YMCA Level 3 NVQ Certificate in Spectator Safety (603/1030/3)

YMCA Awards

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Level 3 NVQ Certificate in Spectator Safety

Qualification Specification

Qualification number: 603/1030/3

Operational start date: 1 March 2017

Contents

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 a supervisory role in stewarding, spectator events, security and volunteering.

Overview of knowledge, skills and understanding

The Spectator Safety qualifications provide the knowledge and experience needed to work as a steward at sports grounds, music venues, festivals, marches and any other events that require spectator safety, and fulfil the regulations and requirements for stewarding set out by the government 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 and emergencies
- Supporting the efficient use of resources as well as managing own professional development
- Manage information for action
- Control and detain people at a spectator event for action by the police
- Work with others to improve customer service.

Target group and age range

This qualification is aimed at a range of learners that are 18+.

Qualification structure

To achieve the Level 3 NVQ Certificate in Spectator Safety the learner must obtain a total of 24 credits. The learner must achieve 16 credits from the mandatory units plus a minimum of 8 credits from the optional units.

This qualification is made up of 4 mandatory units and 6 optional units.

Mandatory units

Unit reference number	Unit title	Level	Credit
J/615/4688	Prepare stewards and venues for spectator events	3	6
L/615/4692	Maintain stewarding in designated areas and deal with spectator problems and emergencies	3	4
R/615/4693	Deal with accidents and emergencies	2	2
Y/615/4694	Develop productive working relationships with colleagues	3	4

Optional units

Unit reference number	Unit title	Level	Credit
D/615/4695	Support the efficient use of resources	4	5
Y/615/4713	Manage own resources and professional development	4	5
H/615/4696	Manage information for action	3	6
M/615/4684	Help to manage conflict	2	4
K/615/4697	Control and detain people at a spectator event for action by the police	2	4
D/601/1553	Work with others to improve customer service	3	8

The Total Qualification Time (TQT) for this qualification is 240. The Guided Learning Hours (GLH) assigned are 110.

YMCA Awards strongly recommends that centres do not use the control and detain people unit (K/615/4697) as it will be difficult and in some case not possible to obtain real life working evidence. This is as a result of changes in legislation covering this area. For further information please contact YMCA Awards directly.

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

Learners should already hold the Level 2 Spectator Safety qualifications or equivalent to complete the qualification units satisfactorily.

Without evidence of formal qualifications, learners must show adequate prior knowledge and experience to make sure they have the potential to gain the qualification.

Opportunities for progression

This qualification can lead to or help the following job roles:
- Event Steward supervisor (sport, music, etc.)
- Security Officer/Manager
- Football Safety Officer
- Spectator safety staff (festivals, carnivals, marches)
- Event volunteer.

This qualification can lead to or help with progression to the following qualifications:
- Level 4 NVQ Diploma in Spectator Safety Management.

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)](#). The following standards are covered in this qualification:

- Prepare stewards and venues for spectator events (C212)
- Maintain stewarding in designated areas and deal with spectator problems and emergencies (C213)
- Develop productive working relationships with colleagues (A324)
- Support the efficient use of resources (A21)
- Manage your own resources and professional development (A323)
- Manage information for action (A41)
- Control and detain people at a spectator event for action by the police (C238).

Apprenticeship framework

This qualification is part of the advanced 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 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.

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-3-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 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.

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 3 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 (eg, 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 (eg, 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 3 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

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.

If a YMCA Awards 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. 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 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.

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.

In the case of some units, assessors and verifiers should take account of the fact that opportunities for the learner to generate evidence will be rare and therefore it will be acceptable to use 'historical evidence' – produced before the learner has actually registered for the qualification. However, this evidence should not be drawn from more than two years before the particular unit is assessed and should be validated as being authentic

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 stewards and venues for spectator events (J/615/4688)

Unit aim

This unit covers the knowledge and competence that the learner needs to prepare stewards and venues for spectator events.

Unit content

The learner will:

1. Know how to prepare stewards and venues for spectator events

The learner can:

1.1 Explain the importance of thorough preparation prior to events

1.2 Explain the possible consequences of not preparing thoroughly prior to events

1.3 Identify legal and organisational requirements relating to safety at the venue

1.4 Outline basic requirements relating to the Health and Safety at Work Act and how these apply to stewards at events

1.5 Identify all relevant aspects of the area within own control

1.6 Identify all relevant aspects of the programme for the event and the types of spectators who are likely to attend

The learner will:

2. Know how to allocate responsibilities to stewards

The learner can:

2.1 Describe the importance of having stewards with the right level of competence for their roles and responsibilities

2.2 Identify the roles and responsibilities of stewards in own area of responsibility

2.3 Explain the competences which stewards need to fulfil identified roles and responsibilities

2.4 Explain how to assess the competence of stewards to ensure they can fulfil their roles and responsibilities

2.5 Explain how to identify the number of stewards needed in own area of responsibility

2.6 Explain how to decide when it will be necessary to request more stewards

2.7 Explain the procedures to follow when it is necessary to request more stewards

The learner will:

3. Be able to allocate responsibilities to stewards

The learner can:

3.1 Assess the competence of stewards for particular roles and responsibilities using relevant information

3.2 Make sure this information is complete, accurate and up-to-date

3.3 Choose stewards for roles and responsibilities who meet the required specifications

3.4 Ensure there is the correct number of stewards for the designated area

3.5 Make sure that the allocation of stewards to roles and responsibilities takes account of legislation and local statutory requirements

The learner will:

4. Know how to brief stewards on arrangements for the event

The learner can:

4.1 Explain how to brief stewards clearly and effectively before events

4.2 Explain the importance of briefing stewards clearly and effectively before events

4.3 Explain how to decide what information stewards will need to carry out their roles properly

4.4 Explain how to get the required information

4.5 Explain the relevant points which stewards need to know and why these things are important

4.6 Explain why it is important to check understanding and how to do so

4.7 Describe the types of questions which stewards may have, and how to answer these

4.8 Explain how to recognise and deal with misunderstandings

4.9 Identify the types of misunderstandings which may occur

4.10 Explain how to obtain and check clear written briefing sheets

4.11 Explain the importance of obtaining and checking clear written briefing sheets

4.12 Explain how tone and language used when briefing stewards ensures that they adopt a responsible attitude to the event and their responsibilities

4.13 Describe the equipment needed for the event

4.14 Explain the procedures to access the equipment needed for the event

4.15 Identify the records which need to be completed

4.16 Explain the importance of completing records accurately

The learner will:

5. Be able to brief stewards on arrangements for the event

The learner can:
5.1 Find out what information the stewards will need

5.2 Obtain all the necessary information before the briefing

5.3 Clearly and accurately communicate the main points which are relevant to the stewards and the reasons why they are important

5.4 Check the stewards' understanding of what has been said and answer any questions clearly and correctly

5.5 Recognise and quickly deal with any misunderstandings

5.6 Make sure that written briefing sheets are available in good time for the briefing

5.7 Brief the stewards in a way which maintains a responsible attitude to the event and the arrangements

5.8 Make sure that the stewards are properly equipped and dressed for the event

5.9 Complete any required records of the briefing correctly and legibly

The learner will:

6. Know how to check the venue before the event

The learner can:
6.1 Describe the main features of own areas of responsibility

6.2 Explain the types of hazards which are likely to occur in own areas of responsibility

6.3 Explain how to organise the checking of own area

6.4 Explain how to assess hazards that may cause harm to spectators and to stewards

6.5 Explain the types of actions to take in response to the 10 types of hazards

6.6 Identify types of action which may endanger self and others

6.7 Describe hazard reporting procedures

6.8 Describe the records which need to be completed

6.9 Explain the importance of completing required records accurately

The learner will:

7. Be able to check the venue before the event

The learner can:

7.1 Carefully check own designated area, following organisational procedures

7.2 Identify and promptly report any hazards to spectators and stewards

7.3 Correctly assess the seriousness of the hazard in consultation with the responsible person

7.4 Take action which is appropriate to the nature of the hazard and the circumstances, following organisational procedures

7.5 Make sure that whatever action taken does not endanger self or others

7.6 Clearly report the hazard and the action taken to the responsible colleague

7.7 Complete all necessary records legibly and correctly

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 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 3 NVQ Certificate in Spectator Safety

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 preparing stewards and venues for spectator events.

Learning outcome 3
When allocating responsibilities to stewards, the learner must cover both of the following types:
a   Stewards
    1   employees
    2   contract staff

With both of the following types:
b   Roles and responsibilities
    1   safety
    2   customer care

With all of the following types:
c   Information
    1   type of activity in the area
    2   programme for the event
    3   number of stewards needed
    4   house/ground rules

With all of the following types:
d   Specifications
    1   experience
    2   competence
    3   personal qualities
    4   physical capability.

Learning outcome 5
When briefing stewards on arrangements for the event, the learner must cover five of the following types:
a   Information
    1   the arrangements for the event
    2   emergency procedures
    3   code words
    4   location of emergency equipment
    5   key stewarding tasks
    6   forward intelligence
    7   steward safety
    8   stewards present

With both of the following types:
b   Stewards
    1   employees
    2   contract staff

With two of the following types:
c   Records
    1   equipment issued
    2   who has been briefed
    3   the information they have been given

4   who has given the briefing.

Learning outcome 7

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

a   Areas:
    1   confined areas
    2   open areas
    3   public areas
    4   non-public areas

With three of the following types:

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

Simulation

Simulation is not permitted for any learning outcomes within this unit.

Maintain stewarding in designated areas and deal with spectator problems and emergencies (L/615/4692)

Unit aim

This unit covers the knowledge and competence that the learner needs to maintain stewarding in designated areas, deal with spectator problems and emergencies, and debrief stewards.

Unit content

The learner will:

1. Know how to monitor and maintain stewarding in the designated area

The learner can:

1.1 Identify the relevant organisational and legal requirements for monitoring and maintaining stewarding

1.2 Describe the possible consequences of not monitoring stewarding arrangements

1.3 Explain how to monitor stewards in the designated area

1.4 Explain how to monitor and maintain the safety of stewards

1.5 Explain how to calculate the number of stewards required in the designated area

1.6 Explain the required duties of the stewards in the designated area

1.7 Describe the information needed about conditions in the designated area

1.8 Describe how to obtain information needed about conditions in the designated area

1.9 Explain how to evaluate information received about conditions in the designated area

1.10 Identify procedures for relaying information to the responsible colleague

1.11 Describe the records which need to be kept in relation to monitoring and maintaining stewarding

1.12 Explain why records in relation to monitoring and maintaining stewarding are important

1.13 Explain how to give effective directions to stewards

The learner will:

2. Be able to monitor and maintain stewarding in the designated area

The learner can:

2.1 Monitor the stewards in the designated area

2.2 Make sure there is the correct number of stewards at designated points, and that they are carrying out their duties throughout the event

2.3 Monitor and maintain the safety of stewards

2.4 Obtain information about the conditions in the area of responsibility throughout the event

2.5 Evaluate information about conditions at agreed intervals

2.6 Communicate with the responsible colleague using the agreed procedures

2.7 Keep accurate and clear records of all significant information and decisions, following organisational procedures

2.8 Provide the stewards with clear and prompt directions in line with organisational and legal requirements

The learner will:

3. Know how to assess and respond to referred problems and emergencies

The learner can:

3.1 Identify safety procedures within the venue

3.2 Describe own responsibilities and scope of control for dealing with referred problems and emergencies

3.3 Outline the types of crowd behaviour, physical hazards and emergencies which are likely to occur

3.4 Explain how to assess the seriousness of the types of problems and emergencies listed in the range

3.5 Explain the appropriate action to take and procedures to follow for the types of problems and emergencies listed in the range

3.6 Describe what it means to make decisions impartially

3.7 Explain the importance of making decisions impartially

3.8 Explain how to give clear and calm instructions to stewards

3.9 Explain the importance of giving clear and calm instructions to stewards

3.10 Describe the records which need to be kept in relation to problems and emergencies

3.11 Explain the importance of the records which need to be kept

3.12 Explain how to communicate with spectators sympathetically and assertively

3.13 Explain the importance of communicating with spectators sympathetically and assertively

The learner will:

4. Be able to assess and respond to referred problems and emergencies

The learner can:

4.1 Promptly assess the seriousness of the problem and/or emergency using the information available

4.2 Instruct the stewards to take action which is appropriate to the problem and/or emergency and agreed procedures

4.3 Make all decisions impartially

4.4 Provide stewards with clear and calm instructions

4.5 Promptly and clearly inform the responsible colleague of the problem and/or emergency and the action being taken

4.6 Record information on the problem and/or emergency and the action taken legibly on the required record sheet

4.7 Communicate with spectators in a sympathetic but assertive manner

The learner will:

5. Know how to debrief stewards and check venue and equipment

The learner can:

5.1 Describe the information which is needed for debriefing sessions

5.2 Explain how to obtain the information which is needed for debriefing sessions

5.3 Explain the importance of debriefing

5.4 Explain how to effectively encourage feedback on the event and the arrangements

5.5 Describe the importance of getting both negative and positive feedback on the event and the arrangements

5.6 Explain the importance of checking the accuracy and relevance of feedback with other stewards

5.7 Explain how to evaluate feedback and pick up on the main points

5.8 Outline reporting procedures

5.9 Explain why equipment and venue must be checked following an event

5.10 Explain how to identify damaged and ineffective equipment

5.11 Explain the procedures for removing damaged and ineffective equipment from service

5.12 Explain how to check the venue following an event

5.13 Identify reporting procedures for the equipment and venue

The learner will:

6. Be able to debrief stewards and check venue and equipment

The learner can:

6.1 Obtain the information needed for debriefing from the responsible colleague

6.2 Encourage the stewards to provide both positive and negative feedback on the event and arrangements

6.3 Check the accuracy and relevance of feedback with other stewards

6.4 Collect all the relevant information from stewards

6.5 Evaluate the information collected from stewards

6.6 Communicate relevant information from the debrief, to the responsible colleague

6.7 Make sure all incidents are fully reported and recorded

6.8 Make sure that all reports are factual and follow agreed procedures

6.9 Follow the organisational procedures for getting equipment back from the stewards

6.10 Follow organisational procedures for checking the venue

6.11 Record and report issues to do with equipment and the venue to the responsible colleague

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 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 QCF
- Assessment Strategy for NVQs & SVQs
- RQF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Certificate in Spectator Safety

Learning outcomes 1, 2, 4 and 6
This 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 maintaining stewarding in designated areas and dealing with spectator problems and emergencies

Learning outcome 3
When monitoring and maintaining stewarding in the designated area, the learner must cover all of the following types:
a   Area
    1   confined areas
    2   open areas
    3   public areas
    4   non-public areas

With two of the following types:
b   Information
    1   crowd behaviour
    2   physical hazards
    3   emergencies
    4   revised procedures

With two of the following types:
c   Methods of communicating
    1   radio
    2   telephone
    3   face-to-face.

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

a   Problems and/or emergencies
    1   unlawful and unsociable behaviour
    2   dangerous crowd situations
    3   physical hazards
    4   fire
    5   structural failure
    6   medical emergencies

With two of the following types:

b   Information collected
    1   by observation
    2   from stewards
    3   from spectators
    4   from colleagues

With three of the following types:

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

Learning outcome 7

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

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

With two of the following types:

b   Equipment
    1   pens and notepads
    2   safety equipment
    3   keys
    4   handbooks.

Simulation

Simulation is not permitted for any learning outcomes within this unit.

Deal with accidents and emergencies (R/615/4693)

Unit aim

This unit covers the knowledge and competence needed 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

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.

Learning outcome 1

While dealing with injuries and signs of illness the learner must cover one of the following types of casualties:
- a   adult
- b   child
- c   person with particular needs

At least one of the following types of qualified assistance:
- d   the organisation's first aider
- e   emergency services

And at least one of the following types of conditions:
- f   minor injury that can be dealt with on-site
- g   minor illness that can be dealt with on-site
- h   major injury requiring medical attention
- i   major illness requiring medical attention.

And at least one type of property

And at least 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

While following emergency procedures, the learner must cover at least one of the following types of people:
- a   adults
- b   children
- c   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.

Simulation

Simulation is permitted within this unit, if there is no naturally occurring evidence.

Use of supplementary evidence
Supplementary evidence is allowed for 2.5 only, if there is no naturally occurring evidence is available

Develop productive working relationships with colleagues (Y/615/4694)

Unit aim
This unit assesses the knowledge and competence needed to develop productive working relationships with colleagues.

Unit content
The learner will:

1. Understand how to establish and maintain working relationships with colleagues

The learner can:

1.1 Describe the benefits of developing productive working relationships with colleagues

1.2 Explain how to identify disagreements with colleagues

1.3 Describe techniques for resolving conflicts with colleagues

1.4 Explain how to identify conflicts of interest with colleagues

1.5 Describe the measures that can be used to manage or remove conflicts of interest with colleagues

1.6 Explain how to take account of diversity issues when developing working relationships with colleagues

The learner will:

2. Be able to establish and maintain working relationships with colleagues

The learner can:

2.1 Establish working relationships with all colleagues who are relevant to own area of responsibility

2.2 Recognise, agree and respect the roles and responsibilities of colleagues

2.3 Take account of the priorities, expectations and authority of colleagues in decisions and actions

The learner will:

3. Understand how to improve performance with colleagues

The learner can:

3.1 Describe how to get and make use of feedback on own performance from colleagues

3.2 Describe how to provide colleagues with useful feedback on their performance

The learner will:

4. Be able to improve performance with colleagues

The learner can:

4.1 Provide feedback to colleagues on their performance

4.2 Seek feedback from colleagues on own performance in order to identify areas for improvement

The learner will:

5. Understand how to communicate with colleagues

The learner can:

5.1 Outline the principles of effective communication

5.2 Describe how to apply the principles of effective communication when working with colleagues

5.3 Outline the importance of exchanging information and resources with colleagues

The learner will:

6. Understand the sector in which they work with colleagues

The learner can:

6.1 Identify the relevant regulations and codes of practice that apply in the industry or sector

6.2 Describe standards of behaviour and performance in the industry or sector

6.3 Describe the working culture of the industry or sector

The learner will:

7. Understand the context in which they work with colleagues

The learner can:

7.1 Identify the current and future work being carried out with colleagues

7.2 Identify the colleagues who are relevant to the work being carried out, their work roles and responsibilities

7.3 Describe the processes within the organisation for making decisions

7.4 Describe line management responsibilities and relationships within the organisation

7.5 Describe the organisation's values and culture

7.6 Explain how power, influence and politics works within the organisation

7.7 Identify the standards of behaviour and performance expected in the organisation

7.8 Describe the information and resources that different colleagues might need

7.9 Explain work agreements with colleagues

The learner will:

8. Be able to work with colleagues

The learner can:

8.1 Fulfil agreements made with colleagues and keep them informed of progress

8.2 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements

8.3 Resolve any conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out

8.4 Exchange information and resources with colleagues to make sure that all parties can work effectively

Assessment specification	Observation, witness testimony, products of work, questioning, projects/assignments/reflective accounts. Simulation is not allowed for any of the learning outcomes in this unit.

Additional assessment note

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

Simulation

Simulation is not permitted for any learning outcomes within this unit.

Support the efficient use of resources (D/615/4695)

Unit aim
This unit covers the knowledge and competence that the learner needs to support the efficient use of resource.

Unit content
The learner will:

1. Know how to support the efficient use of resources

The learner can:

1.1 Explain how to communicate effectively with team members, colleagues and line managers

1.2 Identify team objectives and organisational policies regarding the use of resources

1.3 Describe the organisational procedures for making recommendations on the use of resources

1.4 Explain the importance of effective management of resources to organisational performance

1.5 Describe the principles underpinning the effective and efficient management of resources

The learner will:

2. Know how to make recommendations for the use of resources

The learner can:

2.1 Explain how to develop and argue an effective case for changes in the management of resources

2.2 Explain how to enable people to identify and communicate the resources they need

2.3 Describe the trends and developments which may influence the future use of resources and how to plan for these

The learner will:

3. Be able to make recommendations for the use of resources

The learner can:

3.1 Give relevant people the opportunity to provide information on the resources the team needs

3.2 Make recommendations for the use of resources that take account of relevant past experience

3.3 Make recommendations that take account of trends and developments which are likely to affect the use of resources

3.4 Make recommendations that are consistent with team objectives, organisational policies and environmental concerns

3.5 Make recommendations that clearly indicate the potential benefits expected from the planned use of resources

3.6 Present the recommendations to relevant people in an appropriate and timely manner

The learner will:

4. Know how to contribute to the control of resources

The learner can:

4.1 Explain how to encourage others to take responsibility for the control of resources in own area of work

4.2 Describe the potential environmental impact of the resources being used

4.3 Describe the problems which may occur with resources and how these can be dealt with

4.4 Describe the importance of keeping accurate records on the use of resources

4.5 Explain how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services

4.6 Explain how to analyse the past use of resources

4.7 Explain how to use results of analysis to make recommendations on more effective use of resources in the future

The learner will:

5. Be able to contribute to the control of resources

The learner can:

5.1 Give relevant people opportunities to take individual responsibility for the efficient use of resources

5.2 Monitor the use of resources under own control at appropriate intervals

5.3 Make sure the use of resources by the team is efficient and takes into account the potential impact on the environment

5.4 Monitor the quality of resources continuously and ensure consistency in product and service delivery

5.5 Identify problems with resources promptly

5.6 Make recommendations for corrective action to the relevant people as soon as possible

5.7 Make recommendations for improving the use of resources to relevant people in an appropriate and timely manner

5.8 Make sure that records relating to the use of resources are complete, accurate and available to authorised people only

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 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 & SVQs
- RQF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Certificate in Spectator Safety.

Learning outcomes 1, 2 and 4
This can be assessed by:
- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is supporting the efficient use of resources.

Learning outcome 3
When making recommendations for the use of resources, the learner must cover one of the following types:
a   Relevant people
    1   team members
    2   colleagues working at the same level
    3   higher level managers or supervisors

With both of the following types:
b   Recommendations

    1   short term
    2   medium term.

Learning outcome 5

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

a   Relevant people
    1   team members
    2   colleagues working at the same level
    3   higher level managers or supervisors

With two of the following types:

b   Corrective action
    1   altering activities
    2   modifying the use of resources
    3   re-negotiating the allocation of resources.

Simulation

Simulation is not permitted for any learning outcomes within this unit.

Manage own resources and professional development (Y/615/4713)

Unit aim
This unit assesses the knowledge and competence a manager or someone in a similar position of responsibility needs to plan and engage in continuing professional development.

Unit content
The learner will:

1. Understand the relationship between the management of personal resources and performance in own work role

The learner can:

1.1 Explain the significance of personal resource management

1.2 Summarise active leisure and learning industry requirements for the development or maintenance of knowledge, understanding and skills

The learner will:

2. Understand how to identify the requirements of a work role

The learner can:

2.1 Describe methods to identify work role requirements

2.2 Summarise own work role requirements

2.3 Describe the limits of own work role responsibility

2.4 Describe the reporting lines in own organisation

The learner will:

3. Know how to set work objectives to meet the requirements of a work role

The learner can:

3.1 Explain how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)

3.2 Summarise work objectives for own work role

The learner will:

4. Know how to evaluate personal resources against work role requirements and agreed work objectives

The learner can:

4.1 Explain the importance of performance feedback

4.2 Describe sources through which feedback can be obtained and indicate those sources that are available in own organisation

4.3 Describe methods which can be used to identify development needs/gaps between work role requirements and current knowledge, understanding and skills

4.4 Explain how to record use of own time and identify possible improvements to time management

4.5 Outline and identify gaps in current knowledge, understanding and skills in relation to own work role

The learner will:

5. Understand how to develop personal resources to meet work role requirements and improve performance

The learner can:

5.1 Describe the main components of an effective development plan

5.2 Describe the contents of own personal development plan

5.3 Explain how to update work objectives and development plans in the light of performance, feedback, development activities or wider change

5.4 Outline own organisation's policy and procedures in terms of personal development

5.5 Describe the main types of development activities which can be undertaken to address gaps in knowledge, understanding and skills and indicate those that are available via own organisation

5.6 Describe the type of information that could be used to make a personal assessment of whether development activities have contributed to improving own work performance

The learner will:

6. Be able to identify learning needs in the context of own work role

The learner can:

6.1 Evaluate the current and future requirements of own work role, taking account of the vision and objectives of the organisation

6.2 Evaluate own values, career and personal goals

6.3 Identify information which is relevant to own work role and professional development

6.4 Agree personal work objectives with relevant people

6.5 Agree how to measure personal progress towards work objectives with relevant people

6.6 Identify gaps between the current and future requirements of own work role and own current knowledge, understanding and skills

The learner will:

7. Be able to plan own continuing professional development

The learner can:

7.1 Agree with relevant people in the organisation a development plan to address identified gaps in current knowledge, understanding and skills and support own career and personal goals

The learner will:

8. Be able to engage in continuing professional development

The learner can:

8.1 Undertake the activities identified in own development plan

8.2 Evaluate the contribution that development activities make to own performance

8.3 Review own personal work objectives in the light of performance, development activities undertaken and any wider changes

8.4 Seek regular feedback on own performance from colleagues

8.5 Ensure own performance consistently meets or goes beyond agreed requirements

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

Additional assessment note

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

Simulation

Simulation is not permitted for any learning outcomes within this unit.

Manage information for action (H/615/4696)

Unit aim
This unit covers the knowledge and competence that the learner needs to manage information for action.

Unit content
The learner will:

1. Know how to manage information for action

The learner can:

1.1 Explain own role and responsibility in relation to providing information and advice to others

1.2 Explain own role and responsibility in relation to gathering, validating and analysing information

1.3 Identify the types of qualitative and quantitative information which are essential to own role and responsibilities

1.4 Explain how to give information and advice effectively in both oral and written format

1.5 Explain how to record and store the information which is needed

1.6 Explain the importance to team and organisational effectiveness of gathering, validating and analysing information

The learner will:

2. Know how to gather required information

The learner can:

2.1 Explain how to gather information needed for the job:
- electronically
- manually

2.2 Describe the types of problems which may occur when gathering information

2.3 Explain how to overcome problems which may occur when gathering information

2.4 Evaluate the effectiveness of current methods of gathering and storing information

2.5 Describe the procedures to follow in order to make recommendations for improvements to systems and procedures

The learner will:

3. Be able to gather required information

The learner can:

3.1 Gather information that is accurate, sufficient and relevant to the purpose for which it is needed

3.2 Take prompt and effective action to overcome problems in gathering relevant information

3.3 Record and store the information gathered according to organisational systems and procedures

3.4 Ensure that the information gathered is accessible in the required format to authorised people only

3.5 Identify possible improvements to systems and procedures

3.6 Pass on identified possible improvements to systems and procedures to the relevant people

The learner will:

4. Know how to inform and advise others

The learner can:

4.1 Outline the types of information and advice that other people may require within own area of work

4.2 Explain how to develop and present a reasoned case when providing advice to others

4.3 Explain how to confirm the recipient's understanding of the information and advice which have been provided

4.4 Explain the importance of confirming the recipient's understanding of the information and advice which have been provided

4.5 Explain how to seek feedback on the quality and relevance of the advice and information provided

4.6 Explain the importance of encouraging and enabling feedback on the quality and relevance of the advice and information provided

4.7 Identify organisational policies, procedures and resource constraints which may affect advice and information given to others

4.8 Explain the importance of providing information and advice to others

4.9 Explain how to check the validity of information and advice provided to others

4.10 Explain the importance of checking the validity of information and advice provided to others

4.11 Explain the principles of confidentiality when handling information and advice

The learner will:

5. Be able to inform and advise others

The learner can:

5.1 Give information and advice at a time and place, and in a form and manner, appropriate to the needs of recipients

5.2 Ensure the information and advice given is accurate, current, relevant and sufficient

5.3 Give information and advice that is consistent with organisational policy, procedures and resource constraints

5.4 Use reasoned arguments and appropriate evidence to support own information and advice

5.5 Check and confirm recipients' understanding of the information and advice that has been given

5.6 Maintain confidentiality according to organisational requirements

5.7 Seek feedback from recipients about the information and advice provided

5.8 Use feedback from recipients to improve the ways in which information and advice is given

The learner will:

6. Know how to hold meetings

The learner can:

6.1 Explain how to determine when a meeting is the most effective way of dealing with issues, and the possible alternatives available

6.2 Explain the value and limitations of meetings as a method of exchanging information and making decisions

6.3 Explain procedures to follow when calling meetings and preparing for them

6.4 Explain how to determine who are the necessary people to attend the meeting

6.5 Explain how to determine the purpose and objectives of meetings

6.6 Explain the importance of determining the purpose and objectives of meetings

6.7 Explain the styles of leadership which can be used to run meetings

6.8 Describe how to choose a style of leadership according the nature of the meeting

6.9 Explain how to manage discussions so that the objectives of the meeting are met within the allocated time

6.10 Explain how to identify unhelpful arguments and digressions

6.11 Explain strategies which may be used to discourage unhelpful arguments and digressions

The learner will:

7. Be able to hold meetings

The learner can:
7.1 Give sufficient notice of the meeting to allow the necessary people to attend

7.2 Make the purpose and objectives of the meeting clear at the start

7.3 Adopt a style of leadership that helps people to make useful contributions

7.4 Discourage unhelpful arguments and digressions

7.5 Achieve the objectives of the meeting within the allocated time

7.6 Give clear, accurate and concise information about outcomes of the meeting promptly to those who need it

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 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 & SVQs
- RQF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Certificate in Spectator Safety.

Learning outcome 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 managing information for action.

Learning outcome 3
When gathering required information, the learner must cover two of the following types:
a   Information
   1   quantitative
   2   qualitative
   3   in electronic format
   4   paper-based

With one of the following types:
b   Systems and procedures
   1   formal
   2   informal.

Learning outcome 5
When informing and advising others, the learner must cover two of the following types:
a   Information and advice
   1   spoken
   2   written
   3   in electronic format

With two of the following types:
b   Recipients
   1   team members
   2   colleagues working at the same level
   3   higher level managers or sponsors
   4   people not part of own organisation.

Learning outcome 7
When holding meetings, the learner must cover one of the following types:
a   Meetings
   1   involving people within own organisation
   2   involving people from outside own organisation

With one of the following types:
b   Purposes
   1   information giving
   2   consultation
   3   decision making.

Simulation
Simulation is not permitted for any learning outcomes within this unit.

Help to manage conflict (M/615/4684)

Unit aim

This unit is about dealing with situations where there is conflict between people. The unit covers 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. The unit does not cover 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 and 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 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

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.

Learning outcome 1
The learner must communicate appropriately using all of the following methods:
- a   verbal communication
- b   body language
- c   other forms of non-verbal communication

And must communicate with two of the following types of people:
- d   cooperative
- e   uncooperative
- f   intoxicated
- g   emotional
- h   with a limited understanding of English
- i   people with particular needs.

If the learner can only cover two types of people through workplace evidence, they must be questioned on the rest.

Learning outcome 2
While resolving conflict the learner must cover all of the following types of procedures:
- a do nothing
- b maintain observation
- c   give advice or warning
- d request assistance

With two of the following types of people:
- e cooperative
- f uncooperative
- g intoxicated
- h emotional
- i with a limited understanding of English
- j people with particular needs.

Learning outcomes 3 and 4
These can be assessed through:
- • professional discussion
- • oral questions and answers
- • questions requiring written answers.

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

Use of supplementary evidence
Supplementary evidence in the form of questioning is also allowed for 2.2 if no naturally occurring evidence is available.

Control and detain people at a spectator event for action by the police (K/615/4697)

Unit aim
This unit covers the knowledge and competence that the learner needs to control and detain people at a spectator event for action by the police.

Unit content
The learner will:

1. Know how to control and detain people at a spectator event for action by the police

The learner can:

1.1 Explain the implications of unlawful behaviour for the safety, security and welfare of spectators

1.2 Identify offences that constitute unlawful behaviour at the types of events relevant to own work

1.3 Describe situations in which the use of force can be legally justified

1.4 Explain common law as it applies to the defence of 'self-defence'

1.5 Explain approved techniques that can be used to restrain people

1.6 Outline basic principles of customer care

1.7 Describe factors to bear in mind when using force

1.8 Explain how to vary own approach according to factors to bear in mind when using force

1.9 Explain why it is important to minimise the risk of injury to those involved

1.10 Explain how to maintain own personal safety and that of others involved in the situation

1.11 Describe the agreed procedures for detaining people

1.12 Identify own limits of authority in regard to restraining and detaining people

1.13 Describe the basic legal requirements for detaining people

1.14 Describe situations where detaining people is not lawful

1.15 Explain the possible implications of detaining people

1.16 Explain safety techniques for detaining people

1.17 Explain the importance of maintaining contact with own supervisor, and following their instructions, during incidents

1.18 Describe why it is important to keep an accurate record of what has happened

1.19 Identify what should be recorded that could be used as evidence

1.20 Identify other sources of evidence that may be used

1.21 Describe the importance of giving full and accurate information to the police

1.22 Explain procedures for reporting to the police

The learner will:

2. Be able to use reasonable force to control people in conflict situations

The learner can:

2.1 Assess the need to use force according to legal requirements

2.2 Call relevant person/people for assistance

2.3 Only use the amount of force justified by the resistance offered by the people involved

2.4 Make sure use of force is tactically sound for the situation

2.5 Minimise the risk of injury to self and to others

2.6 Maintain own safety and that of others

2.7 Take people to a secure area

2.8 Keep an accurate record of what has happened

The learner will:

3. Be able to detain people for action by the police

The learner can:

3.1 Identify situations where detention is necessary and lawful

3.2 Follow agreed procedures for detaining people and explain to people involved what is happening and why

3.3 Use a minimum of force and remain polite and courteous throughout the incident

3.4 Maintain own safety and that of the people involved

3.5 Keep in contact with own supervisors during the incident and follow their guidance

3.6 Hand over detained people to the police

3.7 Give the police full and accurate information about the incident

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 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 & SVQs
- RQF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Certificate in Spectator Safety.

Learning outcomes 2 and 3 must be assessed using workplace evidence generated when the learner is controlling and detaining people at a spectator event for action by the police.

When controlling and detaining people at a spectator event for action by the police, the learner must cover two of the following types of:
- a   People
  - 1   Intoxicated
  - 2   Violent
  - 3   Stronger
  - 4   Weaker
  - 5   using weapons
  - 6   with particular needs

Simulation

Simulation is not allowed for learning outcomes in this unit

Work with others to improve customer service (D/601/1553)

Unit aim

This unit is about how the learner develops a relationship with others to improve their customer service performance.

Unit content

The learner will:

1. improve customer service by working with others

The learner can:

1.1 contribute constructive ideas for improving customer service

1.2 identify what they have to do to improve customer service and confirm this with others

1.3 agree with others what they have to do to improve customer service

1.4 co-operate with others to improve customer service

1.5 keep their commitments made to others

1.6 make others aware of anything that may affect plans to improve customer service

The learner will:

2. monitor their own performance when improving customer service

The learner can:

2.1 discuss with others how what they do affects customer service performance

2.2 identify how the way they work with others contributes towards improving customer service

The learner will:

3. monitor team performance when improving customer service

The learner can:

3.1 discuss with others how teamwork affects customer service performance

3.2 work with others to collect information on team customer service performance

3.3 identify with others how customer service teamwork could be improved

3.4 take action with others to improve customer service performance

The learner will:

4. understand how to work with others to improve customer service

The learner can:

4.1 describe who else is involved either directly or indirectly in the delivery of customer service

4.2 describe the roles and responsibilities of others in their organisation

4.3 describe the roles of others outside their organisation who have an impact on their services or products

4.4 evaluate what the goals or targets of their organisation are in relation to customer service and how these are set

4.5 evaluate how their organisation identifies improvements in customer service

Assessment specification	Observation, witness testimony, products of work, questioning, projects/assignments/reflective accounts, simulation is not allowed

Additional assessment note

There must also be evidence that the learners work at real spectator events has met the following requirements for the unit:

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

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

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