

Qualification Specification

QNUK Level 2 Award in Understanding Stewarding at Spectator Events

603/6065/3

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1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

Head Office:

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3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Version 2: December 2020 – updated specification to new template.

| | |
|-------------------------|------------------------|
| Document owner | Qualifications Manager |
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| Next review | 31/12/2025 |
| Status | Approved |
| Version | 2 |
| Document control number | QS L2USSE |

4. Qualification Objective

This qualification introduces the role of a Steward or Marshal at spectator events. Learners will develop the knowledge and understanding necessary to support entry to the industry including how to prepare for spectator events, assist with the movement of spectators and deal with crowd issues, help to manage and resolve conflicts and how to deal with incidents at spectator events. Knowledge of team working and supporting the work of their organisation is also covered.

The qualification is specifically suited to volunteers at spectator events supporting more experienced staff. Upon completion of the qualification the learner will meet the requirements at Section 4.10b of the Guide to Safety at Sports Grounds, the "Green Guide". This qualification will prepare learners for employment and enable them to progress to the Level 2 Certificate in Spectator Safety.

Learners are also required to complete the ACT counter terrorism e-learning prior to claiming their certificates for achieving the Level 2 Award in Understanding Spectator Safety at Events (RQF).

5. Sector Support and Industry Recognition

This qualification has been developed by SkillsActive and the Sports Ground Safety Authority in conjunction with Awarding Organisations from the Spectator Safety AO Forum. Sector and industry experts have been consulted with by SGSA and the NOS and qualification units have been amended to reflect this. The qualification is based on the SkillsActive Spectator Safety NOS 2019.

6. Geographical Coverage of this Qualification

This qualification is available in England, Wales, Northern Ireland and internationally.

7. Benefit for Learners

Learners will develop transferable skills and understanding that can benefit them in further learning and the workplace, including good communication and interpersonal skills, time management skills, personal organisation skills, the importance of appropriate behaviours in the workplace, how to support others and team work in the workplace.

Once they have achieved this qualification, undertaken an appropriate venue induction and familiarisation, and completed 4 events partnered with an experienced, qualified Steward, learners will be able to work as a Steward whilst working towards achieving their Level 2 Certificate in Spectator Safety. This complies with requirements outlined in Section 4.10 Stewards – training, Guide to Safety at Sports Grounds, the "Green Guide" (6th edition, 2018, Sports Ground Safety Authority).

8. Progression

Learners could progress to:

- Level 2 Certificate in Spectator Safety (RQF) – coming soon in 2021
- Employment as a Steward

9. Recognition of Prior Learning

QNUK are unable to accept requests for recognition of prior learning (RPL) for this qualification.

10. Complementary Courses

The following qualifications would complement the Level 2 Award in Understanding Spectator Safety at Events (RQF):

- ACT Aware counter terrorism training (e-learning): **required for completion of this qualification**
- Level 2 Award in Behavioural Detection Analysis (RQF)
- Level 2 Award in Health and Safety in the Workplace (RQF)
- Level 3 Award in Emergency First Aid at Work (RQF)
- Level 3 Award in First Aid at Work (RQF)

11. Qualification Information

| | |
|--------------------------------|--|
| Qualification Number (QN) | 603/6065/3 |
| Learning Aim | 60360653 |
| Total Qualification Time (TQT) | 110 |
| Guided Learning Hours (GLH) | 36 |
| Credit value | 11 |
| Level | 2 |
| Validity | Lifetime |
| Assessment | Portfolio of evidence |
| Achieving the qualification | Learners must achieve all five mandatory units plus Prior to certification learners must show achievement of: ACT (Action Counters Terrorism) Awareness e-learning |

12. Qualification Structure

| Unit No. | Unit Title | Level | GLH | TUT | Credit |
|------------------------|---|-------|-----|-----|--------|
| Mandatory units | | | | | |
| R/618/2705 | Know How to Prepare for Spectator Events | 2 | 6 | 20 | 2 |
| Y/618/2706 | Know How to Assist with the Movement of Spectators and Deal with Crowd Issues at Events | 2 | 7 | 50 | 5 |
| D/618/2707 | Know How to Help to Manage and Resolve Conflict | 2 | 11 | 110 | 2 |
| H/618/2708 | Know How to Deal with Incidents at Spectator Events | 2 | 5 | 50 | 1 |
| K/618/2709 | Know How to Support the Work of Your Team and Organisation | 2 | 7 | 70 | 1 |

The learning outcomes for the qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

13. Learner Entry Requirements

Learners must complete the ACT Aware counter terrorism e-learning prior to commencing this qualification. Evidence of attending is required, and learners should provide a copy of the e-certificate of

completion, downloadable upon successful completion of all modules in this course. Information on the ACT Awareness can be found at Section 16.2 ACT Aware Counter Terrorism E-learning.

Entry to the Level 2 Award in Understanding Spectator Safety at Events is at the discretion of the centre; however, learners should be aged 16 years and over to take this qualification.

Learners must have sufficient command of the English language to understand and undertake the recommended assessment methods for this qualification.

There are no other pre-requisites for this qualification. However, learners should be able to work at level 1 and above.

14. Delivery

This qualification can be delivered via a variety of formats. Learners should aim complete the qualification within 12 months.

14.1. Additional criteria to be considered during delivery and assessment

Throughout delivery and assessment of this qualification learners will consider the following where possible:

Equality, diversity and inclusion (Equality Act 2010)

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

- Different physical needs
- Different cultural needs
- Language needs
- Beliefs

Safeguarding

Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:

- The Children Act 1989 (as amended)
- The Children and Social Work Act 2017
- The Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children 2018

A 'child' is defined as anyone under the age of 18.

An 'adult at risk' is defined as someone over the age of 18 who is in receipt or need of community care service.

In a sporting venue a significant proportion of the crowd will be made up of a combination of both groups. However, you should be aware that there may well be children or adults at risk involved in a matchday capacity themselves, such as catering and hospitality staff, mascots, ball girls and boys, flag bearers, and even players. Safety staff should be able to identify individuals who do, or appear to, fit into these categories and recognise they may require additional assistance and/or protection.

Safety, security and service

It is expected that all services carried out at spectator events and 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 well-being 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 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

14.2. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

14.3. Equipment Requirements

There are no specific equipment requirements to deliver this qualification, although learners may benefit from having access to a computer or other means of access of online delivery materials.

14.4. Blended Learning

Blended learning is acceptable for this qualification provided suitable controls are in place to ensure learners complete all elements.

14.5. Trainer to Learner Ratio

There is no prescribed ratio for assessors to learners. Centres should ensure assessors have sufficient time and resources to support their learners.

14.6. Recommended Resources

- SkillsActive Spectator Safety National Occupational Standards 2019
- Guide to Safety at Sports Grounds, the “Green Guide” – there is a cost associated with this resource
- ACT Aware e-learning: <https://www.gov.uk/government/news/access-to-online-counter-terrorism-training-made-easier-for-home-users>
- Sports Ground Safety Authority: <https://sgsa.org.uk/>

15. Centre Personnel Requirements

All those who deliver and assess this qualification must:

1. Hold the Level 3 NVQ Certificate in Spectator Safety or an equivalent qualification; and
2. Have a minimum of 3 years’ experience working in the industry, including sufficient operational experience within the Spectator Safety sector that can be evidenced, is relevant and current to the sector; such experience could be gained in the following roles:
 - a. Venue manager
 - b. Event manager
 - c. Senior Steward
 - d. Safety Officer

- e. Other professionals at the event, including emergency services personnel and statutory bodies; and
3. Have in-depth technical knowledge of this Level 2 Award in Understanding Spectator Safety at Events (RQF); and
4. Relevant CPD in the subject / sector area which must be demonstrated through a personal development plan (PDP) or as a reflective diary; and
5. Hold, or be working towards a valid Assessor's qualification based on LSIS, formally LLUK, Learning and Development National Occupational Standards (2010):
 - a. Learning and Development Unit 9D - Assess workplace competence using direct methods; or
 - b. Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
 - c. Level 3 Certificate in Assessing Vocational Achievement (QCF); or
 - d. Level 3 Award in Assessing Competence in the Work Environment (QCF) or hold one of the following
 - e. A1 Assess candidates using a range of methods; or
 - f. D32/33 Assess candidate performance, using differing sources of evidence

NB: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

Internal Quality Assurance Requirements

Each centre must have access to a suitably qualified IQA. The IQA cannot verify the delivery or assessment of individual learners or cohorts of learners where the IQA has been involved in the delivery or assessment of the qualification for those learners.

All those who are involved with the quality assurance of this qualification **internally** must:

1. have up-to-date working knowledge and experience of best practice in assessment and quality assurance; and
2. meet the delivery and assessing staff requirements for this qualification; and
3. Have in-depth technical knowledge of this Level 2 Award in Understanding Spectator Safety at Events (RQF); and
4. Relevant CPD in the subject / sector area which must be demonstrated through a personal development plan (PDP) or as a reflective diary; and
5. Hold a relevant verifying qualification:
 - a. Learning and Development Unit 11 – Internal Quality Assurance; or
 - b. Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF); or
 - c. V1 Conduct Internal Quality Assurance of the Assessment Process; or
 - d. D34 Internally Verify the Assessment Process.

NB: Holders of A1, D32/33, V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

16. Assessment Requirements

Learners are assessed for this qualification through:

16.1. Portfolio of evidence

Learners are assessed for this qualification using a portfolio of evidence. The portfolio can include a range of assessment methods including:

- Completed workbook
- Written assignments
- Project/case studies
- Coursework
- Record of professional discussions

| | |
|------------------------|-------------|
| Language of assessment | English |
| Duration | As required |
| Pass mark | 100% |
| Grading | Pass/Fail |

Centres may devise their own tasks for assessing underpinning knowledge in this qualification instead of using the QNUK supplied Learner Assessment Pack; however, these must be submitted to QNUK for review and approval before first use. There is a chargeable fee of £350+VAT to verify alternative assessment methods.

16.2. ACT Aware Counter Terrorism E-learning

Learners are required to provide evidence of attending the ACT Aware counter terrorism e-learning prior to certification. Learners can download their Certificate of Completion once they have successfully completed all modules. It takes approximately 45 minutes to complete the training.

The training is available free of charge via this link: <https://www.gov.uk/government/news/access-to-online-counter-terrorism-training-made-easier-for-home-users>

It is recommended that learners complete this training prior to commencing this qualification.

17. Moderation

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

18. Resits

As this qualification is evidence based, resits are not required; however, appropriate referral of submitted work from the learner may be used where additional detail or depth of knowledge is required. Learners may resubmit work once for remarking.

19. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them.

20. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Units

Unit 1: Know How to Prepare for Spectator Events (R/618/2705)

Unit Summary

This unit develops the knowledge required to help the learner prepare themselves to work as Stewards, and how to identify and respond to hazards when checking a location and venue before an event. Learners will consider how Equality and Diversity and safeguarding requirements influence their role at events.

| 1. The learner will: Understand how to prepare for stewarding activities | | |
|--|---|-------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 1.1 | State the legal, organisational and venue requirements covering the type of event they are involved in | Workbook |
| 1.2 | Give examples of relevant guidance documents on safety at events | Workbook |
| 1.3 | Explain the importance of the event and venue registration procedures | Workbook |
| 1.4 | Explain the importance of attending the pre-event briefing | Workbook |
| 1.5 | Explain the importance of receiving, looking after and returning their identification and other resources | Workbook |
| 1.6 | Explain the importance of pre-event routines and timings | Workbook |
| 1.7 | Describe the pre-event routines and timings | Workbook |
| 1.8 | State the information to be noted at the pre-event briefing | Workbook |
| 1.9 | Describe emergency procedures, assembly points and messaging | Workbook |

| 2. The learner will: Understand how to identify and respond to hazards | | |
|--|--|-------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 2.1 | Describe the process and the legal and organisational procedures for checking equipment: <ul style="list-style-type: none"> • safety equipment • security equipment • emergency equipment • signs and notices | Workbook |
| 2.2 | Explain the importance of not disrupting stakeholders when carrying out the checks | Workbook |
| 2.3 | Describe what to look for when checking for threats and hazards | Workbook |
| 2.4 | Describe the legal and organisational procedures for identifying and assessing the seriousness of threats and hazards: <ul style="list-style-type: none"> • safety hazards • security hazards • fire hazards • hygiene hazards • faulty emergency equipment | Workbook |
| 2.5 | Describe the correct action to take for each of the types of threats and hazards listed | Workbook |
| 2.6 | Explain why it's important to communicate with people and colleagues clearly | Workbook |

| | | |
|------|--|----------|
| 2.7 | Describe the sort of action which could endanger themselves and others | Workbook |
| 2.8 | State the correct reporting procedures for the types of physical hazards listed above | Workbook |
| 2.9 | Explain the criteria used to assess threats and hazards | Workbook |
| 2.10 | Describe the current levels and types of terrorist threats relevant to crowded places using guidelines issued by the National Counter Terrorism Police | Workbook |

| What needs to be learnt? | |
|--------------------------|---|
| 1.1 | <p>Legal, organisational and venue requirements covering the type of event:</p> <ul style="list-style-type: none"> • Equality, diversity and inclusion • Safeguarding requirements • Safety measures • Security measures • Service measures |
| 1.2 | Guidance documents on safety at events e.g. Guide to Safety at Sports Grounds, examples of organisation safety documents |
| 1.3 | Event and venue registration procedures – the purpose of procedures and why they are necessary |
| 1.4 | Attending the pre-event briefing – the purpose of the briefing and why stewards should attend them |
| 1.5 | <p>Identification and other resources, including all of the following:</p> <ul style="list-style-type: none"> • Briefing notes • Safety equipment • Security equipment • Stationery <p>Why these resources are required, why they must be looked after and returned</p> |
| 1.6 | Pre-event routines and timings – the purpose of these and why they are necessary |
| 1.7 | Pre-event routines and timings – what activities must be carried out before an event, when and where they should occur |
| 1.8 | <p>Information to be noted at the pre-event briefing, including all of the following:</p> <ul style="list-style-type: none"> • potential threats and hazards • stewarding procedures • venue rules • location and event information • equipment • signs and notices • pre-event timings • incident management procedures, relevant code words and assembly points • the pre-event routines |
| 1.9 | Emergency procedures, assembly points and messaging – as appropriate to the event |
| 2.1 | <p>Process and the legal and organisational procedures for checking equipment:</p> <ul style="list-style-type: none"> • safety equipment • security equipment • emergency equipment • signs and notices |
| 2.2 | Not disrupting stakeholders when carrying out the checks – courtesy, delaying pre-event checks and activities |

| | |
|-------------|--|
| 2.3 | What to look for when checking for threats and hazards including all of the following: <ul style="list-style-type: none"> • safety • security • hygiene • environmental • faulty equipment • structural |
| 2.4 | Legal and organisational procedures for identifying and assessing the seriousness of all the following types of threats and hazards: <ul style="list-style-type: none"> • safety hazards • security hazards • fire hazards • hygiene hazards • faulty emergency equipment |
| 2.5 | Correct action to take for each of the types of threats and hazards listed – in line with organisation, venue or event requirements; best practice guidance can also be followed |
| 2.6 | Communicate with people and colleagues clearly – ensure tasks are completed correctly, pass on information, save time, prevent further risk of harm or danger, potentially save lives |
| 2.7 | Sort of action which could endanger themselves and others – not following procedures/rules; smoking, drinking alcohol, taking illegal substances; not focussing on role |
| 2.8 | Correct reporting procedures for the types of physical hazards listed above – in line with organisation, venue or event requirements |
| 2.9 | Criteria used to assess threats and hazards including: <ul style="list-style-type: none"> • safety • security • hygiene • environmental • faulty equipment • structural |
| 2.10 | Current levels and types of terrorist threats relevant to crowded places using guidelines issued by the National Counter Terrorism Police – available online from relevant websites |

| Rationale for level | | | |
|---------------------|-------|----------|----------|
| | Level | Emphasis | Comments |
| Knowledge | 2 | Strong | |
| Skills | N/A | N/A | |
| Overall | 2 | | |

| Rationale for TUT and credit | | | |
|------------------------------|-------|--|---|
| | Hours | Comments | |
| Guided learning | 6 | | |
| Directed study | | | |
| Independent study | 10 | This could be through workplace practice observing experienced Stewards carrying out the role before events. | |
| Work-based learning | | | |
| Non invigilated assessment | 4 | Completion of learner workbook following delivery of unit content. | |
| TUT: | 20 | Credit: | 2 |

Unit 2: Know How to Assist with the Movement of Spectators and Deal with Crowd Issues at Spectator Events (Y/618/2706)

Unit Summary

This unit develops knowledge and understanding of how to control the entry, exit and movement of people at events, including safe searching on entry. Learners will also understand how to deal with crowd issues such as unexpected movements, local overcrowding, overcapacity, lost property, missing people and antisocial or unlawful behaviour. Learners will consider how Equality and Diversity and safeguarding requirements influence how they interact with people and deal with crowd issues at events.

| 1. The learner will: Understand how to control the entry, exit and movement of people at events | | |
|--|--|--------------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 1.1 | Describe the tools and techniques available to help monitor crowd conditions | Workbook |
| 1.2 | Describe methods of safely controlling queues | Workbook |
| 1.3 | Explain their organisation's procedures to carry out the search | Workbook |
| 1.4 | Explain the reasons for carrying out the search | Workbook |
| 1.5 | Explain the importance of explaining to client groups the reasons for carrying out the search | Workbook |
| 1.6 | Explain the procedures to follow if client groups refuse permission to search | Workbook |
| 1.7 | Identify unauthorised and prohibited items | Workbook |
| 1.8 | Identify potential places for concealing these | Workbook |
| 1.9 | Explain how to respond to any occurrence in accordance with legal and organisational procedures | Workbook |
| 1.10 | Explain when to report and/or pass on issues relating to unauthorised and prohibited items | Workbook |
| 1.11 | Describe the venue and legislative requirements for greeting and admitting client groups | Workbook |
| 1.12 | Describe the venue and legislative requirements for refusing entry and trespass | Workbook |
| 1.13 | Describe the venue and legislative requirements for supervising the safe exit of client groups | Workbook |
| 1.14 | Describe the type of information client groups may need to know when being admitted and/or refused entry | Workbook |
| 1.15 | State when to refer client groups to another source of information | Workbook |

| 2. The learner will: Understand how to deal with crowd issues | | |
|--|---|--------------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 2.1 | State potential crowd issues that may occur in their designated area | Workbook |
| 2.2 | Identify methods of assessing and reporting crowd issues: a) crowd movements and crowd dynamics b) local crowd density c) over-capacity d) crowd distress e) separation of individuals and groups f) antisocial behaviour | Workbook |

| | | |
|------|--|----------|
| | g) unlawful behaviour h) entry into restricted areas i) vehicle movement (for certain designated areas only) j) venue regulations | |
| 2.3 | Describe basic conflict management techniques and defensive tactics | Workbook |
| 2.4 | Explain why it is necessary to follow instructions given by their control room or supervisor | Workbook |
| 2.5 | Describe the type of action which might endanger themselves or other client groups | Workbook |
| 2.6 | Explain the importance of communicating clearly and calmly with client groups and colleagues | Workbook |
| 2.7 | Explain how to communicate clearly and calmly with client groups and colleagues | Workbook |
| 2.8 | Explain the importance of equality and diversity in their role | Workbook |
| 2.9 | Describe the importance of crowd management skills | Workbook |
| 2.10 | Describe how to use crowd management skills included within their organisational procedures: a) being alert to factors that may change crowd behaviour or densities b) providing reassurance c) encouraging calmness d) asserting desired level of authority e) being visible to the crowd f) remaining vigilant g) defusing situations | Workbook |
| 2.11 | Describe the correct procedures for updating the control room and/or supervisor | Workbook |

| What needs to be learnt? | |
|--------------------------|--|
| 1.1 | Tools and techniques available to help monitor crowd conditions – e.g., watching the crowd for changes in behaviour, scanning, communication tools |
| 1.2 | Methods of safely controlling queues – e.g., using barriers, signage, sufficient stewards |
| 1.3 | Organisation's procedures to carry out the search – covering as a minimum: permission from the individual to search them; search person of same gender; no strip searches; only search in presence of a witness (colleague or CCTV) |
| 1.4 | Reasons for carrying out the search - why it is necessary |
| 1.5 | Importance of explaining to client groups reasons for search – e.g., to ensure cooperation, maintain safety, require permission to search Client groups including all of the following: <ul style="list-style-type: none"> • spectators • workforce/volunteers • contractors • regulatory organisations • media • emergency services • athletes • artists • event officials |

| | |
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| 1.6 | Procedures to follow if client groups refuse permission to search – e.g., can refuse admission, organisation, event or venue requirements to be followed. All client groups noted in AC1.5 to be covered here. |
| 1.7 | Unauthorised and prohibited items – those items that may be allowable with permission/authorisation or those items that are not permitted in the venue, e.g. glass bottles, large umbrellas, backpacks, etc. Illegal items such as drugs or weapons are also prohibited. |
| 1.8 | Places for concealing unauthorised and prohibited items, e.g. pockets; under clothing – hats, coats, jumpers; in hoods; in hair; in mouth; bags; shoes; etc. |
| 1.9 | How to respond to any occurrence in accordance with legal and organisational procedures considering: <ul style="list-style-type: none"> • Safety measures: any measure designed/implemented to protect health and wellbeing of all client groups who attend or participate in events • Security measures: any measure designed/implemented to prevent, reduce the risk and/or respond to criminal or unlawful activity or disorder committed in connection with events • Service measures: any measure designed/implemented to make all client groups feel welcome, comfortable and appreciated when attending events. |
| 1.10 | Report and/or pass on issues relating to unauthorised and prohibited items |
| 1.11 | Venue and legislative requirements for greeting and admitting client groups. All client groups noted in AC1.5 to be covered when assessing knowledge. |
| 1.12 | Venue and legislative requirements for refusing entry and trespass |
| 1.13 | Venue and legislative requirements for supervising the safe exit of client groups. All client groups noted in AC1.5 to be covered when assessing knowledge. |
| 1.14 | Type of information client groups may need to know when being admitted and/or refused entry. All client groups noted in AC1.5 to be covered when assessing knowledge. |
| 1.15 | State when to refer client groups to another source of information. All client groups noted in AC1.5 to be covered when assessing knowledge. |
| 2.1 | Potential crowd issues that may occur in a designated area including all of the following: <ul style="list-style-type: none"> • crowd movements and crowd dynamics • local crowd density • over-capacity • crowd distress • separation of individuals and groups • antisocial behaviour • unlawful behaviour • entry into restricted areas • vehicle movement |
| 2.2 | Methods of assessing and reporting crowd issues. All crowd issues covered in AC2.1 to be covered when assessing knowledge. |
| 2.3 | Basic conflict management techniques and defensive tactics |
| 2.4 | Following instructions given by their control room or supervisor – why it is necessary. |
| 2.5 | Types of action which might endanger themselves or other client groups. All client groups noted in AC1.5 to be covered when assessing knowledge. |
| 2.6 | Communicating clearly and calmly with client groups and colleagues – why it is important. All client groups noted in AC1.5 to be covered when assessing knowledge. |
| 2.7 | Different ways of communication including all of the following: <ol style="list-style-type: none"> 1. Verbal communication 2. Non-verbal communication 3. Radio communication 4. Written communication 5. Signage |

| | |
|-------------|---|
| 2.8 | Equality, diversity and inclusion, Equality Act (2010), procedures and guidelines to support different physical needs, different cultural needs, language needs, beliefs – why these are important in the role of a Steward. |
| 2.9 | <p>Crowd management skills including all of the following:</p> <ol style="list-style-type: none"> 1. being alert to factors that may change crowd behaviour or densities 2. providing reassurance 3. encouraging calmness 4. asserting desired level of authority 5. being visible to the crowd 6. remaining vigilant 7. defusing situations <p>Also consider safeguarding, The Children Act (1989), The Children and Social Work Act (2017), The Safeguarding Vulnerable Groups Act (2006), Working Together to Safeguard Children (2018); definition of a ‘child’ and an ‘adult at risk’; awareness of children and adults involved in the matchday/event as volunteers or participants.</p> |
| 2.10 | How to use crowd management skills included within organisational procedures. |
| 2.11 | Correct procedures for updating the control room and/or supervisor – in line with organisational or event requirements. |

| Rationale for level | | | |
|---------------------|-------|----------|----------|
| | Level | Emphasis | Comments |
| Knowledge | 2 | Strong | |
| Skills | N/A | N/A | |
| Overall | 2 | | |

| Rationale for TUT and credit | | | |
|------------------------------|-----------|--|----------|
| | Hours | Comments | |
| Guided learning | 7 | | |
| Directed study | | | |
| Independent study | 38 | This could be through workplace practice observing experienced Stewards carrying out the role during events. | |
| Work-based learning | | | |
| Non invigilated assessment | 5 | Completion of learner workbook following delivery of unit content. | |
| TUT: | 50 | Credit: | 5 |

Unit 3: Know How to Help Manage and Resolve Conflict (D/618/2707)

Unit Summary

This unit develops understanding of how to engage with client groups in conflict situations using effective verbal and non-verbal communication techniques. Learners will also understand how to follow procedures to resolve a conflict situation. The importance of equality and diversity and safeguarding should be considered when helping to manage and resolve conflicts at events.

| 1. The learner will: Understand how to engage with client groups in conflict situations | | |
|--|--|--------------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 1.1 | Describe how to communicate with client groups including: a) cooperative b) uncooperative c) intoxicated d) emotional e) with limited understanding of English f) with additional communication needs (for example people with speech difficulties or learning disabilities) g) with different physical needs | Workbook |
| 1.2 | Describe the types of conflict situations that are likely to arise | Workbook |
| 1.3 | Identify the correct responses for each of these types of situations | Workbook |
| 1.4 | Explain the role of effective communication in reducing conflict | Workbook |
| 1.5 | Explain the importance of showing respect for client groups, their property, their rights and their needs | Workbook |
| 1.6 | Explain how to use non-discriminatory and non-offensive behaviour and language to manage conflict situations | Workbook |
| 1.7 | Explain how to use non-verbal communication to manage conflict situations | Workbook |

| 2. The learner will: Understand how to follow procedures to resolve conflict situations | | |
|--|--|--------------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 2.1 | Describe methods of assessing risk in conflict situations | Workbook |
| 2.2 | Explain the importance of understanding client group needs and perceptions | Workbook |
| 2.3 | Describe ways of maintaining own personal safety | Workbook |
| 2.4 | State the incident management procedures | Workbook |
| 2.5 | Identify methods of collecting information | Workbook |
| 2.6 | Explain the importance of recording and reporting information | Workbook |

| What needs to be learnt? | | |
|---------------------------------|---|--|
| 1.1 | How to communicate with client groups including: a) cooperative b) uncooperative c) intoxicated d) emotional e) with limited understanding of English f) with additional communication needs (e.g., people with speech difficulties or learning disabilities) g) with different physical needs | |

| | |
|------------|--|
| | <p>Client groups should include all of the following:</p> <ul style="list-style-type: none"> • spectators • workforce and contractors • regulatory bodies • media • emergency services • athletes and artists • event officials <p>Communication methods include all of the following:</p> <ul style="list-style-type: none"> • verbal communication • non-verbal communication • written communication • signage |
| 1.2 | Types of conflict situations that are likely to arise |
| 1.3 | Correct responses for each of these types of situations |
| 1.4 | Role of effective communication in reducing conflict - considering the impact of verbal and non-verbal methods of communication |
| 1.5 | Explain the importance of showing respect for client groups, their property, their rights and their needs - considering Equality, diversity and inclusion, Equality Act (2010), procedures and guidelines to support different physical needs, different cultural needs, language needs, beliefs. All client groups noted in AC1.1 must be covered when assessing knowledge. |
| 1.6 | How to use non-discriminatory and non-offensive behaviour and language to manage conflict situations |
| 1.7 | How to use non-verbal communication to manage conflict situations |
| 2.1 | Methods of assessing risk in conflict situations |
| 2.2 | Importance of understanding client group needs and perceptions. All client groups noted in AC1.1 must be covered when assessing knowledge. |
| 2.3 | Ways of maintaining own personal safety |
| 2.4 | Incident management procedures including event and/or organisation procedures |
| 2.5 | Methods of collecting information |
| 2.6 | Importance of recording and reporting information |

| Rationale for level | | | |
|---------------------|-------|----------|----------|
| | Level | Emphasis | Comments |
| Knowledge | 2 | Strong | |
| Skills | N/A | N/A | |
| Overall | 2 | | |

| Rationale for TUT and credit | | | |
|-------------------------------------|--------------|--|----------|
| | Hours | Comments | |
| Guided learning | 11 | | |
| Directed study | | | |
| Independent study | 5 | This could be through workplace practice observing experienced Stewards carrying out the role during events. | |
| Work-based learning | | | |
| Non invigilated assessment | 4 | Completion of learner workbook following delivery of unit content. | |
| TUT: | 20 | Credit: | 2 |

Unit 4: Know How to Deal with Incidents at Spectator Events (H/618/2708)

Unit Summary

This unit develops understanding of how to deal with incidents at spectator events. Learners will understand that spectator events involve an element of challenge and risk and incidents will happen from time to time. Learners will consider how equality and diversity and safeguarding requirements influence how they deal with incidents at events.

| 1. The learner will: Understand how to deal with incidents at spectator events | | |
|---|---|--------------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 1.1 | Outline basic principles of risk assessment | Workbook |
| 1.2 | Outline the types of incidents that may occur | Workbook |
| 1.3 | Describe the organisation's incident management procedures | Workbook |
| 1.4 | Describe the procedures involved in dealing with incidents promptly, calmly and correctly | Workbook |
| 1.5 | Describe the procedure to request qualified assistance | Workbook |
| 1.6 | Describe how to deal with incidents before qualified assistance arrives | Workbook |
| 1.7 | Explain how to protect the casualty and others involved from further harm | Workbook |
| 1.8 | Outline basic lifesaving skills | Workbook |
| 1.9 | Outline how to provide comfort and reassurance | Workbook |
| 1.10 | Outline what information is important to give to the client groups involved | Workbook |
| 1.11 | Outline incident reporting | Workbook |

| What needs to be learnt? | |
|---------------------------------|---|
| 1.1 | Basic principles of risk assessment considering: <ul style="list-style-type: none"> • hazard • risk • severity |
| 1.2 | Types of incidents that may occur, including all of the following: <ul style="list-style-type: none"> • fire • medical • crowd disorder • terrorism • environmental • chemical • missing persons |
| 1.3 | Organisation's incident management procedures |
| 1.4 | Procedures involved in dealing with incidents promptly, calmly and correctly |
| 1.5 | Procedure to request qualified assistance from all of the following: <ul style="list-style-type: none"> • first aid trained staff • medical staff • fire marshal • emergency services |
| 1.6 | How to deal with incidents before qualified assistance arrives, including maintaining own safety and that of casualty and others involved as far as is possible. All types of incidents noted in AC1.2 must be covered when assessing knowledge. |

| | |
|-------------|--|
| 1.7 | How to protect the casualty and others involved from further harm |
| 1.8 | Basic lifesaving skills including: <ul style="list-style-type: none"> • CPR (Cardio-Pulmonary Resuscitation) • maintain clear airways • control bleeding • use of automated external defibrillators (AEDs) |
| 1.9 | How to provide comfort and reassurance including casualty and others involved |
| 1.10 | What information is important to give to the client groups involved |
| 1.11 | Incident reporting following organisational and/or event requirements |

| Rationale for level | | | |
|---------------------|-------|----------|----------|
| | Level | Emphasis | Comments |
| Knowledge | 2 | Strong | |
| Skills | N/A | N/A | |
| Overall | 2 | | |

| Rationale for TUT and credit | | | |
|------------------------------|-----------|--|----------|
| | Hours | Comments | |
| Guided learning | 5 | | |
| Directed study | | | |
| Independent study | 3 | This could be through workplace practice observing experienced Stewards carrying out the role during events. | |
| Work-based learning | | | |
| Non invigilated assessment | 2 | Completion of learner workbook following delivery of unit content. | |
| TUT: | 10 | Credit: | 1 |

Unit 5: Know How to Support the Work of Your Team and Organisation (K/618/2709)

Unit Summary

This unit develops understanding of how to work effectively with colleagues, how to improve own work and how to help support and improve the work of own team and the organisation. The knowledge gained in this unit will support learners in any role in an organisation.

| 1. The learner will: Understand how to work effectively with colleagues | | |
|--|---|--------------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 1.1 | Explain what ‘good working relationships’ with colleagues means | Workbook |
| 1.2 | Describe how to establish good working relationships with colleagues | Workbook |
| 1.3 | Explain why it is important to communicate clearly | Workbook |
| 1.4 | Describe how to communicate with managers in the organisation | Workbook |
| 1.5 | List the duties within own area of responsibility | Workbook |
| 1.6 | Explain why it is important to carry out duties as agreed or warn colleagues in good time if this is not possible | Workbook |
| 1.7 | Identify situations in which help may be needed | Workbook |
| 1.8 | Describe the importance of always asking for help and information when it is needed | Workbook |
| 1.9 | Describe situations in which help and information may need to be provided to colleagues | Workbook |
| 1.10 | Explain the purpose of team meetings | Workbook |
| 1.11 | Explain why team discussions are important and why it is important to contribute to these | Workbook |
| 1.12 | Describe the procedures for dealing with conflict in the organisation | Workbook |

| 2. The learner will: Understand how to improve own work | | |
|--|--|--------------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 2.1 | Explain why it is important to continuously improve own work | Workbook |
| 2.2 | Explain why it is important to assess own work and get feedback from colleagues | Workbook |
| 2.3 | Explain what it means and why it is important to ‘handle criticism positively’ and why this is important | Workbook |
| 2.4 | Identify the relevant member of staff in the organisation with whom own plan be planned and developed | Workbook |
| 2.5 | Describe the procedures to follow to take part in training and development activities | Workbook |
| 2.6 | Outline how to find opportunities to take on responsibilities to develop own skills and knowledge | Workbook |
| 2.7 | Outline how to develop a career development plan to help own progression | Workbook |

| 3. The learner will: Understand how to help support and improve the work of own team and organisation | | |
|--|--|--------------------------|
| Assessment Guidance The learner must | | Types of Evidence |
| 3.1 | Identify the values or codes of practice relevant to the work they carry out | Workbook |
| 3.2 | Identify the importance of effective teamwork | Workbook |
| 3.3 | Describe how improving own work and the work of their team can improve the organisation as a whole and the level of service that the customer receives | Workbook |
| 3.4 | Explain why it is important to note customer feedback | Workbook |
| 3.5 | Outline how to identify areas where the team and organisation’s work could be | Workbook |

| | | |
|-----|---|----------|
| | improved | |
| 3.6 | Identify the procedures to follow for making suggestions on how to improve services | Workbook |
| 3.7 | Explain why it is important to discuss own suggestions with colleagues and to take account of their ideas | Workbook |

| What needs to be learnt? | |
|--------------------------|---|
| 1.1 | 'Good working relationships' with colleagues |
| 1.2 | How to establish good working relationships with colleagues |
| 1.3 | Why it is important to communicate clearly |
| 1.4 | How to communicate with managers in the organisation |
| 1.5 | Duties within own area of responsibility |
| 1.6 | Why it is important to carry out duties as agreed or warn colleagues in good time if this is not possible |
| 1.7 | Situations in which help may be needed |
| 1.8 | Importance of always asking for help and information when it is needed |
| 1.9 | Situations in which help and information may need to be provided to colleagues |
| 1.10 | Purpose of team meetings |
| 1.11 | Why team discussions are important and why it is important to contribute to these |
| 1.12 | Procedures for dealing with conflict in the organisation |
| 2.1 | Why it is important to continuously improve own work |
| 2.2 | Why it is important to assess own work and get feedback from colleagues |
| 2.3 | What it means and why it is important to 'handle criticism positively' and why this is important |
| 2.4 | Relevant member of staff in the organisation with whom own plan be planned and developed |
| 2.5 | Procedures to follow to take part in training and development activities |
| 2.6 | How to find opportunities to take on responsibilities to develop own skills and knowledge |
| 2.7 | How to develop a career development plan to help own progression |
| 3.1 | Values or codes of practice relevant to the work they carry out |
| 3.2 | Importance of effective teamwork |
| 3.3 | How improving own work and the work of their team can improve the organisation as a whole and the level of service that the customer receives |
| 3.4 | Why it is important to note customer feedback |
| 3.5 | How to identify areas where the team and organisation's work could be improved |
| 3.6 | Procedures to follow for making suggestions on how to improve services |
| 3.7 | Why it is important to discuss own suggestions with colleagues and to take account of their ideas |

| Rationale for level | | | |
|---------------------|-------|----------|----------|
| | Level | Emphasis | Comments |
| Knowledge | 2 | Strong | |
| Skills | N/A | N/A | |
| Overall | 2 | | |

| Rationale for TUT and credit | | | |
|------------------------------|-------|--|---|
| | Hours | Comments | |
| Guided learning | 7 | | |
| Directed study | | | |
| Independent study | | | |
| Work-based learning | | | |
| Non invigilated assessment | 3 | Completion of learner workbook following delivery of unit content. | |
| TUT: | 10 | Credit: | 1 |

Appendix 2: Command Verbs

| To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification. | |
|---|---|
| Describe | Write or speak about the topic or activity giving detailed information |
| Examples | Provide copies of or notes of relevant documents |
| Explain | Make clear; give reasons for |
| Identify | Provide brief information about a subject, specific process or activity |
| List | Series of names or other items written in a meaningful grouping or sequence to create a record |
| Outline | Give a short description of the main points; give the main features or general principles; emphasise the structure, leaving out minor details |
| State | Present in a brief, clear form |