

Pearson Edexcel Level 2 NVQ Certificate in Spectator Safety

Specification

Competence-based qualification

For first registration April 2011

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel level 2 NVQ certificate in spectator safety (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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Summary of Pearson Edexcel specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	4
Definition of sizes of qualifications aligned to TQT	4
TQT value added	4
QCF references removed from unit titles and unit levels in all units	12-54
Guided learning definition updated	9

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Certificate in Spectator Safety:

Qualification title	Qualification Number	Operational start date
Pearson Edexcel Level 2 NVQ Certificate in Spectator Safety	600/1423/4	01/04/2011

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit reference number.

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

The 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 Pearson.

Key features of the Pearson Edexcel Level 2 NVQ Certificate in Spectator Safety

This qualification:

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

The Pearson Edexcel Level 2 NVQ Certificate is approved as one of the components required for the related Apprenticeship framework.

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.

Pearson'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 qualifications.

What are the benefits of this qualification to the learner and employer?

This qualification satisfies the qualification requirements for people working 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 qualifications?

The Pearson Edexcel Level 2 NVQ Certificate in Spectator Safety is designed for people working in, or aspiring to work in, the spectator safety sector.

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

The Pearson Edexcel Level 2 NVQ Certificate in Spectator Safety is ideal for entry into work in spectator safety in different venues.

Progression could be onto further training/education, including further work based qualifications in such areas as:

- spectator safety
- spectator safety management
- security
- door supervision.

The Pearson Edexcel Level 2 NVQ Certificate in Spectator Safety is part of a suite of qualifications in the same, and related, sectors offered by Pearson, across the different levels of the. Further qualifications offered include:

- Pearson BTEC Level 2 Award in Disengagement and Physical Intervention Skills
- Pearson BTEC Level 2 Certificate/Extended Certificate/Diploma in Sport
- Pearson BTEC Level 2 Certificate/Extended Certificate/Diploma in Public Services
- Pearson BTEC Level 3 Certificate in Close Protection Operations
- Pearson Edexcel Level 3 NVQ Certificate in Spectator Safety
- Pearson BTEC Level 3 Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Sport
- Pearson BTEC Level 3 Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Public Services
- Pearson Edexcel Level 4 NVQ Diploma in Spectator Safety Management.

Total Qualification Time (TQT)

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma – a qualification with a TQT value of 370 or more

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Certificate in Spectator Safety?

Individual units can be found in the *Units* section.

Qualification structure summary

The learner must achieve all 29 credits from the 6 mandatory units. A total of 29 credits.

TQT (Total Qualification Time) is 290 hours.

Guided learning hours (GLH): 85

Qualification structure

Pearson Edexcel Level 2 NVQ Certificate in Spectator Safety			
Unit Ref	Mandatory units	Credit	Level
J/501/5134	Help to manage conflict	4	2
Y/601/4483	Support the work of the team and organisation	2	2
Y/502/9345	Prepare for spectator events	5	2
D/501/5138	Deal with accidents and emergencies	2	2
M/502/9352	Control the entry, exit and movement of people at spectator events	8	2
A/502/9354	Monitor spectators and deal with crowd problems	8	2

How is the qualification graded and assessed?

The overall grade for each 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 qualification is 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 qualification have been included in *Annexe C*. 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 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 Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

What do you need to offer this qualification?

Centre recognition

Centres that have not previously offered Pearson 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 Pearson approval are able to gain qualification approval for a different level or different sector via Pearson 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. Pearson 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 Pearson's quality assurance processes is given in *Annexe B*.

What resources are required to deliver this qualification?

The qualification is designed to support learners working in the Active Leisure and Learning 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 C: 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:					This is the formal title of the unit that will appear on the learner's certificate.
Unit reference number:					This code is a unique reference number for the unit.
level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
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:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised 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:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	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: Help to manage conflict

Unit reference number: J/501/5134

Level: 2

Credit value: 4

Guided learning hours: 20

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following 3 documents:

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

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.

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.

Outcome 2

Whilst 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

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: <ul style="list-style-type: none"> • 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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Support the work of the team and organisation

Unit reference number: Y/601/4483

Level: 2

Credit value: 2

Guided learning hours: 15

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following 3 documents:

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

Outcomes 1, 2, 4 and 6

These can be assessed by:

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

Outcomes 3, 5 and 7

Must be assessed using workplace evidence generated when the learner is supporting the work of the team and organisation.

Outcome 3

When working effectively with colleagues, the learner must cover 2 of the following types:

- a) colleague
 - 1 working at the same level as self
 - 2 responsible to self
 - 3 line manager
 - 4 people from outside own organisation

with both of the following types:

- b) communication
 - 1 spoken
 - 2 written.

Outcome 5

When improving own work, the learner must cover 2 of the following types:

- a) colleague
 - 1 working at the same level as self
 - 2 responsible to self
 - 3 line manager

Outcome 7

When helping to improve the work of own organisation, the learner must cover 2 of the following types:

- a) colleague
 - 1 working at the same level as self
 - 2 responsible to self
 - 3 line manager

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 work of own team and organisation	1.1 Describe the values or codes of practice relevant to the work being carried out 1.2 Outline the importance of effective team work 1.3 Describe how improving own work and the work of the team can improve the organisation as a whole and the level of service that the customer receives			
2 Know how to work effectively with colleagues	2.1 Describe what 'good working relationships' with colleagues means 2.2 Outline how to establish good working relationships with colleagues 2.3 Describe why it is important to communicate clearly with colleagues 2.4 Outline how to communicate with managers in organisation 2.5 List the duties within area of own responsibility 2.6 Describe why it is important to carry out duties as agreed or warn colleagues in good time if not possible 2.7 Identify situations in which help may be needed 2.8 Describe the importance of always asking for help and information when it is needed 2.9 Describe situations in which help and information may need to be provided to colleagues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Describe situations in which it is not appropriate to provide help and information to colleagues 2.11 Outline the purpose of team meetings 2.12 Outline why team discussions are important and why they should contribute to them 2.13 Outline the procedures for dealing with conflict in own organisation			
3 Be able to work effectively with colleagues	3.1 Establish good working relationships with colleagues 3.2 Communicate verbally and in writing with colleagues clearly 3.3 Maintain standards of professional behaviour 3.4 Carry out own duties and commitments to colleagues as agreed, or tell them in good time when it is not possible do what they expect 3.5 Ask for help and information when needed 3.6 Provide colleagues with help and information when they need it, in line with organisation's policies and procedures 3.7 Take part in team discussions 3.8 Follow the correct procedures in the case of disagreements or problems with colleagues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to improve own work	4.1 Describe why it is important to continuously improve own work 4.2 Describe why it is important to assess own work and get feedback from colleagues 4.3 Describe what it means to 'handle criticism positively' 4.4 Describe why it is important to handle criticism positively 4.5 Identify the relevant member of staff in own organisation with whom own work can be planned and developed 4.6 Identify the procedures to follow to take part in training and development activities 4.7 Identify opportunities to take on new responsibilities and develop in own career, and the skills and knowledge needed to do this 4.8 Outline how to develop a career plan that will help own progression			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to improve own work	5.1 Evaluate all aspects of own work 5.2 Ask colleagues and customers for feedback on own work 5.3 Handle feedback positively 5.4 Work with a relevant person to agree: <ul style="list-style-type: none"> • own strengths • areas where own work could be improved • new areas of skill and knowledge which may be needed for future responsibilities 5.5 Take part in relevant training and development 5.6 Regularly review personal development			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to help to improve the work of own organisation	6.1 Describe the types of situations in which customers give feedback on the services they receive 6.2 Outline why it is important to listen to customer feedback 6.3 Outline how to identify areas where the organisation's work could be improved 6.4 Identify the procedures to follow for making suggestions on how to improve services to customers 6.5 Describe why it is important to discuss own suggestions with colleagues and to take account of their ideas			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to help to improve the work of own organisation	7.1 Ask customers for feedback on the organisation's services 7.2 Identify ways the team could improve services 7.3 Discuss with relevant colleagues how to change services for the better 7.4 Help to change services so that they meet customers' needs			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Prepare for spectator events

Unit reference number: Y/502/9345

Level: 2

Credit value: 5

Guided learning hours: 12

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following 3 documents:

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

Outcomes 1, 2 and 3

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

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 Prepare for stewarding activities	1.1 Follow the registration procedures correctly and on time 1.2 Collect their passes, identification and other resources, looking after these and returning them after the event 1.3 Attend the pre-event briefings as required 1.4 Note all the necessary information which is given at the briefings 1.5 Correctly follow the pre-event routines			
2 Identify and deal with physical hazards	2.1 Follow agreed procedures to check equipment 2.2 Keep disruption to a minimum 2.3 Identify hazards in their designated area 2.4 Follow agreed procedures for assessing risk 2.5 Take prompt action appropriate to the hazard and the risk, following agreed procedures and instructions 2.6 Communicate verbally and non-verbally with colleagues and other people involved 2.7 Make sure that any action is not dangerous for themselves and other people involved 2.8 Clearly and accurately report the situation and what they have done to their supervisor			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Search the venue for suspect items	3.1 Get information on the type of item being searched for 3.2 Search the designated area thoroughly following instructions 3.3 Identify any suspect items and other suspicious circumstances 3.4 Maintain their own safety and the safety of other people 3.5 Report what they have found following agreed procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to prepare for stewarding activities	4.1 State basic legal requirements covering the type of event they are involved in 4.2 Describe their legal responsibilities and powers 4.3 Show awareness of relevant guidance documents on safety at events 4.4 Explain the importance of registration and briefing 4.5 Explain the importance of receiving, looking after and returning passes, identification and other resources 4.6 Explain the importance of keeping careful notes at briefings 4.7 Explain the importance of pre-event routines 4.8 State pre-event timings 4.9 State the information to be recorded 4.10 Describe emergency procedures, relevant code words and assembly points 4.11 Describe the pre-event routines			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to identify and deal with physical hazards	5.1 Describe how to check: <ul style="list-style-type: none"> • Safety equipment • Security equipment • Emergency equipment • Signs and notices 5.2 Explain the importance of not disrupting the public when carrying out checks 5.3 Describe what to look for when checking for hazards 5.4 Describe how to assess the seriousness of the following types of hazards <ul style="list-style-type: none"> • Safety hazards • Security hazards • Fire hazards • Hygiene hazards • Faulty emergency equipment 5.5 Describe the correct action to take for each of the types of physical hazard listed 5.6 Explain why it's important to communicate with people and colleagues clearly 5.7 Describe the sort of action which could endanger themselves and others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.8 State the correct reporting procedures for the types of physical hazards listed above			
6 Know how to search the venue for suspect items	6.1 Explain the importance of collecting information on the item being searched for 6.2 Describe how to search the following areas carefully and thoroughly: <ul style="list-style-type: none"> • Confined areas • Open areas • Areas where the public is present • Areas where the public is not present 6.3 Describe contents of the safety handbook			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Deal with accidents and emergencies

Unit reference number: D/501/5138

Level: 2

Credit value: 2

Guided learning hours: 14

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following 3 documents:

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

Outcomes 1 and 2

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

Outcome 1

Whilst dealing with injuries and signs of illness the learner must cover one of the following types of casualties:

- a) adult
- b) child
- c) person with particular needs

at least one of the following types of qualified assistance:

- d) the organisation's first aider
- e) emergency services

and at least one of the following types of conditions:

- f) minor injury that can be dealt with on-site
- g) minor illness that can be dealt with on-site
- h) major injury requiring medical attention
- i) major illness requiring medical attention

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.

Outcome 2

Whilst 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.

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: <ul style="list-style-type: none"> • 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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Control the entry, exit and movement of people at spectator events

Unit reference number: M/502/9352

Level: 2

Credit value: 8

Guided learning hours: 12

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following 3 documents:

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

Outcomes 1 and 3

Must be assessed using workplace evidence generated when the learner is controlling entry, exit and movement at a real spectator event. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis. .

Outcome 2

Can be assessed as above or by realistic simulation.

Outcomes 4, 5 and 6

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 Control the entry and exit of people at events	1.1 Have the necessary resources ready for use 1.2 Make sure their behaviour and appearance meets agreed standards at all times 1.3 Greet people in a way that makes them feel welcome and at ease 1.4 Pay careful attention to the designated area throughout their period of duty 1.5 Admit people and refuse entry according to agreed procedures 1.6 Provide the people with clear reasons why they have been refused entry 1.7 Control the queues in a safe and orderly manner 1.8 Supervise the safe exit of people according to the agreed procedures 1.9 Inform their supervisor when there are problems that they cannot deal with on their own			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Search people for unauthorised items	2.1 Identify the people to be searched on entry according to the agreed procedures 2.2 Ask the identified people for permission to search, and follow the agreed procedures if they refuse 2.3 Only search people of the same sex 2.4 Follow the correct procedures when they find unauthorised items and explain these procedures to the people involved 2.5 Inform the supervisor about any unlawful items which they find 2.6 Treat the people involved with courtesy and respect at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Provide people with information and help them with other problems	3.1 Communicate with people politely and clearly 3.2 Ask for information which is relevant to their problem 3.3 Make their sure understanding of the problem is correct 3.4 Give people help which is appropriate to the problem and agreed procedures 3.5 Refer people to another source of help if necessary 3.6 Keep people informed of progress 3.7 Deal with any complaints positively, and sympathetically as appropriate to the situation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to control the entry and exist of people at events	4.1 Describe the basic principles of customer care 4.2 Explain the importance of wearing correct identification 4.3 Identify the required equipment to carry 4.4 Identify articles which contravene the venue rules 4.5 Describe the procedures to follow when banned articles are found 4.6 Explain the importance of carefully monitoring their designated area 4.7 Describe how to control queues in an orderly and safe manner 4.8 Describe basic legislation covering trespass and the right to refuse entry 4.9 Describe the procedures for excluding people under the relevant legislation 4.10 Explain why explanations should be given for refusing entry			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to search people for unauthorised items	5.1 Identify the problems that may occur if a steward is prejudiced against people because of their appearance 5.2 Explain the importance of only searching people of the same sex 5.3 Describe the correct methods of carrying out personal searches 5.4 Identify the conflicts that may occur when carrying out searches and how to resolve these 5.5 Explain the importance of providing people with proper explanations and treating people with courtesy 5.6 Describe the organisation's policies for searching people 5.7 Describe how to identify prohibited items 5.8 Describe the correct procedures for dealing with prohibited items 5.9 Describe the precautions to take to protect oneself against items which may cause injuries during the search 5.10 Identify the basic legislation which authorises searches of spectators and what this allows the steward to do			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Know how to provide people with information and help them with other problems</p>	<p>6.1 Describe how to communicate with the following types of people:</p> <ul style="list-style-type: none"> • Cooperative • Uncooperative • Intoxicated • Emotional • With limited understanding of English • 'VIPs' • With particular needs <p>6.2 Describe how to get hold of the information which people may need</p> <p>6.3 Identify information which should not be provided according to organisational policy</p> <p>6.4 Identify the locations of main facilities in the venue</p> <p>6.5 Describe the approved procedures for giving directions and providing information</p> <p>6.6 Explain the importance of getting all the relevant information if they need to solve a problem</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.7 Explain the importance of being polite</p> <p>6.8 Explain the importance of being positive when handling complaints and giving apologies</p> <p>6.9 Describe the approved procedures for dealing with the following types of problems:</p> <ul style="list-style-type: none"> • Need for information/advice • Ticketing problems • Missing property • Missing people • Unsociable/Unlawful behaviour by others • Complaints/Suggestions about facility and procedures <p>6.10 Identify whom to refer problems to which the learner cannot deal with personally</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Monitor spectators and deal with crowd problems

Unit reference number: A/502/9354

Level: 2

Credit value: 8

Guided learning hours: 12

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the following 3 documents:

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

Outcomes 1 and 2

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

Outcomes 3 and 4

These may 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 Monitor crowds and identify potential problems	1.1 Have the necessary resources ready for use 1.2 Make sure their behaviour and appearance meets agreed standards at all times 1.3 Carry out their duties impartially 1.4 Pay careful attention to the crowd and the conditions in their designated area throughout their period of duty 1.5 Identify crowd problems when they occur			
2 Follow instructions and procedures to deal with crowd problems	2.1 Assess and report the crowd problem, answering any questions from supervisors clearly and accurately 2.2 Take action following instructions and agreed procedures 2.3 Make sure that any action is not dangerous to themselves and the other people involved 2.4 Communicate with the people involved and colleagues clearly 2.5 Reassure the people involved and encourage them to be calm and follow instructions 2.6 Keep their control room/supervisor informed of the situation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to monitor crowds and identify potential problems	3.1 Explain the importance of carefully observing crowds and areas 3.2 Explain the importance of wearing steward's identification at all times 3.3 Identify the resources they need to have available and why 3.4 Describe what to look for when monitoring crowds 3.5 Explain why it's important to carry out their duties impartially 3.6 Give examples of how to carry out duties impartially 3.7 Explain why personal conduct and appearance are important 3.8 Describe the sort of personal conduct and appearance that is appropriate 3.9 Identify the particular hazards to look out for in the following types of areas: <ul style="list-style-type: none"> • Confined areas • Open areas • Public areas • Non-public areas 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to follow instructions and procedures to deal with crowd problems</p>	<p>4.1 Identify the basic legal requirements covering disability, discrimination and safety</p> <p>4.2 Identify the obvious signs of the following types of crowd problems:</p> <ul style="list-style-type: none"> • Unexpected crowd movements • Local overcrowding • Over-capacity • Distress • Separation of individuals and groups • Unsociable behaviour • Unlawful behaviour • Entry into restricted areas <p>4.3 Describe how to assess how serious the problem is</p> <p>4.4 Describe the procedures to follow for each type of crowd problem</p> <p>4.5 Describe basic conflict management techniques and defensive tactics</p> <p>4.6 Explain why it's important to communicate clearly with the people involved and with colleagues</p> <p>4.7 Explain why it's important to reassure the people involved and encourage them to be calm</p> <p>4.8 Describe how to reassure people and encourage them to be calm</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.9 Identify the type of action which might endanger themselves and others 4.10 Describe the correct reporting procedures to use			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website:
qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in Knowledge Base, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson 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 around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson 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 Pearson 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 for 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 Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres 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. Pearson operates a quality assurance process, which is 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 Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson 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 B: Centre certification and registration

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

- direct centres to take actions
- limit or suspend certification
- suspend registration.

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

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

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

Appropriate steps should be taken to assess each applicant's potential and a professional judgement 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 Pearson policy on learners with particular requirements.

Pearson policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. qualifications.pearson.com

Annexe C: Assessment requirements/strategy

Assessment Strategy for active leisure, learning and well-being

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 annex 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-recognized 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 annex. The information contained in the annex 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 on-going 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, Skills Active 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

Skills Active 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'.

Skills Active 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 well-being – Level 2 NVQ Certificate in Spectator Safety

Introduction

In February 2006, new national occupational standards for Spectator Safety level 2 were approved.

The Spectator Safety NVQ is aimed at stewards and other similar staff working directly with spectators.

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being, as an Ofqual-approved unit and rule of combination submitter for the QCF, has now developed a new qualification for awarding organisations to submit for accreditation on the QCF, based on these new standards.

SkillsActive wishes to ensure that the assessment guidance and evidence requirements for the new qualification is uniform. Therefore it has coordinated work across the awarding organisations, with appropriate inputs from industry experts, to provide assessment guidance and evidence requirements for the awarding organisations to implement during the delivery of the new NVQ.

This document must be used with close reference to the SkillsActive assessment strategy for these qualifications.

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 2 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 2 NVQ Certificate in Spectator Safety and they apply equally to prospective external and internal verifiers and assessors, who must have (all the other requirements specified in the assessment strategy should be consistently applied, those listed here are supplementary):

- Worked in a relevant spectator safety context for two years full time or equivalent, e.g. Safety Officer, Senior Steward or equivalent
- 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:

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

General assessment principles

Where should the evidence come from?

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.

Whatever context the learner is working in, it is essential that their evidence comes from working with real equipment, facilities and customers, as part of temporary or permanent employment. It is very important that evidence is generated from real work activities, not ‘skills test’ type exercises, set up purely for the sake of assessment.

The only exceptions to this requirement are parts of units A52, C29, C210, C237 and the whole of C35, for which simulation is deemed to be acceptable. In addition, simulation and questioning are allowed for a limited number of items in some other units. These are clearly detailed in the evidence requirements below.

Where simulation is used, this should follow the requirements of the assessment strategy for this NVQ.

What are the most appropriate assessment methods?

Assessor observations, witness testimony and products of work (for example, notes of team briefings, reports and correspondence) are likely to be the most appropriate sources of performance evidence.

Supplementary evidence, for example, questioning, projects or assignments may be used where performance evidence (real work activity) is not needed as detailed later in the evidence specifications for each unit.

Questioning to gather supplementary and knowledge evidence can normally be carried out orally. However, oral questioning must be recorded by the assessor, in written form or by other appropriate means.

How much evidence is necessary?

Most of the units require observation by an assessor on **more than one occasion**. The evidence requirements below show this in more detail.

These observations should not be carried out on the same day. There should be sufficient time between assessments for the assessor to satisfy himself or herself that the learner will be capable of achieving the same standard on a regular and consistent basis. Separating the assessment occasions by a period of at least one month is recommended.

In many cases, two observations will be sufficient. However, more than two may be needed to ensure that there is evidence for everything specified within the unit under 'assessment requirements or guidance specified by a sector or regulatory body' (as detailed later in the evidence specifications for each unit).

Where written evidence (usually records of work) is required, there should be evidence from at least two separate occasions, again separated by at least one month. As in the case of observations, it may be necessary to have evidence from more than two occasions to ensure there is sufficient evidence to cover everything specified.

Assessors must be sure that all written evidence is genuinely the learner's own work and not copied from someone else. Learners should make a statement confirming that the evidence is their own work.

Assessing more than one unit on each occasion

Many of the units within the Level 2 NVQ Certificate in Spectator Safety link together in a logical way and assessors are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the learner wants unit accreditation only). It would make better use of both the assessor's and learner's time to consider and plan how many units could be covered on each assessment occasion.

For example, the learner may be involved in preparing to work at a spectator event, helping to control the entry, exit and movement of spectators, monitoring their behaviour and dealing with any crowd problems. The event may also involve the learner helping to manage conflict, work as a member of a team and where necessary dealing with accidents and emergencies.

Prior discussion between the learner and assessor with perhaps some negotiation with the learner's supervisor should make this a productive assessment opportunity. At the beginning of the assessment occasion, the assessor can observe the learner working on entry and exit points (part of C210), monitoring spectators during the event (part of C211) and reacting to any situation (part of C211 and C237).

In this way much of the performance evidence for a number of units can be gathered. With another assessment occasion to follow, almost all of the evidence needed will be available. Careful planning and negotiation can make this possible and considerably reduce the number of assessment occasions.

Assessment guidance and evidence requirements for each unit

C237 Help to manage conflict

Evidence of real work activity

There must be evidence that the learner has met all of the requirements 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 '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.

A52 Support the work of the team and organisation

Evidence of real work activity

There must be evidence that the learner has met all of the requirements 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 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Two types of colleagues
- Both types of communication

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 type of colleague responsible to you 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. Questioning is also allowed for 3.8 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.

C29 Prepare for spectator events

Evidence of real work activity

There must be evidence that the learner has met all of the requirements 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 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- three types of resources
- all types of information
- three types of equipment
- three types of hazards
- all types of areas.

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 2.3, 2.4 and 2.5 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.

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.

C210 Control the entry, exit and movement of people at spectator events

Evidence of real work activity

There must be evidence that the learner has met all of the requirements 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 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- three types of resources
- two types of people
- two types of items
- two types of problems.

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 outcome 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 2.4 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.

C211 Monitor spectators and deal with crowd problems

Evidence of real work activity

There must be evidence that the learner has met all of the requirements 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 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- three types of resources
- two types of crowds
- all types of areas
- four types of crowd problems (L01)/three types of crowd problems (L02)
- two types of people
- all types of action.

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 this unit.

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.

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.

Core values for Spectator Safety

Even though the units focus on and describe work functions, candidates entering and working in the various sectors of the industry at this level should be aware that a number of basic values underpin good practice and they should try to integrate them into their every day work.

F) Competent staff operate at all times by reference to a code of conduct encapsulated in the Guide to Safety at Sports Grounds, 5th edition for Spectator Safety.

Code of conduct for stewards

Stewards are representatives of the management, and during many events are the only point of contact between the management and the public. It is therefore recommended that management draw up a code of conduct for all stewards.

A code of conduct might include the following matters:

- a) Stewards should at all times be polite, courteous and helpful to all spectators, regardless of their affiliations.
- b) Stewards should at all times be smartly dressed. Their appearance should be clean and tidy.
- c) Stewards are not employed, hired or contracted to watch the event. They should at all times concentrate on their duties and responsibilities.
- d) Stewards should never:
 - i wear clothing that may appear partisan or may cause offence while on duty
 - ii celebrate or show extreme reaction to the event
 - iii eat, drink or smoke in view of the public
 - iv consume alcohol before or during the event
 - v use obscene, offensive or intimidatory language or gestures.

The Guide to Safety at Sports Grounds, 5th edition can be found at:
http://www.culture.gov.uk/reference_library/publications/5153.aspx

Explanation and examples of terms

Appearance

This includes wearing the correct clothes, presenting a professional image and having the correct identification

Assess

Gathering all the necessary information in relation to a crowd problem and working out the level of risk to yourself and others

Body language

The way you stand, hold your arms, use gestures etc.

Casualty

The person who has suffered the injury or illness

Colleagues

The people you work with – people working at the same level as yourself or your manager(s)

Communicate

This includes using words, but also includes body language, tone of voice etc.

Communications (resources)

This could be notebooks for recording incidents, or communications equipment such as radios, if appropriate

Conflict

Situations in which people are disagreeing strongly which may lead to violence or other forms of unlawful or unsociable behaviour

Designated area

The area you are responsible for

Effective working relationships

The type of relationship with your colleagues that helps the team to work well and provide a high level of service to the customer – this includes getting along well with your colleagues, being fair to them, avoiding unnecessary disagreements and not letting your personal life influence the way you relate to colleagues

Emergency

Any situation that immediately threatens the health and safety of spectators, staff or yourself, for example fires, bomb threats etc.

Emergency services

Usually the ambulance service, fire service or police

Evaluate

Thinking about your work and identifying what you do well and what you could improve in

Event

This could be any type of public event, for example sporting or other types of performances

Feedback

Other people – customers or colleagues – telling you what they think

Future responsibilities

These could be new duties that you want to take on or new duties that your line manager wants to give you – this could include promotion

Hazards

Something that may cause harm

Hygiene hazards

For example, unsanitary toilets

Line manager

The manager or supervisor to whom you report

Listen actively

Showing that you are paying attention to what someone is saying, for example by maintaining eye contact, nodding, asking further questions etc.

Impartially

Not favouring or discriminating against any particular type of person

Missing persons

For example, children going missing during events

Monitor

Keep a careful eye on

Organisation's policies and procedures

What your organisation says its staff should and should not do in certain situations

Other people involved

These may be other members of staff or other spectators or staff apart from the casualty

People with particular needs

For example, people with disabilities or medical conditions which may mean they need special attention following accidents and emergencies

Personal space

The amount of space around a person that they feel comfortable with; getting closer to someone than they feel comfortable with will make a situation worse

Qualified assistance

Someone who has a recognised first aid qualification or the emergency services

Resources

The things you need to do your job effectively

Risks

The likelihood of a hazard actually causing harm and the seriousness of this harm

Sensitive questioning

Asking questions in a way that is not going to make the situation worse, for example by being polite and by phrasing questions in a way that is not going to upset someone further

Suspect items

For example, bags or packages

Team discussions

These will usually be team meetings but could include more informal discussions with team members and line managers

Training and development

This could involve on a course, but would also include watching other members of staff doing things that are new to you, receiving instructions from other members of staff on new things you have to do and having the opportunity to practise new skills

Unlawful behaviour

This would include racism, threatening behaviour, violence and other types of behaviour that is against the law

Unlawful items

For example, offensive weapons, drugs etc.

Venue

The place where the event takes place

With particular needs

For example, disabled people, old people, children etc.

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