better

7.4 Help to change services so that they meet customers' needs

Assessment
specification

Observation, witness testimony, products of work, questioning,
projects/assignments/reflective accounts

Additional assessment note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the RQF
- Assessment Strategy for NVQs & SVQs
- RQF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

Learning outcomes 1, 2, 4 and 6

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is supporting the work of the team and organisation.

Learning outcome 3

- 1 Colleague (a minimum of two types)
 - working at the same level as self
 - responsible to self
 - line manager
 - people from outside own organisation
- 2 Communication (both types)
 - spoken
 - written.

Learning outcome 5

- 1 Colleague (a minimum of two types)
 - working at the same level as self
 - responsible to self
 - line manager.

Learning outcome 7

- 1 Colleague (a minimum of two types)
 - working at the same level as self
 - responsible to self
 - line manager.

What you must know and understand:

For the whole unit

- 1 The values or codes of practice relevant to the work you are carrying out
- 2 The importance of effective team work
- 3 How improving your own work and the work of your team can improve your organisation as a whole and the level of service that the customer receives.

Work effectively with your colleagues

- 4 What 'good working relationships' with your colleagues means
- 5 How to establish good working relationships with your colleagues
- 6 Why it is important to communicate clearly with your colleagues
- 7 How to communicate with managers in your organisation
- 8 The duties that you are responsible for
- 9 Why it is important to carry out your duties as agreed or warn colleagues in good time if you cannot
- 10 Situations in which you may need help in your work and why you should always ask for help and information in these situations
- 11 Situations in which you may need to provide help and information to your colleagues
- 12 Situations in which you should not provide help and information to your colleagues
- 13 The purpose of team meetings
- 14 Why team discussions are important and why you should contribute to them
- 15 Procedures for dealing with conflict in your organisation.

Improve your own work

- 16 Why it is important to continuously improve your own work
- 17 Why it is important to assess your own work yourself and get feedback from your colleagues
- 18 What it means to 'handle criticism positively' and why this is important
- 19 The relevant member of staff in your organisation with whom you can plan and develop your work
- 20 The procedures you should follow when you want to take part in training and development activities.

Help to improve the work of your organisation

- 21 The types of situations in which customers give you feedback on the services they receive
- 22 Why it is important to listen to customer feedback
- 23 How to identify areas where the team's work could be improved
- 24 The procedures you should follow for making suggestions on how to improve services to customers
- 25 Why it is important to discuss your suggestions with colleagues and to take account of their ideas.

Simulation

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

Use of supplementary evidence

Questioning is allowed for Learning Outcome 3, Assessment Criteria 8 if no naturally occurring evidence is available.

Help to manage conflict (M/615/4684)

Unit aim

This unit is about dealing with situations where there is conflict between people. The unit includes using effective communication (verbal and non-verbal) to defuse the situation, maintaining your own personal safety, giving advice and warnings, and calling for assistance when required. This does not include attempting to physically control or restrain people.

Unit content

The learner will:

1. Communicate with people in conflict situations

The learner can:

- 1.1 Remain calm and follow their organisation's procedures
- 1.2 Communicate with the people in a way that minimises and reduces conflict
- 1.3 Maintain their own personal space
- 1.4 Respect the personal space of others
- 1.5 Listen actively to what people are saying
- 1.6 Show empathy
- 1.7 Use sensitive questioning to get further information about the situation
- 1.8 Summarise and feedback to people what they have said and confirm understanding of the situation

The learner will:

2. Follow procedures to resolve conflict

The learner can:

- 2.1 Assess the risks to themselves and others in the situation
- 2.2 Assess the seriousness of the situation and the behaviour of the people involved
- 2.3 Maintain their own personal safety
- 2.4 Follow agreed procedures for the type of situation and people involved

2.5 Collect and report necessary information about the people involved and the situation

The learner will:

3. Know how to communicate with people in conflict situations

The learner can:

3.1 Identify the types of conflict situations that are likely to arise

3.2 Describe the correct responses for each of these types of situations

3.3 Identify the legal considerations covering self-defence and the use of force and your own role and responsibilities

3.4 Explain the importance of effective communication with people in conflict situations and how poor communication can make situations worse

3.5 Describe the appropriate forms of body language and other non-verbal types of communication to use

3.6 Explain what is meant by personal space and why it is important to maintain one's personal space

3.7 Describe how to maintain personal space and the personal space of others

3.8 Explain why it is important to show one is listening actively to what is being said

3.9 Describe how to demonstrate active listening

3.10 Describe how to show empathy

3.11 Explain why showing empathy is important

3.12 Describe how to use sensitive questioning to get information about a situation

3.13 Explain why it is important to summarise and feedback to others what has been said

The learner will:

4. Know how to follow procedures to resolve conflict

The learner can:

4.1 Describe how to carry out risk assessments in conflict situations and the factors that should be kept in mind

4.2 Identify situations in which it would be appropriate to:

- Do nothing
- Maintain observation

- Give advice or a warning
- Use a report or incident card
- Consider ejection
- Consider arrest

4.3 Explain why they should inform the supervisor/control room of their initial response

4.4 Explain why they should collect and report information about the people involved and the situation

4.5 Describe how to collect and report relevant information

4.6 Describe how to maintain their own personal safety and that of others involved in the situation

4.7 Explain why it is important to keep an accurate record of what has happened

4.8 Describe what they should record that could be used as evidence

4.9 Identify other sources of evidence that may be used

Assessment specification	Observation, witness testimony, products of work, questioning, projects/assignments/reflective accounts
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Additional assessment note

Learning outcomes 1 and 2 must be assessed using workplace evidence when the learner is dealing with conflict or by realistic simulations. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

What must also be covered:

Learning outcome 1

- 1 Ways to communicate (all ways to communicate)
 - verbal communication
 - body language
 - other forms of non-verbal communication
- 2 People (a minimum of two types of people)
 - cooperative
 - uncooperative
 - intoxicated
 - emotional
 - with a limited understanding of English
 - people with particular needs.

Learning outcome 2

- 1 Procedures (all types of procedure)
 - do nothing
 - maintain observation

- give advice or warning
 - request assistance
- 2 People (a minimum of two types of people)
- cooperative
 - uncooperative
 - intoxicated
 - emotional
 - with a limited understanding of English
 - people with particular needs.

Learning outcomes 3 and 4

These can be assessed through:

- professional discussion
- oral questions and answers
- questions requiring written answers.

What you must know and understand

- 1 The types of conflict situations that are likely to arise
- 2 The correct responses for each of these types of situations
- 3 Legal considerations covering self-defence and the use of force and your own role and responsibilities
- 4 The importance of effective communication with people in conflict situations and how poor communication can make situations worse
- 5 The appropriate forms of body language and other non-verbal types of communication to use
- 6 What is meant by personal space and why it is important to maintain your personal space and how to do so
- 7 Why and how to respect the personal space of others
- 8 Why it is important to show you are listening actively to what is being said and how to do so
- 9 How to show empathy and why this is important
- 10 How to use sensitive questioning to get information about a situation
- 11 Why it is important to summarise and feedback to others what you have heard them say
- 12 How to carry out risk assessments in conflict situations and the factors you should bear in mind
- 13 Situations in which it would be appropriate to:
 - do nothing
 - maintain observation
 - give advice or a warning
 - use a report or incident card
 - consider ejection
 - consider arrest
- 14 Why should you inform the supervisor/control room of your initial response
- 15 Why you should collect and report information about the people involved and the situation and how to do so
- 16 How to maintain your own personal safety and that of others involved in the situation
- 17 Why it is important to keep an accurate record of what has happened
- 18 What you should record that could be used as evidence
- 19 Other sources of evidence that may be used.

Simulation

Simulation is allowed for learning outcomes 1 and 2 if there is no naturally occurring evidence. Simulations must meet the criteria contained in the Assessment Strategy for this NVQ/SVQ and must cover all of the requirements listed for this unit.

Use of supplementary evidence

Supplementary evidence in the form of questioning may also be used for learning outcome 2.2 if no naturally occurring evidence is available.

Deal with accidents and emergencies (T/615/4685)

Unit aim

Play, sport and recreation always involves an element of challenge and risk, and accidents will happen from time to time. Other emergencies, such as fires, may also occur. It is very important that all members of staff are competent to deal with accidents and emergencies so that the welfare of spectators and colleagues is maintained.

Unit content

The learner will:

1. Deal with injuries and signs of illness

The learner can:

- 1.1 Remain calm and follow their organisation's procedures
- 1.2 Protect the casualty and other people involved from further risk
- 1.3 Call for qualified assistance that is appropriate to the casualty's condition
- 1.4 Provide reassurance and comfort to those involved
- 1.5 Give the qualified assistance clear and accurate information about what happened
- 1.6 Follow the accident reporting procedures, as required

The learner will:

2. Follow emergency procedures

The learner can:

- 2.1 Give the people involved in the emergency clear and correct instructions
- 2.2 Carry out their role in the emergency procedures calmly and correctly
- 2.3 Maintain the safety of the people involved
- 2.4 Follow the correct procedures for reporting the emergency
- 2.5 Report any problems with the emergency procedures to the relevant colleague

The learner will:

3. Know how to deal with injuries and signs of illness

The learner can:

- 3.1 Describe the values or codes of practice relevant to the work they are carrying out
- 3.2 Explain the importance of dealing with accidents and emergencies promptly, calmly and correctly
- 3.3 Identify the types of injuries and illnesses that may occur in their area of work
- 3.4 Describe how to deal with these injuries and illnesses before qualified assistance arrives
- 3.5 Identify whether to contact the on-site first aider or immediately call the emergency services depending on the situation and organisational procedures
- 3.6 Identify who is the on-site first aider and describe how to contact them
- 3.7 Describe the procedures they should follow to contact the emergency services
- 3.8 Explain why it is important to protect the casualty and others involved from further harm
- 3.9 Describe the procedures to follow to protect the casualty and others
- 3.10 Explain why it is important to provide comfort and reassurance
- 3.11 Describe how to provide reassurance and comfort
- 3.12 Describe their responsibilities for reporting accidents
- 3.13 Describe the procedures for reporting accidents

The learner will:

4. Know how to follow emergency procedures

The learner can:

- 4.1 Describe the emergency procedures in their place of work for:
 - Fires
 - Security incidents
 - Missing persons
- 4.2 Describe the instructions that must be given to the people involved in each type of incident
- 4.3 Describe their organisation's reporting procedures for emergencies
- 4.4 Describe the types of problems that may occur during emergency procedures
- 4.5 Explain why they should report problems with emergency procedures

4.6 Identify who problems with emergency procedures should be reported to

Assessment specification	Observation, witness testimony, products of work, questioning, projects/assignments/reflective accounts
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Additional assessment note

Learning outcomes 1 and 2 must be assessed using workplace evidence generated when the learner is dealing with accidents and emergencies or through realistic simulations.

What must also be covered:

Learning outcome 1

- 1 Casualty (a minimum of one type)
 - adult
 - child
 - person with particular needs
- 2 Qualified assistance (a minimum of one type)
 - the organisation's first aider
 - emergency services
- 3 Conditions (a minimum of one type)
 - minor injury that can be dealt with on-site
 - minor illness that can be dealt with on-site
 - major injury requiring medical attention
 - major illness requiring medical attention.
- 4 One type of property
- 5 Two types of equipment and materials

If the learner can only cover one type of casualty, one type of assistance and one type of condition through workplace evidence or simulation, they must be questioned on the rest.

Learning outcome 2

- 1 People (a minimum of one type)
 - adults
 - children
 - people with particular needs.

If the learner can only cover one type of people through workplace evidence or simulation, they must be questioned on the rest.

Learning outcomes 3 and 4

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

What you must know and understand:

For the whole unit

- 1 The values or codes of practice relevant to the work you are carrying out
- 2 The importance of dealing with accidents and emergencies promptly, calmly and correctly.

Deal with injuries and signs of illness

- 3 The types of injuries and illnesses that may occur in your area of work
- 4 How to deal with these before qualified assistance arrives
- 5 How to decide whether to contact the on-site first aider or immediately call the emergency services
- 6 Who is the on-site first aider and how to contact them
- 7 The procedures you should follow to contact the emergency services
- 8 Why it is important to protect the casualty and others involved from further harm
- 9 The procedures you should follow to protect the casualty and others
- 10 Why it is important to provide comfort and reassurance and how to do so
- 11 Your responsibilities for reporting accidents and the procedures you should follow.

Follow emergency procedures

- 12 The emergency procedures in your place of work for fires, security incidents and missing persons
- 13 What instructions you must give to the people involved
- 14 Your organisation's reporting procedures for emergencies
- 15 The types of problems that may occur when you are carrying out emergency procedures, why you should report them and who you should report them to.

Simulation

If no evidence is available from either assessor observations or the learner's past work, simulation is allowed for this unit. Simulations must meet the criteria contained in the Assessment Strategy for this NVQ/SVQ and must cover all of the requirements listed for this unit.

Use of supplementary evidence

Supplementary evidence may also be used for learning outcome 2, assessment criteria 5 if no naturally occurring evidence is available.



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