

# YMCA Level 2 Award in Understanding Stewarding at Spectator Events (603/1915/X)

## Qualification Specification





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# Level 2 Award in Understanding Stewarding at Spectator Events

## Qualification Specification

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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.

## Licensing agreement and Copyright

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## Qualification overview

This qualification is regulated by:

Ofqual  
CCEA Regulation (Council for Curriculum, Examinations and Assessment)  
QW (Qualifications Wales)

### Qualification aim

The aim of this qualification is to give learners a good basic understanding of stewarding at spectator events.

### Overview of knowledge, skills and understanding

Learners will cover:

- How stewards prepare for spectator events
- How stewards control the entry, exit and movement of spectators at events
- How to respond to injuries, illnesses and other emergencies in active leisure and learning
- How stewards monitor crowds and deal with potential crowd problems

### Target group and age range

This qualification is aimed at learners that are 16+. This qualification is not approved for use by learners under the age of 16.

## Qualification structure

To achieve the Level 2 Award in Understanding Stewarding at Spectator Events, learners must achieve 5 credits from the four mandatory units.

Unit reference number	Unit title	Level	Credit	Mandatory/Optional
Y/615/8132	How stewards prepare for spectator events	2	1	Mandatory
R/615/8131	How stewards control the entry, exit and movement of spectators at events	2	2	Mandatory
L/615/8130	How to respond to injuries, illnesses and other emergencies in active leisure and learning	2	1	Mandatory
D/615/8133	How stewards monitor crowds and deal with potential crowd problems	2	1	Mandatory

The Total Qualification Time (TQT) for the Award is 50. The Guided Learning Hours (GLH) assigned are 40.

### 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](mailto:awards.products@ymca.co.uk).

### Entry requirements

There are no formal entry requirements for candidates undertaking these qualifications.

### Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following qualifications:

- Level 2 NVQ in Spectator Safety
- Level 2 Award in Employment Awareness in Active Leisure and Learning
- Level 3 NVQ Leisure Management

### Mapping to standards

The following Level 2 Spectator Safety National Occupational Standards are represented in the units of this qualification:

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

### 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](http://www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre).

### Qualification approval

If your centre is already approved, 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](http://www.ymcaawards.co.uk/approvals).

### Tutor, assessor and IQA requirements

Staff carrying out the delivery, assessment and internal quality assurance of these qualifications must be able to demonstrate that they meet the requirements listed below.

Centres are expected to support their staff in ensuring that their knowledge remains current for the occupational area and that staff maintain best practice in delivery, mentoring, training, assessment and verification, taking account of any national or legislative developments.

### **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 the areas of Sport and Active Leisure 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, one 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**

Assessors must:

- be technically competent in the areas for which they are assessing. This competence must be at least to the same level as the assessment
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the areas of Sport and Active Leisure 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.

Assessors should ideally hold, or be working towards, one 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 for Learning and Development which can be found on the NOS Database:

[www.ukstandards.org.uk](http://www.ukstandards.org.uk)

If none of the above 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 verifiers**

Internal verifiers must:

- be technically competent in the areas for which they are carrying out internal verification. This competence must be at least to the same level as the qualification
- be occupationally knowledgeable in the areas of Sport and Active Leisure for which they are carrying out internal verification. This knowledge must be at least to the same level as the qualification
- have credible experience of internal quality assurance.

Internal verifiers should ideally hold, or be working towards, one 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](http://www.ukstandards.org.uk)

If none of the above 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 verifiers hold a recognised assessing qualification.

### **Registration**

All learners must be registered within the first 10% of the duration of their course (e.g. 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](http://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 Curriculum, Examinations and Assessment)

Wales and regulated by QW (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](http://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](http://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 (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 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](http://www.ymcaawards.co.uk/centres/centre-guidance)

The assessment for these qualifications will be through assignments which will be externally set, internally assessed and externally verified.

### 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. No LAR is available for this qualification.

## Using a Workbook

Individual workbooks for each unit that contain externally set internally assessed multiple choice questions are available for this qualification. These work books can be downloaded from the secure section of the YMCA Awards website.

Guidance on how to administer these assessments can be found on the website. Should you require any further information please email: [awards.support@ymca.co.uk](mailto:awards.support@ymca.co.uk)

### Test 1

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

Number of questions: 25

Duration: 45 minutes

### Test 2

Unit: How stewards control the entry, exit and movement of spectators at events

Number of questions: 26

Duration: 45 minutes

### Test 3

Unit: How stewards prepare for spectator events

Number of questions: 15

Duration: 30 minutes

### Test 4

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

Number of questions: 14

Duration: 30 minutes

## Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to evidence internal assessment then 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.

A typical portfolio of evidence could include:

- evidence index
- assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports/presentations
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).
- summary of achievement

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

As a guide to selecting appropriate assessments methods see the suggested example in the ‘Qualification content’ section of this specification. We also have a selection of word template documents that you might find useful when creating your learners portfolios of evidence.

## External assessment

There is no external assessment in 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](http://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](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Qualification content

### Unit specifications and recommended assessment methods

# How stewards prepare for spectator events Y/615/8132

## Unit aim

This unit covers the knowledge and understanding that stewards at spectator events require concerning their roles and responsibilities, how they should prepare for spectator events and how to check a venue for hazards.

The unit only covers managing a situation until a trained first aider arrives. It does not require knowledge or skills in first aid.

## Unit content

The learner will:

### 1 Understand the roles and responsibilities of stewards and other staff at spectator events

The learner can:

- 1.1 Outline the importance of safety at spectator events
- 1.2 Describe the contribution that stewards make to the provision of safety and customer service
- 1.3 Give examples of different types of events at which stewarding takes place
- 1.4 Identify the basic legal requirements for a spectator event
- 1.5 Identify the different roles and responsibilities of stewards at a spectator event
- 1.6 Outline why it is important for stewards to work together as a team
- 1.7 State the legal limitations of stewards at spectator events
- 1.8 List the roles and responsibilities of other people involved in spectator safety at an event
- 1.9 Describe how the roles and responsibilities of other people relate to the stewarding team
- 1.10 Give examples of guidance documents on stewarding at events and how to access these
- 1.11 Outline how different spectator event policies and procedures may affect the steward's role

1.12 Outline why it is important for stewards to continue to develop themselves in their job role

The learner will:

## 2 Know how stewards prepare for their duties at spectator events

The learner can:

- 2.1 Describe appropriate standards of appearance for stewards at spectator events
- 2.2 Describe appropriate standards of behaviour for stewards at spectator events
- 2.3 Outline why it is important for stewards to wear correct identification at all times
- 2.4 Outline the content of a typical spectator event safety handbook
- 2.5 Outline why registration, briefing and pre-event routines are important
- 2.6 List the typical pre-event routines that stewards could be involved in
- 2.7 Identify the resources stewards could receive at registration and briefing
- 2.8 Outline why it is important for stewards to look after the resources they receive
- 2.9 Outline the procedures stewards should follow to check their resources and report faults
- 2.10 Outline why it is important for stewards to take note of information provided at briefings
- 2.11 List the types of information stewards could be given at a briefing

The learner will:

## 3 Know how stewards check for and respond to hazards at spectator event venues

The learner can:

- 3.1 Identify the facilities in a typical venue that a steward should know the location of
- 3.2 Identify and interpret the signage in a typical venue
- 3.3 Identify the types of hazards that may be found at venues
- 3.4 Outline the typical procedures for checking different areas of a venue for hazards
- 3.5 Outline the procedures that stewards should follow when they identify hazards
- 3.6 Outline the importance of stewards following procedures when they identify hazards





# How stewards control the entry, exit and movement of spectators at events R/615/8131

## Unit aim

The aim of this unit is for the candidate to cover the necessary knowledge and understanding that stewards at spectator events require concerning controlling the entry, movement and exit of people at spectator events, recognising and responding to illegal and prohibited items, giving spectators' information and helping them with their problems and dealing with challenging customer behaviour.

## Unit content

The learner will:

### 1 Know how stewards control the entry, exit and movement of spectators at events

The learner can:

- 1.1 Outline the legal requirements and powers covering a steward's right to refuse entry and their right to ask someone to leave a venue
- 1.2 Describe the procedures stewards should follow when refusing entry or asking someone to leave
- 1.3 Outline why stewards should give explanations when they are refusing entry or asking someone to leave
- 1.4 Describe the procedures stewards should follow to supervise spectator entry
- 1.5 Describe the procedures stewards should follow to control queues
- 1.6 Describe the procedures stewards should follow to supervise spectator movement between different areas
- 1.7 Outline why it is important for stewards to monitor their designated area carefully
- 1.8 Describe the procedures stewards should follow to supervise spectator exit

The learner will:

### 2 Know how stewards recognise and respond to illegal and prohibited items at spectator events

The learner can:

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- 2.1 Identify the types of illegal items that spectators may bring to events
- 2.2 Describe the procedures stewards should follow when they identify illegal items
- 2.3 Identify the types of items that may be prohibited at different venues and events
- 2.4 Describe the procedures stewards should follow when they identify prohibited items

The learner will:

### 3 Know how stewards help customers with their problems at spectator events

The learner can:

- 3.1 Outline why it is important for stewards to provide high standards of customer care at spectator events
- 3.2 Outline why it is important for stewards to take account of diversity and equality when dealing with customers at spectator events
- 3.3 Describe how stewards should interact with customers at spectator events
- 3.4 Identify the types of information that customers at spectator events may need
- 3.5 Describe how stewards should respond to different requests for information
- 3.6 Identify the types of problem that customers may have at spectator events
- 3.7 Identify how stewards should help customers with their problems
- 3.8 Identify the types of customer problems that stewards should refer to someone else
- 3.9 Outline the procedures stewards should follow for handling complaints

The learner will:

### 4 Know how stewards deal with challenging customer behaviour at spectator events

The learner can:

- 4.1 Recognise the types of situations that may cause challenging customer behaviour at spectator events
- 4.2 State the limits of stewards' powers and responsibilities when dealing with challenging behaviour
- 4.3 Describe how stewards should respond to challenging behaviour and prevent it escalating

- 4.4 Identify the difference between stewards being assertive and being aggressive
- 4.5 Identify when and how stewards should call for assistance and support
- 4.6 Outline legal considerations covering self-defence and the reasonable use of force

#### Assessment specification

Multiple choice assessment

# How to respond to injuries, illnesses and other emergencies in active leisure and learning L/615/8130

## Unit aim

The aim of this unit is for the candidate to cover the necessary knowledge and understanding that stewards at spectator events require concerning their roles and responsibilities, how they should prepare for spectator events and for checking a venue for hazards.

## Unit content

The learner will:

### 1 Know how to respond to injuries and illnesses on a first on scene basis

The learner can:

- 1.1 Outline why it is important to deal with people who are injured or ill promptly, calmly and correctly
- 1.2 Identify the broad types of injury and illness that may occur
- 1.3 Outline how to deal with injuries and illnesses on a 'first on scene' basis
- 1.4 State the types of information and support that should be given to qualified assistance
- 1.5 Outline why it is important to report accidents and incidents
- 1.6 Identify the typical procedures for reporting accidents and incidents

The learner will:

## 2 Know how to follow emergency procedures

The learner can:

- 2.1 Outline why it is important to respond to emergencies promptly, calmly and correctly
- 2.2 Identify the types of emergency that may occur
- 2.3 Outline the procedures for responding to emergencies
- 2.4 Identify the different roles and responsibilities of people in a workplace for each type of emergency
- 2.5 List the types of problems that may occur during emergency procedures
- 2.6 Outline how to respond to problems during emergency procedures
- 2.7 State why problems with emergency procedures should be reported

**Assessment specification**

Multiple choice assessment

# How stewards monitor crowds and deal with potential crowd problems

## D/615/8133

### Unit aim

The aim of this unit is for the candidate to cover the necessary knowledge and understanding that stewards at spectator events require concerning recognising and responding to potential crowd problems and recognising and responding to illegal and unsociable behaviour.

### Unit content

The learner will:

## 1 Know how stewards recognise and respond to potential crowd problems at spectator events

The learner can:

- 1.1 Outline why it is important for stewards to monitor for potential crowd problems
- 1.2 Describe how stewards should monitor for potential crowd problems
- 1.3 Identify the types of potential crowd problem at spectator events
- 1.4 State what stewards should do when they identify potential crowd problems
- 1.5 Outline the procedures stewards are asked to follow in response to different types of crowd problems
- 1.6 Outline why it is important for stewards to remain calm and follow instructions when there are potential crowd problems
- 1.7 Identify situations in which stewards may place themselves and others at risk when trying to respond to potential crowd problems
- 1.8 Identify how stewards can avoid placing themselves and others at risk when trying to respond to potential crowd problems

The learner will:

## 2 Know how stewards recognise and respond to illegal and unsociable behaviour at spectator events

The learner can:

- 2.1 Outline why it is important for stewards to recognise and respond to illegal and unsociable behaviour
- 2.2 Identify the types of illegal behaviour that may occur at spectator events
- 2.3 Outline the procedures stewards should follow when they encounter illegal behaviour
- 2.4 Identify the types of unsociable behaviour that may occur at spectator events
- 2.5 Outline the procedures stewards should follow when they encounter unsociable behaviour

**Assessment specification**

Multiple choice assessment





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*YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).*

*YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.*

*To view YMCA Awards' full range of qualifications please visit  
[www.ymcaawards.co.uk](http://www.ymcaawards.co.uk).*

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