



Level 2 Award in Understanding Stewarding at Spectator Events



Qualification Handbook

SFJ Awards Level 2 Award in Understanding Stewarding at Spectator Events

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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 Award in Understanding Stewarding at Spectator Events

The main objective of this qualification is to provide learners, with the knowledge and understanding required to enter the spectator safety sector.

It is specifically suited to volunteers at spectator events supporting more experienced staff. Upon completion of the award, the learner meets the requirements at section 4.10 b of the Guide to Safety at Sports Grounds, “Green Guide”.

The learner should undertake further training and assessment of competence to obtain the Level 2 Certificate in Spectator Safety if wishing to continue in employment in the sector.

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.

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>

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 11 credits as shown in the table below.

Mandatory Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
1	5666	Know how to prepare for spectator events	2	6	2
2	5667	Know how to assist with the movement of spectators and deal with crowd issues at events	2	7	5
3	5668	Know how to help to manage and resolve conflicts	2	11	2
4	5669	Know how to deal with incidents at spectator events	2	5	1
5	5670	Know how to support the work of your team and organisation	2	7	1

2.4 Total Qualification Time (TQT)

Values for Total Qualification Time¹, 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

¹ Total Qualification Time, Ofqual

<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

- All Guided Learning

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 Award in Understanding Stewarding at Spectator Events	110	36

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 is specifically suited to volunteers and upon completion creates a number of opportunities for progression into existing competence-based spectator safety qualifications if they wish to continue into employment in the sector including:

- SFJ Awards Level 2 Certificate in Spectator Safety
- SFJ Awards Level 3 Certificate in Spectator Safety Supervision.
- Learners who achieve the SFJ Awards Level 2 Certificate in Spectator Safety or the SFJ Awards Level 3 Certificate in Spectator Safety Supervision could with further experience and training, progress to the 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	Know how to prepare for spectator events	
Level	2	
Unit Number	1	
Credit Value	2	
GLH	6	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	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 All to be covered when assessing knowledge: <ol style="list-style-type: none"> 1. briefing notes 2. safety equipment 3. security equipment 4. stationery Information All to be covered when assessing knowledge: <ol style="list-style-type: none"> 1. potential threats and hazards
	1.2 Give examples of relevant guidance documents on safety at events	
	1.3 Explain the importance of the event and venue registration procedures	

	<p>1.4 Explain the importance of attending the pre-event briefing</p>	<p>2. stewarding procedures 3. venue rules 4. location and event information 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</p> <p>Threats and hazards</p> <p>All to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> 1. safety 2. security 3. hygiene 4. environmental 5. faulty equipment 6. structural
	<p>1.5 Explain the importance of receiving, looking after and returning their identification and other resources</p>	
	<p>1.6 Explain the importance of pre-event routines and timings</p>	
	<p>1.7 Describe the pre-event routines and timings</p>	
	<p>1.8 State the information to be noted at the pre-event briefing</p>	
	<p>1.9 Describe emergency procedures, assembly points and messaging</p>	
<p>2. Understand how to identify and respond to hazards</p>	<p>2.1 Describe the 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	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 : <ul style="list-style-type: none"> • 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	
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	<p>During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.</p> <p>Equality, diversity and inclusion (Equality Act 2010)</p> <p>It is anticipated that organisations will have procedures and guidelines for their staff to follow that will satisfy the following requirements as a minimum:</p> <ul style="list-style-type: none"> • different physical needs • different cultural needs • language needs • beliefs 	

	<p>Safeguarding</p> <p>Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Safety, security and service</p> <p>It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:</p> <p>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.</p> <p>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.</p> <p>Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.</p>
Links	NOS mapping: SkillsActive Spectator Safety NOS 2019

Title	Know how to assist with the movement of spectators and deal with crowd issues at spectator events	
Level	2	
Unit Number	2	
Credit Value	5	
GLH	7	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	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 All to be covered when assessing knowledge: <ol style="list-style-type: none"> 1. spectators 2. workforce/ volunteers 3. contractors 4. regulatory organisations 5. media 6. emergency services 7. athletes 8. artists 9. event officials Crowd issues All to be covered when assessing knowledge: <ol style="list-style-type: none"> 1. crowd movements and crowd dynamics
	1.2 Describe methods of safely controlling queues	
	1.3 Explain their organisation's procedures to carry out the search	
	1.4 Explain the reasons for carrying out the search	
	1.5 Explain the importance of explaining to client groups the reasons for carrying out the search	

	1.6 Explain the procedures to follow if client groups refuse permission to search	<ul style="list-style-type: none"> 2. local crowd density 3. over-capacity 4. crowd distress 5. separation of individuals and groups 6. antisocial behaviour 7. unlawful behaviour 8. entry into restricted areas 9. vehicle movement <p>Crowd management skills</p> <p>All must be covered when assessing for knowledge:</p> <ul 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
1.7 Identify unauthorised and prohibited items		
1.8 Identify potential places for concealing unauthorised and prohibited items		
1.9 Explain how to respond to any occurrence in accordance with legal and organisational procedures		
1.10 Explain when to report and/or pass on issues relating to unauthorised and prohibited items		
1.11 Describe the venue and legislative requirements for greeting and admitting client groups		
1.12 Describe the venue and legislative requirements for refusing entry and trespass		

	1.13 Describe the venue and legislative requirements for supervising the safe exit of client groups	
	1.14 Describe the type of information client groups may need to know when being admitted and/ or refused entry	
	1.15 State when to refer client groups to another source of information	
2. Understand how to deal with crowd issues	2.1 State potential crowd issues that may occur in your designated area	

	<p>2.2 Identify methods of assessing and reporting crowd issues:</p> <ul style="list-style-type: none"> 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 	
	<p>2.3 Describe basic conflict management techniques and defensive tactics</p>	
	<p>2.4 Explain why it is necessary to follow instructions given by their control room or supervisor</p>	
	<p>2.5 Describe the type of action which might endanger themselves or other client groups</p>	

	<p>2.6 Explain the importance of communicating clearly and calmly with client groups and colleagues</p>	
	<p>2.7 explain how to communicate clearly and calmly with client groups and colleagues</p>	
	<p>2.8 Explain the importance of equality and diversity in your role</p>	
	<p>2.9 Describe the importance of crowd management skills</p>	
	<p>2.10 Describe how to use crowd management skills included within their organisational procedures:</p> <ul style="list-style-type: none"> 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	
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	<p>During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.</p> <p>Equality, diversity and inclusion (Equality Act 2010)</p> <p>It is anticipated that organisations will have procedures and guidelines for their staff to follow that will satisfy the following requirements as a minimum:</p> <ul style="list-style-type: none"> • different physical needs • different cultural needs • language needs • beliefs <p>Safeguarding</p> <p>Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:</p> <ul style="list-style-type: none"> • 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 	

	<p>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.</p> <p>Safety, security and service</p> <p>It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:</p> <p>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.</p> <p>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.</p> <p>Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.</p>
Links	NOS mapping: SkillsActive Spectator Safety NOS 2019

Title	Know how to help to manage and resolve conflict	
Level	2	
Unit Number	3	
Credit Value	2	
GLH	11	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	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: <ul style="list-style-type: none"> 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 All to be covered when assessing knowledge: <ol style="list-style-type: none"> 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 these types of conflict situations	
	1.4 Explain the role of effective communication in reducing conflict	
	1.5 Explain the importance of showing respect for client groups , their property, their rights and their needs	
	1.6 Explain how to use non-discriminatory and non-offensive behaviour and language to manage conflict situations	
	1.7 Explain how to use non-verbal communication to manage conflict situations	
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	
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.	

<p>Additional delivery and assessment guidance</p>	<p>During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.</p> <p>Equality, diversity and inclusion (Equality Act 2010)</p> <p>It is anticipated that organisations will have procedures and guidelines for their staff to follow that will satisfy the following requirements as a minimum:</p> <ul style="list-style-type: none"> • different physical needs • different cultural needs • language needs • beliefs <p>Safeguarding</p> <p>Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>
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	<p>Safety, security and service</p> <p>It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:</p> <p>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.</p> <p>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.</p> <p>Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.</p>
Links	NOS mapping: SkillsActive Spectator Safety NOS 2019

Title	Know how to deal with incidents at spectator events	
Level	2	
Unit Number	4	
Credit Value	1	
GLH	5	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	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	<p>Types of incidents</p> <p>All to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> 1. fire 2. medical 3. crowd disorder 4. terrorism 5. environmental 6. chemical 7. missing persons <p>Qualified assistance</p> <p>All to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> 1. first aid trained staff 2. medical staff
	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	<ul style="list-style-type: none"> 3. fire marshal 4. emergency services <p>Basic lifesaving skills</p> <p>All to be covered when assessing knowledge:</p> <ul style="list-style-type: none"> 1. CPR 2. maintain clear airways 3. control bleeding 4. use of automated external defibrillators
	1.7 Explain how to protect the casualty and others involved from further harm	
	1.8 Outline basic lifesaving skills	
	1.9 Outline how to provide comfort and reassurance	
	1.10 Outline what information is important to give to the client groups involved	
	1.11 Outline incident reporting	
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. This unit does not cover managing an initial response to a major incident. However, it covers basic lifesaving skills.	

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.

	<p>Safety, security and service</p> <p>It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:</p> <p>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.</p> <p>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.</p> <p>Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.</p>
Links	NOS mapping: SkillsActive Spectator Safety NOS 2019

Title	Know how to support the work of your team and organisation	
Level	2	
Unit Number	5	
Credit Value	1	
GLH	7	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
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
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.

<p>Additional delivery and assessment guidance</p>	<p>During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.</p> <p>Equality, diversity and inclusion (Equality Act 2010)</p> <p>It is anticipated that organisations will have procedures and guidelines for their staff to follow that will satisfy the following requirements as a minimum:</p> <ul style="list-style-type: none"> • different physical needs • different cultural needs • language needs • beliefs <p>Safeguarding</p> <p>Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Safety, security and service</p> <p>It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:</p> <p>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.</p> <p>Security measures: any measure designed and implemented with the primary aim of preventing, reducing the</p>
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	<p>risk and/ or responding to any criminal or unlawful activity or disorder committed in connection with events.</p> <p>Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.</p>
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

5.1 Qualification assessment methods

All units in the SFJ Awards Level 2 Award in Understanding Stewarding at Spectator Events are knowledge-based. Assessment is by portfolio of evidence (internally set and marked and externally quality assured by SFJ Awards).

A Qualification Achievement Record is available to download from Odyssey. All assessment criteria must be met and mapped, and the location of the evidence must be indicated in the Qualification Achievement Record.

All learning outcomes in this qualification (or relevant unit) must be assessed using methods appropriate to the assessment of knowledge and understanding; these can be assessed by a variety of methods including:

- Professional discussion
- Questioning the learner
- Knowledge tests
- Written assignments

This qualification is not graded, successful learners will achieve a pass.

5.2 Assessor and internal 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
- have gained their occupational competence by working in the sector relating to the units or qualifications they are assessing. This means 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 units they are assessing as a practitioner, trainer or manager

- be able to interpret and make judgements on current working practices and technologies within the area of work.

Internal quality assurers (IQAs) must also:

- 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
- understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring*.

**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.

5.2.2 Assessor competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement² or Police Sector Standard for the Training of Assessors, Assessor 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

² National Occupational Standards for Learning and Development, LLUK 2010
<https://www.excellencegateway.org.uk/>

- 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 be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment³ or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier 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.

5.3 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. Expert witnesses do not however perform the role of assessor.

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.

³ National Occupational Standards for Learning and Development, LLUK 2010
<https://www.excellencegateway.org.uk/>

5.4 Assessing knowledge and understanding

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.⁴ 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.

5.5 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 can be included in a portfolio of evidence.

5.5.1 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.

⁴ Qualification and Component Level, Ofqual
<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

5.5.2 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.

5.5.3 Knowledge tests

Examples of tests include:

- a) Written tests in a controlled environment
- b) Multiple choice questions/tests, either paper-based or online

5.5.4 Written assignments

These can include scenario-based written assignments, coursework and essays.

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

5.6 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.

5.7 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.

5.8 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.

5.9 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.

5.10 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.

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