

Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events

Specification

BTEC Specialist qualification

November 2009

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 BTEC Award in Understanding Stewarding at Spectator Events (QCF)

The QN remains the same.

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All information in this specification is correct at time of publication.

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Summary of Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events specification Issue 3 changes

Summary of changes made between previous Issue 2 and this current Issue 3	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	7
Definition of sizes of qualifications aligned to TQT	7
TQT value added	10
QCF references removed from unit titles and unit levels in all units	22-61
Guided learning definition updated	17

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

Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events

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 and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events. 500/7460/X

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order 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, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events (5 credits)

The 5-credit Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events provides an introduction to the skills, qualities and knowledge required for employment as a steward or marshal to ensure spectator safety or crowd control at events.

The Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to study complementary qualifications without duplication of content.

For adult learners' the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events

The Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events is designed for learners aged 16 years and above who wish to explore a specialised vocational route, either as a stand alone qualification or to complement study alongside a BTEC Level 2 qualification in Sport, Public Services, Travel and Tourism or other vocationally-related area.

The Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events provides a suitable foundation for further study within spectator safety through progression to qualifications such as the Pearson Edexcel Level 2 or Level 3 NVQs in Spectator Safety. The underpinning knowledge, practical and vocational skills learnt on the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events will enhance and support the progression to a competency-based course.

The Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events has been developed to give learners the opportunity to:

- prepare and progress onto paid or voluntary employment in spectator safety
- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 2 vocationally-related qualification
- progress to related general and/or vocational qualifications
- develop functional skills.

The Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events has links to the Guide to Safety at Sports Grounds (more commonly known as 'the Green Guide') and satisfies the criteria therein relating to the nationally recognised standard for training. Additional evidence of work experience may be required to fully satisfy the requirements for stewards set out in 'the Green Guide'.

The specification also includes detailed signposting to National Occupational Standards (NOS) for spectator safety; the learning outcomes and content of the units is informed by the content of the NOS.

Evidence for assessment may be generated through a range of activities including practical assessment, role play and oral presentation. Learners should be encouraged to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

National Occupational Standards (NOS)

Where relevant, Pearson BTEC Level 2 Specialist qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 2 Specialist qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events relates to Level 2 NOS in spectator safety:

- C29 Prepare for spectator events
- C210 Control the entry, exit and movement of people at spectator events
- C211 Monitor spectators and deal with crowd problems
- C237 Help to manage conflict
- A52 Contribute to the work of your team
- C35 Deal with accidents and emergencies.

Rules of combination for BTEC Level 2 Specialist qualifications

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at the level or above the level of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other BTEC units.

Rules of combination for the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events qualifications

When combining units for the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

- 1 Qualification credit value: a minimum of 5 credits.
- 2 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events

The Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events is a 5-credit and 40 guided learning hour (GLH) qualification that consists of 4 mandatory units that provide for a combined total of 5 credits.

The Total Qualification Time (TQT) for this qualification is 50.

Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events			
Unit	Mandatory units - all units must be taken:	Credit	Level
1	How Stewards Prepare for Spectator Events	1	2
2	How Stewards Control the Entry, Exit and Movement of Spectators at Events	2	2
3	How Stewards Monitor Crowds and Respond to Potential Crowd Problems at Spectator Events	1	2
4	How to Respond to Injuries, Illnesses and Other Emergencies in Active Leisure and Learning	1	2

Assessment and grading

The assessment for the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events is criterion referenced, based on the achievement of specified assessment criteria.

In the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events all units are internally assessed. The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

The overall grading for the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events is a pass, based upon the successful completion of all units.

Centres are encouraged to use a variety of assignments and assessment methods, including case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Practical application of the assessment and grading criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria for that unit as set out in the *Assessment criteria* section of that unit. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal standardisation processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria.

The creation of assignments that are fit for purpose is vital to achievement by learners and their importance cannot be over emphasised.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms including written reports, graphs, posters, along with projects, performance observation and time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience.

The assessment and grading criteria must be clearly indicated on the fit for purpose assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment and grading criteria.

When looking at the unit assessment and grading criteria grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website, qualifications.pearson.com

Programme design and delivery

BTEC Specialist qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities.

In BTEC Specialist qualifications each unit has a number of guided learning hours.

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learner's achievements. It does not include time spent by staff in day to day marking of assignments where the learner is not present.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Pearson does not define the mode of study for BTEC qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC Specialist qualifications are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC Specialist qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in each unit as guidance and demonstrates one way in planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC Specialist qualification and the related NVQs and Functional Skills that also contribute to the scheme.

Functional Skills

Pearson BTEC Level 2 Specialist qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are also offered as stand-alone qualifications.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement 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's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 1 qualification
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade D-G
- other related Level 1 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

The Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events is accredited for learners aged 16 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Edexcel NVQ 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.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

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 aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

Unit amplification sets out the range of subject material required for the programme of learning and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit amplification is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

Relationship between amplification and assessment criteria

Although it is not a requirement that all of the amplification is assessed, learners should be given the opportunity to cover it all. However, the indicative amplification (see below) will need to be covered in a programme of learning to enable learners to meet the standard required in the assessment criteria.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals, websites.

Units

Unit 1: How Stewards Prepare for Spectator Events

Unit reference number: Y/501/8958

Level: 2

Credit value: 1

Aim and purpose

This unit covers the knowledge and understanding that stewards at spectator events require concerning:

- their roles and responsibilities
- how they should prepare for spectator events
- checking a venue for hazards.

Unit introduction

This unit will enable learners to gain knowledge and understanding of how stewards prepare for spectator events, such as sports events, music festivals and carnivals. The safety of everyone taking part in the event (participants, staff and spectators) must be the prime concern for all stewards.

Stewards must not only understand their own roles and responsibilities, but also those of other staff, so that the team hosting the event can operate effectively. This unit will help learners to understand how to work in a team and why it is so important to do so.

Learners will understand how to prepare for events, such as what they may be required to wear, and the importance of pre-event briefings and instructions. Learners will also learn about effective record keeping.

Stewards play an important role in ensuring that emergency procedures are followed; this unit provides the opportunity to learn how to identify potential hazards at events, and to respond quickly and effectively to protect themselves and others.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the roles and responsibilities of stewards and other staff at spectator events
- 2 Know how stewards prepare for their duties at spectator events
- 3 Know how stewards check for and respond to hazards at spectator event venues.

Unit content

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

Types of events: sport and active leisure events; music events; festivals; carnivals; exhibitions

Importance of safety: crowd control; customer and participant experience; safety and security of self, of others and of venue; success of event

Legal requirements: Health and Safety at Work Act 1974; The Management of Health and Safety at Work Regulations 1992; Safety of Sports Grounds Act 1975; Fire Safety and Safety of Places of Sport Act 1987; Football Spectators Act 1989

Roles and responsibilities of stewards: roles (customer care, access, filtering, queue management, marshalling, distributing resources, identity checking); responsibilities (customer care, information provision, ensuring safety and security)

Legal limitations of stewards: Section Three of the Criminal Law Act ('A person may use such force as is reasonable in the circumstances in the prevention of crime')

Roles and responsibilities of other people: other people (team members, supervisors, chief steward, emergency services, stadium manager, control room operators, safety officer, security); roles and responsibilities (ensuring safety and security, ensuring effective communication, customer care, providing information)

Guidance documents: Guide to Safety at Sports Grounds – also known as 'the Green Guide' (HSE); Managing Crowd Safety in Public Venues (HSE); Health and Safety and Risk Management (UK Sport); specific policies and procedures of employer, event or venue

Policies and procedures: compliance with relevant legislation, directives and guidance; ensuring a safe environment (searching people, ejecting people); reporting non-compliance

Importance of personal development: knowledge of current legislation, policies and procedures; personal advancement; safety and security (of self, of others, of venue)

2 Know how stewards prepare for their duties at spectator events

Standards of appearance: according to policy of venue, event or employer (clothing clean, neat and pressed, footwear in good repair, maintaining required personal grooming standards, wearing identification)

Standards of behaviour: co-operating with others (police and other authorities); vigilance; reliability; integrity; being prepared to take responsibility to solve problems; acting fairly towards customers (including not displaying preferential or discriminatory treatment); being courteous and polite; not being under influence of drink or drugs; not using language that is abusive, defamatory or offensive; not abusing position; adherence to the standards of the employing organisation; being mindful of safety and security of self and others

Identification: identification (uniform, identification badge); importance (identification, complaints)

Spectator event safety handbook: content (code of conduct, emergency codes, evacuation procedure)

Pre-event routines: signing in; collecting required information/materials; attending pre-event briefing; searching designated area; checking equipment

Resources: resources (handbook, communication equipment, notebook, pen, keys, map, personal protective equipment (PPE)); importance of looking after resources (being correctly equipped, ensuring safety of equipment, ensuring security of equipment, maintaining or replacing equipment)

Procedures for checking resources and reporting faults: procedures determined by employer, venue or event

Information provided at briefings: information (evacuation procedures, emergency procedures, who to report to, code words); importance of taking note of information (for use as reference, ensure use of correct procedures)

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

Facilities: toilets; disabled access and facilities; shops; parking; first aid; emergency phone; exits

Signage: eg emergency exits, first aid points, emergency equipment, venue specific signage

Types of hazard: health hazards (sanitation, toilets, toxic fumes, ventilation); safety hazards (fire, crowd build-up, blocked exits, insecure barriers, uncontrolled ingress, broken seats, litter, trailing cables, wires); security hazards (unattended baggage, suspect packages, suspicious objects)

Procedures relating to hazards: checking for hazards; when a hazard is identified, (alerting others, containing the problem, area closure, evacuation, responding quickly and effectively); importance of following procedures (to prevent panic, minimise risk associated with hazard)

Learning outcome/assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
LO.1	Understand the roles and responsibilities of stewards and other staff at spectator events	1.1 outline the importance of safety at spectator events 1.2 describe the contribution that stewards make to the provision of safety and customer service 1.3 give examples of different types of events at which stewarding takes place 1.4 identify the basic legal requirements for a spectator event 1.5 identify the different roles and responsibilities of stewards at a spectator event 1.6 outline why it is important for stewards to work together as a team 1.7 state the legal limitations of stewards at spectator events 1.8 list the roles and responsibilities of other people involved in spectator safety at an event 1.9 describe how the roles and responsibilities of other people relate to the stewarding team

Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
		<p>1.10 give examples of guidance documents on stewarding at events and how to access these</p> <p>1.11 outline how different spectator event policies and procedures may affect the steward's role</p> <p>1.12 outline why it is important for stewards to continue to develop themselves in their job role</p>
LO.2	Know how stewards prepare for their duties at spectator events	<p>2.1 describe appropriate standards of appearance for stewards at spectator events</p> <p>2.2 describe appropriate standards of behaviour for stewards at spectator events</p> <p>2.3 outline why it is important for stewards to wear correct identification at all times</p> <p>2.4 outline the content of a typical spectator event safety handbook</p> <p>2.5 outline why registration, briefing and pre-event routines are important</p> <p>2.6 list the typical pre-event routines that stewards could be involved in</p> <p>2.7 identify the resources stewards could receive at registration and briefing</p> <p>2.8 outline why it is important for stewards to look after the resources they receive</p> <p>2.9 outline the procedures stewards should follow to check their resources and report faults</p>

Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
		2.10 outline why it is important for stewards to take note of information provided at briefings 2.11 list the types of information stewards could be given at a briefing
LO.3	Know how stewards check for and respond to hazards at spectator event venues	3.1 identify the facilities in a typical venue that a steward should know the location of 3.2 identify and interpret the signage in a typical venue 3.3 identify the types of hazards that may be found at venues 3.4 outline the typical procedures for checking different areas of a venue for hazards 3.5 outline the procedures that stewards should follow when they identify hazards 3.6 outline the importance of stewards following procedures when they identify hazards

Essential guidance for tutors

Delivery

This unit can be brought to life by inviting speakers to speak to learners about their experiences of stewarding. Group visits to sports arenas and stadia could be arranged. Many of the top sporting clubs provide educational tours and presentations where learners can hear about safety and security procedures.

Delivery methods could include learner-centred tasks such as group work, research tasks and learner-led presentations to explore a wide a range of different stewarding situations.

For learning outcomes 1 and 2, learners could watch videos of events such as the Hillsborough and Bradford City football disasters and see what went wrong and what has been learned from such tragic events. The Lord Justice Taylor Report into the Hillsborough Stadium Disaster could be studied. Group discussions could take place regarding the events and whether they could have been prevented. The Event Safety Guide, which looks at health and safety at music festivals would be a useful resource.

TV programmes and videos of sporting events could also be shown giving learners the opportunity to observe and make notes of the procedures in place.

Copies of legislation such as the Football Spectators Act 1989 and other relevant guidance documents could be downloaded and studied by learners.

For learning outcome 3, learners could carry out an inspection of their school/college or another venue and identify any hazards and/or carry out a risk assessment.

Assessment

A variety of assessment methods could be used for the unit. Written questions or tick box worksheets may be suitable for some of the assessment criteria where only brief answers are required.

Learners could provide written reports or give verbal presentations to cover the criteria. Logbooks could also be used or learners could be asked to produce an 'event safety handbook' which covers some or all of the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Spectator Safety suite. This unit has particular links with the other units of the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events and the Edexcel Level 2 NVQ in Spectator Safety, especially *Unit C29 Prepare for Stewarding Activities*.

Essential resources

Indicative reading for learners

Textbooks

Frosdick S et al — *Safety and Security at Sports Grounds* (Paragon, 2005)
ISBN 1899820167

Related reports and publications

Lord Justice Taylor Report into the Hillsborough Stadium Disaster (HMSO, 1990)
The Event Safety Guide (HSE, 1999)

Journals

Occupational Safety and Health Journal (RoSPA)

Websites

Health and Safety Executive	www.hse.gov.uk
Royal Society for the Prevention of Accidents	www.rospace.com
UK Sport	www.ukssport.gov.uk

Functional skills – Level 2

Skill	When learners are ...
ICT - Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	carrying out research and producing written assignment tasks, such as producing a report on the roles and responsibilities of stewards
Manage information storage to enable efficient retrieval	organising work appropriately, for example creating and saving work in folders and on memory sticks, when word processing reports etc
Follow and understand the need for safety and security practices	ensuring working environments are safe and files created and password details are secure
Troubleshoot	following correct procedure when an ICT problem arises, such as asking the tutor for help, and developing knowledge and understanding of how to deal with problems
ICT - Find and select information	
Select and use a variety of sources of information independently for a complex task	using effective learning aids, for example help cards produced using ICT to identify event procedures
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	searching the internet for examples of health and safety procedures at different events
ICT - Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing written work, for example reports, tables, steward logs
Present information in ways that are fit for purpose and audience	giving a verbal presentation on how stewards should prepare for events
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	using emails to communicate effectively with other personnel storing important messages in appropriate folders maintaining email address lists

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in group discussions about legislation, policies and procedures
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	looking at information from two different documents about hazards and risks at events
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing two different types of documents each one giving different information (one document must be at least 500 words long)

Unit 2: How Stewards Control the Entry, Exit and Movement of Spectators at Events

Unit reference number: L/501/8956

Level: 2

Credit value: 2

Aim and purpose

This unit covers the knowledge and understanding that stewards at spectator events require concerning:

- controlling the entry, movement and exit of people at spectator events
- recognising and responding to illegal and prohibited items
- giving spectators information and helping them with their problems
- dealing with challenging customer behaviour.

Unit introduction

This unit provides an opportunity to acquire knowledge about the entry, movement and exit of people at spectator events such as music festivals, sporting events and carnivals. On completing the unit, learners will know about the duties stewards perform, the powers stewards have and what is legally required of stewards in such situations.

Safety will always be the prime concern for stewards, and learners will come to know how this relates to situations such as queue management and crowd control. They will also learn about appropriate methods of searching for, and identifying, illegal items and checking the identity of people where appropriate.

Good communication and customer care skills are essential for stewards at spectator events. If a steward is refusing to allow a person to enter an event or asking them to leave it is important that this is done calmly and politely, in order to avoid hostility and aggression. Even when stewards behave calmly and politely, situations of a hostile and/or aggressive nature can arise. This unit will help to prepare learners for dealing with challenging behaviour, to know how to be assertive without being aggressive and to know when to seek assistance.

Learning outcomes

On completion of this unit a learner should:

- 1 Know how stewards control the entry, exit and movement of spectators at events
- 2 Know how stewards recognise and respond to illegal and prohibited items at spectator events
- 3 Know how stewards help customers with their problems at spectator events
- 4 Know how stewards deal with challenging customer behaviour at spectator vents.

Unit content

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

Legal requirements and powers: Section 3 of the Criminal Law Act (the right to eject anyone who is causing offence or being a nuisance, using 'reasonable' force)

Refusing entry or asking someone to leave: procedures (explaining reasons to customer, telling supervisor of incident, noting down why entry was refused or someone was asked to leave); why explanations are necessary (avoiding complaints, diffusing situations)

Supervising spectator entry: procedures (monitoring the designated area, communicating with people politely and clearly, giving directions and providing information, identity checking, searching people according to the agreed procedures, admitting people according to agreed procedures, removing prohibited or illegal items)

Controlling queues: procedures (monitoring the designated area, identifying crowd build up, queue management, communicating with spectators politely and clearly, communicating with other stewards and supervisors)

Supervising spectator movement: procedures (communicating with people politely and clearly, marshalling)

Supervising spectator exit: procedures (monitoring the designated area, communicating with people politely and clearly, giving directions to exit(s))

Importance of monitoring designated area: paying careful attention to your designated areas throughout your period of duty; early warning signs

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

Illegal items: types (illegal weapons, illegal drugs, adult fireworks); procedures to follow when illegal items are identified (explaining these procedures to the customer(s), informing your supervisor of items found)

Prohibited items: types eg items prohibited by the venue or event (fireworks, smoke canisters, air-horns, flares, dangerous or hazardous items, laser devices, bottles, glass vessels, cans, poles and any article that might be used as a weapon and/or compromise public safety), items prohibited by law or legislation (knives, weapons); procedures to follow when prohibited items are identified (explaining procedures to the customer(s), informing your supervisor of prohibited items found)

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

Importance of high standards of customer care: preventing conflict; meeting customer needs and providing customer satisfaction; repeat business

Importance of taking account of diversity and equality: treating people with courtesy and respect at all times; meeting legal requirements; reducing complaints; preventing conflict

Customers: those with a limited understanding of English; VIPs; customers with particular needs (disabled people, old people, children)

Types of information: location of main facilities; directions; first aid points; availability of programmes or maps; opening or closing times; event timings

Responses to different customer requests: communicating with people politely and clearly; asking for information which is relevant to their problem; making sure your understanding of the problem is correct; giving people help which is appropriate to the problem and agreed procedures, dealing with complaints positively and sympathetically as appropriate to the situation

Types of customer problems: need for information/advice; ticketing problems; medical assistance; missing property; missing people; illegal/unsociable behaviour by others

Types of customer problems that should be referred: referring customers to other sources of help (police, first aid, event organisers)

Complaint handling procedures: following venue procedures; keeping a record of the complaint

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

Types of situations that can cause challenging behaviour: technical failures, delays, ticket forgeries, unexpected crowd movements, local overcrowding, queuing, separation of individuals and groups, entry into restricted areas, unsociable behaviour, unlawful behaviour

Limits of stewards' powers and responsibilities: following agreed venue responsibilities and procedures

Responding to challenging behaviour: listening actively to what people are saying to you; showing empathy; maintaining your own personal space; using sensitive questioning to get further information about the situation; summarising and feeding back to people what they have said and confirming your understanding of the situation

Difference between assertion and aggression: assertion (speaking and doing things in a confident and forceful way; aggression (hostile or violent behaviour or attitudes)

Calling for assistance and support: when you cannot personally deal with customer behaviour; method (using communications equipment such as radios or emergency telephones)

Legal considerations (self-defence and reasonable use of force): Section 3 of the Criminal Law Act (the right to eject anyone who is causing offence or being a nuisance, using 'reasonable' force)

Learning outcome/assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
LO.1	Know how stewards control the entry, exit and movement of spectators at events	1.1 outline the legal requirements and powers covering a steward's right to refuse entry and their right to ask someone to leave a venue 1.2 describe the procedures stewards should follow when refusing entry or asking someone to leave 1.3 outline why stewards should give explanations when they are refusing entry or asking someone to leave 1.4 describe the procedures stewards should follow to supervise spectator entry 1.5 describe the procedures stewards should follow to control queues 1.6 describe the procedures stewards should follow to supervise spectator movement between different areas 1.7 outline why it is important for stewards to monitor their designated area carefully 1.8 describe the procedures stewards should follow to supervise spectator exit

Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
LO.2	Know how stewards recognise and respond to illegal and prohibited items at spectator events	2.1 identify the types of illegal items that spectators may bring to events 2.2 describe the procedures stewards should follow when they identify illegal items 2.3 identify the types of items that may be prohibited at different venues and events 2.4 describe the procedures stewards should follow when they identify prohibited items
LO.3	Know how stewards help customers with their problems at spectator events	3.1 outline why it is important for stewards to provide high standards of customer care at spectator events 3.2 outline why it is important for stewards to take account of diversity and equality when dealing with customers at spectator events 3.3 describe how stewards should interact with customers at spectator events 3.4 identify the types of information that customers at spectator events may need 3.5 describe how stewards should respond to different requests for information 3.6 identify the types of problem that customers may have at spectator events 3.7 identify how stewards should help customers with their problems 3.8 identify the types of customer problems that stewards should refer to someone else 3.9 outline the procedures stewards should follow for handling complaints

Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
LO.4	Know how stewards deal with challenging customer behaviour at spectator events	4.1 recognise the types of situations that may cause challenging customer behaviour at spectator events 4.2 state the limits of stewards' powers and responsibilities when dealing with challenging behaviour 4.3 describe how stewards should respond to challenging behaviour and prevent it escalating 4.4 identify the difference between stewards being assertive and being aggressive 4.5 identify when and how stewards should call for assistance and support 4.6 outline legal considerations covering self-defence and the reasonable use of force

Essential guidance for tutors

Delivery

Practical elements can be incorporated into this unit to interest learners. Visits to sports arenas and stadia could be arranged to look at the logistics of such situations. Many of the top sporting clubs provide educational tours and presentations where learners can hear about safety and security procedures.

For learning outcome 1, learners could watch videos of events such as the Hillsborough football disaster, where problems arose when spectators were entering the ground. The Lord Justice Taylor Report into the Hillsborough Stadium Disaster could be studied. Group discussions could take place regarding this and other events to see what lessons have been learned. TV programmes and videos of sporting events could also be shown giving learners the opportunity to observe and make notes of the procedures in place.

Practical demonstrations and role plays will be suitable for assisting in the delivery of this unit for all learning outcomes. Learning outcome 4 in particular lends itself to role-play situations and learners would probably enjoy taking turns acting as a steward and a 'challenging' spectator! Speakers from security and stewarding backgrounds could be invited to recount their own experiences.

Delivery methods could include learner-centred tasks such as group work, research tasks and learner-led presentations to explore a wide a range of different stewarding situations. Case studies could be discussed and analysed.

Learners should be taught that good communication skills are essential when stewarding. If a steward is refusing to allow a person to enter an event or asking them to leave it is important that this is done calmly and politely, in order to avoid hostility and aggression. Any such incidents will usually need to be recorded in writing.

Skills in customer care should also be covered. A steward may be approached for help for a wide variety of reasons. People may ask for directions, need first aid assistance, have a query regarding the event, need to find missing persons or may wish to make a complaint. People from all backgrounds and cultures may be present, especially at large, international sporting events. The manner in which a steward deals with such queries is crucial to maintaining a calm, controlled atmosphere.

Knowledge of the legal rights of stewards will be crucial and the law which governs this is Section 3 of the Criminal Law Act. Copies of legislation such as the Football Spectators Act 1989, and other relevant guidance documents, could be downloaded and studied by learners.

Assessment

A variety of assessment methods could be used for the unit. Learners could provide written reports or give verbal presentations to cover the criteria. Logbooks or workbooks could also be used or learners could be asked to produce an 'event safety handbook' which covers some or all of the assessment criteria.

Written questions or tick-box worksheets may be suitable for some of the assessment criteria where only brief answers are required.

Role plays could be interesting and enjoyable for learners and would be suitable for all learning outcomes, particularly learning outcome 4, where learners could take turns in taking different roles and assessing each other's performance.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Spectator Safety suite. This unit has particular links with the other units of the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events, and the Pearson Edexcel Level 2 NVQ in Spectator Safety, especially *Unit C210 Control the Entry, Exit and Movement of People at Spectator Events* and *Unit C237 Help to Manage Conflict*.

Essential resources

Indicative reading for learners

Textbooks

Frosdick S et al — *Safety and Security at Sports Grounds* (Paragon, 2005)
ISBN 1899820167

Related reports and publications

Lord Justice Taylor Report into the Hillsborough Stadium Disaster (HMSO, 1990)
The Event Safety Guide (HSE, 1999)

Journals

Occupational Safety and Health Journal (RoSPA)

Websites

Health and Safety Executive	www.hse.gov.uk
Royal Society for the Prevention of Accidents	www.rospace.com
UK Sport	www.ukssport.gov.uk

Functional skills – Level 2

Skill	When learners are ...
ICT - Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	logging observations, for example observations of stewards controlling the entry, exit and movement of spectators at events
Manage information storage to enable efficient retrieval	organising work appropriately, for example creating and saving work in folders and on memory sticks when word processing observations of stewards
Follow and understand the need for safety and security practices	ensuring working environments are safe and files created and log in details are secure
Troubleshoot	following correct procedure when an ICT problem arises, such as asking the tutor for help developing knowledge and understanding of how to deal with problems, for example when storage is full
ICT - Find and select information	
Select and use a variety of sources of information independently for a complex task	using effective learning aids, for example help cards produced using ICT to identify event procedures
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	searching the internet for any information on event stewarding then evaluating its fitness for purpose
ICT - Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	writing reports, presentations, logs etc incorporating images and numbers
Present information in ways that are fit for purpose and audience	preparing verbal presentations, reports, logbooks

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in a group discussion about why it is important for stewards to provide high standards of customer care at spectator events
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing two different types of documents, each one giving different information (one document may be a completed incident record, the other document must be at least 500 words long)

Unit 3: How Stewards Monitor Crowds and Respond to Potential Crowd Problems at Spectator Events

Unit reference number: R/501/8957

Level: 2

Credit value: 1

Aim and purpose

This unit covers the knowledge and understanding that stewards at spectator events require concerning:

- recognising and responding to potential crowd problems
- recognising and responding to illegal and unsociable behaviour.

Unit introduction

An important part of a steward's duties at spectator events is to be aware and alert at all times, in order to monitor and identify any potential crowd problems. This unit will help learners to be aware of what signs to look for and how to respond when they see them.

In any large crowd situation there is a risk of potential problems. It is the responsibility of stewards to deal with such situations and they must do so in a calm and controlled manner, in order to minimise any panic. A panic situation in a large crowd could lead to more serious situations arising. The safety of everyone is the prime concern of stewards at all times and as such safety procedures must be correctly observed.

The unit will help learners to recognise signs of potential problems and teach them how to respond without placing themselves or others at risk.

Another problem which can occur is unsocial or illegal behaviour by spectators, for example violence or the use of illegal substances. Stewards need to be alert for any signs of such behaviour. If such situations occur, stewards must know how and when to intervene.

Learners will be made aware of when it is appropriate to deal with problem situations themselves and when they should seek assistance from others.

Learning outcomes

On completion of this unit a learner should:

- 1 Know how stewards recognise and respond to potential crowd problems at spectator events
- 2 Know how stewards recognise and respond to illegal and unsociable behaviour at spectator events.

Unit content

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

The importance of monitoring: safety of customers; minimising the problem; preventing panic

Monitoring: careful observation of crowds and areas; listening; what hazards to look for when monitoring different types of areas

Potential crowd problems: unexpected crowd movements; local overcrowding; overcapacity; distress; separation of individuals and groups; trespassers in unauthorised areas

Procedures and responses to crowd problems: being visible to the crowd; warning or reassuring people; containing a crowd; removing people or objects

Following instructions: remaining calm; minimising the problem, ensuring the safety of customers, preventing panic

At-risk situations: failure to monitor designated area (the area you are responsible for); rushing into an area of concern without sufficient resources; failure to inform supervisors of scope of problem; aggressive behaviour

Avoiding risk when trying to respond to potential crowd problems: knowing the correct actions to take and procedures to follow; communicating clearly with the people involved and colleagues; assessing how serious the behaviour is

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

Importance of recognising and responding to illegal and unsociable behaviour: legal requirements covering disability, discrimination and safety; early intervention to minimise the problem

Illegal behaviour: hate crime; (racial discrimination, sexual discrimination, disability discrimination); threatening behaviour; violence and other types of behaviour against the law (smoking, use of illegal drugs, criminal damage, vandalism, theft)

Encountering illegal behaviour: procedures (dealing with the situation if appropriate, reporting to supervisor when appropriate - what, when, who, where; responding to supervisor instructions; liaising with police, giving statements to police, attending court to give evidence where appropriate)

Unsociable behaviour at spectator events: intoxication; abusive behaviour (swearing, spitting, shouting, preventing enjoyment of others)

Procedures to follow with unsociable behaviour: dealing with the situation if appropriate; reporting to supervisor when appropriate - what, when, who, where; responding to supervisor instructions

Learning outcome/assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
LO.1	Know how stewards recognise and respond to potential crowd problems at spectator events	1.1 outline why it is important for stewards to monitor for potential crowd problems 1.2 describe how stewards should monitor for potential crowd problems 1.3 identify the types of potential crowd problem at spectator events 1.4 state what stewards should do when they identify potential crowd problems 1.5 outline the procedures stewards are asked to follow in response to different types of crowd problem 1.6 outline why it is important for stewards to remain calm and follow instructions when there are potential crowd problems 1.7 identify situations in which stewards may place themselves and others at risk when trying to respond to potential crowd problems 1.8 identify how stewards can avoid placing themselves and others at risk when trying to respond to potential crowd problems

Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
LO.2	Know how stewards recognise and respond to illegal and unsociable behaviour at spectator events	2.1 outline why it is important for stewards to recognise and respond to illegal and unsociable behaviour 2.2 identify the types of illegal behaviour that may occur at spectator events 2.3 outline the procedures stewards should follow when they encounter illegal behaviour 2.4 identify the types of unsociable behaviour that may occur at spectator events 2.5 outline the procedures stewards should follow when they encounter unsociable behaviour

Essential guidance for tutors

Delivery

Delivery of this unit could take a practical emphasis. Visits could be arranged to spectator venues, where possible, to look at the logistics for this unit. Many of the top sporting clubs provide educational tours and presentations where learners can hear about safety and security procedures.

Delivery methods could include learner-centred tasks such as group discussions, research tasks and learner-led presentations to explore a wide a range of different stewarding situations. Some learners may have attended spectator events and may be able to recount their experiences during group discussion or presentations. Speakers with a security or stewarding background could share their own accounts and experiences with learners.

Delivery for learning outcome 1 could involve use of videos and film footage showing large events and where crowd control procedures can be seen, demonstrating good and bad instances. Copies of the Lord Justice Taylor Report into the Hillsborough Stadium Disaster (HMSO, 1990) and The Event Safety Guide (HSE, 1999) would be useful documents for learners to study for learning outcome 1.

Delivery for learning outcome 2 could involve practical role plays where learners can demonstrate and observe different aspects of unsociable or illegal behaviour. Speakers from anti-drug agencies could help learners to identify certain illegal substances and/or to recognise the signs which may indicate spectators are under the influence of illegal substances.

Assessment

Assessment of this unit could involve the use of a tutor-prepared logbook which could cover some or all of the assessment criteria. Separate tasks of written questions, reports or verbal presentations would also be an appropriate way of assessing this unit. Peer or tutor assessment of role plays could also be a useful way of assessing the knowledge of learners.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Spectator Safety suite. This unit has particular links with the other units of the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events, and the Pearson Edexcel Level 2 NVQ in Spectator Safety.

Essential resources

Indicative reading for learners

Textbooks

Frosdick S et al — *Safety and Security at Sports Grounds* (Paragon, 2005)

ISBN 1899820167

Related reports and publications

Lord Justice Taylor Report into the Hillsborough Stadium Disaster (HMSO, 1990)

The Event Safety Guide (HSE, 1999)

Journals

Occupational Safety and Health Journal (RoSPA)

Websites

Health and Safety Executive

www.hse.gov.uk

Royal Society for the Prevention of Accidents

www.rosa.com

UK Sport

www.ukssport.gov.uk

Functional skills – Level 2

Skill	When learners are ...
ICT - Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	logging observations of stewards when identifying crowd problems or identifying illegal behaviour
Manage information storage to enable efficient retrieval	organising work appropriately, for example creating and saving work in folders and on memory sticks when word processing observations of stewards
Follow and understand the need for safety and security practices	ensuring working environments are safe and files created and log in details are secure
Troubleshoot	following correct procedure when an ICT problem arises, such as asking the tutor for help, and developing knowledge and understanding of how to deal with problems, for example when storage is full
ICT - Find and select information	
Select and use a variety of sources of information independently for a complex task	using effective learning aids, for example help cards produced using ICT to identify event procedures
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	searching the internet for any information on event stewarding then evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	completing steward logs or workbooks, using text and tables, images and numbers
Present information in ways that are fit for purpose and audience	writing a report or giving a verbal presentation explaining how stewards identify and recognise crowd problems and/or illegal/unsocial behaviour
Evaluate the selection and use of ICT tools and facilities used to present information	evaluating the use of PowerPoint for verbal presentations

Skill	When learners are ...
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	using emails to communicate effectively and to exchange information as required
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	giving a verbal presentation on how stewards can avoid placing themselves and others at risk when trying to respond to potential crowd problems
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading articles from the internet or relevant journals about illegal/prohibited items and illegal behaviour at events
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing a short document outlining the procedures stewards should follow when they encounter illegal behaviour

Unit 4: How to Respond to Injuries, Illnesses and Other Emergencies in Active Leisure and Learning

Unit reference number: D/501/8959

Level: 2

Credit value: 1

Aim and purpose

This unit covers the knowledge and understanding required to:

- deal with injuries and illnesses on a 'first on scene' basis
- respond to other types of emergencies, for example, missing persons, fire, security alerts.

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

Unit introduction

This unit prepares learners to deal with a number of situations that may occur at spectator events, ranging from a minor injury to a full emergency situation. Remaining calm and helping others to remain calm in emergency situations is of paramount importance in preventing a panic situation which could jeopardise people's safety. The actions taken by stewards in any emergency situation can prevent a much worse situation from occurring.

The unit will help learners know how to respond quickly and effectively in emergency situations. This may mean dealing with an injured spectator, someone who has been taken ill or reassuring people until a trained first-aider arrives.

In the event of a major emergency such as a fire or terrorist threat, there is a high risk of panic and stewards must do all they can to alleviate this, whilst carrying out the correct emergency procedures. Even when full training for such situations has taken place things can still go wrong in a real emergency and stewards may find that vital safety equipment is missing or not working.

The unit will help learners to be prepared for events which could, in some cases, mean the difference between lives being lost or saved. The unit reinforces the need for roles and responsibilities to be clearly defined and also emphasises the vital importance of the role of the steward at a large event.

Learning outcomes

On completion of this unit a learner should:

- 1 Know how to respond to injuries and illnesses on a first on scene basis
- 2 Know how to follow emergency procedures.

Unit content

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

Importance of dealing with injuries and illnesses promptly, calmly and correctly: minimise injury; reassure the patient/casualty; avoid panic; quick resolution

Types of injury and illness: minor injury and illness to be treated on site (grazes, small cuts, sprains, strains, collapse, fainting); major injury and illness that require medical assistance (heart attack, epileptic fit, broken limb)

Dealing with injuries and illnesses: assessing situation; obtaining information regarding illness/injury; protecting people from further harm; calling for qualified assistance; referring people to qualified assistance; providing comfort and reassurance

Providing information and support to qualified assistance: location of casualty; details of incident; description of injury or illness; details of existing medical conditions and current medication; details of witnesses

Importance of reporting accidents and incidents: prevention of further incidents; litigation and complaints; identification of training needs; adaptation of contingency plans where appropriate

Procedures for reporting accidents and incidents: reporting to supervisor; completion of accident book

2 Know how to follow emergency procedures

Types of emergency: fire; disorder/violence; terrorist attack/threat; flooding; stadium/stand collapse

Procedures: as per agreed event or venue procedures

Roles and responsibilities for each type of emergency: safety of spectators, safety of other staff, evacuation of spectators, helping to prevent panic, communicating with other staff, communicating with emergency service workers

Problems that may occur during emergency procedures: defective emergency equipment; panic; confusion over roles and responsibilities, communication breakdown

How to respond to problems during emergency procedures: communicating clearly with the people involved and colleagues; answering any questions from supervisors clearly and accurately; taking action following instructions and agreed procedures; making sure that any action is not dangerous to yourself and the other people involved; keeping your control room/supervisor informed of the situation; remaining calm

Why problems with emergency procedures should be reported: prevention of future harm; litigation and complaints; identification of training needs; rewriting of contingency plans if appropriate; post incident investigations

Learning outcome/assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
LO.1	Know how to respond to injuries and illnesses on a first on scene basis	1.1 outline why it is important to deal with people who are injured or ill promptly, calmly and correctly 1.2 identify the broad types of injury and illness that may occur 1.3 outline how to deal with injuries and illnesses on a 'first on scene' basis 1.4 state the types of information and support that should be given to qualified assistance 1.5 outline why it is important to report accidents and incidents 1.6 identify the typical procedures for reporting accidents and incidents
LO.2	Know how to follow emergency procedures	2.1 outline why it is important to respond to emergencies promptly, calmly and correctly 2.2 identify the types of emergency that may occur 2.3 outline the procedures for responding to emergencies 2.4 identify the different roles and responsibilities of people in a workplace for each type of emergency

Learning outcome number	Learning outcome The learner should:	Assessment criteria The learner can:
		2.5 list the types of problems that may occur during emergency procedures 2.6 outline how to respond to problems during emergency procedures 2.7 state why problems with emergency procedures should be reported

Essential guidance for tutors

Delivery

The delivery of this unit can take a practical emphasis, with role plays and presentations being used to help learners. Visiting speakers from a stewarding or security background could be invited to recount their experiences and provide case studies. Although no first aid experience is required to complete learning outcome 1, learners could be guided to look for certain signs in order to recognise particular illnesses or injuries.

For learning outcome 2 learners could watch videos or film footage of events such as the Hillsborough and Bradford City football disasters and see what has been learned from such tragic events. The Lord Justice Taylor Report into the Hillsborough Stadium Disaster could be studied. Group discussions could take place regarding the events and whether they could have been prevented. The Event Safety Guide, which looks at health and safety at music festivals, would also be a useful resource.

Assessment

A number of assessment methods could be used for the unit. Learners could provide written reports or give verbal presentations to cover the criteria. Logbooks could also be used or learners could be asked to produce an 'event safety handbook' which covers some or all of the assessment criteria. Role play could also be carried out for assessment by tutors or peers.

Written questions or tick-box worksheets may be suitable for some of the assessment criteria where only brief answers are required.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Spectator Safety suite. This unit has particular links with the other units of the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events, and the Edexcel Level 2 NVQ in Spectator Safety.

Indicative reading for learners

Textbooks

Frosdick S et al — *Safety and Security at Sports Grounds* (Paragon, 2005)
ISBN 1899820167

Related reports and publications

Lord Justice Taylor Report into the Hillsborough Stadium Disaster (HMSO, 1990)
The Event Safety Guide (HSE, 1999)

Journals

Occupational Safety and Health Journal (RoSPA)

Websites

Health and Safety Executive	www.hse.gov.uk
Royal Society for the Prevention of Accidents	www.rospace.com
UK Sport	www.ukssport.gov.uk

Functional skills – Level 2

Skill	When learners are ...
ICT - Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	preparing written or verbal presentations or completing logbooks and/or handbooks
Manage information storage to enable efficient retrieval	organising work appropriately, for example creating and saving work in folders and on memory sticks when word processing observations of stewards
Follow and understand the need for safety and security practices	ensuring working environments are safe and files created and log in details are secure
Troubleshoot	following correct procedure when an ICT problem arises, such as asking the tutor for help, and developing knowledge and understanding of how to deal with problems, for example when storage is full
ICT - Find and select information	
Select and use a variety of sources of information independently for a complex task	using effective learning aids, for example help cards produced using ICT to identify event procedures
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	searching the internet for any information on event stewarding then evaluate its fitness for purpose
ICT - Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing an event handbook or completing workbooks, using text and tables, images and numbers producing written or verbal presentations
Bring together information to suit content and purpose	compiling the finished document, report, presentation etc
Present information in ways that are fit for purpose and audience	writing a report or giving a verbal presentation explaining how stewards deal with illness/injury and how they respond to emergencies

Skill	When learners are ...
Evaluate the selection and use of ICT tools and facilities used to present information	evaluating the use of PowerPoint for verbal presentations
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	using email to communicate effectively and to exchange information as required
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	giving a verbal presentation on how stewards respond in an emergency
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading articles from the internet or relevant journals about emergency situations at large events
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing a short document outlining the procedures stewards should follow for injury/illness

Further information and useful publications

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)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

How to obtain National Occupational Standards

SkillsActive
Castlewood House
77-91 New Oxford Street
London
WC1A 1PX

Telephone: +44 (0)20 7632 2000
Fax: +44 (0)20 7632 2001
Email: skills@skillsactive.com
Website: www.skillsactive.com

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com

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 at: qualifications.pearson.com. 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.

BTEC 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 other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: qualifications.pearson.com

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit, qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson BTEC qualification framework for the Sport and Active Leisure sector

NQF Level	General Qualifications		BTEC Full VRQ Courses	BTEC Specialist qualifications	NVQ/Occupational
5			Level 4/5 BTEC HNC/Ds in Sport & Leisure Management and Sport & Exercise Sciences		
4					
3	Advanced Subsidiary GCEs in Physical Education and Leisure Studies Advanced GCEs in Physical Education and Leisure Studies		Level 3 BTEC Certificates, Subsidiary Diploma, Diplomas and Extended Diplomas in Sport and Sport & Exercise Sciences	Level 3 BTEC Certificate and Diploma in Sailing and Watersports	NVQs in Sports Development, Leisure Management, Achieving Excellence in Sports Performance, and Spectator Safety
2		GCSE Physical Education (full and short course)	Level 2 BTEC Certificate, Extended Certificate and Diploma in Sport	Level 2 BTEC Subsidiary Certificate and Certificate in Sailing and Watersports Level 2 BTEC Award in Understanding Stewarding at Spectator Events	NVQs in Coaching, Teaching & Instructing, Activity Leadership, Instructing Exercise & Fitness, Operational Services, and Spectator Safety
1			Level 1 BTEC Introductory Certificate and Diploma in Sport and Leisure	Level 1 BTEC Award, Certificate and Diploma in Sport and Active Leisure	NVQ in Sport, Recreation and Allied Occupations
Entry	Entry Level Certificate in Physical Education		Entry Level BTEC Certificate in Skills for Working Life (Sport and Recreation) Entry Level BTEC Award in Sport and Active Leisure		

Annexe B

Wider curriculum mapping

Study of the Pearson BTEC Level 2 Specialist qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own and others' health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Award in Understanding Stewarding at Spectator Events.

KEY

- 4 indicates partial coverage of the NVQ unit
- a blank space indicates no significant coverage of the NVQ unit

NVQ/SVQ Level 2 in Spectator Safety

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Unit C29: Prepare for stewarding activities				
C29.1	4			
C29.2	4			
C29.3	4			
Unit C210: Control the entry, exit and movement of people at spectator events				
C210.1		4		
C210.2		4		
C210.3		4		
Unit C211: Monitor spectators and deal with control problems				
C21.1			4	
C21.2			4	
C21.3			4	
C237: Help to manage conflict				
C237.1		4	4	
C237.2		4	4	
A52: Contribute to the work of your team				
A52.1				
A52.2				
A52.3				
Unit C35: Deal with accidents and emergencies				
C35.1				4
C35.2				4

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