

Level 2 NVQ Certificate in Spectator Safety (QCF) (6852-02)

Qualification handbook for centres

500/8568/2



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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 2 NVQ Certificate in Spectator Safety (QCF)
City & Guilds qualification number	6852-02
Qualification accreditation number	500/8568/2
Last registration date	31/12/2011
Last certification date	31/12/2013

The Level 2 NVQ Certificate in Spectator Safety (QCF) forms part of a suite of qualifications designed in consultation with both industry and sector experts. This qualification provides the required knowledge and experience to work as a steward in sports grounds, at music venues and festivals, marches and any other events which require spectator safety and fulfils the regulations and requirements for stewarding set out by government in the Guide to Safety at Sports Grounds (The Green Guide).

1.1 Qualification structure

The diagram below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required combination of units and/or credits.

To achieve the Level 2 NVQ Certificate in Spectator Safety (QCF), learners must achieve 20 credits from the 6 mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	GLH
Y/501/5137	Unit 203	Prepare for spectator events	Mandatory	3	11
H/501/5139	Unit 205	Control the entry, exit and movement of people at spectator events	Mandatory	4	17
Y/501/5140	Unit 206	Monitor spectators and deal with crowd problems	Mandatory	4	17
J/501/5134	Unit 201	Help to manage conflict	Mandatory	4	20
R/501/5136	Unit 202	Contribute to the work of the team	Mandatory	3	14
D/501/5138	Unit 204	Deal with accidents and emergencies	Mandatory	2	14

1.2 Opportunities for progression

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 3 NVQ Certificate in Spectator Safety (QCF)

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
fast track approval forms	www.cityandguilds.com

1.4 City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualification including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the Level 2 NVQ in Spectator Safety (4833-49) on the NQF may apply for approval for the new Level 2 NVQ Certificate in Spectator Safety (QCF) (6852-02) using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Physical resources and site agreements

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Human resources

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements

Occupational competence for assessors, internal and external verifiers for the Level 2 NVQ Certificate in Spectator Safety (QCF)

The following sections set out the criteria for their appointment;

Assessors

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

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.

For the Level 2 NVQ Certificate in Spectator Safety (QCF) 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 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.

Internal Verifiers

Internal Verifiers must 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 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).

For the Level 2 NVQ Certificate in Spectator Safety (QCF) 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.

External Verifiers

External Verifiers must 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.

For the Level 2 NVQ Certificate in Spectator Safety (QCF) prospective External Verifiers should:

- 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.

What follows are the specific criteria for the Level 2 NVQ Certificate in Spectator Safety (QCF) and they apply equally to prospective Internal Verifiers and Assessors, who must have

1. worked in a relevant spectator safety context for two years full time or equivalent, eg Safety Officer, Senior Steward or equivalent
2. taken part in a relevant and nationally recognised Spectator Safety training course or qualification from the QCF in England/Wales and Northern Ireland or the SCQF in Scotland. Or an action plan to achieve such.

Continuing professional development (CPD)

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

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification, however, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

As part of the assessment for this qualification, candidates must have access to a work placement within a spectator safety setting ie (sport venue, festival, music/entertainment venue)

Age restrictions

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

For this qualification, candidates will be required to complete a portfolio of evidence. The most appropriate methods for assessment are:

- 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.

Time constraints

The following time constraints must be applied to the assessment of this qualification:

- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2 Evidence requirements

General assessment principles

Where should the evidence come from?

The primary target group is stewards who provide services – such as health, safety and security, and 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 spectator locations.

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 202, 203, 205, 201 and the whole of 204, 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 contained within the units.

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

How much evidence is necessary?

Most of the units require observation by an assessor on more than one occasion. The evidence requirements within each unit 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 (QCF) 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 205), monitoring spectators during the event (part of 206) and reacting to any situation (part of 206 and 201).

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.

4.3 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

NVQ Recording forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4.4 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

Learners who have achieved the Level 2 Award in Understanding Stewarding at Spectator Events (in full) can be RPL'd for all the **knowledge and understanding** in the Level 2 NVQ Certificate in Spectator Safety (QCF).

5 Units

Availability of units

The units for this qualification follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ).

www.accreditedqualifications.org.uk

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- Details of the relationship between the unit and relevant national occupational standards
- learning outcomes which are comprised of a number of assessment criteria
- evidence of real work activity
- assessment and grading.

Summary of units

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional unit	Credits	GLH
Y/501/5137	203	Prepare for spectator events	Mandatory	3	11
H/501/5139	205	Control the entry, exit and movement of people at spectator events	Mandatory	4	17
Y/501/5140	206	Monitor spectators and deal with crowd problems	Mandatory	4	17
J/501/5134	201	Help to manage conflict	Mandatory	4	20
R/501/5136	202	Contribute to the work of the team	Mandatory	3	13
D/501/5138	204	Deal with accidents and emergencies	Mandatory	2	14

Unit 203

Prepare for spectator events

Level: 2

Credit value: 3

Unit aim

This unit is about the learner preparing themselves as a steward and checking the facility before an event.

Learning outcomes

There are **six** outcomes to this unit. The learner will be able to:

- 203.1 Prepare for stewarding activities
- 203.2 Identify and deal with physical hazards
- 203.3 Search the venue for suspect items
- 203.4 Know how to prepare for stewarding activities
- 203.5 Know how to identify and deal with physical hazards
- 203.6 Know how to search the venue for suspect items

Guided learning hours

It is recommended that **11** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit reflects the Level 2 NOS C29 – Prepare for Spectator Events.

Unit 203

203.1

Prepare for spectator events

Prepare for stewarding activities

Assessment criteria

The learner can:

1. follow the registration procedures correctly and on time
2. collect their passes, identification and other **resources**, looking after these and returning them after the event
3. attend the pre-event briefings as required
4. note all the necessary **information** which is given at the briefings
5. correctly follow the pre-event routines.

Range

Resources

Communications, safety equipment , keys, handbook

Information

Potential hazards and risks, stewarding procedures, venue rules.

Unit 203

203.2

Prepare for spectator events

Identify and deal with physical hazards

Assessment criteria

The learner can:

1. follow agreed procedures to check **equipment**
2. keep disruption to a minimum
3. identify **hazards** in their designated **area**
4. follow agreed procedures for assessing risk
5. take prompt action appropriate to the **hazard** and the risk, following agreed procedures and instructions
6. communicate verbally and non-verbally with colleagues and other people involved
7. make sure that any action is not dangerous for themselves and other people involved
8. clearly and accurately report the situation and what they have done to their supervisor.

Range

Equipment

Safety equipment, security equipment, emergency equipment, signs and notices

Hazard/s

Safety hazards, security hazards, fire hazards, hygiene hazards, faulty emergency equipment

Area

Confined areas, open areas, public areas, non-public areas

Unit 203
203.3

Prepare for spectator events
Search the venue for suspect items

Assessment criteria

The learner can:

1. get information on the type of item being searched for
2. search the designated **area** thoroughly following instructions
3. identify any suspect items and other suspicious circumstances
4. maintain their own safety and the safety of other people
5. report what they have found following agreed procedures.

Range

Area

Confined areas, open areas, public areas, non-public areas

Unit 203

203.4

Prepare for spectator events

Know how to prepare for stewarding activities

Assessment criteria

The learner can:

1. state basic legal requirements covering the type of event they are involved in
2. describe their legal responsibilities and powers
3. show awareness of relevant guidance documents on safety at events
4. explain the importance of registration and briefing
5. explain the importance of receiving, looking after and returning passes, identification and other resources
6. explain the importance of keeping careful notes at briefings
7. explain the importance of pre-event routines
8. state pre-event timings
9. state the information to be recorded
10. describe emergency procedures, relevant code words and assembly points
11. describe the pre-event routines.

Unit 203

203.5

Prepare for spectator events

Know how to identify and deal with physical hazards

Assessment criteria

The learner can:

1. describe how to check:
 - safety equipment
 - security equipment
 - emergency equipment
 - signs and notices
2. explain the importance of not disrupting the public when carrying out checks
3. describe what to look for when checking for hazards
4. describe how to assess the seriousness of the following types of hazards:
 - safety hazards
 - security hazards
 - fire hazards
 - hygiene hazards
 - faulty emergency equipment
5. describe the correct action to take for each of the types of physical hazard listed
6. explain why it's important to communicate with people and colleagues clearly
7. describe the sort of action which could endanger themselves and others
8. state the correct reporting procedures for the types of physical hazards listed above.

Unit 203

203.6

Prepare for spectator events

Know how to search the venue for suspect items

Assessment criteria

The learner can:

1. explain the importance of collecting information on the item being searched for
2. describe how to search the following areas carefully and thoroughly:
 - confined areas
 - open areas
 - areas where the public is present
 - areas where the public is not present
3. describe contents of the safety handbook.

Unit 203 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 including
 - communications
 - safety equipment
 - keys
 - handbook
- 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 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.

Unit 203 Prepare for spectator events

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Spectator Safety (QCF) can be met through the following ways as listed below.

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.

Learning Outcome 1

Whilst preparing for stewarding activities, the learner must collect at least three of the following types of resources:

- a) communication
- b) safety equipment
- c) keys
- d) handbook.

and note all of the following types of information:

- a) potential hazards and risks
- b) stewarding procedures
- c) venue rules.

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

Learning Outcome 2

Whilst identifying and dealing with physical hazards the learner must check at least three of the following types of equipment:

- e) safety equipment
- f) security equipment
- g) emergency equipment
- h) signs and notices

and identify all of the following types of hazards

- i) safety hazards
- j) security hazards
- k) fire hazards
- l) hygiene hazards
- m) faulty emergency equipment

and in all of the following types of areas

- n) confined areas
- o) open areas
- p) public areas
- q) non-public areas.

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

Realistic simulations can be used for assessment criteria: 203.2.3, 203.2.4 and 203.2.5.

Learning Outcome 3

The learner must search all of the following types of areas:

- a) Confined areas
- b) Open areas
- c) Public areas
- d) Non-public areas.

Learning Outcomes 4, 5 and 6

These can be assessed by:

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

Unit 205

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

Level: 2

Credit value: 4

Unit aim

This unit is about helping to control and direct the movement of spectators at events, including their entry to and exit from the venue. The unit also covers basic customer care – for example providing spectators with information and helping them with other problems, such as missing property and people, and unsocial/unlawful behaviour by other people.

Learning outcomes

There are **six** outcomes to this unit. The learner will be able to:

- 205.1 Control the entry and exit of people at events
- 205.2 Search people for unauthorised items
- 205.3 Provide people with information and help them with other problems
- 205.4 Know how to control the entry and exist of people at events
- 205.5 Know how to search people for unauthorised items
- 205.6 Know how to provide people with information and help them with other problems

Guided learning hours

It is recommended that **17** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit reflects the Level 2 NOS C210 - Control the entry, exit and movement of people at spectator events.

Unit 205

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

205.1

Control the entry and exit of people at events

Assessment criteria

The learner can:

1. have the necessary **resources** ready for use
2. make sure their behaviour and appearance meets agreed standards at all times
3. greet **people** in a way that makes them feel welcome and at ease
4. pay careful attention to the designated area throughout their period of duty
5. admit **people** and refuse entry according to agreed procedures
6. provide the **people** with clear reasons why they have been refused entry
7. control the queues in a safe and orderly manner
8. supervise the safe exit of **people** according to the agreed procedures
9. inform their supervisor when there are problems that they cannot deal with on their own.

Range

Resources

Communications, safety equipment, keys, handbook

People

Cooperative, uncooperative, intoxicated, emotional, with limited understanding of English, 'VIPs', with particular needs

Unit 205

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

205.2

Search people for unauthorised items

Assessment criteria

The learner can:

1. identify the **people** to be searched on entry according to the agreed procedures
2. ask the identified **people** for permission to search, and follow the agreed procedures if they refuse
3. only search **people** of the same sex
4. follow the correct procedures when they find unauthorised **items** and explain these procedures to the **people** involved
5. inform the supervisor about any unlawful **items** which they find
6. treat the **people** involved with courtesy and respect at all times.

Range

People

Cooperative, uncooperative, intoxicated, emotional, with limited understanding of English, 'VIPs', with particular needs

Items

Items that could be used as weapons, alcohol, items prohibited by the facility

Unit 205

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

205.3

Provide people with information and help them with other problems

Assessment criteria

The learner can:

1. communicate with **people** politely and clearly
2. ask for information which is relevant to their **problem**
3. make their sure understanding of the problem is correct
4. give **people** help which is appropriate to the **problem** and agreed procedures
5. refer **people** to another source of help if necessary
6. keep **people** informed of progress
7. deal with any complaints positively, and sympathetically as appropriate to the situation.

Range

People

Cooperative, uncooperative, intoxicated, emotional, with limited understanding of English, 'VIPs', with particular needs

Problem

Need for information/advice, ticketing problems, missing property, missing people, unsociable/unlawful behaviour by others, complaints/suggestions about facility and procedures

Unit 205

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

205.4

Know how to control the entry and exist of people at events

Assessment criteria

The learner can:

1. describe the basic principles of customer care
2. explain the importance of wearing correct identification
3. identify the required equipment to carry
4. identify articles which contravene the venue rules
5. describe the procedures to follow when banned articles are found
6. explain the importance of carefully monitoring their designated area
7. describe how to control queues in an orderly and safe manner
8. describe basic legislation covering trespass and the right to refuse entry
9. describe the procedures for excluding people under the relevant legislation
10. explain why explanations should be given for refusing entry.

Unit 205

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

205.5

Know how to search people for unauthorised items

Assessment criteria

The learner can:

1. identify the problems that may occur if a steward is prejudiced against people because of their appearance
2. explain the importance of only searching people of the same sex
3. describe the correct methods of carrying out personal searches
4. identify the conflicts that may occur when carrying out searches and how to resolve these
5. explain the importance of providing people with proper explanations and treating people with courtesy
6. describe the organisation's policies for searching people
7. describe how to identify prohibited items
8. describe the correct procedures for dealing with prohibited items
9. describe the precautions to take to protect oneself against items which may cause injuries during the search
10. identify the basic legislation which authorises searches of spectators and what this allows the steward to do.

Unit 205

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

205.6

Know how to provide people with information and help them with other problems

Assessment criteria

The learner can:

1. describe how to communicate with the following types of people:
 - cooperative
 - uncooperative
 - intoxicated
 - emotional
 - with limited understanding of English
 - 'VIPs'
 - with particular needs
2. describe how to get hold of the information which people may need
3. identify information which should not be provided according to organisational policy
4. identify the locations of main facilities in the venue
5. describe the approved procedures for giving directions and providing information
6. explain the importance of getting all the relevant information if they need to solve a problem
7. explain the importance of being polite
8. explain the importance of being positive when handling complaints and giving apologies
9. describe the approved procedures for dealing with the following types of problems:
 - need for information/advice
 - ticketing problems
 - missing property
 - missing people
 - unsociable/unlawful behaviour by others
 - complaints/suggestions about facility and procedures
10. identify whom to refer problems to which the learner cannot deal with personally.

Unit 205 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 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 205.2.4 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.

Unit 205 Control the entry, exit and movement of people at spectator events

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Spectator Safety (QCF) can be met through the following ways as listed below.

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.

Learning Outcome 1

Whilst controlling entry, exit and movement the learner must have at least two of the following types of resources:

- a) communications
- b) safety equipment
- c) keys
- d) handbook

and deal with at least two of the following types of people:

- e) cooperative
- f) uncooperative
- g) intoxicated
- h) emotional
- i) with limited understanding of English
- j) 'VIPs'
- k) with particular needs.

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

Learning Outcome 2

Whilst searching people the learner must deal with at least two of the following types of people:

- a) cooperative
- b) uncooperative
- c) intoxicated
- d) emotional
- e) with limited understanding of English
- f) 'VIPs'
- g) with particular needs

and search for at least two of the following types of items:

- h) items that could be used as weapons
- i) alcohol
- j) items prohibited by the facility.

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

Learning Outcome 3

Whilst providing information and advice the learner must deal with at least two of the following types of people:

- a) cooperative
- b) uncooperative
- c) intoxicated
- d) emotional
- e) with limited understanding of English
- f) 'VIPs'
- g) with particular needs

and deal with two of the following types of problems:

- h) need for information/advice
- i) ticketing problems
- j) missing property
- k) missing people
- l) unsociable/unlawful behaviour by others
- m) complaints/suggestions about facility and procedures.

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

Learning Outcomes 4, 5 and 6

These can be assessed by:

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

Unit 206

Monitor spectators and deal with crowd problems

Level: 2

Credit value: 4

Unit aim

This unit is about keeping a careful watch over spectators and dealing with crowd problems such as unexpected movements, local overcrowding, over-capacity and unsociable/unlawful behaviour.

Learning outcomes

There are **four** outcomes to this unit. The learner will be able to:

- 206.1 Monitor crowds and identify potential problems
- 206.2 Follow instructions and procedures to deal with crowd problems
- 206.3 Know how to monitor crowds and identify potential problems
- 206.4 Know how to follow instructions and procedures to deal with crowd problems

Guided learning hours

It is recommended that **17** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit reflects the Level 2 NOS C211 - Monitor spectators and deal with crowd problems.

Unit 206

Monitor spectators and deal with crowd problems

206.1

Monitor crowds and identify potential problems

Assessment criteria

The learner can:

1. have the necessary **resources** ready for use
2. make sure their behaviour and appearance meets agreed standards at all times
3. carry out their duties impartially
4. pay careful attention to the **crowd** and the conditions in their designated **area** throughout their period of duty
5. identify **crowd problems** when they occur.

Range

Resources

Communications, safety equipment, keys, handbook

Crowd

Friendly, aggressive, excited

Area

Confined areas, open areas, public areas, non-public areas

Crowd problems

Unexpected crowd movements, local overcrowding, over-capacity, distress, separation of individuals and groups, unsociable behaviour, unlawful behaviour, entry into restricted areas

Unit 206

Monitor spectators and deal with crowd problems

206.2

Follow instructions and procedures to deal with crowd problems

Assessment criteria

The learner can:

1. assess and report the **crowd problem**, answering any questions from supervisors clearly and accurately
2. take **action** following instructions and agreed procedures
3. make sure that any **action** is not dangerous to themselves and the other **people** involved
4. communicate with the **people** involved and colleagues clearly
5. reassure the **people** involved and encourage them to be calm and follow instructions
6. keep their control room/supervisor informed of the situation.

Range

Crowd problem

Unexpected crowd movements, local overcrowding, over-capacity, distress, separation of individuals and groups, unsociable behaviour, unlawful behaviour, entry into restricted areas

Action

Removing people and objects, containing the crowd, being visible to the crowd, reassuring, warning

People

Cooperative, uncooperative, intoxicated, emotional, with limited understanding of English 'VIPs', with particular needs

Unit 206

Monitor spectators and deal with crowd problems

206.3

Know how to monitor crowds and identify potential problems

Assessment criteria

The learner can:

1. explain the importance of carefully observing crowds and areas
2. explain the importance of wearing steward's identification at all times
3. identify the resources they need to have available and why
4. describe what to look for when monitoring crowds
5. explain why it's important to carry out their duties impartially
6. give examples of how to carry out duties impartially
7. explain why personal conduct and appearance are important
8. describe the sort of personal conduct and appearance that is appropriate
9. identify the particular hazards to look out for in the following types of areas:
 - confined areas
 - open areas
 - public areas
 - non-public areas.

Unit 206

Monitor spectators and deal with crowd problems

206.4

Know how to follow instructions and procedures to deal with crowd problems

Assessment criteria

The learner can:

1. identify the basic legal requirements covering disability, discrimination and safety
2. identify the obvious signs of the following types of crowd problems:
 - unexpected crowd movements
 - local overcrowding
 - over-capacity
 - distress
 - separation of individuals and groups
 - unsociable behaviour
 - unlawful behaviour
 - entry into restricted areas
3. describe how to assess how serious the problem is
4. describe the procedures to follow for each type of crowd problem
5. describe basic conflict management techniques and defensive tactics
6. explain why it's important to communicate clearly with the people involved and with colleagues
7. explain why it's important to reassure the people involved and encourage them to be calm
8. describe how to reassure people and encourage them to be calm
9. identify the type of action which might endanger themselves and others
10. describe the correct reporting procedures to use.

Unit 206 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
- 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.

Unit 206 Monitor spectators and deal with crowd problems

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Spectator Safety (QCF) can be met through the following ways as listed below.

Outcomes 1 and 2 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.

Learning Outcome 1

Whilst monitoring crowds, the learner must have at least two of the following types of resources:

- a) communications
- b) safety equipment
- c) keys
- d) handbook

and monitor two of the following types of crowds:

- e) friendly
- f) aggressive
- g) excited

in all of the following types of areas:

- h) confined areas
- i) open areas
- j) public areas
- k) non-public areas

and identify at least four of the following types of crowd problems:

- l) unexpected crowd movements
- m) local overcrowding
- n) over-capacity
- o) distress
- p) separation of individuals and groups
- q) unsociable behaviour
- r) unlawful behaviour
- s) entry into restricted areas.

If the learner can only cover two types of resources, two types of crowds and four types of crowd problems, they must be questioned on the rest.

Learning Outcome 2

Whilst dealing with crowd problems, the learner must deal with at least four of the following types of crowd problems:

- a) unexpected crowd movements
- b) local overcrowding
- c) over-capacity
- d) distress

- e) separation of individuals and groups
- f) unsociable behaviour
- g) unlawful behaviour
- h) entry into restricted areas

involving at least two of the following types of people:

- i) cooperative
- j) uncooperative
- k) intoxicated
- l) emotional
- m) with limited understanding of English
- n) 'VIPs'
- o) with particular needs

and all of the following types of action:

- p) removing people and objects
- q) containing the crowd
- r) being visible to the crowd
- s) reassuring
- t) warning.

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

Learning Outcomes 3 and 4

These may be assessed by:

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

Unit 201

Help to manage conflict

Level: 2

Credit value: 4

Unit aim

This unit is about dealing with situations where there is conflict between people. The unit includes using effective communication (verbal and non-verbal) to defuse the situation, maintaining your own personal safety, giving advice and warnings, and calling for assistance when required.

The unit does not include attempting to physically control or restrain people.

Learning outcomes

There are **four** outcomes to this unit. The learner will be able to:

- 201.1 Communicate with people in conflict situations
- 201.2 Follow procedures to resolve conflict
- 201.3 Know how to communicate with people in conflict situations
- 201.4 Know how to follow procedures to resolve conflict

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit reflects the Level 2 NOS C237 - Help to manage conflict.

Assessment criteria

The learner can:

1. remain calm and follow their organisation's procedures
2. **communicate** with the people in a way that minimises and reduces conflict
3. maintain their own personal space
4. respect the personal space of others
5. listen actively to what people are saying
6. show empathy
7. use sensitive questioning to get further information about the situation
8. summarise and feedback to **people** what they have said and confirm understanding of the situation.

Range

Communicate

Verbal communication, body language, other forms of non-verbal communication

People

Cooperative, uncooperative, intoxicated, emotional, with a limited understanding of English, people with particular needs

Unit 201
201.2

Help to manage conflict
Follow procedures to resolve conflict

Assessment criteria

The learner can:

1. assess the risks to themselves and others in the situation
2. assess the seriousness of the situation and the behaviour of the **people** involved
3. maintain their own personal safety
4. follow agreed **procedures** for the type of situation and **people** involved
5. collect and report necessary information about the **people** involved and the situation.

Range

Procedures

Do nothing, maintain observation, give advice or warning, request assistance

People

Cooperative, uncooperative, intoxicated, emotional, with a limited understanding of English, people with particular needs

Unit 201

201.3

Help to manage conflict

Know how to communicate with people in conflict situations

Assessment criteria

The learner can:

1. identify the types of conflict situations that are likely to arise
2. describe the correct responses for each of these types of situations
3. identify the legal considerations covering self-defence and the use of force and your own role and responsibilities
4. explain the importance of effective communication with people in conflict situations and how poor communication can make situations worse
5. describe the appropriate forms of body language and other non-verbal types of communication to use
6. explain what is meant by personal space and why it is important to maintain one's personal space
7. describe how to maintain personal space and the personal space of others
8. explain why it is important to show one is listening actively to what is being said
9. describe how to demonstrate active listening
10. describe how to show empathy
11. explain why showing empathy is important
12. describe how to use sensitive questioning to get information about a situation
13. explain why it is important to summarise and feedback to others what has been said.

Assessment criteria

The learner can:

1. describe how to carry out risk assessments in conflict situations and the factors that should be kept in mind
2. identify situations in which it would be appropriate to:
 - do nothing
 - maintain observation
 - give advice or a warning
 - use a report or incident card
 - consider ejection
 - consider arrest
3. explain why they should inform the supervisor/control room of their initial response
4. explain why they should collect and report information about the people involved and the situation
5. describe how to how to collect and report relevant information
6. describe how to maintain their own personal safety and that of others involved in the situation
7. explain why it is important to keep an accurate record of what has happened
8. describe what they should record that could be used as evidence
9. identify other sources of evidence that may be used.

Unit 201 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 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 201.2.2 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.

Unit 201 Help to manage conflict

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Spectator Safety (QCF) can be met through the following ways as listed below.

Outcomes 1 and 2 must be assessed using workplace evidence when the learner is dealing with conflict or by realistic simulations. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

Learning Outcome 1

The learner must communicate appropriately using all of the following methods:

- a) verbal communication
- b) body language
- c) other forms of non-verbal communication

and must communicate with two of the following types of people:

- d) cooperative
- e) uncooperative
- f) intoxicated
- g) emotional
- h) with a limited understanding of English
- i) people with particular needs.

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

Learning Outcome 2

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.

Learning Outcomes 3 and 4

These can be assessed through:

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

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Unit 202

Contribute to the work of the team

Level: 2

Credit value: 3

Unit aim

Organisations must provide high levels of service to their customers and this requires a team effort from all staff and managers. This unit is about how the learner works well as a member of the team, improves their own work and the work of the team as a whole. If the organisation has a performance appraisal and personal development system, this would be an excellent context for this unit.

Learning outcomes

There are **six** outcomes to this unit. The learner will be able to:

- 202.1 Work effectively with colleagues
- 202.2 Improve own work
- 202.3 Help to improve the work of the organisation
- 202.4 Know how to work effectively with colleagues
- 202.5 Know how to improve own work
- 202.6 Know how to help to improve the work of the organisation

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit reflects the Level 2 NOS A52 - Contribute to the work of your team.

Assessment criteria

The learner can:

1. establish a working relationship with their **colleagues** that helps them to work well together
2. **communicate** with their **colleagues** clearly
3. maintain standards of professional behaviour
4. carry out their duties and commitments to **colleagues** as agreed, or warn them in good time when they cannot do what they expect
5. ask for help and information when they need it
6. provide their **colleagues** with help and information when they need it, as long as this is in line with the organisation's policies and procedures
7. contribute to team discussions
8. follow the correct procedures when they have disagreements or difficulties with **colleagues**.

Range

Colleagues

Working at the same level as themselves, responsible to them, line manager

Communicate:

Spoken, written

Assessment criteria

The learner can:

1. evaluate all aspects of their work
2. ask their **colleagues** and customers for feedback on their work
3. handle constructive criticism positively
4. work with a relevant person to:
 - identify strengths and areas where they could improve their work
 - identify new areas of skill and knowledge they may need for future responsibilities
 - plan ways in which they could improve their work and prepare for future responsibilities
5. take part in relevant training and development
6. regularly review their personal development.

Range

Colleagues

Working at the same level as themselves, responsible to them, line manager

Unit 202

202.3

Contribute to the work of the team

Help to improve the work of the organisation

Assessment criteria

The learner can:

1. ask customers for feedback on the services the organisation provides
2. identify ways in which the team could improve the organisation's services to customers
3. suggest these improvements to their **colleagues**, following the correct procedures
4. discuss how these improvements could be put into practice with relevant **colleagues** and listen to their ideas
5. help to change services so that they meet the needs of their customers.

Range

Colleagues

Working at the same level as themselves, responsible to them, line manager

Assessment criteria

The learner can:

1. identify the values or codes of practice relevant to the work they are carrying out
2. explain the importance of effective team work
3. describe how improving their own work and the work of their team can improve the organisation as a whole and the level of service that the customer receives
4. explain what 'good working relationships' with colleagues means
5. describe how to establish good working relationships with colleagues
6. explain why it is important to communicate clearly with colleagues
7. describe how to communicate with managers in the organisation
8. list the duties that they are responsible for
9. explain why it is important to carry out duties as agreed or warn colleagues in good time if this is not possible
10. describe situations in which they may need help in their work and why they should always ask for help and information in these situations
11. describe situations in which they may need to provide help and information to their colleagues
12. describe situations in which they should not provide help and information to their colleagues
13. explain the purpose of team meetings
14. explain why team discussions are important and why it is important to contribute to them
15. describe the procedures for dealing with conflict in the organisation.

Assessment criteria

The learner can:

1. explain why it is important to continuously improve own work
2. explain why it is important to assess own work and get feedback from colleagues
3. explain what it means to 'handle criticism positively' and why this is important
4. identify the relevant member of staff in the organisation with whom they can plan and develop their work
5. describe the procedures they should follow when they want to take part in training and development activities.

Unit 202

202.6

Contribute to the work of the team

Know how to help to improve the work of the organisation

Assessment criteria

The learner can:

1. describe the types of situations in which customers give feedback on the services they receive
2. explain why it is important to listen to customer feedback
3. describe how to identify areas where the team's work could be improved
4. describe the procedures they should follow for making suggestions on how to improve services to customers
5. explain why it is important to discuss suggestions with colleagues and to take account of their ideas.

Unit 202 Contribute to the work of the team

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 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 202.1.8 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.

Unit 202 Contribute to the work of the team

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Spectator Safety (QCF) can be met through the following ways as listed below.

Outcomes 1, 2 and 3 must be assessed using real workplace evidence generated when the learner is working as part of a team. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

Learning Outcome 1

Whilst working effectively with colleagues the learner must cover at least two of the following types of colleagues:

- a) working at the same level as themselves
- b) responsible to them
- c) line manager

and all of the following types of communication:

- d) spoken
- e) written.

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

Learning Outcome 2

Whilst improving their own work the learner must cover at least two of the following types of colleague:

- a) working at the same level as themselves
- b) responsible to them
- c) line manager.

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

Learning Outcome 3

Whilst improving the work of their organisation, the learner must cover at least two the following types of colleague:

- a) working at the same level as themselves
- b) responsible to them
- c) line manager.

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

Learning Outcomes 4, 5 and 6

These can be assessed by:

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

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Unit 204

Deal with accidents and emergencies

Level: 2

Credit value: 2

Unit aim

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

Learning outcomes

There are **four** outcomes to this unit. The learner will be able to:

- 204.1 Deal with injuries and signs of illness
- 204.2 Follow emergency procedures
- 204.3 Know how to deal with injuries and signs of illness
- 204.4 Know how to follow emergency procedures

Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit reflects the Level 2 NOS C35 - Deal with accidents and emergencies.

Unit 204

204.1

Deal with accidents and emergencies

Deal with injuries and signs of illness

Assessment criteria

The learner can:

1. remain calm and follow their organisation's procedures
2. protect the **casualty** and other people involved from further risk
3. call for **qualified assistance** that is appropriate to the casualty's **condition**
4. provide reassurance and comfort to those involved
5. give the **qualified assistance** clear and accurate information about what happened
6. follow the accident reporting procedures, as required.

Range

Casualty

Adult, child, person with particular needs

Qualified assistance

The organisation's first aider, emergency services

Condition

Minor injury that can be dealt with on-site, minor illness that can be dealt with on-site, major injury requiring medical attention, major illness requiring medical attention

Unit 204
204.2

Deal with accidents and emergencies
Follow emergency procedures

Assessment criteria

The learner can:

1. give the people involved in the emergency clear and correct instructions
2. carry out their role in the emergency procedures calmly and correctly
3. maintain the safety of the **people** involved
4. follow the correct procedures for reporting the emergency
5. report any problems with the emergency procedures to the relevant colleague.

Range

People

Adults, children, people with particular needs

Assessment criteria

The learner can:

1. describe the values or codes of practice relevant to the work they are carrying out
2. explain the importance of dealing with accidents and emergencies promptly, calmly and correctly
3. identify the types of injuries and illnesses that may occur in their area of work
4. describe how to deal with these injuries and illnesses before qualified assistance arrives
5. identify whether to contact the on-site first aider or immediately call the emergency services depending on the situation and organisational procedures
6. identify who is the on-site first aider and describe how to contact them
7. describe the procedures they should follow to contact the emergency services
8. explain why it is important to protect the casualty and others involved from further harm
9. describe the procedures to follow to protect the casualty and others
10. explain why it is important to provide comfort and reassurance
11. describe how to provide reassurance and comfort
12. describe their responsibilities for reporting accidents
13. describe the procedures for reporting accidents.

Unit 204
204.4

Deal with accidents and emergencies
Know how to follow emergency procedures

Assessment criteria

The learner can:

1. describe the emergency procedures in their place of work for:
 - fires
 - security incidents
 - missing persons
2. describe the instructions that must be given to the people involved in each type of incident
3. describe their organisation's reporting procedures for emergencies
4. describe the types of problems that may occur during emergency procedures
5. explain why they should report problems with emergency procedures
6. identify who problems with emergency procedures should be reported to.

Unit 204 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 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. Supplementary evidence is allowed for 204.2.5 only, if there is no naturally occurring evidence 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.

Unit 204 Deal with accidents and emergencies

Assessment and grading

The assessment and grading for the Level 2 NVQ Certificate in Spectator Safety (QCF) can be met through the following ways as listed below.

Outcomes 1 and 2 must be assessed using workplace evidence generated when the learner is dealing with accidents and emergencies or through realistic simulations.

Learning Outcome 1

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.

Learning 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.

Learning Outcomes 3 and 4

These can be assessed by:

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

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to previous qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for RPL.

This qualification has connections to the:

- Level 2 NVQ in Spectator Safety (4833-49)

NQF units		QCF units	
Unit Number/Title		Unit Number/Title	
R/103/6785	Prepare for spectator events	Y/501/5137	Prepare for spectator events
Y/103/6786	Control the entry, exit and movement of people at spectator events	H/501/5139	Control the entry, exit and movement of people at spectator events
D/103/6787	Monitor spectators and deal with crowd problems	Y/501/5140	Monitor spectators and deal with crowd problems
H/103/6788	Help to manage conflict	J/501/5134	Help to manage conflict
R/101/7718	Contribute to the work of your team	R/501/5136	Contribute to the work of the team
U1027677	Deal with accidents and emergencies	D/501/5138	Deal with accidents and emergencies

6852-02 key/Core skills mapping

This qualification provides opportunities to gather evidence for the accreditation of Key/Core Skills as shown in the table below. However, to gain Key / Core Skills certification, the Key/Core Skills would need to be taken as additional qualifications.

Summary of Links between units in the Level 2 NVQ Certificate in Spectator Safety (QCF) and the QCDA Key Skills

Units	Communication	Application of Number	Working with Others	Problem Solving	Improving own learning and performance	Information and communication technology
Mandatory						
203 (C29) Prepare for events	2.1a, 2.2, 2.3		2.1, 2.2, 2.3	2.1, 2.2, 2.3		
205 (C210) Control the entry, exit and movement of people at events	2.1a, 2.2, 2.3		2.1, 2.2	3.1, 3.2, 3.3		
206 (C211) Monitor crowds and deal with crowd problems	2.1a, 2.1b, 2.2, 2.3		2.1, 2.2	2.1, 2.2		
201 (C237) Help to manage conflict	2.1a, 2.1b, 2.2, 2.3		2.1, 2.2, 2.3	3.1, 3.2, 3.3		
202 (A52) Contribute to the work of your team	2.1a, 2.1b, 2.2, 2.3		2.1, 2.2, 2.3	2.1, 2.2, 2.3	2.1, 2.2, 2.3	
204 (C35) Deal with accidents and emergencies	1.1, 1.2, 1.3	1.1, 1.2, 1.3	1.1, 1.2, 1.3	1.1, 1.2, 1.3		

Summary of Links between units in the Level 2 NVQ in Spectator Safety and the SQA Core Skills

Units	Communication	Numeracy	Working with Others	Problem Solving	Using information
Mandatory					
203 (C29) Prepare for events	Intermediate 1		Intermediate 1	Intermediate 1	
205 (C210) Control the entry, exit and movement of people at events	Intermediate 1		Intermediate 1	Intermediate 2	
206 (C211) Monitor crowds and deal with crowd problems	Intermediate 1		Intermediate 1	Intermediate 1	
201 (C237) Help to manage conflict	Intermediate 1		Intermediate 1	Intermediate 2	
202 (A52) Contribute to the work of your team	Intermediate 1		Intermediate 1	Intermediate 1	
204 (C35) Deal with accidents and emergencies	Access 3	Access 3	Access 3	Access 3	

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLA assessments.

Appendix 3 Glossary of terms used in the units

The following key words and terms are used in the units.

Term	Definition
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 other
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 event
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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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)844 543 000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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