Level 2 Certificate in Spectator Safety

Qualification Handbook

SFJ Awards Level 2 Certificate in Spectator Safety

Qualification Number: 603/6983/8

Operational Start Date: 1ˢᵗ February 2021

Version	Date of issue	Amendment(s)	Page
V3	July 2021	Amendment to first aid requirements	6
		Removal of Appendix 1	54
V2	01.02.21	Remove NI from geographical coverage	7
V1	January 2021	N/A	

Contents

1   Introduction

1.1   About us

SFJ Awards is part of the Workforce Development Trust, together with Skills for Justice and Skills for Health. For over 10 years Skills for Health and Skills for Justice have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the health and justice and security sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation. We work with employers in the policing, community safety, legal, armed forces, security, and health sectors and understand their specific challenges, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient service, providing excellent value for money.

1.2   Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3   Centre support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970
E-mail: info@sfjawards.com
Website: www.sfjawards.com

2   The Qualification

2.1   Qualification objective

This handbook relates to the following qualification:

SFJ Awards Level 2 Certificate in Spectator Safety

The main objective of this qualification is to confirm occupational competence and provide learners with the knowledge, skills and understanding of spectator safety.

The SFJ Awards Level 2 Certificate in Spectator Safety is a qualification for individuals working as stewards at spectator events, such as sports events, music events and festivals.

The qualification covers the knowledge and skills required to:

- prepare for spectator events
- assist with the movement of spectators and deal with crowd issues at events
- manage and resolve conflicts
- deal with incidents at spectator events
- support the work of their team and organisation

2.2   Pre-entry requirements

There are no pre-entry requirements for enrolling to complete this qualification. However, learners should be able to work at level 1 or above and be proficient in the use of English language.

Centres must ensure that learners are able to complete this qualification, for example, through completing a skills scan to ensure they can work at the appropriate level.

Prior to certification, learners are required to show evidence:

- of attending the ACT Awareness e-learning counter terrorism training. This is freely available from https://www.gov.uk/government/news/act-awareness-elearning
- that they hold a current and valid First Aid or Emergency First Aid certificate. This must meet the requirements of the Health and Safety (First Aid) Regulations 1981. Centres must confirm that each learner is sufficiently qualified in First Aid or Emergency First Aid. It is the centre's responsibility to ensure that any certificates obtained by the learner are valid and in date, and retained for quality assurance purposes. SFJ Awards will accept the following qualifications as evidence of first aid training:

  - Any accredited Level 3 Award in Emergency First Aid at Work:
    For example, SFJ Awards Level 3 Award in Emergency First Aid at Work (RQF) - 603/2431/4
  - Any accredited Level 3 Award in First Aid at Work:
    For example, SFJ Awards Level 3 Award in First Aid at Work (RQF) - 603/2432/6

Please note, the above-mentioned evidence must be uploaded to Odyssey prior to a certificate claim being made, as SFJ Awards are required to sample these before releasing certification. For further advice and guidance on uploading evidence to Odyssey, please contact info@sfjawards.com.

2.3 Qualification structure

This qualification is made up of 5 mandatory units. To be awarded this qualification the learner must achieve a total of 24 credits as shown in the table below.

Mandatory Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
1	5671	Prepare for spectator events	2	12	5
2	5672	Assist with the movement of spectators and deal with crowd issues at events	2	14	10
3	5673	Help to manage and resolve conflict	2	22	5
4	5674	Deal with incidents at spectator events	2	10	2
5	5675	Support the work of your team and organisation	2	15	2

2.4 Total Qualification Time (TQT)

Values for Total Qualification Time[1], including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

---

[1] Total Qualification Time, Ofqual
https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 2 Certificate in Spectator Safety	240	73

2.5   Age range and geographical coverage

This qualification is available to learners aged 16 years and over and is regulated in England and Wales.

2.6   Opportunities for progression

This qualification creates a number of opportunities for progression into employment within the stewarding and spectator safety industry and existing spectator safety qualifications including:

- SFJ Awards Level 3 Certificate in Spectator Safety Supervision
- SFJ Awards Level 4 Diploma in Spectator Safety Management

2.7   Use of languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website www.sfjawards.com or on request from SFJ Awards.

3   Qualification Units

Title	Prepare for spectator events
Level	2
Unit Number	1
Credit Value	5
GLH	12

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Assessment guidance notes to specific criteria within learning outcomes
1. Understand how to prepare for stewarding activities	1.1	State the legal, organisational and venue requirements covering the type of event they are involved in	**Resources** A minimum of three must be covered when assessing competence, all to be covered when assessing knowledge. 1. briefing notes 2. safety equipment 3. security equipment 4. stationery
	1.2	Give examples of relevant guidance documents on safety at events	
	1.3	Explain the importance of the event and venue registration procedures	

	1.4	Explain the importance of attending the pre-event briefing	**Threats and hazards** Numbers one and two to be covered as a minimum as part of assessing competence, all to be covered when assessing knowledge. 1. safety
	1.5	Explain the importance of receiving, looking after and returning their identification and other **resources**	2. security 3. hygiene 4. environmental
	1.6	Explain the importance of pre-event routines and timings	5. faulty equipment 6. structural
	1.7	Describe the pre-event routines and timings	**Information**
	1.8	State the information to be noted at the pre-event briefing	All must be covered when assessing competence, all to be covered when assessing knowledge. 1. potential threats and hazards
	1.9	Describe emergency procedures, assembly points and messaging	2. stewarding procedures 3. venue rules 4. location and event information
2. Understand how to identify and respond to hazards	2.1	Describe the process and the legal and organisational procedures for checking equipment: • safety equipment • security equipment • emergency equipment • signs and notices	5. equipment 6. signs and notices 7. pre-event timings 8. incident management procedures, relevant code words and assembly points 9. the pre-event routines

	2.2 Explain the importance of not disrupting stakeholders when carrying out the checks	
	2.3 Describe what to look for when checking for **threats and hazards**	
	2.4 Describe the legal and organisational procedures for identifying and assessing the seriousness of **threats and hazards**: • safety hazards • security hazards • fire hazards • hygiene hazards • faulty emergency equipment	
	2.5 Describe the correct action to take for each of the types of **threats and hazards** listed	
	2.6 Explain why it's important to communicate with people and colleagues clearly	
	2.7 Describe the sort of action which could endanger themselves and others	

	2.8	State the correct reporting procedures for the types of physical hazards listed above	
	2.9	Explain the criteria used to assess **threats and hazards**	
	2.10	Describe the current levels and types of terrorist threats relevant to crowded places using guidelines issued by the National Counter Terrorism Police	
3. Be able to prepare for stewarding activities	3.1	Follow legal and organisational requirements to carry out their role	
	3.2	Follow the registration procedures correctly and on time	
	3.3	Collect their identification and other required **resources**, making sure they return these after the event	
	3.4	Attend the pre-event briefing	
	3.5	Note all the **information** given at the pre-event briefing to carry out their role	

	3.6	Follow the pre-event routines as required
4. Be able to identify and respond to hazards	4.1	Follow venue procedures to check equipment and facilities
	4.2	Familiarise themselves with their designated area
	4.3	Check for any potential **threats and hazards**
	4.4	Respond promptly to the **threats and hazards** following agreed procedures
	4.5	Make sure that any action is not dangerous to themselves and others
	4.6	Clearly and accurately report the situation and what they have done to their supervisor

Additional information about the unit	
Unit aim(s)	This unit is about the learner preparing themselves as stewards and checking the venue and location before an event.
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 staff to follow that will satisfy the following requirements 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.
Links	NOS mapping: SkillsActive Spectator Safety NOS suite 2019

Title	Assist with the movement of spectators and deal with crowd issues at spectator events
Level	2
Unit Number	2
Credit Value	10
GLH	14

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Assessment guidance notes to specific criteria within learning outcomes
1. Understand how to control the entry, exit and movement of people at events	1.1 Describe the tools and techniques available to help monitor crowd conditions	**Client groups** A minimum of four of the below must be covered when assessing competence and all to be covered when assessing knowledge.
	1.2 Describe methods of safely controlling queues	1. spectators 2. workforce / volunteers
	1.3 Explain their organisation's procedures to carry out the search	3. contractors 4. regulatory organisations 5. media
	1.4 Explain the reasons for carrying out the search	6. emergency services 7. athletes
	1.5 Explain the importance of explaining to **client groups** the reasons for carrying out the search	8. artists 9. event officials

	1.6	Explain the procedures to follow if **client groups** refuse permission to search	**Crowd issues** Numbers one, two, three and four must be covered as a minimum when assessing competence and all to be covered when assessing knowledge.
	1.7	Identify unauthorised and prohibited items	1. crowd movements and crowd dynamics 2. local crowd density
	1.8	Identify potential places for concealing these	3. over-capacity 4. crowd distress
	1.9	Explain how to respond to any occurrence in accordance with legal and organisational procedures	5. separation of individuals and groups 6. antisocial behaviour 7. unlawful behaviour
	1.10	Explain when to report and/ or pass on issues relating to unauthorised and prohibited items	8. entry into restricted areas 9. vehicle movement
	1.11	Describe the venue and legislative requirements for greeting and admitting **client groups**	**Communication methods** All must be covered when assessing for competence and knowledge. 1. verbal communication
	1.12	Describe the venue and legislative requirements for refusing entry and trespass	2. non-verbal communication 3. radio communication 4. written communication
	1.13	Describe the venue and legislative requirements for supervising the safe exit of **client groups**	5. signage

	1.14	Describe the type of information **client groups** may need to know when being admitted and/ or refused entry	**Crowd management skills** All must be covered when assessing for competence and knowledge.
	1.15	State when to refer **client groups** to another source of information	1. being alert to factors that may change crowd behaviour or densities 2. providing reassurance 3. encouraging calmness 4. asserting desired level of authority
2. Understand how to deal with crowd issues	2.1	State potential **crowd issues** that may occur in your designated area	5. being visible to the crowd 6. remaining vigilant 7. defusing situations
	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 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	
	2.4	Explain why it is necessary to follow instructions given by their control room or supervisor	
	2.5	Describe the type of action which might endanger themselves or other **client groups**	
	2.6	Explain the importance of **communicating** clearly and calmly with **client groups** and colleagues	
	2.7	Explain how to **communicate** clearly and calmly with **client groups** and colleagues	
	2.8	Explain the importance of equality and diversity in your role	
	2.9	Describe the importance of **crowd management skills**	

	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	
	2.11	Describe the correct procedures for updating the control room and/ or supervisor	
3. Be able to follow and implement procedures for the entry, exit and movement of people at spectator events	3.1	Observe and monitor **client groups** and conditions in their designated area throughout their period of duty	
	3.2	Control queues according to venue and legislative requirements	

		3.3	Follow your organisation's procedures for carrying out a client search	
		3.4	Ask identified **client groups** for permission to search and follow agreed procedures if they refuse	
		3.5	Communicate with **client groups** clearly while carrying out the search	
		3.6	Treat **client groups** fairly, with courtesy and respect at all times	
		3.7	Only search people of the same sex	
		3.8	Greet **client groups** in a way that makes them feel welcome and at ease	
		3.9	Admit **client groups** or refuse entry according to venue procedures and legislative requirements	
		3.10	Provide **client groups** with clear reasons if refused entry	

	3.11	Respond to queries from **client groups** or refer to another source of help if necessary
	3.12	Assist with the safe exit of **client groups** according to venue procedures
	3.13	Inform their supervisor if there are problems they cannot deal with on their own
4. Be able to identify and deal with crowd issues	4.1	Assess and report potential or actual **crowd issues** to your control room or supervisor
	4.2	Take action in accordance with agreed procedures and following instructions if applicable
	4.3	Make sure that any action is not dangerous to themselves and **client groups** involved
	4.4	Reassure **client groups** involved and ask them to follow instructions

		4.5	Communicate clearly with colleagues and **client groups** involved	
		4.6	Encourage a calm environment	
		4.7	Update your control room and/ or supervisor with the situation	

Additional information about the unit				
Unit aim(s)	This unit is about monitoring spectators including their entry to and exit from the venue, including safe searching on entry. It also covers dealing with crowd issues such as unexpected movements, local overcrowding, overcapacity, lost property, missing people and antisocial or unlawful behaviour.			
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			

	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 match-day 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.
Links	NOS mapping: SkillsActive Spectator Safety NOS 2019

Title	Help to manage and resolve conflict
Level	2
Unit Number	3
Credit Value	5
GLH	22

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Assessment guidance notes to specific criteria within learning outcomes
1. Understand how to engage with client groups in conflict situations	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	**Client groups** A minimum of four of the below must be covered when assessing competence and all to be covered when assessing knowledge: 1. spectators 2. workforce 3. contractors 4. regulatory bodies 5. media 6. emergency services 7. athletes 8. artists 9. event officials

	1.2	Describe the types of conflict situations that are likely to arise	
	1.3	Identify the correct responses for each of the types of conflict situations that are likely to arise	
	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	

2. Understand how to follow procedures to resolve conflict situations	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
3. Be able to engage with client groups in conflict situations	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

4. Be able to follow procedures to resolve conflict situations	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	

Additional information about the unit	
Unit aim(s)	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.

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
	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 match-day 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.
Links	NOS mapping: SkillsActive Spectator Safety NOS 2019

Title	Deal with incidents at spectator events
Level	2
Unit Number	4
Credit Value	2
GLH	10

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Assessment guidance notes to specific criteria within learning outcomes

1. Understand how to deal with incidents at spectator events	1.1 Outline basic principles of risk assessment	**Types of incidents**
		All must be covered when assessing for knowledge.
		
		   1. fire
		   2. medical
		   3. crowd disorder
		   4. terrorism
		   5. environmental
		   6. chemical
		   7. missing persons
		
		Qualified assistance
		All must be covered for both competence and knowledge when assessing this unit.

	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. first aid trained staff 2. medical staff 3. fire marshal 4. emergency services
	1.7	Explain how to protect the casualty and others involved from further harm	
	1.8	Outline how to provide comfort and reassurance	**Hazards** Numbers one and two must be covered as a minimum as part of assessing competence, all to be covered when assessing knowledge.
	1.9	Outline what information is important to give to the client groups involved	1. safety 2. security 3. hygiene
	1.10	Outline incident reporting	4. environmental 5. faulty equipment 6. structural
2. Be able to deal with incidents at spectator events	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	Give the people involved in the incident instructions according to the organisation's incident management procedures	
		2.6	Carry out your role according to the organisation's incident management procedures	
		2.7	Follow procedures for reporting the incident	

Additional information about the unit	
Unit aim(s)	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 and as such are required to have knowledge of basic life saving skills.
	This unit does not cover managing an initial response to a major incident.
	Learners undertaking this unit must provide evidence of attaining a recognised first aid award before their certificate for this qualification is requested.

Additional delivery and assessment guidance	Simulation may be required for this unit.
	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
	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 match-day 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.
Links	NOS mapping: SkillsActive Spectator Safety NOS 2019

Title	Support the work of your team and organisation
Level	2
Unit Number	5
Credit Value	2
GLH	15

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	
1. Understand how to work effectively with colleagues	1.1	Explain what 'good working relationships' with colleagues means
	1.2	Describe how to establish good working relationships with colleagues
	1.3	Explain why it is important to communicate clearly
	1.4	Describe how to communicate with managers in the organisation
	1.5	List the duties within own area of responsibility
	1.6	Explain why it is important to carry out duties as agreed or warn colleagues in good time if this is not possible
	1.7	Identify situations in which help may be needed
	1.8	Describe the importance of always asking for help and information when it is needed
	1.9	Describe situations in which help and information may need to be provided to colleagues
	1.10	Explain the purpose of team meetings

	1.11	Explain why team discussions are important and why it is important to contribute to these	
	1.12	Describe the procedures for dealing with conflict in the organisation	
2. Understand how to improve own work	2.1	Explain why it is important to continuously improve own work	
	2.2	Explain why it is important to assess own work and get feedback from colleagues	
	2.3	Explain what it means and why it is important to 'handle criticism positively'	
	2.4	Identify the relevant member of staff in the organisation with whom own plan can be planned and developed	
	2.5	Describe the procedures to follow to take part in training and development activities	
	2.6	Outline how to find opportunities to take on responsibilities to develop own skills and knowledge	
	2.7	Outline how to develop a career development plan to help own progression	
3. Understand how to help support and improve the work of own team and organisation	3.1	Identify the values or codes of practice relevant to the work they carry out	
	3.2	Identify the importance of effective teamwork	
	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	
	3.4	Explain why it is important to note customer feedback	
	3.5	Outline how to identify areas where the team and organisation's work could be improved	
	3.6	Identify the procedures to follow for making suggestions on how to improve services	
	3.7	Explain why it is important to discuss own suggestions with colleagues and to take account of their ideas	

4. Be able to work effectively with colleagues	4.1	Establish a working relationship with colleagues
	4.2	Communicate with colleagues clearly
	4.3	Maintain standards of professional behaviour
	4.4	Carry out own duties and commitments to colleagues as agreed, or communicate in good time when that is not possible
	4.5	Ask for help and information when needed
	4.6	Provide colleagues with help and information when they need it following organisational procedures
	4.7	Contribute to team discussions
	4.8	Follow the correct procedures in case of disagreements or problems with colleagues
5. Be able to improve own work	5.1	Evaluate all aspects of own work
	5.2	Ask colleagues for feedback on their work
	5.3	Handle feedback positively
	5.4	Work with a relevant person to identify areas of strengths and areas for improvement
	5.5	Take part in relevant training and development activities
	5.6	Regularly review personal development
6. Be able to help to improve the work of the organisation	6.1	Ask customers for feedback on the services the organisation provides
	6.2	Identify ways the team could improve services
	6.3	Suggest these improvements to relevant colleagues following organisational procedures
	6.4	Discuss how to implement these changes to improve services

	6.5 Help to change services so that they meet customer needs and expectations
Additional information about the unit	
Unit aim(s)	The organisations must provide high levels of service to their customers and this requires a team effort from all staff and managers. This unit is about how one can work well as a member of the team, improve own work and the work of the team as a whole. If the organisation has a performance appraisal and personal development system, this would be an excellent context for this unit.
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 **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 match-day 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
Links	NOS mapping: SkillsActive Spectator Safety NOS 2019

4   Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance (IQA) processes and procedures and is available in the centres' area of the SFJ Awards website http://sfjawards.com/approved-centres.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Guidance and the SFJ Awards Quality Assurance (Internal and External) Guidance, available in the centres' area of the SFJ Awards website http://sfjawards.com/approved-centres.

5   Assessment

Qualification Assessment Strategy developed by SkillsActive and the Sports Ground Safety Authority (SGSA) in collaboration with Awarding Organisations offering Spectator Safety qualifications and industry stakeholders https://sgsa.org.uk.

5.1   Qualification assessment methods

Assessment methods that can be used for the SFJ Awards Level 2 Certificate in Spectator Safety are as follows:

- Coursework
- Portfolio of evidence
- Professional discussion
- Projects/case studies
- Reflective diary on own practice in an appropriate working environment
- Task based controlled assessment
- Written assignments

A Qualification Achievement Record for the SFJ Awards Level 2 Certificate in Spectator Safety is available to download from Odyssey.

5.2   Assessor, internal quality assurer and external quality assurer requirements

5.2.1   Occupational knowledge and competence

All assessors, internal and external quality assurers must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role
- engage in continuous professional development activities to maintain:
    - occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
    - professional competence and knowledge.

Assessors must also:

- be occupationally competent in the functions covered by the units they are assessing. The assessor must hold a level 3 qualification in spectator safety.
- have a minimum of 3 years' operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification. Experience could be gained through time in a role in the spectator safety sector which may include, but is not limited to:

1. Venue Manager
2. Event Manager
3. Senior Steward
4. Safety Officer
5. Other professionals at the event including emergency services personnel and statutory bodies

- have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification.
- be able to interpret and make judgements on current working practices and technologies within the area of work.
- have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units.
- Continuous Professional Development (CPD) is required per annum which must be demonstrated through a personal development plan (PDP) or as a reflective diary.

Internal quality assurers (IQAs) must also:

- have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification at or above the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about the assessor's assessment processes and decisions.
- understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.
- have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification.
- understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring*
- CPD is required per annum which must be demonstrated through a PDP or as a reflective diary.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

Approved centres will be required to provide SFJ Awards with current evidence of how each member of their team meets these requirements, for example certificates of achievement or testimonials.

External quality assurers (EQAs) must also:

- have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification at or above the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions.
- have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification.
- have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units.
- CPD is required per annum which must be demonstrated through a PDP or as a reflective diary.

5.2.2 Assessor competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must hold, or be working towards; a valid assessor's qualification based on LSIS, formerly LLUK, Learning and Development National Occupational Standards (2010):

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (RQF); or
- Level 3 Award in Assessing Competence in the Work Environment (RQF)

or hold one of the following

- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence

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

Individuals who are not yet qualified must be working towards and achieve an assessor qualification, and have an appropriate development plan. Should an unqualified assessor be used they must be fully supported and have their assessment decisions countersigned by a qualified assessor to ensure the learner has achieved the required standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

5.2.3 Internal Quality Assurer competence

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must hold a valid assessor's qualification or be working towards a verifier's qualification based on LSIS, formerly LLUK, Learning and Development National Occupational Standards (2010):

Assessing qualifications:

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (RQF); or
- Level 3 Award in Assessing Competence in the Work Environment (RQF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

- Learning and Development Unit 11 – Internal Quality Assurance; or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF); or
- V1 Conduct Internal Quality Assurance of the Assessment Process; or
- D34 Internally Verify the Assessment Process.

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

Individuals who are not yet qualified must be working towards and achieve an internal quality assurer qualification, and have an appropriate development plan. Should an unqualified internal quality assurer be used they must be fully supported and have their assessment

decisions countersigned by a qualified internal quality assurer to ensure the learner has achieved the required standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

5.2.4 External Quality Assurer competence

To demonstrate their competence, EQAs must hold, or be working towards a valid assessor's and verifier's qualification based on LSIS, formerly LLUK, Learning and Development National Occupational Standards (2010):

Assessing qualifications:

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (RQF); or
- Level 3 Award in Assessing Competence in the Work Environment (RQF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

- Learning and Development Unit 12 – External Quality Assurance; or
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (RQF), or
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (RQF); or
- V2 Conduct External Quality Assurance of the Assessment Process; or
- D35 Externally Verify the Assessment Process or
- Externally Monitor and Maintain the Quality of Workplace Assessment.

Note: Holders of V2 and D35 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

5.3 Expert witnesses

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. It is not necessary for the Witness to hold an assessor's qualification as it is the responsibility of the assessor to make the final assessment decision(s) about the acceptability of all evidence submitted, regardless of the source.

The role of the witness is to submit evidence to the assessor regarding the competence of the learner in meeting the standards identified in any given unit. This evidence must directly

relate to the learner's performance in the work place which has been observed first hand by the witness. Therefore, those who could fulfil the role of a witness for this qualification could include, but are not limited to:

- Venue Manager
- Event Manager
- Senior Steward
- Safety Officer
- Other professionals at the event including emergency services personnel and statutory bodies

5.3.1 Occupational competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

5.3.2 Qualification knowledge

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

5.4 Assessing competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.[2] Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

---

[2] Qualification and Component Levels, Ofqual
https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

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 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 to 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 criteria has been covered and achieved using the Qualification Achievement Record.

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 the learner may feel more pressure simply because he or she is being assessed.

5.5   Methods for assessing competence

Qualifications may be assessed using any method, or combination of methods in Section 5.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make decisions about an individual's occupational competence. Further information on assessment methods is provided below and in the SFJ Awards Assessment Guidance.

5.5.1   Observation

SFJ Awards believes that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However, SFJ Awards recognises that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

5.5.2 Testimony of witnesses and expert witnesses

Typically, it would be expected 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.

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent and familiar with the qualification/unit(s)/criteria. Expert witnesses are the preferred witness type recommended by SFJ Awards as they provide a stronger form of evidence which is more easily authenticated and verified.

The assessor should consider witness testimonies of either type as a typical form of evidence. Assessors are therefore responsible for making the final judgement in terms of the learner meeting the evidence requirements of the qualification/unit(s)/criteria.

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.

5.5.3 Work outputs (product evidence)

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

5.5.4 Professional discussion

Professional discussions are a free-flowing two-way dialogue between the assessor and learner. It should not be confused with questioning where the assessor asks specific questions and the learner provides answers. Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio/electronic records of discussions must be maintained.

5.5.5 Questioning the learner

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio/electronic records of all questioning must be maintained.

5.5.6 Simulations

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.

Simulation, the imitation of a real-life activity or situation, should only be undertaken:

- 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
- 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).

When simulation is used to assess part of a unit, in the interests of assessment efficiency, assessors and IQAs should agree the circumstances and conditions under which this assessment methodology is implemented.

Simulations may take place either in an operational or non-operational environment, for example a training centre, or in the learner's workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity. Where simulation is used to assess a unit, it is also good practice that the advice of an EQA is sought by a Centre to ensure the validity of the simulated activity.

Simulation may be required for the following unit:
- Deal with incidents at spectator events

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation
3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

5.6   Assessing knowledge and understanding

It is acknowledged 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.

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.[3] Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

---

[3] Qualification and Component Level, Ofqual
https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

5.7 Methods for assessing knowledge and understanding

Qualifications may be assessed using any method, or combination of methods in Section 5.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

a) Written tests in a controlled environment
b) Multiple choice questions
c) Evidenced question and answer sessions with assessors
d) Evidenced professional discussions
e) Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a bank of assessments that are sufficient to be changed regularly.

Where e-assessment is used, it must meet the requirements of the regulator and have prior approval from SFJ Awards to ensure the criteria is assessed to the standard required and, the tool(s) utilised are reliable, sufficient, valid and current.

5.8 Assessment planning

Planning assessment allows a holistic approach to be taken. Holistic assessments are those which focus on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time and streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process. By effectively planning assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. As a consequence the assessment is a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

5.9 Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time. Written/audio/electronic records of all standardisation must be maintained, including records of all involved parties.

IQAs should facilitate internal standardisation events for assessors to attend and participate to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient. In addition, it is also good practice to participate in external standardisation activities. SFJ Awards will facilitate external standardisation events which are open to centres and their teams.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Guidance and the SFJ Awards Standardisation Policy.

5.10   Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification).

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

5.11   Equality and diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who have specific learning needs are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

5.12   Health and safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high-risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

Copyright