Specification

Level 3 NVQ Certificate in Spectator Safety (QCF)

For first registration April 2011

Issue 2

edexcel

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Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Contents

Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 Certificate in Spectator Safety (QCF):

Qualification title	Qualification Number (QN)	Regulation start date	Operational start date
Edexcel Level 3 Certificate in Spectator Safety (QCF)	600/1422/2	25/03/2011	01/04/2011

This qualification has been approved within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF unit reference number, which are listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

For further information on the funding of 14–19 qualifications offered in England, please refer to the DFE Section 96 website.

For further information on the funding of 19+ qualifications offered in England, please refer to the SFA website.

For further information on funding in Wales, visit the DAQW website.

For further information on funding in Northern Ireland, visit the DELNI and DENI website.

The title in this specification replaces the following qualification from 01/04/2011:

Qualification title	Qualification Number (QN)	Regulation start date	Operational end date
Edexcel Level 3 NVQ in Spectator Safety	500/4034/0	01/06/2008	31/03/2011

Key features of the Edexcel Level 3 NVQ Certificate in Spectator Safety (QCF)

This qualification:

- is nationally recognised
- is based on the Level 3 Spectator Safety National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by SkillsActive.

What is the purpose of this qualification?

The primary target group is stewards who provide services – such as health, safety and security, customer service to help spectators have a safe and enjoyable experience at the event.

Typical settings will be events held at either indoor or outdoor facilities including for example, football stadia, indoor arenas and other sport centres.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

What are the benefits of these qualifications to the learner and employer?

This qualification satisfies the qualification requirements for people working, in a supervisory capacity, in licensed venues as set out in the Football Licensing Authority's Guide to Safety at Sports Grounds ('the green guide').

This qualification requires individuals to demonstrate competence against National Occupational Standards, which are based on the needs of the sector as defined by SkillsActive, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector.

What are the potential job roles for those working towards this qualification?

- Steward or other spectator safety roles, including more senior, and supervisory roles.

What progression opportunities are available to learners who achieve this qualification?

Learners can progress onto appropriate further education, such as higher level NVQs and other vocationally related qualifications such as BTEC Nationals and Higher Nationals, or into employment in active leisure and learning in roles in spectator safety

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 NVQ Certificate in Spectator Safety (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

The learner must achieve 16 credits from the four mandatory units, Plus a further 8 credits from a minimum of two optional units, the minimum total credit is 24.

Edexcel Level 3 NVQ Certificate in Spectator Safety (QCF)			
Unit reference	**Mandatory units**	**Level**	**Credit**
K/502/8409	Unit 1: Prepare stewards and venues for spectator events	3	6
D/502/8410	Unit 2: Maintain stewarding in designated areas and deal with spectator problems and emergencies	3	4
D/501/5138	Unit 3: Deal with accidents and emergencies	2	2
K/502/8426	Unit 4: Develop productive working relationships with colleagues	3	4
Unit reference	**Optional units**	**Level**	**Credit**
H/502/8456	Unit 5: Support the efficient use of resources	4	5
M/502/8458	Unit 6: Manage own resources and professional development	4	5
K/502/8457	Unit 7: Manage information for action	3	6
J/501/5134	Unit 8: Help to manage conflict	2	4
K/502/8412	Unit 9: Control and detain people at a spectator event for action by the police	2	4
D/601/1553	Unit 10: Work with others to improve customer service	3	8

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or

- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for this qualifications has been included in *Annexe D*. They have been developed by SkillsActive in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments

- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers

- quality control of assessment

- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace

- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification

- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in *Annexe D*)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EPW)

- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website, www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

Each qualification is designed to support learners working in the spectator safety sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:

> The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code:

> This is the unit owner's reference number for the specified unit.

Unit reference number:

> This code is a unique reference number for the unit.

QCF level:

> All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.

Credit value:

> All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

> A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.

Unit summary:

> This provides a summary of the purpose of the unit.

Assessment requirements/evidence requirements:

> The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment methodology:

> This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:

> Portfolio reference: The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.

> Date: The learner should give the date when the evidence has been provided.

> Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

> The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

> Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: Prepare stewards and venues for spectator events

Unit code: C212

Unit reference number: K/502/8409

QCF level: 3

Credit value: 6

Guided learning hours: 26

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF

- Assessment Strategy for NVQs and SVQs

- QCF 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

These must be assessed using workplace evidence generated when the learner is preparing stewards and venues for spectatator events.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to prepare stewards and venues for spectator events	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to allocate responsibilities to stewards	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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to allocate responsibilities to stewards	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			
4 Know how to brief stewards on arrangements for the event	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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	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			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to brief stewards on arrangements for the event	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to check the venue before the event	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to check the venue before the event	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			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 2: Maintain stewarding in designated areas and deal with spectator problems and emergencies

Unit code: C213

Unit reference number: D/502/8410

QCF level: 3

Credit value: 4

Guided learning hours: 15

Unit summary

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.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Certificate in Spectator Safety.

Learning outcomes 2 and 3

Learning outcomes 2 and 3 must be assessed using workplace evidence generated when the learner is maintaining stewarding in designated areas and dealing with spectator problems and emergencies.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to monitor and maintain stewarding in the designated area	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.12	Explain why records in relation to monitoring and maintaining stewarding are important			
		1.13	Explain how to give effective directions to stewards			
2	Be able to monitor and maintain stewarding in the designated area	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to assess and respond to referred problems and emergencies	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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.13 Explain the importance of communicating with spectators sympathetically and assertively			
4 Be able to assess and respond to referred problems and emergencies	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know how to debrief stewards and check venue and equipment	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to debrief stewards and check venue and equipment	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 3:   Deal with accidents and emergencies

Unit code: C35

Unit reference number: D/501/5138

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF

- Assessment Strategy for NVQs and SVQs

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

Learning outcomes 1 and 2

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 onsite

g) minor illness that can be dealt with onsite

h) major injury requiring medical attention

i) major illness requiring medical attention

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Deal with injuries and signs of illness	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			
2	Follow emergency procedures	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to deal with injuries and signs of illness	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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Know how to follow emergency procedures	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			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 4: Develop productive working relationships with colleagues

Unit code: A324

Unit reference number: K/502/8426

QCF level: 3

Credit value: 4

Guided learning hours: 16

Unit summary

This unit assesses the knowledge and competence required to develop productive working relationships with colleagues.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF

- Assessment Strategy for NVQs and SVQs

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

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to establish and maintain working relationships with colleagues	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			
2	Be able to establish and maintain working relationships with colleagues	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			
3	Understand how to improve performance with colleagues	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to improve performance with colleagues	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			
5	Understand how to communicate with colleagues	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			
6	Understand the sector in which they work with colleagues	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Understand the context in which they work with colleagues	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Be able to work with colleagues	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 5: Support the efficient use of resources

Unit code: A21

Unit reference number: H/502/8456

QCF level: 4

Credit value: 5

Guided learning hours: 19

Unit summary

This unit covers the knowledge and competence that the learner needs, to support the efficient use of resources.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF

- Assessment Strategy for NVQs and SVQs

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

Learning outcomes 3 and 5

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to support the efficient use of resources	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			
2	Know how to make recommendations for the use of resources	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to make recommendations for the use of resources	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to contribute to the control of resources	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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to contribute to the control of resources	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 6: Manage own resources and professional development

Unit code: A323

Unit reference number: M/502/8458

QCF level: 4

Credit value: 5

Guided learning hours: 20

Unit summary

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.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF

- Assessment Strategy for NVQs and SVQs

- QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Certificate in Spectator Safety

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the relationship between the management of personal resources and performance in own work role	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			
2	Understand how to identify the requirements of a work role	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			
3	Know how to set work objectives to meet the requirements of a work role	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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to evaluate personal resources against work role requirements and agreed work objectives	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to develop personal resources to meet work role requirements and improve performance	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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to identify learning needs in the context of own work role	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			
7 Be able to plan own continuing professional development	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Be able to engage in continuing professional development	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			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 7: Manage information for action

Unit code: A41

Unit reference number: K/502/8457

QCF level: 3

Credit value: 6

Guided learning hours: 24

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF

- Assessment Strategy for NVQs and SVQs

- QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Spectator Safety.

Learning outcomes 3, 5 and 7

Learning outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is managing information for action.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to manage information for action	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to gather required information	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			
3	Be able to gather required information	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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Know how to inform and advise others	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to inform and advise others	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to hold meetings	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to hold meetings	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			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)   Date: _____

Unit 8: Help to manage conflict

Unit code: C237

Unit reference number: J/501/5134

QCF level: 2

Credit value: 4

Guided learning hours: 20

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF

- Assessment Strategy for NVQs and SVQs

- QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Spectator Safety.

Learning outcomes 1 and 2

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Communicate with people in conflict situations	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			
2	Follow procedures to resolve conflict	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to communicate with people in conflict situations	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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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			
4 Know how to follow procedures to resolve conflict	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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	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			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 9: Control and detain people at a spectator event for action by the police

Unit code: C238

Unit reference number: K/502/8412

QCF level: 2

Credit value: 4

Guided learning hours: 28

Unit summary

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.

Assessment requirements/evidence requirement

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF

- Assessment Strategy for NVQs and SVQs

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

Learning outcomes 2 and 3

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to control and detain people at a spectator event for action by the police	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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			
2	Be able to use reasonable force to control people in conflict situations	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			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to detain people for action by the police	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			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 10: Work with others to improve customer service

Unit code: D8

Unit reference number: D/601/1553

QCF level: 3

Credit value: 8

Guided learning hours: 53

Unit summary

Teamwork is a key component of delivering and improving excellent customer service. The people the learner works with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders. The delivery of excellent customer service depends on their skills and those of others. It involves communicating with each other and agreeing how they can work together to give a more effective service. They all need to work together positively. The learner must also monitor their own and the team's performance and change the way they do things if that improves customer service. This unit is about how the learner develops a relationship with others to improve their customer service performance.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following three documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Spectator Safety.

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Improve customer service by working with others	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			
2	Monitor their own performance when improving customer service	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			
3	Monitor team performance when improving customer service	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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand how to work with others to improve customer service	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually

- functional skills publications – specifications, tutor support materials and question papers

- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)

- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to www.ukstandards.org.uk.

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building functional skills into your programme

- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active

- is designed to be supportive and thought provoking

- builds on best practice

- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the Active Leisure and Learning sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
5			BTEC HND Diplomas in: • Sport (QCF) • Sport and Exercise Sciences (QCF)		
4			BTEC HNC Diplomas in: • Sport (QCF) • Sport and Exercise Sciences (QCF)		NVQ in Spectator Safety Management

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
3	Advanced Subsidiary GCEs in: • Physical Education • Leisure Studies Advanced GCEs in: • Physical Education • Leisure Studies	Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC 'Nationals' in: • Sport (QCF) • Sport and Exercise Sciences (QCF)	BTEC Certificate and Diploma in Sailing and Watersports (QCF) BTEC Award in Employment Awareness in Active Leisure and Learning	NVQs in: • Sports Development • Leisure Management • Achieving Excellence in Sports Performance • Spectator Safety

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2	GCSE in Physical Education (short course) GCSE in Physical Education	Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC 'Firsts' in Sport (QCF)	BTEC Certificates in Sailing and Watersports (QCF) BTEC Awards in: • Understanding Stewarding at Spectator Events (QCF) • Employment Awareness in Active Leisure and Learning	NVQs in: • Active Leisure, Learning and Wellbeing Operational Services • Activity Leadership • Instructing Exercise and Fitness • Spectator Safety • Sport and Play Surfaces
1		Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC Award, Certificate and Diploma in Sport and Active Leisure (QCF)		NVQ in Sport and Active Leisure
Entry	Entry Level Certificate in Physical Education		BTEC Award in Sport and Active Leisure (QCF)		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.

- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.

- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications

- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer

- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action

- limit or suspend certification

- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details (www.edexcel.com).

Annexe D: Assessment requirements/strategy

Assessment strategy for active leisure, learning and wellbeing

Introduction

This document sets out the recommendations of SkillsActive, the Standards Setting Body for Active Leisure and Learning, for the assessment and quality control systems required for the National and Scottish Vocational Qualifications that come under its umbrella. An annexe for each qualification will be added to this generic document to detail any specific requirements to that qualification, or suite of qualifications.

SkillsActive, representing employment interests in the sector, is interested in the continuing availability of high-quality qualifications that are fit for purpose, command public confidence and are understood by those taking them and those who use them for recruitment, or for other, purposes. The Sector Skills Council has long advocated that consistent standards are maintained across the awarding bodies who deliver the Scottish and National Vocational Qualifications on behalf of the industry.

This document is built around the following fundamental principles that SkillsActive has advocated for some time:

- National Occupational Standards establish the benchmark of competent performance in the sector

- S/NVQs should be assessed over a period of time in the workplace

- assessment of an individual's competence should be rigorous, efficient and cost effective using approaches that have the support of employers, the awarding bodies and other interest groups

- S/NVQs, because they are rooted in these standards, must therefore be seen as different from traditional qualifications in their application in the industry

- competence in the workplace is unique and has to be seen as different from training.

Background

The current provision of NVQ/SVQ awards in Sport, Recreation and Allied Occupations and Active Leisure and Learning extends across Levels 1 to 4. These are currently offered by six awarding bodies, one for Scotland and the remainder in the rest of the UK.

This is the 3rd version of SkillsActive (formally SPRITO's) Assessment Strategy, which builds on the strategy which was approved by PSAG initially in September 1999 and re-recognised in July 2002.

The Sector Skills Council's guiding principle is 'to act as the guardian of the industry's National Occupational Standards,' to this end the industry has realised that a documented assessment strategy that lays down the overarching principles of assessment is vital to maintain the reliability and validity of these awards in the future, particularly if even more awarding bodies wish to offer these NVQs and SVQs, and they are to remain of value to employers.

The aim of the strategy is to build and improve on the current system and this document sets out the definitive requirements of the industry for all those who provide these qualifications.

Overarching assessment principles

It is crucial to SkillsActive that 'the industry' has confidence in the application of its National Occupational Standards, together with the industry values statements/code of ethics. This demands that those involved in the assessment process at every level, display an understanding, and have experience, of the technical and occupational requirements of the active leisure and learning industry and the sub-sectors they are involved with; as well as a thorough and consistent interpretation of S/NVQ assessment principles.

The industry has consistently and firmly placed both its National Occupational Standards and Scottish and National Vocational Qualifications in the world of work.

Key components of the assessment strategy

National Occupational Standards can be used for a variety of purposes, and the following sections apply where formal assessment of the NOS is necessary for qualification and accreditation purposes, to achieve the key principles set out above. These requirements are in addition to, and in no way conflict with, the generic criteria that awarding bodies must meet for the delivery of NVQ/SVQs, as required by the QCA's NVQ Code of Practice and the relevant sections of the SQA's SVQ Criteria and Guidance for awarding bodies.

1 The layout of the National Occupational Standards

The SSC has been very careful to incorporate current best practice in the way its National Occupational Standards are laid out and expressed. Awarding bodies must use the National Occupational Standards as accredited by UKCG.

Great care has been taken to ensure that the National Occupational Standards are able to be properly assessed in ways which promote validity, reliability and fairness.

2 Assessment Methodology, Evidence Requirements and aspects of them that must be assessed in the workplace

SkillsActive has defined which aspects of its National Occupational Standards must always be assessed through performance in the workplace, even those for which assessment through simulation is allowed (this is discussed in a later section). Quality assessment, for most aspects of these National Occupational Standards, cannot be achieved without regular access to the workplace.

The SSC intends to work closely with the awarding bodies to indicate the ways in which this is best assessed by providing guidance on the nature and type of assessment. In all cases candidate performance must be assessed in the workplace, although it will be made clear which aspects of the range must be assessed through performance evidence and which aspects could be assessed using supplementary evidence through scenarios, case studies, questioning etc.

The SSC will work with the awarding bodies to develop and agree qualification specific annexes for each of the separate S/NVQs that are submitted to UKCG, and these will be attached to this assessment strategy.

It is incumbent upon each Awarding Body to ensure that all candidate assessment captures the fundamentals expressed in this document and incorporates that detailed in any relevant annexe.

The information contained in the annexe will amplify the generic statements into context/occupationally specific requirements such as the need for assessors to hold specific qualifications.

3 Design of the National and Scottish Vocational Qualifications

SkillsActive carefully designs each of its S/NVQs to ensure that they contain opportunities for transfer and progression and that they are flexible enough to meet the differing requirements of both large and small employers, indoor and outdoor environments as well as the public, private and voluntary sectors. This assessment strategy supports flexibility in the use of the qualifications by a variety of employers and candidates, and tries not to place barriers to access through imposing unnecessary rigidity to the process.

Given the flexibility of the mandatory and optional structures on which the NVQs and SVQs are based there should be no reason for a candidate to attempt a unit for which they have no workplace assessment opportunities on a consistent basis.

4 External Quality Control

SkillsActive believes that external quality control will be achieved by the following measures:

- the monitoring and standardisation of assessment decisions through a system of assessment and verification.

The monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external verification system underpinned by risk rating and management.

4.1 External Verifiers and External Verification

From active and ongoing research, which started in the latter part of 1999, the SSC has confirmed that employers value a strengthening of the External Verification process rather than the introduction of some other 'independent' measure(s), which may prove to be a barrier to candidate access and take up.

SkillsActive expects:

- EVs to command respect from their peers in the occupational sector of the industry and the application of the criteria in the sections below will ensure this

- every Awarding Body to seek advice, if and when required, from the SSC, on the technical qualifications, experience and competence of prospective External Verifiers in the selection and deployment of EVs. Action taken as a result of the advice to be fed back to the SSC

- to provide, if necessary, input to the EV training days.

- meet with every Awarding Body as necessary to understand the quality assurance processes being used

SkillsActive has worked with its industry partners and the awarding bodies to develop criteria to measure the occupational competence of external verifiers and ensure the consistency of its advice. In addition to the requirements of the Code of Practice and the SVQ criteria, awarding bodies should ensure that prospective External Verifiers:

- hold Verifier Unit V2 and it is recommended, also hold the Assessor Units A1 and A2 (new External Verifiers should be given a clear action plan for achieving unit V2)

- demonstrate knowledge and understanding of, and support for, the Sector's Values Statements and Codes of Ethics and how they are applied in assessment

- match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed

- be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying

- provide evidence of knowledge, understanding and application of the National Occupational Standards together with Technical Definitions where appropriate

- be committed to the application, further development and refinement of the National Occupational Standards and SVQs/NVQs

- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.

- are aware of national issues affecting vocational education, training and qualifications in the sector

- provide evidence of knowledge of the Active Leisure and Learning framework of qualifications

- be committed to the content and guidance provided in the current edition of the SSC's Assessment Strategy

- demonstrate their ability to maintain credibility with the sector and to retain the confidence of the industry through commitment to ongoing personal and professional development.

External Verifiers must sample the work of all assessors.

All new assessment centres should be approved by their external verifier before any candidates are registered; the frequency of centre visits for existing and new centres should conform to the risk assessment and management process requirements.

4.2 Risk rating and risk management

SkillsActive anticipates that improvements in awarding body approaches to gathering, monitoring and analysing statistical data will improve the overall rigour of external verification and the SSC will assist awarding bodies to do this. The industry welcomes the development of a system of risk rating and risk management. SkillsActive believes that such systems of risk rating and risk management will ensure that external verification, monitoring control and support mechanisms are put into place according to each centre's level of risk. The systems, currently being developed by the awarding and regulatory bodies, will offer substantial enhancements to the quality control systems for NVQs and SVQs. SkillsActive will be prepared to discuss adaptations to this strategy following detailed discussions with individual awarding bodies about their risk strategies so that the SSC is re-assured that any adaptations only serve to strengthen quality and not undermine it.

The systems for risk rating and risk management should be reviewed and revised, as appropriate, following any guidance issued to awarding bodies from the regulatory bodies.

Where risk is identified, SkillsActive suggests that one or more of the following actions could be taken by the external verifier/Awarding Body:

- conduct a spot visit at short notice

- meet and/or observe each candidate or a larger sample of the candidates at the centre in question and compare assessment materials

- increase the frequency of verification visits

- conduct candidate and/or employer interviews, as required, over the telephone

- or other action appropriate to reducing the risk.

4.3 Internal verification

The SSC has worked with its industry partners and the awarding bodies to develop criteria to measure the occupational competence of Internal Verifiers:

Internal Verifiers are appointed by an approved centre and approved by the awarding body through their External Verifier.

Internal Verifiers should only verify the decisions of assessors that fall within their acknowledged area of technical and occupational competence. Internal Verifiers should be in a position to influence an approved centre's assessment policy and to facilitate the assessment process and should be one of the following:

- employed by the same organisation (approved centre) as the assessors

or

- working in partnership with, and drawing on evidence from, assessors' organisation(s)(approved centre).

The prospective Internal Verifier should:

- hold Verifier Unit V1 and it is recommended, also hold the Assessor Units A1 and A2 (new Internal Verifiers should be given a clear action plan for achieving unit V1)

- meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed

- provide evidence of recent experience in the occupational area.

- provide evidence of knowledge, understanding and application of the National Occupational Standards with the assessment specification.

- provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements

- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse

- provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development

- approved centres may have additional generic criteria and personnel specifications in addition to the above.

The Internal Verifier is responsible for the consistency of standards across all portfolios.

Internal Verifiers should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations.

4.4 Awarding Bodies Forum

SkillsActive has worked closely with all its awarding bodies to establish the Awarding Bodies Forum. It is a requirement for all awarding bodies offering the NVQs/SVQs in this sector to:

- attend quarterly meetings of the main Active Leisure and Learning Awarding Body Forum

- discuss and resolve issues concerning quality control, to ensure the consistent interpretation of the National Occupational Standards across all the awarding bodies

- receive updates from industry specialists on current industry developments and initiatives

- set and monitor targets for the implementation of the SVQs and NVQs

- The Terms of Reference of the Awarding Bodies Forum are designed to improve cross-awarding body standardisation of assessment decisions and issues.

4.5 Independent Assessment

Joint QCA/SQA guidance 'Developing an assessment strategy for NVQs and SVQs' requires that 'a significant part of the assessment for an NVQ or SVQ is carried out in a manner which is demonstrably independent of anyone who might have a vested interest in the outcome of the assessment decision'.

SkillsActive has concluded that risk assessment and management of centres is the best method to ensure external quality control for this strategy.

The NVQ/SVQ is the confirmation of an individual's competence in the workplace over a period of time. The gathering of performance evidence through observation or products of work is the preferred assessment method and these requirements are to be itemised in a series of qualification specific annexes to capture the requirements of every standard together with the types of additional evidence suitable for proving that standard. Centres should be encouraged to develop standard banks of questions to cover the required depth of underpinning knowledge and the requirements of that work location.

The SSC continues to support the conclusion that independent assessment is not required for this strategy as external quality control is fulfilled via the risk assessment and management of centres.

5   Workplace assessment

5.1   Assessment centres must:

- ensure that candidates have access to the resources commonly in use in the industry and that the pressures and constraints of the workplace are properly reflected

- ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace

- demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice

- ensure that assessment sites conform with health and safety requirements and good health and safety practice is reflected in assessment

- maintain a register of all assessors and Internal Verifiers

- provide evidence of their plans to keep Assessors and Internal Verifiers updated with current industry requirements where applicable, the SSC will provide advice on the minimum 'resource requirements' needed by an approved assessment centre to provide adequate experience to the candidate.

5.2   Assessors

Assessors are appointed by an approved centre and approved by the awarding body through their occupationally competent External Verifier. They should only assess in their acknowledged area of technical and occupational competence.

Assessors should be one of the following:

- employed by the same organisation as the candidate, or

- working in partnership with, and drawing on evidence from, the candidate's organisation, or

- an expert brought in to supplement the expertise of the candidate's own organisation or as an additional external method of quality assurance.

- The prospective assessor should:

- hold the Assessor Units A1 and A2 [new assessors should have a clear action plan for achieving units A1 and A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.]

- meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

- provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess.

- provide evidence of knowledge, understanding and application of the National Occupational Standards with the assessment specification.

- provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment

- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse

- provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development

- approved centres may have additional generic criteria and personnel specifications in addition to the above.

All assessors who operate within the S/NVQ system should gain A1 and A2 Assessment Units, thereby confirming their ability to utilise the full range of tools required to properly assess the individual at work over a period of time.

5.3 Witness testimony

SkillsActive recognises that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

Witnesses must be fully briefed and clear about the purpose and use of the testimony and should be encouraged to achieve Unit L20 'Support the achievement of competence in the workplace'. Any relationship between the witness and candidate should be declared and recorded for internal and external verification purposes.

Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should:

- be specific to the activities or product

- give a brief description of the circumstances of the observation

- give a brief description of the background of the witness and the observed activity

- identify the aspects of competence demonstrated

- be signed and dated.

The assessor should carefully check the witness testimony against the points listed above.

6 Simulation

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently. Such instances are specified within the individual annexes for qualifications or suites of qualifications.

The awarding bodies must issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more or less than they would be in a real work environment/situation. In particular:

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess and be approved by the external verifier

- all simulations should follow these documented plans

- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry

- where simulations are used they must be based in a realistic work environment and must be based on current working practice

- the use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based in a realistic work environment.

Annexe to the Assessment Strategy for Active Leisure, Learning and Wellbeing – Level 3 NVQ Certificate in Spectator Safety

Background

In July 2002, PSAG approved the assessment strategy submitted by SkillsActive, the recognised standards setting body for the active leisure, learning and well-being sector. This was updated in 2007. The strategy sets out the recommendations for the assessment and quality control systems required for national vocational qualifications coming under the active leisure, learning and well-being umbrella. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

Occupational competence for assessors, internal and external verifiers for the Level 3 Spectator Safety

The following sections set out the criteria for their appointment;

Assessors

Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

Internal verifiers

Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

External verifiers

Match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed.

What follows are the specific criteria for the level 3 in Spectator Safety and they apply equally to prospective external and internal verifiers and assessors, who must have:

1   Worked in a relevant spectator safety context for two years full time or equivalent, eg Safety Officer, Senior Steward or equivalent

2   Taken part in a relevant and nationally recognised Spectator Safety training course or qualification from the QCF in England/Wales and Northern Ireland or the SCQF in Scotland. Or an action plan to achieve such.

Appointment process for External verifiers

Assessment strategy section 4.1 states that "every Awarding Body to seek advice if and when required from the SSC on the technical qualifications, experience and competence of all prospective External Verifiers in the selection and deployment of EVs"; to assist this process for Spectator Safety External Verifiers the sector recommends that:

1   Awarding Bodies have an occupationally competent person involved in the selection process.

General assessment principles

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

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

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

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

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

The Spectator Safety QCF NVQ is not intended as a snapshot of the senior steward/supervisor's work, but rather a qualification that shows the senior steward/supervisor meets the standards consistently. It is expected that the senior steward/supervisor's evidence will show that they meet this standard on at least two occasions when the assessor is present and that evidence is also available to indicate the standard is met on occasions when the assessor is not present. These assessment occasions should be separated

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

Assessment guidance and evidence requirements for each unit

C212 Prepare stewards and venues for spectator events

Evidence of real work activity

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

Learning outcome 3

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

(a) stewards

- employees
- contract staff

With both of the following types of:

(b) roles and responsibilities

- safety
- customer care

With all of the following types of:

(c) information

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

With all the following types of:

(d) specifications

- experience
- competence
- personal qualities
- physical capability

Learning outcome 5

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

(a) information
- the arrangements for the event
- emergency procedures
- code words
- location of emergency equipment
- key stewarding tasks
- forward intelligence
- steward safety
- stewards present

With both of the following types of:

(b) stewards
- employees
- contract staff

With two of the following of:

(c) records
- equipment issued
- who has been briefed
- the information they have been given
- who has given the briefing

Learning outcome 7

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

(a) areas

- confined areas
- open areas
- public areas
- non-public areas

and three of the following types of:

(b) hazards

- dangerous facilities
- debris
- possibility of unauthorised entry
- fire
- hygiene
- unsafe entrances and exits
- defective signage
- defective lighting
- suspicious articles
- defective emergency equipment

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

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

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

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

Evidence of real work activity

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

Learning outcome 3

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

(a) area

- confined areas
- open areas
- public areas
- non-public areas

with two of the following types of:

(b) information

- crowd behaviour
- physical hazards
- emergencies
- revised procedures

with two of the following types of:

(c) methods of communicating

- radio
- telephone
- face-to-face

Learning outcome 5

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

(a) problems and/or emergencies

- unlawful and unsociable behaviour
- dangerous crowd situations
- physical hazards
- fire
- structural failure
- medical emergencies

with two of the following types of:

(b) information collected

- by observation
- from stewards
- from spectators
- from colleagues

with three of the following types of:

(c) action

- by removing people and objects
- containing the crowd
- being visible to the crowd
- reassuring
- warning
- isolating the event
- evacuating the area
- fighting the fire
- calling in qualified assistance

Learning outcome 7

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

(a) arrangements

- normal operating procedures

- emergency procedures

- appropriateness of equipment

- allocation of stewards

with two of the following types of:

(b) equipment

- pens and notepads

- safety equipment

- keys

- handbooks

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

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

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

C35 Deal with accidents and emergencies

Evidence of real work activity

Due to the nature of this unit, it is unlikely that naturally occurring evidence will be available during assessor observations. If evidence is available from the learner's work in the past, this may be gathered through witness testimony, and/or other authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). This evidence must meet all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. (With the possible exceptions of those items listed under 'use of supplementary evidence' below).

There must also be evidence that the learner's work has met the requirements listed under 'what you must cover'.

This must include as a minimum:

- One type of casualty
- One type of qualified assistance
- One type of condition
- One type of property
- Two types of equipment and materials.

If there is evidence from the learner's work in a real context, this must meet the assessment criteria listed against 'the learner will be able to' including the expansion of this section which constitutes the technical definition for sporting context being assessed. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for this unit only, if there is no naturally occurring evidence.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Supplementary evidence is allowed for 2.5 only, if there is no naturally occurring evidence is available.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work in the play setting that they know and understand this technique, there is no requirement for them to be questioned again on this topic.

A324 Develop productive working relationships with colleagues

Evidence of real work activity

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

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

Simulation

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

A21 Support the efficient use of resources

Evidence of real work activity

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

Learning outcome 3

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

(a) relevant people

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

with both of the following types of:

(b) recommendations

- short term
- medium term

Learning outcome 5

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

(a) relevant people

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

with two of the following types:

(b) corrective action

- altering activities
- modifying the use of resources
- re-negotiating the allocation of resources

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

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

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

A323 Manage own resources and professional development

Evidence of real work activity

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

Assessment methods include a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries, development plans, records of training undertaken and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

A41 Manage information for action

Evidence of real work activity

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

Learning outcome 3

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

(a) information
- quantitative
- qualitative
- in electronic format
- paper-based

with one of the following types of:

(b) systems and procedures
- formal
- informal

Learning Outcome 5

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

(a) information and advice
- spoken
- written
- in electronic format

with two of the following types of:

(b) recipients
- team members
- colleagues working at the same level

- higher level managers or sponsors
- people not part of own organisation

Learning outcome 7

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

(a) meetings

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

with one of the following types:

(b) purposes

- information giving
- consultation
- decision making

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

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

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

C33 Work with others to improve customer service

Evidence of real work activity

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

- Working with customers, who are both internal and external to the organisation

- Agreeing customer service roles and responsibilities, which are part of their job role and also that have been agreed with others as part of their job

- Working with a minimum of two from: team members, colleagues, suppliers, supervisors/team leaders, service partners, manufacturers, individuals from other departments, individuals from other sites or regions, individuals from other organisations

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

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

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

C237 Help to manage conflict

Evidence of real work activity

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

This must include as a minimum:

- All types of methods
- Two types of people
- All types of procedures

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

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

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Questioning is also allowed for 2.2 if no naturally occurring evidence is available.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

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

Evidence of real work activity

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

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

Learning outcomes 2 and 3

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

(a) people

- intoxicated

- violent

- stronger

- weaker

- using weapons

- with particular needs

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for learning outcomes in this unit.

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title

Please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title'*.