Level 2 NVQ Certificate in Spectator Safety (6852-12)

October 2011 Version 1.0

Qualification at a glance

Subject area	Spectator Safety
City & Guilds number	6852
Age group approved	All
Entry requirements	Level 2
Assessment	Portfolio
Fast track	Available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 NVQ Diploma in Spectator Safety	6852-12	600/2178/0

Contents

1   Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	It is for candidates who work or want to work as in the Active Leisure sector
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the Active Leisure sector.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: • Level 3 NVQ Certificate Spectator Safety

Structure

To achieve the **Level 2 Certificate in Spectator Safety**, learners must achieve **29** credits from the mandatory units

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
J/501/5134	201	Help to manage conflict	4
Y/601/4483	212	Support the work of the team and organisation	2
Y/502/9345	213	Prepare for spectator events	5
D/501/5138	214	Deal with accidents and emergencies	2
M/502/9352	215	Control the entry, exit and movement of people at spectator events	8
A/502/9354	216	Monitor spectators and deal with crowd problems	8

2 Centre requirements

Approval

If there is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

If your Centre is approved to offer the qualification Level 2 NVQ Certificate in Spectator Safety (4834) you can apply for the new Level 2 NVQ Certificate in Spectator Safety (6852-12) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

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

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

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.

Centre staffing

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

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

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

City & Guilds cannot accept any registrations for candidates under 16 as this qualification is not approved for under 16s.

3   Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Recording documents

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

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. 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. *recording forms* are available on the City & Guilds website.

Although new centres are expected to 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.
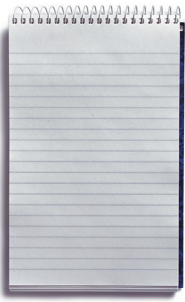
4   Assessment

General assessment principles

Where should the evidence come from?
The primary target group is stewards who provide services – such as health, safety and security, customer service to help spectators have a safe and enjoyable experience at the event. Typical settings will be events held at either indoor or outdoor facilities including for example, football stadia, indoor arenas and other sport centres.

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

The only exceptions to this requirement are parts of units 201, 212, 213, 214 and 215 for which simulation is deemed to be acceptable. In addition, simulation and questioning are allowed for a limited number of items in some other units. These are clearly detailed in the evidence requirements below.

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

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

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

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

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

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

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

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

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

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

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

Prior discussion between the learner and assessor with perhaps some negotiation with the learner's supervisor should make this a productive assessment opportunity. At the beginning of the assessment occasion, the assessor can observe the learner working on entry and exit points (part of unit 215), monitoring spectators during the event (part of unit 211) and reacting to any situation (part of units 211 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.

5   Units

Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to **www.cityandguilds.com**

Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 201   Help to manage conflict

UAN:	J/501/5134
Level:	Level 2
Credit value:	4
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active
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 outcome
The learner will:
1. be able to communicate with people in conflict situations
Assessment criteria
The learner can:
1.1 remain calm and follow their organisation's procedures
1.2 communicate with the people in a way that minimises and reduces conflict
1.3 maintain their own personal space
1.4 respect the personal space of others
1.5 listen actively to what people are saying
1.6 show empathy
1.7 use sensitive questioning to get further information about the situation
1.8 summarise and feedback to people what they have said and confirm understanding of the situation

Learning outcome
The learner will:
2. be able to follow procedures to resolve conflict
Assessment criteria
The learner can:
2.1 assess the risks to themselves and others in the situation
2.2 assess the seriousness of the situation and the behaviour of the people involved
2.3 maintain their own personal safety
2.4 follow agreed procedures for the type of situation and people involved
2.5 collect and report necessary information about the people involved and the situation

Learning outcome
The learner will:
3. know how to communicate with people in conflict situations
Assessment criteria
The learner can:
3.1 identify the types of conflict situations that are likely to arise
3.2 describe the correct responses for each of these types of situations
3.3 identify the legal considerations covering self-defence and the use of force and your own role and responsibilities
3.4 explain the importance of effective communication with people in conflict situations and how poor communication can make situations worse
3.5 describe the appropriate forms of body language and other non-verbal types of communication to use
3.6 explain what is meant by personal space and why it is important to maintain one's personal space
3.7 describe how to maintain personal space and the personal space of others
3.8 explain why it is important to show one is listening actively to what is being said
3.9 describe how to demonstrate active listening
3.10 describe how to show empathy
3.11 explain why showing empathy is important
3.12 describe how to use sensitive questioning to get information about a situation
3.13 explain why it is important to summarise and feedback to others what has been said

Learning outcome
The learner will:
4. know how to follow procedures to resolve conflict
Assessment criteria
The learner can:

4.1   describe how to carry out risk assessments in conflict situations and the factors that should be kept in mind

4.2   identify situations in which it would be appropriate to:

- Do nothing
- Maintain observation
- Give advice or a warning
- Use a report or incident card
- Consider ejection
- Consider arrest

4.3   explain why they should inform the supervisor/control room of their initial response

4.4   explain why they should collect and report information about the people involved and the situation

4.5   describe how to how to collect and report relevant information

4.6   describe how to maintain their own personal safety and that of others involved in the situation

4.7   explain why it is important to keep an accurate record of what has happened

4.8   describe what they should record that could be used as evidence

4.9   identify other sources of evidence that may be used

Unit 201   Help to manage conflict
Supporting information

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

Outcome 1
The learner must communicate appropriately using all of the following methods:
    a) verbal communication
    b) body language
    c) other forms of non-verbal communication
and must communicate with two of the following types of people:
    d) cooperative
    e) uncooperative
    f) intoxicated
    g) emotional
    h) with a limited understanding of English
    i) people with particular needs

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

Outcome 2
Whilst resolving conflict the learner must cover all of the following types of procedures:
    a) do nothing
    b) maintain observation
    c) give advice or warning
    d) request assistance
with two of the following types of people:
    e) cooperative
    f) uncooperative
    g) intoxicated
    h) emotional
    i) with a limited understanding of English
    j) people with particular needs

Outcomes 3 and 4
These can be assessed through:
- professional discussion
- oral questions and answers
- questions requiring written answers

Evidence Requirements

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 under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

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

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

Simulation

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

Use of supplementary evidence

Questioning is also allowed for 2.2 if no naturally occurring evidence is available.

Knowledge and understanding

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

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

Unit 212   Support the work of the team and organisation

UAN:	Y/601/4483
Level:	Level 2
Credit value:	2
GLH:	15
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active
Aim:	This unit covers the knowledge and competence that the learner needs to support the work of the team and organisation

Learning outcome
The learner will:
1. know how to support the work of own team and organisation
Assessment criteria
The learner can:
1.1 describe the values or codes of practice relevant to the work being carried out
1.2 outline the importance of effective team work
1.3 describe how improving own work and the work of the team can improve the organisation as a whole and the level of service that the customer receives

Learning outcome
The learner will:
2. know how to work effectively with colleagues
Assessment criteria
The learner can:
2.1 describe what 'good working relationships' with colleagues means
2.2 outline how to establish good working relationships with colleagues
2.3 describe why it is important to communicate clearly with colleagues
2.4 outline how to communicate with managers in organisation
2.5 list the duties within area of own responsibility
2.6 describe why it is important to carry out duties as agreed or warn colleagues in good time if not possible
2.7 identify situations in which help may be needed
2.8 describe the importance of always asking for help and information when it is needed

2.9	describe situations in which help and information may need to be provided to colleagues
2.10	describe situations in which it is not appropriate to provide help and information to colleagues
2.11	outline the purpose of team meetings
2.12	outline why team discussions are important and why they should contribute to them
2.1	outline the procedures for dealing with conflict in own organisation

Learning outcome
The learner will:
3. be able to work effectively with colleagues

Assessment criteria
The learner can:
3.1 establish good working relationships with colleagues
3.2 communicate verbally and in writing with colleagues clearly
3.3 maintain standards of professional behaviour
3.4 carry out own duties and commitments to colleagues as agreed, or tell them in good time when it is not possible do what they expect
3.5 ask for help and information when needed
3.6 provide colleagues with help and information when they need it, in line with organisation's policies and procedures
3.7 take part in team discussions
3.8 follow the correct procedures in the case of disagreements or problems with colleagues

Learning outcome
The learner will:
4. know how to improve own work

Assessment criteria
The learner can:
4.1 describe why it is important to continuously improve own work
4.2 describe why it is important to assess own work and get feedback from colleagues
4.3 describe what it means to 'handle criticism positively'
4.4 describe why it is important to handle criticism positively
4.5 identify the relevant member of staff in own organisation with whom own work can be planned and developed
4.6 identify the procedures to follow to take part in training and development activities
4.7 identify opportunities to take on new responsibilities and develop in own career, and the skills and knowledge needed to do this

Learning outcome
The learner will:
5. be able to improve own work

Assessment criteria
The learner can:
5.1   evaluate all aspects of own work
5.2   ask colleagues and customers for feedback on own work
5.3   handle feedback positively
5.4   work with a relevant person to agree:
- own strengths   - areas where own work could be improved   - new areas of skill and knowledge which may be needed for future responsibilities
5.5   take part in relevant training and development
5.6   regularly review personal development

Learning outcome
The learner will:
6. know how to help to improve the work of own organisation

Assessment criteria
The learner can:
6.1   describe the types of situations in which customers give feedback on the services they receive
6.2   outline why it is important to listen to customer feedback
6.3   outline how to identify areas where the organisation's work could be improved
6.4   identify the procedures to follow for making suggestions on how to improve services to customers
6.5   describe why it is important to discuss own suggestions with colleagues and to take account of their ideas

Learning outcome
The learner will:
7. be able to help to improve the work of own organisation

Assessment criteria
The learner can:
7.1   ask customers for feedback on the organisation's services
7.2   identify ways the team could improve services
7.3   discuss with relevant colleagues how to change services for the better
7.4   help to change services so that they meet customers' needs

Unit 212 Support the work of the team and organisation

Supporting information

Assessment Guidance

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website, **www.skillsactive.com/common-unit-qualifications**:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

Learning Outcomes 1, 2, 4 and 6

These can be assessed by:

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

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is supporting the work of the team and organisation

Learning Outcome 3

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

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

with both of the following types:

b communication
1. spoken
2. written

Learning Outcome 5

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

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

Learning Outcome 7

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

a colleague

1. working at the same level as self
2. responsible to self
3. line manager

Evidence Requirements

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 under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Two types of colleagues
- Both types of communication

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

Simulation

Simulation is allowed for the type of colleague responsible to you only, if there is no naturally occurring evidence.

Use of supplementary evidence

Questioning is also allowed for 3.8 if no naturally occurring evidence is available.

Knowledge and understanding

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

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

Unit 213   Prepare for spectator events

UAN:	Y/502/9345
Level:	Level 2
Credit value:	3
GLH:	12
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active
Aim:	This unit is about the learner preparing themselves as a steward and checking the facility before an event.

Learning outcome
The learner will:
1. be able to prepare for stewarding activities
Assessment criteria
The learner can:
1.1   follow the registration procedures correctly and on time
1.2   collect their passes, identification and other resources, looking after these and returning them after the event
1.3   attend the pre-event briefings as required
1.4   note all the necessary information which is given at the briefings
1.5   correctly follow the pre-event routines

Learning outcome
The learner will:
2. be able to identify and deal with physical hazards
Assessment criteria
The learner can:
2.1   follow agreed procedures to check equipment
2.2   keep disruption to a minimum
2.3   identify hazards in their designated area
2.4   follow agreed procedures for assessing risk
2.5   take prompt action appropriate to the hazard and the risk, following agreed procedures and instructions
2.6   communicate verbally and non-verbally with colleagues and other people involved
2.7   make sure that any action is not dangerous for themselves and other people involved
2.8   clearly and accurately report the situation and what they have done to their supervisor

Learning outcome
The learner will:
3. be able to search the venue for suspect items
Assessment criteria
The learner can:
3.1   get information on the type of item being searched for
3.2   search the designated area thoroughly following instructions
3.3   identify any suspect items and other suspicious circumstances
3.4   maintain their own safety and the safety of other people
3.5   report what they have found following agreed procedures

Learning outcome
The learner will:
4. know how to prepare for stewarding activities
Assessment criteria
The learner can:
4.1   state basic legal requirements covering the type of event they are involved in
4.2   describe their legal responsibilities and powers
4.3   show awareness of relevant guidance documents on safety at events
4.4   explain the importance of registration and briefing
4.5   explain the importance of receiving, looking after and returning passes, identification and other resources
4.6   explain the importance of keeping careful notes at briefings
4.7   explain the importance of pre-event routines
4.8   state pre-event timings
4.9   state the information to be recorded
4.10 describe emergency procedures, relevant code words and assembly points
4.11 describe the pre-event routines

Learning outcome
The learner will:
5. know how to identify and deal with physical hazards
Assessment criteria
The learner can:
5.1   describe how to check:
• safety equipment
• security equipment
• emergency equipment
• signs and notices
5.2   explain the importance of not disrupting the public when carrying out checks
5.3   describe what to look for when checking for hazards
5.4   describe how to assess the seriousness of the following types of hazards

- safety hazards
- security hazards
- fire hazards
- hygiene hazards
- faulty emergency equipment

5.5 describe the correct action to take for each of the types of physical hazard listed

5.6 explain why it's important to communicate with people and colleagues clearly

5.7 describe the sort of action which could endanger themselves and others

5.8 state the correct reporting procedures for the types of physical hazards listed above

Learning outcome
The learner will:
6. know how to search the venue for suspect items
Assessment criteria
The learner can:
6.1 explain the importance of collecting information on the item being searched for
6.2 describe how to search the following areas carefully and thoroughly:
• confined areas
• open areas
• areas where the public is present
• areas where the public is not present
6.3 describe contents of the safety handbook

Unit 213   Prepare for spectator events
Supporting information

Assessment Guidance

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website, **www.skillsactive.com/common-unit-qualifications**:

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

Outcomes 1, 2 and 3 must be assessed using workplace evidence generated when the learner is preparing for a real spectator event. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

Evidence Requirements

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 under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Three types of resources
- All types of information
- Three types of equipment
- Three types of hazards
- All types of areas

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

Simulation

Simulation is allowed for 2.3, 2.4 and 2.5 only, if there is no naturally occurring evidence is available.

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 214   Deal with accidents and emergencies

UAN:	D/501/5138
Level:	Level 2
Credit value:	2
GLH:	14
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active
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 outcome
The learner will:
1. be able to deal with injuries and signs of illness
Assessment criteria
The learner can:
1.1 remain calm and follow their organisation's procedures
1.2 protect the casualty and other people involved from further risk
1.3 call for qualified assistance that is appropriate to the casualty's condition
1.4 provide reassurance and comfort to those involved
1.5 give the qualified assistance clear and accurate information about what happened
1.6 follow the accident reporting procedures, as required

Learning outcome
The learner will:
2. be able to follow emergency procedures
Assessment criteria
The learner can:
2.1 give the people involved in the emergency clear and correct instructions
2.2 carry out their role in the emergency procedures calmly and correctly
2.3 maintain the safety of the people involved

2.4 follow the correct procedures for reporting the emergency
2.5 report any problems with the emergency procedures to the relevant colleague

Learning outcome
The learner will:
3. know how to deal with injuries and signs of illness

Assessment criteria
The learner can:
3.1 describe the values or codes of practice relevant to the work they are carrying out
3.2 explain the importance of dealing with accidents and emergencies promptly, calmly and correctly
3.3 identify the types of injuries and illnesses that may occur in their area of work
3.4 describe how to deal with these injuries and illnesses before qualified assistance arrives
3.5 identify whether to contact the on-site first aider or immediately call the emergency services depending on the situation and organisational procedures
3.6 identify who is the on-site first aider and describe how to contact them
3.7 describe the procedures they should follow to contact the emergency services
3.8 explain why it is important to protect the casualty and others involved from further harm
3.9 describe the procedures to follow to protect the casualty and others
3.10 explain why it is important to provide comfort and reassurance
3.11 describe how to provide reassurance and comfort
3.12 describe their responsibilities for reporting accidents
3.13 describe the procedures for reporting accidents

Learning outcome
The learner will:
4. know how to follow emergency procedures

Assessment criteria
The learner can:
4.1 describe the emergency procedures in their place of work for:
• Fires
• Security incidents
• Missing persons
4.2 describe the instructions that must be given to the people involved in each type of incident
4.3 describe their organisation's reporting procedures for emergencies
4.4 describe the types of problems that may occur during emergency procedures
4.5 explain why they should report problems with emergency procedures
4.6 identify who problems with emergency procedures should be reported to

Unit 214　　Deal with accidents and emergencies

Supporting information

Assessment Guidance

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

Outcome 1

Whilst dealing with injuries and signs of illness the learner must cover one of the following types of casualties:
1. adult
2. child
3. person with particular needs

at least one of the following types of qualified assistance:
4. the organisation's first aider
5. emergency services

and at least one of the following types of conditions:
6. minor injury that can be dealt with on-site
7. minor illness that can be dealt with on-site
8. major injury requiring medical attention
9. major illness requiring medical attention

If the learner can only cover one type of casualty, one type of assistance and one type of condition through workplace evidence or simulation, they must be questioned on the rest.

Outcome 2

Whilst following emergency procedures, the learner must cover at least one of the following types of people:
1. adults
2. children
3. people with particular needs

If the learner can only cover one type of people through workplace evidence or simulation, they must be questioned on the rest.

Outcomes 3 and 4

These can be assessed by:
- professional discussion
- oral questions and answers
- questions requiring written answers

Evidence Requirements

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 under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Three types of resources
- All types of information
- Three types of equipment
- Three types of hazards
- All types of areas

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

Simulation

Simulation is allowed for 2.3, 2.4 and 2.5 only, if there is no naturally occurring evidence is available.

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

UAN:	M/502/9352
Level:	Level 2
Credit value:	8
GLH:	12
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active
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 outcome
The learner will:
1. be able to control the entry and exit of people at events
Assessment criteria
The learner can:
1.1 have the necessary resources ready for use
1.2 make sure their behaviour and appearance meets agreed standards at all times
1.3 greet people in a way that makes them feel welcome and at ease
1.4 pay careful attention to the designated area throughout their period of duty
1.5 admit people and refuse entry according to agreed procedures
1.6 provide the people with clear reasons why they have been refused entry
1.7 control the queues in a safe and orderly manner
1.8 supervise the safe exit of people according to the agreed procedures
1.9 inform their supervisor when there are problems that they cannot deal with on their own

Learning outcome
The learner will:
2. be able to search people for unauthorised items
Assessment criteria
The learner can:
2.1 identify the people to be searched on entry according to the agreed procedures
2.2 ask the identified people for permission to search, and follow the agreed procedures if they refuse
2.3 only search people of the same sex
2.4 follow the correct procedures when they find unauthorised items and explain these procedures to the people involved
2.5 inform the supervisor about any unlawful items which they find
2.6 treat the people involved with courtesy and respect at all times

Learning outcome
The learner will:
3. be able to provide people with information and help them with other problems
Assessment criteria
The learner can:
3.1 communicate with people politely and clearly
3.2 ask for information which is relevant to their problem
3.3 make their sure understanding of the problem is correct
3.4 give people help which is appropriate to the problem and agreed procedures
3.5 refer people to another source of help if necessary
3.6 keep people informed of progress
3.7 deal with any complaints positively, and sympathetically as appropriate to the situation

Learning outcome
The learner will:
4. know how to control the entry and exit of people at events
Assessment criteria
The learner can:
4.1 describe the basic principles of customer care
4.2 explain the importance of wearing correct identification
4.3 identify the required equipment to carry
4.4 identify articles which contravene the venue rules
4.5 describe the procedures to follow when banned articles are found
4.6 explain the importance of carefully monitoring their designated area
4.7 describe how to control queues in an orderly and safe manner
4.8 describe basic legislation covering trespass and the right to refuse entry
4.9 describe the procedures for excluding people under the relevant legislation
4.10 explain why explanations should be given for refusing entry

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

Learning outcome
The learner will:
6. know how to provide people with information and help them with other problems
Assessment criteria
The learner can:
6.1   describe how to communicate with the following types of people: • cooperative • uncooperative • intoxicated • emotional • with limited understanding of English • 'VIPs' • with particular needs
6.2   describe how to get hold of the information which people may need
6.3   identify information which should not be provided according to organisational policy
6.4   identify the locations of main facilities in the venue
6.5   describe the approved procedures for giving directions and providing information
6.6   explain the importance of getting all the relevant information if they need to solve a problem
6.7   explain the importance of being polite
6.8   explain the importance of being positive when handling complaints and giving apologies
6.9   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

6.10 identify whom to refer problems to which the learner cannot deal with personally

Unit 215   Control the entry, exit and movement of people at spectator events

Supporting information

Assessment Guidance

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website, **www.skillsactive.com/common-unit-qualifications**:

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

Outcomes 1 and 3 must be assessed using workplace evidence generated when the learner is controlling entry, exit and movement at a real spectator event. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

Outcome 2 can be assessed as above or by realistic simulation.

Outcomes 4, 5 and 6 can be assessed by:

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

Evidence Requirements

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 under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Three types of resources
- Two types of people
- Two types of items
- Two types of problems

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior

colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

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

Use of supplementary evidence

Questioning is also allowed for 2.4 if no naturally occurring evidence is available.

Knowledge and understanding

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

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

Unit 216   Monitor spectators and deal with crowd problems

UAN:	A/502/9354
Level:	Level 2
Credit value:	8
GLH:	12
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active
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 outcome
The learner will:
1. be able to monitor crowds and identify potential problems
Assessment criteria
The learner can:
1.1   have the necessary resources ready for use
1.2   make sure their behaviour and appearance meets agreed standards at all times
1.3   carry out their duties impartially
1.4   pay careful attention to the crowd and the conditions in their designated area throughout their period of duty
1.5   identify crowd problems when they occur

Learning outcome
The learner will:
2. be able to follow instructions and procedures to deal with crowd problems
Assessment criteria
The learner can:
2.1   assess and report the crowd problem, answering any questions from supervisors clearly and accurately
2.2   take action following instructions and agreed procedures
2.3   make sure that any action is not dangerous to themselves and the other people involved
2.4   communicate with the people involved and colleagues clearly
2.5   reassure the people involved and encourage them to be calm and follow instructions
2.6   keep their control room/supervisor informed of the situation

Learning outcome
The learner will:
3. know how to monitor crowds and identify potential problems
Assessment criteria
The learner can:
3.1 explain the importance of carefully observing crowds and areas
3.2 explain the importance of wearing steward's identification at all times
3.3 identify the resources they need to have available and why
3.4 describe what to look for when monitoring crowds
3.5 explain why it's important to carry out their duties impartially
3.6 give examples of how to carry out duties impartially
3.7 explain why personal conduct and appearance are important
3.8 describe the sort of personal conduct and appearance that is appropriate
3.9 identify the particular hazards to look out for in the following types of areas: • confined areas • open areas • public areas • non-public areas

Learning outcome
The learner will:
4. know how to follow instructions and procedures to deal with crowd problems
Assessment criteria
The learner can:
4.1 identify the basic legal requirements covering disability, discrimination and safety
4.2 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
4.3 describe how to assess how serious the problem is
4.4 describe the procedures to follow for each type of crowd problem
4.5 describe basic conflict management techniques and defensive tactics
4.6 explain why it's important to communicate clearly with the people involved and with colleagues
4.7 explain why it's important to reassure the people involved and encourage them to be calm

4.8 describe how to reassure people and encourage them to be calm
4.9 identify the type of action which might endanger themselves and others
4.10 describe the correct reporting procedures to use

Unit 216 Monitor spectators and deal with crowd problems

Supporting information

Assessment Guidance

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website **www.skillsactive.com/common-unit-qualifications**:

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

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.

Outcomes 3 and 4 may be assessed by:

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

Evidence Requirements

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 under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Two types of resources
- Two types of crowds
- All types of areas
- Four types of crowd problems (LO1) / three types of crowd problems (LO2)
- Two types of people
- Three 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.

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.

Appendix 1 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

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**.

Centre Manual - Supporting Customer Excellence 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

Centre Guide – Delivering International Qualifications 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.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: **learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

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