

# Qualification specification

**NCFE Level 3 Certificate in Spectator Safety  
Supervision  
QN: 603/6756/8**

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## Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.0	January 2021	First publication
v1.1	June 2022	<p>Further information added to <a href="#">how the qualification is assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support handbook</a> section about how to access support handbooks.</p>
v1.2	July 2023	Information regarding <a href="#">UCAS</a> added to About this qualification, Qualification Summary.

# Section 1

## About this qualification

## Introduction

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

This qualification should be assessed in accordance with the Assessment Strategy for the Level 3 Certificate in Spectator Safety Supervision.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## Support Handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all of the qualification-specific information you will need that is not covered in the Support Handbook.

Qualification Summary	
<b>Qualification title</b>	NCFE Level 3 Certificate in Spectator Safety Supervision
<b>Qualification number (QN)</b>	603/6756/8
<b>Aim reference</b>	60367568
<b>Total Qualification Time (TQT)</b>	310
<b>Guided Learning Hours (GLH)</b>	146
<b>Credit value</b>	31
<b>Minimum age</b>	18
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
<b>Qualification purpose</b>	<p>The purpose of this qualification is to confirm occupational competence and provide learners with the knowledge, skills and understanding to take up supervisory roles within the stewarding and spectator safety industry.</p> <p>The qualification is mapped to the SkillsActive Spectator Safety NOS suite 2019.</p>
<b>Aims and objectives</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the study of the stewarding and spectator safety industry</li> <li>• offer breadth and depth of study, incorporating a key core of knowledge</li> <li>• provide opportunities to acquire a number of practical and technical skills.</li> </ul> <p>The objectives of this qualification are to help develop the skills and competence to:</p> <ul style="list-style-type: none"> <li>• prepare and maintain a stewarding team</li> <li>• deal with problems, accidents and emergencies</li> <li>• develop productive working relationships with colleagues at spectator events.</li> </ul>
<b>Sector support and industry recognition</b>	This qualification has been developed by SkillsActive and the Sports Grounds Safety Authority in conjunction with awarding organisations offering spectator safety qualifications and industry stakeholders. The qualification is based on the SkillsActive Spectator Safety NOS 2019.
<b>Work/industry placement experience</b>	This qualification requires learners to complete a work/industry placement experience throughout the duration of the qualification before certification.

<b>Real work environment (RWE) requirement/recommendation</b>	<p>Learners should be assessed through performance in the workplace. Only in circumstances where it is difficult to collect evidence through a real work environment situation, and is deemed acceptable in specific unit guidance, may simulation be permitted.</p> <p>Simulation, the imitation of a real-life activity or situation, should only be undertaken:</p> <ul style="list-style-type: none"> <li>• where events either never or infrequently occur and yet a high degree of confidence is needed that the learner would act appropriately: for example, dealing with a fire, health and safety activities that fall outside, or are secondary to, normal practices; or</li> <li>• where events happen frequently but where there is risk of harm to the learner or client in a real situation: for example, dealing with relationship difficulties and conflicts (although evidence from direct observation should be used where possible).</li> </ul> <p>Simulation may be required for the following unit:</p> <ul style="list-style-type: none"> <li>• Unit 07 Deal with incidents at spectator events.</li> </ul>
<b>Rules of combination</b>	<p>Learners are required to achieve 5 mandatory units plus 2 optional units, with a minimum of 31 credits.</p> <p>This qualification should be assessed in accordance with the Assessment Strategy for the Level 3 Certificate in Spectator Safety Supervision.</p>
<b>Grading</b>	Achieved/Not Yet Achieved
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Additional certification requirements</b>	<p>Learners must also show evidence of:</p> <ul style="list-style-type: none"> <li>• attending the ACT eLearning counter-terrorism training prior to certification. This is freely available from <a href="http://www.gov.uk/government/news/act-awareness-elearning">www.gov.uk/government/news/act-awareness-elearning</a></li> <li>• holding a recognised first aid award or attending first aid training (please see the Qualification Assessment Strategy for the Level 3 Certificate in Spectator Safety Supervision on the Qualifications page on the NCFE website for further guidance).</li> </ul>
<b>Staffing requirements</b>	Please refer to the Assessment Strategy for the Level 3 Certificate in Spectator Safety Supervision document for staffing requirements.

<b>Progression</b>	<p>Learners could progress to:</p> <ul style="list-style-type: none"><li>• Level 3 Extended Certificate in Spectator Safety Supervision.</li></ul> <p>Successful completion of this qualification will confirm your competence in a number of job roles focused on spectator safety at events, including:</p> <ul style="list-style-type: none"><li>• Senior Steward</li><li>• Assistant Ground Safety Officer</li><li>• Marshal.</li></ul>
<b>Regulation information</b>	<p>This is a regulated qualification. The regulated number for this qualification is 603/6756/8.</p>
<b>Funding</b>	<p>This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.</p>



## Entry guidance

This qualification is designed for those working in the match day and events stewarding industry. It can be achieved by individuals typically working at sports events, parades, concerts or carnivals where the safety of spectators is paramount.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 18 or above to undertake this qualification.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they have already achieved a Level 2 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

## Achieving this qualification

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

## Additional certification requirements

Learners must also show evidence of:

- attending the ACT eLearning counter-terrorism training prior to certification. This is freely available from [www.gov.uk/government/news/act-awareness-elearning](https://www.gov.uk/government/news/act-awareness-elearning)
- holding a recognised first aid award or attending first aid training (please see the Assessment Strategy for the Level 3 Certificate in Spectator Safety Supervision on the Qualifications page on the NCFE website for further guidance).

## Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 01	R/618/5197	Prepare stewards and venues for spectator events	3	6	26
Unit 02	J/618/5200	Manage and maintain stewarding in designated areas	3	3	13
Unit 03	M/618/5207	Manage information for action and decision-making for spectator events	3	6	26
Unit 04	A/618/5209	Develop and sustain productive working relationships with colleagues and stakeholders	3	4	16
Unit 05	A/618/5212	Monitor and solve customer service problems	3	6	40

**Optional units**

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 06	L/618/5005	Help to manage and resolve conflicts*	2	5	22
Unit 07	R/618/5006	Deal with incidents at spectator events*	2	2	10
Unit 08	J/618/5214	Manage resources for safety and security at spectator events**	4	10	35
Unit 09	L/618/5215	Manage the efficient use of resources	4	4	19
Unit 10	R/618/5216	Develop your knowledge, skills and competence	3	4	15

\* It is strongly recommended that these units are only selected by learners who have not previously completed a Level 2 Qualification in Spectator Safety.

\*\* Although this unit has a high credit value, learners who complete the unit should note that they must still achieve a further optional unit to achieve the rule of combination and receive a full certificate.

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

The Level 3 Certificate in Spectator Safety Supervision is a competence-based qualification.

The qualification must be assessed in line with the Qualification Assessment Strategy for the Level 3 Certificate in Spectator Safety Supervision.

A competence-based qualification may be based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the relevant assessment strategy. For further information on the strategy please visit the Qualifications page on the NCFE website.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 3 learner for each learning outcome.

Learners must also show evidence of:

- attending the ACT eLearning counter-terrorism training prior to certification. This is freely available from [www.gov.uk/government/news/act-awareness-elearning](http://www.gov.uk/government/news/act-awareness-elearning)
- holding a recognised first aid award or attending first aid training (please see the Qualification Assessment Strategy for the Level 3 Certificate in Spectator Safety Supervision on the Qualifications page on the NCFE website for further guidance).

## **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification.

The Tutor must be satisfied that the work produced is the learner's own.

A centre must choose to create their own internal assessment tasks. The tasks should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

## **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

## **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

# Section 2

## Unit content and assessment guidance

## **Unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

### **Assessment of knowledge and understanding**

The assessment of knowledge and understanding may take place in a different environment, for example a college or another environment which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance.

The knowledge and understanding required by the learner to support performance in the workplace is detailed within the knowledge and understanding criteria of the Spectator Safety NOS.

### **Workplace assessment**

Learners are expected to demonstrate competence to the standards required over a period of time. Therefore, to ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

It is acknowledged that not all employer workplaces are the same, therefore assessment conditions may not be identical. However, to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment the Assessor must ensure the assessment conditions reflect, as far as possible, those in which the learner is expected to work.

A holistic approach towards the collection of evidence for this qualification is encouraged. The focus should be assessing activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks. Taken as a whole, the evidence must show the learner meets all learning outcomes and assessment criteria across the scope/range consistently, over a period of time. It should be clear where each learning outcome/assessment criterion has been covered and achieved.

It is imperative the learner is not placed under more, or less, pressure than found normally in the workplace during assessment. It could be the case that the learner may feel more pressure simply because they are being assessed.

### **Witness testimony**

Typically, it would be expected that assessment of a learner's performance would be carried out by a qualified Assessor. However, where this is not possible or practical a witness testimony (a statement made by someone present while the learner was performing an activity on-the-job) may be used to support the assessment process and where permitted by the awarding organisation.

Where witnesses are used:

- evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony
- any relationship they have with a learner must be declared to the Assessor to determine the value of the testimony provided
- they must be fully briefed and clear about the purpose of their testimony; it will only be regarded as supporting/supplementary evidence and the final decision regarding the learner's ability to meet the evidence requirements will be the responsibility of the Assessor.

### **Additional delivery and assessment guidance**

During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.

### **Equality, diversity and inclusion (Equality Act 2010)**

It is anticipated that organisations will have procedures and guidelines for their safety staff to follow that will satisfy the following requirements as a minimum:

- different physical needs
- different cultural needs
- language needs
- beliefs.

### **Safety, security and service**

It is expected that all services carried out at spectator events and in crowded places are done so in line with the below measures.

**Safety measures:** any measure designed and implemented with the primary aim of protecting the health and wellbeing of all client groups who attend or participate in events.

**Security measures:** any measure designed and implemented with the primary aim of preventing, reducing the risk of and/or responding to any criminal or unlawful activity or disorder committed in connection with events.

**Service measures:** any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.

### **UK terrorism threat levels**

It is expected that Senior Stewards, Safety Officers and similar staff holding overall responsibility for the safety and security of events will be familiar with the current UK terrorism threat levels.

The threat level indicates the likelihood of a terrorist attack in the UK.

The level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5). Threat levels do not have an expiry date, but they can change at any time as different information becomes available to security agents.

Information on the most up-to-date levels can be found on this link: [www.gov.uk/terrorism-national-emergency](https://www.gov.uk/terrorism-national-emergency).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The Explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our customer support team.



**Unit 01 Prepare stewards and venues for spectator events (R/618/5197)**

<b>Unit summary</b>	This unit is about allocating responsibilities to stewards, briefing the stewards and checking the venue before the event starts.
<b>Credit value</b>	6
<b>Guided learning hours</b>	26
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS suite 2019

**Learning outcome 1**

The learner will:

**1 Know how to assign responsibilities to stewards**

The learner can:

- 1.1** Explain the importance of thorough preparation prior to events and the possible consequences of not doing so
- 1.2** Describe the importance of having stewards with the right level of competence for their **roles and responsibilities**
- 1.3** Identify **roles and responsibilities** and appropriate skills for the designated area
- 1.4** Explain how to calculate the number of stewards for the designated area and what skill-sets they will need to have
- 1.5** Explain when and how to report inadequacies in the number or skills of stewards in the designated area
- 1.6** Explain the process to follow when discovering inadequacies and the need to request more stewards
- 1.7** Explain the process to follow when assigning stewards to fulfil designated **roles and responsibilities**
- 1.8** Explain the role of themselves and their team should any contingency plans be activated
- 1.9** Describe the legal and organisational requirements relating to safety at the venue including venue requirements
- 1.10** Describe basic requirements of the health and safety legislation and how these apply to stewards at events

**Key word(s)****Roles and responsibilities**

All must be covered when assessing both competence and knowledge within this unit:

- safety
- security
- service.

## Learning outcome 2

The learner will:

### 2 Know how to brief stewards on arrangements for events

The learner can:

- 2.1 Explain why it is important to carry out the pre-event briefing for stewards
- 2.2 Explain how to obtain the **information** needed for the pre-event briefing
- 2.3 Describe the **information** stewards need to know, including any particular individual needs for those present in the area
- 2.4 Explain the importance of clear briefing
- 2.5 Explain the types of misunderstandings that may occur
- 2.6 Explain how to recognise and deal with misunderstandings and why this needs to be done promptly
- 2.7 Explain why it is important to also brief additional deployment
- 2.8 Explain how both verbal and non-verbal communication should be used when briefing stewards to ensure they adopt a responsible attitude to the event and their responsibilities
- 2.9 Describe the equipment and dress code required for the event
- 2.10 Describe the process for and the importance of record-keeping

### Key word(s)

### Information

All must be covered when assessing both competence and knowledge within this unit:

- type of activity and threats in the area
- programme for the event
- venue regulations
- location of emergency facilities/equipment
- venue and organisational procedures
- contingency and emergency procedures including code words and/or coded messages
- key stewarding tasks for the designated area
- pre-event information
- crowd profile.

### Learning outcome 3

#### The learner will:

- 3 Know how to check the venue before events

#### The learner can:

- 3.1 Explain why the designated area must be checked and inspected  
3.2 Describe the procedures to follow when inspecting the designated area  
3.3 Describe the main features of the designated area and the types of hazards which may occur  
3.4 Describe the types of actions to take in response to hazards  
3.5 Describe what type of action might endanger self and others  
3.6 Explain how to complete the required records on:
  - personal equipment issued
  - attendance and briefing records
  - what safety equipment has been checked and tested.3.7 Describe the procedures for reporting hazards

### Learning outcome 4

#### The learner will:

- 4 Be able to assign responsibilities to stewards

#### The learner can:

- 4.1 Assess the competence of stewards for particular **roles and responsibilities** for the venue and event  
4.2 Assign stewards for particular **roles and responsibilities** following the event plan  
4.3 Assign the required number of stewards with the appropriate skills for the designated area  
4.4 Ensure that the assignment of stewards takes account of any venue requirements and guidance

#### Key word(s)

#### Roles and responsibilities

All must be covered when assessing both competence and knowledge within this unit:

- safety
- security
- service.

## Learning outcome 5

### The learner will:

- 5 Be able to brief stewards on arrangements for events

### The learner can:

- 5.1 Attend the event briefing to prepare for their role
- 5.2 Obtain all the required **information** in order to brief the stewards in their designated area
- 5.3 Make resources available for the briefing
- 5.4 Clearly and accurately communicate the main points to the stewards and the reasons why these are important to the designated area
- 5.5 Give stewards relevant details from venue contingency plans and outline any relevant security-related threat levels
- 5.6 Brief additional deployments and late arrivals in accordance with the original briefing
- 5.7 Check the stewards' understanding of the briefing
- 5.8 Recognise and quickly deal with any misunderstandings
- 5.9 Check that the stewards are appropriately equipped and dressed for the event
- 5.10 Complete and retain a record of the briefing following the event procedures

### Key word(s)

### Information

All must be covered when assessing both competence and knowledge within this unit:

- type of activity and threats in the area
- programme for the event
- venue regulations
- location of emergency facilities/equipment
- venue and organisational procedures
- contingency and emergency procedures including code words and/or coded messages
- key stewarding tasks for designated area
- pre-event information
- crowd profile.

## Learning outcome 6

### The learner will:

- 6 Be able to check the venue before events

### The learner can:

- 6.1 Carry out a detailed inspection of the designated area following the event plan and venue regulations
- 6.2 Make sure that any risks, **threats and hazards** are identified and promptly reported
- 6.3 Take action which is appropriate to the risks, **threats and hazards** and the circumstances following the event and venue regulations
- 6.4 Make sure that any action taken does not endanger self and others

- 6.5** Report the risks, **threats and hazards** and the action taken to the responsible colleague
- 6.6** Follow organisational procedures to complete all records

### Key word(s)

### Threats and hazards

Numbers 1 and 2 must be covered as a minimum when assessing competence, and all to be covered when assessing knowledge:

- safety
- security
- hygiene
- environmental
- faulty equipment
- structural.

### Assessment guidance

Delivery and assessment	
Please see additional delivery and assessment guidance on page 14.	
The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.	
Types of evidence	
Evidence could include:	
<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• portfolio of evidence</li> <li>• reflective diary on own practice in an appropriate working environment</li> <li>• written assignments</li> <li>• projects/case studies</li> <li>• coursework</li> <li>• task-based controlled assessment.</li> </ul>	

AC	Assessment guidance	Suggested assessment method
1.1–1.4	<p>In addition to the submission of a written assignment:</p> <p>Assessors could consider that learners may benefit from a group discussion in relation to the aspects of these learning outcomes. As learners experienced in event stewarding the sharing of practice can be beneficial and add value to the assessment.</p> <p>An Assessor observation report or witness testimony could be used to evidence individual understanding and the discussion should be recorded to show individual contributions to enhance the evidence submitted for assessment.</p>	<p>Video or audio recording</p> <p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>

	In areas where there are gaps in learners' evidence then a professional discussion should be considered. A group discussion is not recommended as a stand-alone method of assessing this learning outcome.	
1.5–1.10	As an alternative to a written assignment the content of these learning outcomes could be assessed together utilising a scenario-based assignment brief, which encompasses all learning outcomes, requiring the learner to provide solutions to situational occurrences.	Written assignment Coursework
2.1–2.10	<p>In addition to the submission of a written assignment:</p> <p>Learners could benefit from a group discussion in relation to the aspects of these learning outcomes. As experienced event stewards the sharing of work experiences and practices can be beneficial and add value to the learning and assessment.</p> <p>In areas where there are gaps in learners' written evidence an Assessor observation report or witness testimony could be used to evidence individual understanding in those areas. The group discussion should be recorded to show individual contributions to enhance the evidence already submitted for assessment.</p> <p>A group discussion is not recommended as a stand-alone method of assessing this learning outcome.</p>	Video or audio recording Observation report Witness testimony Record of professional discussion

**Unit 02 Manage and maintain stewarding in designated areas (J/618/5200)**

<b>Unit summary</b>	This unit is about making sure that stewarding is effective in dealing correctly with problems and debriefing stewards following the event.
<b>Credit value</b>	3
<b>Guided learning hours</b>	13
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS suite 2019

**Learning outcome 1**

The learner will:

**1 Know how to manage and maintain stewarding in the designated area**

The learner can:

- 1.1** Outline the monitoring procedures in the **designated areas**
- 1.2** Explain how to determine the number of stewards required in the **designated areas**
- 1.3** Explain how to identify the required skills of stewards in the **designated area** and their assigned duties
- 1.4** Explain how and why to monitor stewards in their **designated areas**
- 1.5** Describe the possible consequences of not monitoring stewarding arrangements
- 1.6** Describe the type of information needed about conditions in the **designated area**
- 1.7** Describe how to obtain and evaluate information needed about the conditions in the **designated area**
- 1.8** Explain the importance of understanding steward behaviours and the impact this may have on their performance and the **client groups**
- 1.9** Explain the importance of maintaining the safety and welfare of all **client groups**
- 1.10** Describe effective communication methods used to relay information to the responsible colleague
- 1.11** Identify methods of record-keeping
- 1.12** Outline what prompts and techniques to include when giving instructions to stewards
- 1.13** Describe effective leadership and motivational skills

**Key word(s)****Designated areas**

When determining the number of stewards in the designated area, the following factors should be considered:

- audience size and demographic
- any event-specific risk assessment, particularly audience behaviour
- specific threats, hazard and risks
- guidance
- any conditions imposed through a licence, permit or safety certificate.

## Client groups

A minimum of 4 of the below criteria must be covered when assessing competence, and all to be covered when assessing knowledge:

- spectators
- workforce
- contractors
- regulatory organisations
- media
- emergency services
- athletes
- artists
- event officials.

## Learning outcome 2

The learner will:

### 2 Know how to debrief stewards and check venue and equipment

The learner can:

- 2.1 Explain the importance of debriefing and how to conduct a debriefing session
- 2.2 Outline how to obtain the information needed for debriefing
- 2.3 Describe what information is required for the debriefing
- 2.4 Outline different ways of encouraging the stewards to provide both positive and negative feedback on the event and arrangements
- 2.5 Explain the importance of having both negative and positive feedback on the event and arrangements
- 2.6 Explain the importance of checking the accuracy and relevance of feedback with other stewards and stakeholders
- 2.7 Outline the organisation's procedures for reporting **incidents**
- 2.8 Outline the agreed procedures for:
  - getting equipment back from the stewards including information on damaged equipment and how to deal with this
  - checking and securing the venue following an event
  - recording and reporting issues to do with equipment and the venue to the responsible colleague.
- 2.9 Explain why it is important to suggest possible improvement to safety, security and service and who to suggest these to

## Key word(s)

### Incidents

A minimum of 4 of the below criteria must be covered when assessing competence and all to be covered when assessing knowledge. Simulation is accepted for learning outcomes relating to incidents:

- unlawful, disorderly and anti-social behaviour
- dangerous crowd situations



- security incident
- fire
- structural failure
- equipment failure
- medical emergencies.

### Learning outcome 3

The learner will:

#### 3 Be able to manage and maintain stewarding in the designated area

The learner can:

- 3.1 Monitor and support the stewards in the **designated area**
- 3.2 Allocate the required number of stewards to designated points and make sure they are carrying out their duties throughout the event
- 3.3 Monitor and maintain the safety and **welfare needs** of the stewards in their designated area
- 3.4 Monitor and maintain the safety and **welfare needs** of all client groups in their designated area
- 3.5 Obtain and evaluate information about the conditions in the area of responsibility throughout the event
- 3.6 Report any issues relating to stewarding operations to the responsible colleague using the agreed procedures
- 3.7 Keep accurate and clear records of all decisions and actions following agreed procedures
- 3.8 Provide the stewards with clear and prompt ongoing instructions in accordance with the event plan and agreed procedures

### Key word(s)

#### Designated area

When determining the number of stewards in the designated area, the following factors should be considered:

- audience size and demographic
- any event-specific risk assessment, particularly audience behaviour
- specific threats, hazard and risks
- guidance
- any conditions imposed through a licence, permit or safety certificate.

#### Welfare needs

A minimum of 2 of the below criteria must be covered when assessing competence, and all to be covered when assessing knowledge:

- personal safety
- emotional wellbeing
- physical wellbeing
- cultural needs.

## Learning outcome 4

### The learner will:

#### 4 Be able to debrief stewards and check venue and equipment

### The learner can:

- 4.1 Obtain the information needed for debriefing from the responsible colleague and from the stewards
- 4.2 Encourage the stewards to provide both positive and negative feedback on the event and arrangements
- 4.3 Check the accuracy and relevance of feedback with other stewards and stakeholders
- 4.4 Make sure all **incidents** in their designated area are fully reported and recorded
- 4.5 Follow the agreed procedures for getting equipment back from the stewards
- 4.6 Follow agreed procedures for checking and securing the venue
- 4.7 Record and report issues to do with safety, security and service to the responsible colleague

### Key word(s)

### Incidents

A minimum of 4 of the below criteria must be covered when assessing competence, and all to be covered when assessing knowledge. Simulation is accepted for learning outcomes relating to incidents:

- unlawful, disorderly and anti-social behaviour
- dangerous crowd situations
- security incident
- fire
- structural failure
- equipment failure
- medical emergencies.

### Assessment guidance

Delivery and assessment
Please see additional delivery and assessment guidance on page 14.
The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

**Types of evidence**

Evidence could include:

- professional discussion
- portfolio of evidence
- reflective diary on own practice in an appropriate working environment
- written assignments
- projects/case studies
- coursework
- task-based controlled assessment.

AC	Assessment guidance	Suggested assessment method
1.1–1.12	<p>As an alternative to a written report the learner could be asked to prepare and deliver a presentation to peers, outlining all aspects of managing and maintaining stewarding in designated areas, as is required by this learning outcome. Questions from peers would allow the learner to demonstrate levels of knowledge in this area and refer to personal experience.</p> <p>An Assessor observation report or witness testimony should be used to evidence each presentation, which should also be recorded to allow for both internal and external assessment and learner reflection.</p> <p>In areas where there are gaps in learners' evidence then a professional discussion should take place and be subject of a written record.</p>	<p>Presentation Video recording Witness testimony Observation report Record of professional discussion</p>
2.1–2.9	<p>In addition to the submission of a written assignment:</p> <p>Learners may benefit from a group discussion, which will provide a shared learning experience amongst the group. As experienced stewards they will all bring different levels of experience to the group, which will enhance knowledge in this area and provide for additional assessment opportunities.</p> <p>An Assessor observation report or witness testimony could be used to evidence individual contribution to the discussion, which should be recorded to allow for internal and external quality assurance and also for learner reflection.</p> <p>In areas where there are gaps in learners' evidence then a professional discussion should take place and be subject of a written record.</p>	<p>Video recording Witness testimony Observation report Record of professional discussion</p>

**Unit 03 Manage information for action and decision making for spectator events (M/618/5207)**

<b>Unit summary</b>	This unit is about the efficient management of information. It covers gathering the information needed and providing information and advice to others for all arrangements relating to spectator events and venues where these events take place.
<b>Credit value</b>	6
<b>Guided learning hours</b>	26
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS suite 2019

**Learning outcome 1****The learner will:****1 Know how to gather required information****The learner can:**

- 1.1** Identify methods of gathering information
- 1.2** Describe organisational procedures for recording and storing information
- 1.3** Explain the principles of confidentiality when handling information
- 1.4** Explain how to suggest identified improvements to agreed procedures

**Learning outcome 2****The learner will:****2 Know how to analyse information to support decision making****The learner can:**

- 2.1** Explain how to judge the accuracy, relevance and sufficiency of information required to support decision-making in different contexts
- 2.2** Explain how to identify information that may be contradictory, ambiguous or inadequate and how to deal with these
- 2.3** Identify methods of analysing information and how to select the most appropriate method
- 2.4** Outline how to analyse information to identify patterns and trends
- 2.5** Explain how to draw conclusions on the basis of analysing information
- 2.6** Explain how to identify the difference between fact and opinion

**Learning outcome 3****The learner will:****3 Know how to inform and advise others****The learner can:**

- 3.1** Describe types of information to obtain before informing and advising others
- 3.2** Identify effective communication methods
- 3.3** Describe the agreed procedures for giving information and advice
- 3.4** Explain how to develop and present a reasoned case when providing information and advice to others
- 3.5** Explain the importance of confirming the recipients' understanding of the information and advice
- 3.6** Explain the importance of maintaining confidentiality when seeking feedback
- 3.7** Explain the importance of seeking feedback on the information and advice provided
- 3.8** Explain how to use feedback to inform future methods of providing information and advice

**Learning outcome 4****The learner will:****4 Be able to gather required information****The learner can:**

- 4.1** Gather information to support decision-making in their role
- 4.2** Record and store the information they gather according to the organisational procedures
- 4.3** Ensure the information they gather is accessible in the required format to authorised people only
- 4.4** Identify and propose improvements to agreed procedures
- 4.5** Provide suggestions on possible improvements onto relevant stakeholders

**Learning outcome 5****The learner will:****5 Be able to analyse information to support decision-making****The learner can:**

- 5.1** Analyse information to support decision-making
- 5.2** Differentiate between fact and opinion when presenting the results of the analysis
- 5.3** Keep records for the audit trail evidencing decision-making at each stage

**Learning outcome 6****The learner will:****6 Be able to inform and advise others****The learner can:**

- 6.1** Obtain all the required information before informing and advising others
- 6.2** Summarise the main points to the relevant people and the reasons why these are important
- 6.3** Give information and advice consistent with the agreed procedures
- 6.4** Use reasoned arguments and evidence to support the information and advice that has been given
- 6.5** Check and confirm the recipients' understanding of the information and advice
- 6.6** Maintain confidentiality following agreed procedures
- 6.7** Seek feedback from the recipients about the information and advice you provided
- 6.8** Use this feedback from recipients to improve the process

**Assessment guidance**

<b>Delivery and assessment</b>
<p>Please see additional delivery and assessment guidance on page 14.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• portfolio of evidence</li> <li>• reflective diary on own practice in an appropriate working environment</li> <li>• written assignments</li> <li>• projects/case studies</li> <li>• coursework</li> <li>• task-based controlled assessment.</li> </ul>

<b>AC</b>	<b>Assessment guidance</b>	<b>Suggested assessment method</b>
1.1 – 1.4 2.1 – 2.6	<p>As an alternative to written assignments covering all aspects of these learning outcomes:</p> <p>The learner could compile and deliver a presentation to the group, which encapsulates all of the assessment criteria and provides information, which should prompt questions from peers and Assessor. This will challenge the learner knowledge and allow for effective assessment.</p>	Presentation Video or audio recording Observation report Witness testimony Record of professional discussion

	An Assessor observation report or witness testimony could be used to evidence individual understanding and the presentation should be recorded to allow for internal and external quality assurance.	
3.1–3.8	<p>In addition to a written assignment:</p> <p>The learner may benefit from a group discussion, sharing work experiences in line with the learning outcomes, which could help to embed the knowledge in practice.</p> <p>An Assessor observation report or witness testimony could be used to evidence individual contribution. The discussion should be recorded to allow for internal and external quality assurance.</p> <p>In areas where there are gaps in learners' evidence, a professional discussion should be considered and subject of a written record.</p> <p>A group discussion is not recommended as a stand-alone method of assessing this learning outcome.</p>	<p>Video or audio recording</p> <p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>

## Unit 04 Develop and sustain productive working relationships with colleagues and stakeholders (A/618/5209)

<b>Unit summary</b>	This unit is about developing and sustaining productive working relationships with stakeholders. These include colleagues within the learner's own organisation, people within other organisations with which their organisation works and other external stakeholders.
<b>Credit value</b>	4
<b>Guided learning hours</b>	16
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS suite 2019

### Learning outcome 1

The learner will:

#### 1 Understand how to work with colleagues and stakeholders

The learner can:

- 1.1 Summarise the principles of effective communication with colleagues and stakeholders
- 1.2 Explain why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders
- 1.3 Explain the importance of taking account of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks
- 1.4 Explain why communication with colleagues and stakeholders on fulfilment of agreements is important

### Learning outcome 2

The learner will:

#### 2 Understand how to monitor and review relationships with colleagues and stakeholders

The learner can:

- 2.1 Explain how to monitor and evaluate the effectiveness of working relationships with colleagues and stakeholders
- 2.2 Describe how to obtain and use feedback on the effectiveness of working relationships from colleagues and stakeholders
- 2.3 Explain how to provide colleagues and stakeholders with feedback on the effectiveness of working relationships
- 2.4 Summarise the importance of monitoring wider developments in relation to stakeholders
- 2.5 Explain how to effectively monitor wider developments in relation to stakeholders



**Learning outcome 3**

**The learner will:**

- 3 Understand how to deal with conflicts of interest in relation to colleagues and stakeholders**

**The learner can:**

- 3.1** Explain how to manage the expectations of colleagues and stakeholders
- 3.2** Describe the types of conflict that may occur with colleagues and stakeholders
- 3.3** Explain the damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations
- 3.4** Evaluate different techniques for conflict resolution with colleagues and stakeholders

**Learning outcome 4**

**The learner will:**

- 4 Be able to establish and monitor working relationships with colleagues and stakeholders**

**The learner can:**

- 4.1** Identify key stakeholders for own area of responsibility
- 4.2** Evaluate the key stakeholders' interest in the activities and performance of the organisation
- 4.3** Establish working relationships with relevant colleagues and stakeholders
- 4.4** Monitor the effectiveness of working relationships with colleagues and stakeholders
- 4.5** Review working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement
- 4.6** Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future

**Learning outcome 5****The learner will:****5 Be able to work with colleagues and stakeholders****The learner can:**

- 5.1** Provide colleagues and stakeholders with appropriate information to enable them to perform effectively
- 5.2** Consult colleagues and stakeholders in relation to key decisions and activities
- 5.3** Take account of colleagues' and stakeholders' views, including their priorities, expectations and attitudes to potential risks
- 5.4** Fulfil agreements made with colleagues and stakeholders, keeping them informed of progress
- 5.5** Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements
- 5.6** Resolve conflicts of interest and disagreements with colleagues and stakeholders to minimise damage to work and activities and to those involved

**Assessment guidance**

<b>Delivery and assessment</b>	
Please see additional delivery and assessment guidance on page 14.	
The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.	
<b>Types of evidence</b>	
Evidence could include:	
<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• portfolio of evidence</li> <li>• reflective diary on own practice in an appropriate working environment</li> <li>• written assignments</li> <li>• projects/case studies</li> <li>• coursework</li> <li>• task-based controlled assessment.</li> </ul>	

<b>AC</b>	<b>Assessment guidance</b>	<b>Suggested assessment method</b>
1.1–1.4	Learners could complete a written assignment on working with colleagues and stakeholders, covering all assessment criteria within learning outcome 1.	Written assignment
2.1–2.5	As an alternative to a written assignment:  Learners could compile and deliver a presentation to peers, ensuring that all areas within the learning outcomes are thoroughly explored in terms of relationships with colleagues and stakeholders.	Presentation Video or audio recording Observation report Witness testimony Record of professional discussion

	<p>Questions from peers and Assessors can challenge knowledge and allow for further assessment.</p> <p>All presentations should be video recorded to allow for both internal and external quality assurance. An Assessor observation report or witness testimony could be used to supplement submitted evidence.</p> <p>Where there are gaps in learner evidence, a record of professional discussion should be considered.</p>	
3.1–3.4	<p>In addition to the submission of a written assignment:</p> <p>Learners may benefit from a group discussion to share work-based experiences with peers and reflect on the types of conflict that occur in the workplace and how such conflicts have been dealt with in their work experience. Learners should show an understanding of the damage that such conflicts and disagreements can cause within the workplace.</p> <p>A shared learning experience can widen the perspective of all learners.</p> <p>An Assessor observation report or witness testimony could be used to evidence individual understanding. The group discussion should be recorded to show individual contributions and allow for internal and external quality assurance.</p> <p>In areas where there are gaps in learners' evidence, a record of professional discussion should be considered.</p> <p>A group discussion is not recommended as a stand-alone method of assessing this learning outcome.</p>	<p>Video or audio recording</p> <p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>

**Unit 05 Monitor and solve customer service problems (A/618/5212)**

<b>Unit summary</b>	This unit is about solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems.
<b>Credit value</b>	6
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS Suite 2019

**Learning outcome 1****The learner will:****1 Understand how to monitor and solve customer service problems****The learner can:**

- 1.1** Describe organisational procedures and systems for dealing with customer service problems
- 1.2** Describe organisational procedures and systems for identifying repeated customer service problems
- 1.3** Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer
- 1.4** Explain how the successful resolution of customer service problems contributes to improved working relationships with service partners or internal customers
- 1.5** Explain how to communicate with and reassure customers while their problems are being solved
- 1.6** Identify the opportunities and potential for monitoring and solving customer service problems presented by remote information collection and sharing such as through social media

**Learning outcome 2****The learner will:****2 Be able to solve immediate customer service problems****The learner can:**

- 2.1** Respond positively to customer service problems following organisational procedures
- 2.2** Solve customer service problems when you have sufficient authority
- 2.3** Work with others to solve customer service problems
- 2.4** Keep customers informed of the actions being taken
- 2.5** Check with customers that they are comfortable with the actions being taken
- 2.6** Solve problems with service systems and procedures that might affect customers before they become aware of them
- 2.7** Inform managers and colleagues of the steps taken to solve specific problem

**Learning outcome 3****The learner will:****3 Be able to identify repeated customer service problems and options for solving them****The learner can:**

- 3.1** Identify repeated customer service problems
- 3.2** Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option
- 3.3** Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation

**Learning outcome 4****The learner will:****4 Be able to take action to avoid the repetition of customer service problems****The learner can:**

- 4.1** Obtain authorisation to change organisational procedures in order to reduce the chances of future occurrences
- 4.2** Implement the agreed action
- 4.3** Keep customers informed of steps being taken to solve any service problems
- 4.4** Monitor the changes made
- 4.5** Adjust the changes made if required

**Assessment guidance**

<b>Delivery and assessment</b>
Please see additional delivery and assessment guidance on page 14.
The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• portfolio of evidence</li> <li>• reflective diary on own practice in an appropriate working environment</li> <li>• written assignments</li> <li>• projects/case studies</li> <li>• coursework</li> <li>• task-based controlled assessment.</li> </ul>

AC	Assessment guidance	Suggested assessment method
1.1–1.5	<p>In addition to the submission of a written assignment:</p> <p>The learner may benefit from a group discussion where work related experiences can be compared, and best practice shared amongst the group.</p> <p>An Assessor observation report or witness testimony could be used to evidence individual understanding and the group discussion should be recorded to show individual contributions to allow for internal and external assessment.</p> <p>In areas where there are gaps in learners' submitted evidence then a professional discussion should be considered and subject of a written record.</p> <p>A group discussion is not recommended as a stand-alone method of assessing this learning outcome.</p>	<p>Video or audio recording</p> <p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>
1.6	<p>As an alternative to a written assignment:</p> <p>The learner could compile and deliver a presentation, which can be assessed in terms of both content and knowledge, when questioned on points raised in the presentation by the group or the Assessor.</p> <p>An Assessor observation report or witness testimony should be used to evidence individual understanding and the presentation should be recorded for internal and external quality assurance.</p> <p>In areas where there are gaps in learners' evidence then a record of a professional discussion should be considered and subject of a written record.</p>	<p>Presentation</p> <p>Video or audio recording</p> <p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>

**Unit 06 Help to manage and resolve conflicts (L/618/5005)**

<b>Unit summary</b>	This unit is about dealing with situations where there is conflict between people. The unit includes using effective verbal and non-verbal communication to defuse the situation, giving advice and warnings, and calling for assistance when required. This unit does not include attempting to physically control or restrain people.
<b>Credit value</b>	5
<b>Guided learning hours</b>	22
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS 2019

**Learning outcome 1**

The learner will:

**1 Understand how to engage with client groups in conflict situations**

The learner can:

- 1.1** Describe how to communicate with **client groups** including:
- cooperative
  - uncooperative
  - intoxicated
  - emotional
  - with limited understanding of English
  - with additional communication needs (for example, people with speech difficulties or learning disabilities)
  - with different physical needs.
- 1.2** Describe the types of conflict situations that are likely to arise
- 1.3** Identify the correct responses for each of these types of situations
- 1.4** Explain the role of effective communication in reducing conflict
- 1.5** Explain the importance of showing respect for **client groups**, their property, their rights and their needs
- 1.6** Explain how to use non-discriminatory and non-offensive behaviour and language to manage conflict situations
- 1.7** Explain how to use non-verbal communication to manage conflict situations

**Key word(s)****Client groups**

A minimum of 4 of the below must be covered when assessing competence, and all to be covered when assessing knowledge:

- spectators
- workforce
- contractors
- regulatory bodies

- media
- emergency services
- athletes
- artists
- event officials.

## Learning outcome 2

The learner will:

### 2 Understand how to follow procedures to resolve conflict situations

The learner can:

- 2.1 Describe methods of assessing risk in conflict situations
- 2.2 Explain the importance of understanding client group needs and perceptions
- 2.3 Describe ways of maintaining own personal safety
- 2.4 State the incident management procedures
- 2.5 Identify methods of collecting information
- 2.6 Explain the importance of recording and reporting information

## Learning outcome 3

The learner will:

### 3 Be able to engage with client groups in conflict situations

The learner can:

- 3.1 Communicate with **client groups** politely and clearly
- 3.2 Explain to **client groups** what their role is and what is expected of them
- 3.3 Remain alert to verbal and non-verbal communication pertaining to danger cues

## Key word(s)

### Client groups

A minimum of 4 of the below must be covered when assessing competence, and all to be covered when assessing knowledge:

- spectators
- workforce
- contractors
- regulatory bodies
- media
- emergency services
- athletes
- artists
- event officials.



**Learning outcome 4****The learner will:****4 Be able to follow procedures to resolve conflict situations****The learner can:**

- 4.1** Assess the risk or threat to themselves and others in the situation
- 4.2** Assess the seriousness of the situation and the behaviour of the individual(s) involved
- 4.3** Maintain their own personal safety
- 4.4** Follow incident management procedures to resolve the situation
- 4.5** Collect, record and report information about the situation

**Assessment guidance**

<b>Delivery and assessment</b>
<p>Please see additional delivery and assessment guidance on page 14.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• portfolio of evidence</li> <li>• reflective diary on own practice in an appropriate working environment</li> <li>• written assignments</li> <li>• projects/case studies</li> <li>• coursework</li> <li>• task-based controlled assessment.</li> </ul>

<b>AC</b>	<b>Assessment guidance</b>	<b>Suggested assessment method</b>
1.1–1.7	<p>In addition to the submission of a written assignment:</p> <p>Learners would benefit from the opportunity to take part in classroom-based scenarios, where they can demonstrate their responses to the various types of client groups, in line with conflict management techniques and defensive tactics.</p> <p>An Assessor observation report or witness testimony could be used to evidence individual responses. The practical elements to enhance the evidence submitted for assessment.</p>	<p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>

	In areas where there are gaps in learners' evidence then a record of a professional discussion should be considered and subject of a written record.	
2.1–2.6	<p>In addition to the submission of a written assignment:</p> <p>Learners may benefit from a group discussion to share the knowledge gained in compiling their written assignment.</p> <p>As experienced stewards there will also be a wealth of experiences, which can help to embed this knowledge and share best practice.</p> <p>An Assessor observation report or witness testimony could be used to evidence individual contribution to the discussion.</p> <p>Assessors' should video record the group discussion to support both internal and external quality assurance.</p> <p>In areas where there are gaps in learners' evidence then a record of a professional discussion should be considered and subject of a written record.</p> <p>A group discussion is not recommended as a stand-alone method of assessing this learning outcome.</p>	<p>Video or audio recording</p> <p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>

**Unit 07 Deal with incidents at spectator events (R/618/5006)**

<b>Unit summary</b>	This unit is about dealing with incidents at spectator events. Spectator events always involve an element of challenge and risk, and incidents will happen from time to time. It is very important that all members of staff are competent to deal with incidents. This unit does not cover managing an initial response to a major incident; however, it covers basic lifesaving skills.
<b>Credit value</b>	2
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS 2019

**Learning outcome 1****The learner will:****1 Understand how to deal with incidents at spectator events****The learner can:**

- 1.1 Outline basic principles of risk assessment
- 1.2 Outline the **types of incidents** that may occur
- 1.3 Describe the organisation's incident management procedures
- 1.4 Describe the procedures involved in dealing with incidents promptly, calmly and correctly
- 1.5 Describe the procedure to request **qualified assistance**
- 1.6 Describe how to deal with incidents before **qualified assistance** arrives
- 1.7 Explain how to protect the casualty and others involved from further harm
- 1.8 Outline **basic lifesaving skills**
- 1.9 Outline how to provide comfort and reassurance
- 1.10 Outline what information is important to give to the client groups involved
- 1.11 Outline incident reporting

**Key word(s)****Types of incidents**

All must be covered when assessing knowledge:

- fire
- medical
- crowd disorder
- terrorism
- environmental
- chemical
- missing persons.

### Qualified assistance

All must be covered for both competence and knowledge when assessing this unit:

- first aid trained staff
- medical staff
- Fire Marshal
- emergency services.

### Basic lifesaving skills

All must be covered when assessing knowledge:

- CPR
- maintain clear airways
- control bleeding
- use of automated external defibrillators.

This aspect of the unit will be covered by attending a first aid training course which is an additional certification requirement of this qualification. Please see the Qualification Assessment Strategy for the Level 3 Certificate in Spectator Safety Supervision on the Qualifications page on the NCFE website for further guidance.

## Learning outcome 2

The learner will:

### 2 Be able to deal with incidents at spectator events

The learner can:

- 2.1 Assess the situation for **hazards** and risks
- 2.2 Protect any casualty and other people involved from further harm
- 2.3 Call for **qualified assistance**
- 2.4 Give the **qualified assistance** information about the incident
- 2.5 Apply **basic lifesaving skills**
- 2.6 Give the people involved in the incident instructions according to the organisation's incident management procedures
- 2.7 Carry out your role according to the organisation's incident management procedures
- 2.8 Follow procedures for reporting the incident

### Key word(s)

#### Hazards

Numbers 1 and 2 must be covered as a minimum as part of assessing competence, all to be covered when assessing knowledge:

- safety
- security

- hygiene
- environmental
- faulty equipment
- structural.

### **Qualified assistance**

All must be covered for both competence and knowledge when assessing this unit:

- first aid trained staff
- medical staff
- Fire Marshal
- emergency services.

### **Basic lifesaving skills**

All must be covered when assessing knowledge:

- CPR
- maintain clear airways
- control bleeding
- use of automated external defibrillators.

This aspect of the unit will be covered by attending a first aid training course which is an additional certification requirement of this qualification. Please see the Qualification Assessment Strategy for the Level 3 Certificate in Spectator Safety Supervision on the Qualifications page on the NCFE website for further guidance.

### **Assessment guidance**

<b>Delivery and assessment</b>
<p>Please see additional delivery and assessment guidance on page 14.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• portfolio of evidence</li> <li>• reflective diary on own practice in an appropriate working environment</li> <li>• written assignments</li> <li>• projects/case studies</li> <li>• coursework</li> <li>• task-based controlled assessment.</li> </ul>

AC	Assessment guidance	Suggested assessment method
1.1–1.2	<p>In addition to the submission of a written report:</p> <p>Learners may benefit from a classroom-based scenario, which requires the learner to compile a Health and Safety Risk Assessment report. This will allow the learner to put knowledge into practice in a controlled environment and enhance assessment.</p> <p>In areas where there are gaps in learners' evidence then a record of a professional discussion should be considered and made subject of a written record.</p>	Written risk assessment
1.3–1.4	<p>In addition to the submission of a written assignment:</p> <p>Learners may benefit from a group discussion to discuss the content of these assessment criteria. As experienced stewards sharing knowledge and work experiences can embed knowledge and enhance assessment.</p> <p>An Assessor observation report or witness testimony could be used to evidence individual understanding. The discussion should be recorded to show individual contributions to enhance the evidence submitted.</p> <p>In areas where there are gaps in learners' evidence then a record of professional discussion should be considered and made subject of a written record.</p> <p>A group discussion is not recommended as a stand-alone method of assessing these assessment criteria.</p>	<p>Written assignment</p> <p>Video or audio recording</p> <p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>
1.5–1.11	<p>Learners could complete a written assignment which describes the procedure to request qualified assistance and how to deal with incidents before qualified assistance arrives.</p> <p>In addition to the submission of a written assignment:</p> <p>Learners may benefit from a group discussion to discuss the content of these assessment criteria. As experienced stewards sharing knowledge and work experiences can embed knowledge and enhance assessment.</p>	<p>Written assignment</p> <p>Video or audio recording</p> <p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>

	<p>An Assessor observation report or witness testimony could be used to evidence individual understanding. The discussion should be recorded to show individual contributions to enhance the evidence submitted.</p> <p>In areas where there are gaps in learners' evidence then a record of a professional discussion should be considered and made subject of a written record.</p> <p>A group discussion is not recommended as a stand-alone method of assessing these assessment criteria.</p>	
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**Unit 08 Manage resources for safety and security at spectator events (J/618/5214)**

<b>Unit summary</b>	This unit is about managing resources including physical resources such as equipment, facilities and consumables. This unit also covers personnel resources which are viewed as assets in this context.
<b>Credit value</b>	10
<b>Guided learning hours</b>	35
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS suite 2019

**Learning outcome 1****The learner will:****1 Understand how to plan the use of resources****The learner can:**

- 1.1** Explain the importance of involving stakeholders in planning **resources**
- 1.2** Identify methods of developing plans which take into account past experience, trends and developments, and factors likely to affect the use of **resources**
- 1.3** Explain how and why to obtain specialist advice and guidance in relation to the provision of specialist **resources** for mitigating threats such as terrorism
- 1.4** Explain how to prepare plans that are consistent with their organisation's objectives, policies and legal requirements including supply chains
- 1.5** Identify methods of presenting plans to stakeholders in an appropriate and timely manner
- 1.6** Identify and explain negotiation techniques in detail

**Key word(s)****Resources**

All must be covered when assessing both competence and knowledge:

- overlay
- human resources (employees, volunteers, contractors)
- consumables.

**Learning outcome 2****The learner will:****2 Understand how to obtain resources****The learner can:**

- 2.1** Identify basic principles and processes of cost–benefit analysis
- 2.2** Describe the procedure for requesting and obtaining **resources** in your area of responsibility
- 2.3** Explain the importance of revising plans and updating **stakeholders** accordingly



**Key word(s)****Resources**

All must be covered when assessing both competence and knowledge:

- overlay
- human resources (employees, volunteers, contractors)
- consumables.

**Stakeholders**

All must be covered when assessing competence:

- team members
- colleagues working at the same level
- higher-level managers or supervisors
- people outside the organisation.

**Learning outcome 3**

**The learner will:**

**3 Understand how to ensure the availability of resources**

**The learner can:**

- 3.1** Explain methods of identifying the supplies needed
- 3.2** Explain how to ensure supplies meet with relevant published standards, including prompt response to **changed circumstances**
- 3.3** Describe the procedures to follow when selecting from a range of suppliers to ensure adequate competition and continuity of supplies
- 3.4** Explain why monitoring supplies at appropriate intervals is important
- 3.5** Identify the procedures for business continuity of the supply chain
- 3.6** Describe their organisation's requirements for **resources**
- 3.7** Explain the importance of balancing the event's requirements and organisational requirements
- 3.8** Identify methods of dealing with problems with supplies and supply chains
- 3.9** Explain about record-keeping in managing supplies and suppliers
- 3.10** Explain the importance of continuously monitoring the quality of **resources**

**Key word(s)****Changed circumstances**

Any incident, occurrence or event that may require the venue owner or event organiser to change, update or modify the event plans. Such circumstances may include: weather conditions, new or additional risks or threats, revised UK threat level.

## Resources

All must be covered when assessing both competence and knowledge:

- overlay
- human resources (employees, volunteers, contractors)
- consumables.

## Learning outcome 4

The learner will:

### 4 Understand how to monitor the use of resources

The learner can:

- 4.1 Explain the importance of taking prompt corrective action to deal with deviations from plans
- 4.2 Identify methods of monitoring the use of **resources** against agreed plans
- 4.3 Describe the mitigating actions to take when dealing with deviations from plans
- 4.4 Explain the importance of confidentiality in record-keeping in accordance with current legislation

## Key word(s)

## Resources

All must be covered when assessing both competence and knowledge:

- overlay
- human resources (employees, volunteers, contractors)
- consumables.

## Learning outcome 5

The learner will:

### 5 Be able to plan the use of resources

The learner can:

- 5.1 Ask **stakeholders** to provide information about the resources required
- 5.2 Develop plans that make the best use of resources
- 5.3 Obtain specialist advice and guidance in relation to the provision of specialist resources for mitigating threats
- 5.4 Prepare plans that are consistent with the organisation's objectives, policies and legal requirements
- 5.5 Present, negotiate and agree these plans with **stakeholders**

**Key word(s)**

#### Stakeholders

All must be covered when assessing competence:

- team members
- colleagues working at the same level
- higher-level managers or supervisors
- people outside the organisation.

## Learning outcome 6

The learner will:

### 6 Be able to obtain resources

The learner can:

- 6.1 Ask for resources that support activities in their area of responsibility
- 6.2 Negotiate and reach agreement with suppliers for resources
- 6.3 Agree amendments to plans with **stakeholders** when they cannot obtain the required and/or planned resources

**Key word(s)**

#### Stakeholders

All must be covered when assessing competence:

- team members
- colleagues working at the same level
- higher-level managers or supervisors
- people outside the organisation.

**Learning outcome 7**

**The learner will:**

**7 Be able to ensure the availability of resources**

**The learner can:**

- 7.1** Choose resources from a range of suppliers to ensure adequate competition and continuity of supplies
- 7.2** Monitor the quality and quantity of supplies
- 7.3** Obtain supplies that meet the organisation's requirements
- 7.4** Deal with any problems with supplies and supply chains
- 7.5** Keep records of supplies

**Learning outcome 8**

**The learner will:**

**8 Be able to monitor the use of resources**

**The learner can:**

- 8.1** Monitor the quality of resources
- 8.2** Take corrective action to deal with any deviations from plans
- 8.3** Keep and be prepared to share records relating to the use of resources with relevant **stakeholders**

**Key word(s)****Stakeholders**

All must be covered when assessing competence:

- team members
- colleagues working at the same level
- higher-level managers or supervisors
- people outside the organisation.

## Assessment guidance

### Delivery and assessment

Please see additional delivery and assessment guidance on page 14.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

#### Evidence could include:

- professional discussion
- portfolio of evidence
- reflective diary on own practice in an appropriate working environment
- written assignments
- projects/case studies
- coursework
- task-based controlled assessment.

AC	Assessment guidance	Suggested assessment method
1.1–1.6	<p>As an alternative to the submission of a written assignment:</p> <p>The learner could compile and deliver a presentation, which can be assessed in terms of both content and knowledge. Questions on points raised in the presentation by the group or the Assessor can allow the learner to demonstrate subject knowledge and enhance assessment.</p> <p>An Assessor observation report or witness testimony should be used to evidence individual understanding and the presentation must be video recorded for internal and external quality assurance.</p> <p>In areas where there are gaps in learners' evidence then a record of a professional discussion should be considered and subject of a written record.</p>	<p>Presentation</p> <p>Video or audio recording</p> <p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>
2.1–2.3	<p>In addition to the submission of a written assignment:</p> <p>Learners may benefit from a group discussion to share knowledge and best practice from other experienced stewards in the group.</p> <p>An Assessor observation report or witness testimony should be used to evidence individual participation and should be video recorded for internal and external quality assurance.</p>	<p>Video or audio recording</p> <p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>

	<p>In areas where there are gaps in learners' evidence then a record of a professional discussion should be considered and subject of a written record.</p> <p>A group discussion is not recommended as a stand-alone method of assessing this learning outcome.</p>	
2.1–2.3	<p><b>Additional Information</b></p> <p>In addition to the submission of a written assignment:</p> <p>Learners may benefit from a classroom-based exercise, where the knowledge required to meet the requirements of these assessment criteria can also be assessed.</p> <p>This would require the Assessor to compile an assignment brief, which provides opportunities for learners to demonstrate their comprehension of the knowledge and allow them to apply this in a practical situation.</p> <p>Ideally working in pairs, learners can share their knowledge and work together to produce coursework to meet the requirements of the brief.</p> <p>In areas where there are gaps in learners' evidence, a record of a professional discussion should be considered and subject of a written record.</p>	<p>Written assignment Coursework Record of professional discussion</p>
3.1–3.10	<p>As an alternative to the submission of a written report:</p> <p>The learner could compile and deliver a presentation on this learning outcome, which can be assessed in terms of both content and knowledge. Questions on points raised in the presentation by the group or the Assessor can allow the learner to demonstrate subject knowledge and enhance assessment.</p> <p>An Assessor observation report or witness testimony should be used to evidence individual understanding and the presentation should be video recorded for internal and external quality assurance.</p> <p>In areas where there are gaps in learners' evidence then a professional discussion should be considered and subject of a written record.</p>	<p>Presentation Video or audio recording Observation report Witness testimony Record of professional discussion</p>
4.1–4.4	<p>In addition to the submission of a written assignment:</p>	<p>Video or audio recording Observation report Witness testimony</p>

	<p>Learners may benefit from a group discussion to share knowledge and best practice with other experienced stewards with regards to this subject matter.</p> <p>An Assessor observation report or witness testimony should be used to evidence individual participation and should be video recorded for internal and external quality assurance.</p> <p>In areas where there are gaps in learners' evidence then a professional discussion should be considered and subject of a written record.</p> <p>A group discussion is not recommended as a stand-alone method of assessing this learning outcome.</p>	Record of professional discussion
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**Unit 09 Manage the efficient use of resources (L/618/5215)**

<b>Unit summary</b>	This unit is about the efficient use and management of resources for which the learner is responsible. These can be either financial resources in the form of a budget or physical resources such as equipment and consumables. The unit covers recommended resources to assist with the requirements of the event plan. The unit also covers monitoring and controlling the way in which resources are used.
<b>Credit value</b>	4
<b>Guided learning hours</b>	19
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS suite 2019

**Learning outcome 1****The learner will:****1 Know how to manage the use of resources****The learner can:**

- 1.1** Explain the importance of providing colleagues with the opportunity to provide information on the resources the team needs
- 1.2** Outline how to collate information from colleagues about the resources the team needs
- 1.3** Describe how to make recommendations for the effective use of the resources, taking into account trends and development and current best practice which are likely to affect the use of resources
- 1.4** Outline how to make recommendations that are consistent with organisational procedures and the event plan
- 1.5** Outline how to make recommendations that indicate the potential benefits expected from the planned use of resources
- 1.6** Describe the process of presenting recommendations to responsible colleagues
- 1.7** Explain the importance of providing opportunities for colleagues to take individual responsibility for the efficient use of resources when required
- 1.8** Outline how to monitor the efficient use of resources within own area of responsibility
- 1.9** Outline how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services
- 1.10** Explain how effective management of resources can positively contribute to organisational performance
- 1.11** Outline how to make sure the use of resources by the team takes into account the potential impact on the environment
- 1.12** Outline how to monitor the quality of resources and ensure consistency in product and service delivery
- 1.13** Explain the importance of identifying problems with resources promptly, and taking corrective action
- 1.14** Outline how to make recommendations for improving the use of resources in accordance with organisational procedures and the event plan
- 1.15** Explain the importance of accurate record-keeping
- 1.16** Explain the importance of following organisational procedures and the event plan when completing records



## **Learning outcome 2**

**The learner will:**

### **2 Be able to manage the use of resources**

**The learner can:**

- 2.1** Collate information from colleagues about the resources their team needs
- 2.2** Make recommendations that take account of trends and developments and current best practice which are likely to affect the use of resources
- 2.3** Make recommendations that are consistent with organisational procedures and the event plan
- 2.4** Make recommendations that indicate the potential benefits expected from the planned use of resources
- 2.5** Present recommendations to the responsible colleagues
- 2.6** Provide opportunities for colleagues to take individual responsibility for the efficient use of resources when required
- 2.7** Monitor the efficient use of resources within own area of responsibility
- 2.8** Make sure the use of resources by the team takes into account the potential impact on the environment
- 2.9** Monitor the quality of resources and ensure consistency in product and service delivery and supply chains
- 2.10** Identify problems with resources and supply chains promptly and take corrective action as soon as possible
- 2.11** Make recommendations for improving the use of resources in accordance with organisational procedures and the event plan
- 2.12** Keep clear and detailed records on the use of resources and recommendations for improvement
- 2.13** Make sure that records relating to the use of resources are completed following organisational procedures and the event plan

**Assessment guidance**

<b>Delivery and assessment</b>
<p>Please see additional delivery and assessment guidance on page 14.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• portfolio of evidence</li> <li>• reflective diary on own practice in an appropriate working environment</li> <li>• written assignments</li> <li>• projects/case studies</li> <li>• coursework</li> <li>• task-based controlled assessment.</li> </ul>

<b>AC</b>	<b>Assessment guidance</b>	<b>Suggested assessment method</b>
1.1–1.6	<p>As an alternative to the submission of a written assignment:</p> <p>Learners could compile and deliver a presentation, which can be assessed in terms of both content and knowledge. Questions on points raised in the presentation by the group or the Assessor will allow for assessment of knowledge and comprehension.</p> <p>An Assessor observation report or witness testimony should be used to evidence individual understanding and the presentation should be video recorded for internal and external quality assurance.</p> <p>In areas where there are gaps in learners' evidence then a professional discussion should be considered and subject of a written record.</p>	<p>Presentation</p> <p>Video or audio recording</p> <p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>
1.7–1.16	<p>In addition to the submission of a written assignment:</p> <p>Learners may benefit from a group discussion around these learning outcomes to share knowledge and best practice. Work related experiences can embed this knowledge in sound working practices.</p> <p>An Assessor observation report or witness testimony should be used to evidence individual contribution and the discussion should be video recorded for internal and external quality assurance.</p>	<p>Video or audio recording</p> <p>Observation report</p> <p>Witness testimony</p> <p>Record of professional discussion</p>

	<p>In areas where there are gaps in learners' evidence then a professional discussion should be considered and subject of a written record.</p> <p>A group discussion is not recommended as a stand-alone method of assessing these assessment criteria.</p>	
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**Unit 10 Develop your knowledge, skills and competence (R/618/5216)**

<b>Unit summary</b>	This unit is about taking responsibility for developing a learner's own knowledge, skills and competence to meet the current and future requirements of their work and to support own personal and career development.
<b>Credit value</b>	4
<b>Guided learning hours</b>	15
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS Suite 2019

**Learning outcome 1****The learner will:****1 Know how to develop knowledge and competence****The learner can:**

- 1.1** Identify the principles which underpin their professional development
- 1.2** Evaluate the current requirements of their work role and how the requirements may evolve in the future
- 1.3** Describe how to monitor changes, trends and developments
- 1.4** Evaluate the impact of different factors on their role
- 1.5** Identify development needs to address any identified gaps between the requirements of their work role and current knowledge, understanding and skills
- 1.6** Outline what an effective development plan should contain and the length of time that it should cover
- 1.7** Explain the importance of taking account of own career and personal goals when planning professional development
- 1.8** Describe the range of different learning methods and how to identify the methods which work best for them
- 1.9** Identify the type of development activities that can be undertaken to address identified gaps in their knowledge, skills and competence
- 1.10** Evaluate the extent to which development activities have contributed to their performance
- 1.11** Explain how to update development plans in the light of own performance, any development activities undertaken and any wider changes
- 1.12** Identify and use appropriate sources of feedback on own performance

**Learning outcome 2****The learner will:****2 Be able to develop knowledge and competence****The learner can:**

- 2.1** Monitor trends and developments in own sector and area of professional expertise and evaluate their impact on their work role
- 2.2** Evaluate, at appropriate intervals, the current and future requirements of their work role, taking account of the vision and objectives of their organisation
- 2.3** Identify the learning methods which work best for them and ensure that they take these into account in identifying and undertaking development activities
- 2.4** Identify any gaps between the current and future requirements of their work role and current knowledge, skills and competences
- 2.5** Discuss and agree, with those they report to, a development plan which both addresses any identified gaps in own knowledge, skills and competence and supports own career and personal goals
- 2.6** Undertake the activities identified in their development plan and evaluate their contribution to own performance
- 2.7** Get regular feedback on own performance from those who are able to provide objective, specific and valid feedback
- 2.8** Review and update your development plan in the light of own performance, any development activities undertaken and any wider changes

**Assessment guidance**

<b>Delivery and assessment</b>
<p>Please see additional delivery and assessment guidance on page 14.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• portfolio of evidence</li> <li>• reflective diary on own practice in an appropriate working environment</li> <li>• written assignments</li> <li>• projects/case studies</li> <li>• coursework</li> <li>• task-based controlled assessment.</li> </ul>

AC	Assessment guidance	Suggested assessment method
1.1–1.6	<p>As an alternative to the submission of a written assignment:</p> <p>Learners could compile and deliver a presentation, which can be assessed in terms of both content and knowledge. Questions on points raised in the presentation by the group or the Assessor will allow for assessment of knowledge and comprehension.</p> <p>An Assessor observation report or witness testimony should be used to evidence individual understanding and the presentation should be video recorded for internal and external quality assurance.</p> <p>In areas where there are gaps in learners' evidence then a professional discussion should be considered and subject of a written record.</p>	<p>Presentation Video or audio recording Observation report Witness testimony Record of professional discussion</p>
1.7–1.16	<p>In addition to the submission of a written assignment:</p> <p>Learners may benefit from a group discussion around these learning outcomes to share knowledge and best practice. Work related experiences can embed this knowledge in sound working practices.</p> <p>An Assessor observation report or witness testimony should be used to evidence individual contribution and the discussion should be video recorded for internal and external quality assurance.</p> <p>In areas where there are gaps in learners' evidence then a professional discussion should be considered and subject of a written record.</p> <p>A group discussion is not recommended as a stand-alone method of assessing these assessment criteria.</p>	<p>Video or audio recording Observation report Witness testimony Record of professional discussion</p>

# Section 3

## Explanation of terms

## Explanation of terms used

**Level 2** (not all verbs are used in this qualification)

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between 2 or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.



<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.
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### Level 3 (not all verbs are used in this qualification)

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which...)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between 2 or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between 2 or more items, resources, pieces of information.
<b>Draw conclusions (which...)</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgement using previous knowledge or considering other information.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes which might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking.)
<b>Implement</b>	Explain how to put an idea or plan into action.

<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.

# **Section 4**

## **Additional information**

## **Additional information**

### **Resource requirements**

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Assessment Strategy for the Level 3 Certificate in Spectator Safety Supervision
- Assessment Strategy for the Level 2 Certificate in Spectator Safety.

### **Support for learners**

#### **Learner's Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence tracking document instead.

### **Support for centres**

There are a number of documents available on the NCFE website that centres might find useful.

#### **Qualification Factsheet**

This document outlines the key information of this qualification for the centre, learner and employer.

### **Useful websites**

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- Sports Grounds Safety Authority: [www.sgsa.org.uk/](http://www.sgsa.org.uk/)
- ACT Awareness eLearning: [www.gov.uk/government/news/act-awareness-elearning](http://www.gov.uk/government/news/act-awareness-elearning)
- British Heart Foundation: [www.bhf.org.uk/](http://www.bhf.org.uk/)
- British Red Cross: [www.redcross.org.uk/](http://www.redcross.org.uk/)
- Royal Life Saving Society UK: [www.rlss.org.uk/](http://www.rlss.org.uk/)
- St Andrew's First Aid (in Scotland): [www.firstaid.org.uk/](http://www.firstaid.org.uk/)
- St John Ambulance (in England): [www.sja.org.uk/](http://www.sja.org.uk/)
- [www.gov.uk/terrorism-national-emergency](http://www.gov.uk/terrorism-national-emergency)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse any learning resources available on these websites.

### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***