Level 3 Certificate in Spectator Safety Supervision

Qualification Handbook

SFJ Awards Level 3 Certificate in Spectator Safety Supervision

Qualification Number: 603/6985/1

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	82
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 3 Certificate in Spectator Safety Supervision

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 3 Certificate in Spectator Safety Supervision is aimed at senior stewards and other similar staff responsible for supervising the work of stewards at spectator events such as sports events, music events and festivals.

The mandatory units cover the skills, knowledge and competence to:

- prepare stewards and venues for spectator events
- manage and maintain stewarding in designated areas
- manage information for action and decision-making for spectator events
- develop and sustain productive working relationships with stakeholders
- monitor and solve customer service problems

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 2 or above and be proficient in the use of English language.

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 (for those learners undertaking the *Deal with incidents at spectator events* **only**). 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 and any 2 optional units. To be awarded this qualification the learner must achieve a minimum of 31 credits as shown in the table below.

Mandatory Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
1	5676	Prepare stewards and venues for spectator events	3	26	6
2	5677	Manage and maintain stewarding in designated areas	3	13	3
3	5678	Manage information for action and decision making for spectator events	3	26	6
4	5679	Develop and sustain productive working relationships with stakeholders	3	16	4
5	5680	Monitor and solve customer service problems	3	40	6
Optional Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
6	5673	Help to manage and resolve conflict*	2	22	5
7	5674	Deal with incidents at spectator events*	2	10	2
8	5681	Manage resources for safety and security at spectator events	4	35	10
9	5682	Manage the efficient use of resources	4	19	4
10	5683	Develop your knowledge, skills and competence	3	15	4

* It is strongly recommended that these units are only selected by learners who have **not** previously completed a level 2 qualification in spectator safety.

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

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 3 Certificate in Spectator Safety Supervision	310 - 400	146 – 178

2.5   Age range and geographical coverage

This qualification is available to learners aged 18 years and over and is regulated in England and Wales.

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

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 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

3.1   Mandatory Units

Title	Prepare stewards and venues for spectator events
Level	3
Unit Number	1
Credit Value	6
GLH	26

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Assessment guidance notes to specific criteria within learning outcomes
1. Know how to assign responsibilities to stewards	1.1 Explain the importance of thorough preparation prior to events and the possible consequences of not doing so 1.2 Describe the importance of having stewards with the right level of competence for their **roles and responsibilities**	**Roles and responsibilities** All must be covered when assessing for both competence and knowledge within this unit. 1. safety 2. security 3. service

	1.3	Identify **roles and responsibilities** and appropriate skills for the designated area	**Information** All must be covered when assessing for both competence and knowledge within this unit. 1. type of activity and threats in the area 2. programme for the event 3. venue regulations 4. location of emergency facilities/ equipment 5. venue and organisational procedures 6. contingency and emergency procedures including code words and/ or coded messages 7. key stewarding tasks for designated area 8. pre-event information 9. crowd profile
	1.4	Explain how to calculate the number of stewards for the designated area and what skill sets they will need to have	
	1.5	Explain when and how to report inadequacies in the number or skills of stewards in the designated area	
	1.6	Explain the process to follow when discovering inadequacies and need to request more stewards	**Threats and hazards** Numbers one and two must be covered as a minimum when assessing competence and all to be covered when assessing knowledge. 1. safety 2. security 3. hygiene 4. environmental 5. faulty equipment 6. structural
	1.7	Explain the process to follow when assigning stewards to fulfil designated roles and responsibilities	
	1.8	Explain the role of themselves and their team should any contingency plans be activated	

	1.9 Describe the legal and organisational requirements relating to safety at the venue including venue requirements	
	1.10 Describe basic requirements of the health and safety legislation and how these apply to stewards at events	
2. Know how to brief stewards on arrangements for events	2.1 Explain why it is important to carry out the pre-event briefing for stewards	
	2.2 Explain how to obtain the **information** needed for the pre-event briefing	
	2.3 Describe the **information** stewards need to know, including any particular individual needs for those present in the area	
	2.4 Explain the importance of clear briefing	
	2.5 Explain the types of misunderstandings that may occur	

	2.6	Explain how to recognise and deal with misunderstandings and why this needs to be done promptly
	2.7	Explain why it is important to also brief additional deployment
	2.8	Explain how both verbal and non-verbal communication should be used when briefing stewards to ensure they adopt a responsible attitude to the event and their responsibilities
	2.9	Describe the equipment and dress code required for the event
	2.10	Describe the process for and the importance of record keeping
3. Know how to check the venue before events	3.1	Explain why the designated area must be checked and inspected

	3.2 Describe the procedures to follow when inspecting the designated area	
	3.3 Describe the main features of the designated area and the types of hazards which may occur	
	3.4 Describe the types of actions to take in response to hazards	
	3.5 Describe what type of action might endanger self and others	
	3.6 Explain how to complete the required records on: • personal equipment issued • attendance and briefing records • what safety equipment has been checked and tested	
	3.7 Describe the procedures for reporting hazards	
4. Be able to assign responsibilities to stewards	4.1 Assess the competence of stewards for particular roles and responsibilities for the venue and event	

	4.2	Assign stewards for particular roles and responsibilities following the event plan		
	4.3	Assign the required number of stewards with the appropriate skills for the designated area		
	4.4	Ensure that the assignment of stewards takes account of any venue requirements and guidance		
5. Be able to brief stewards on arrangements for events	5.1	Attend the event briefing to prepare for their role		
	5.2	Obtain all the required information in order to brief the stewards in their designated area		
	5.3	Make resources available for the briefing		
	5.4	Clearly and accurately communicate the main points to the stewards and the reasons why these are important to the designated area		

		5.5	Give stewards relevant details from venue contingency plans and outline any relevant security related threat levels	
		5.6	Brief additional deployments and late arrivals in accordance with the original briefing	
		5.7	Check the stewards' understanding of the briefing	
		5.8	Recognise and quickly deal with any misunderstandings	
		5.9	Check that the stewards are appropriately equipped and dressed for the event	
		5.10	Complete and retain a record of the briefing following the event procedures	
6.	Be able to check the venue before events	6.1	Carry out a detailed inspection of the designated area following the event plan and venue regulations	

	6.2 Make sure that any risks, **threats and hazards** are identified and promptly reported	
	6.3 Take action which is appropriate to the risks, **threats and hazards** and the circumstances following the event and venue regulations	
	6.4 Make sure that any action taken does not endanger self and others	
	6.5 Report the risks, **threats and hazards** and the action taken to the responsible colleague	
	6.6 Follow organisational procedures to complete all records	

Additional information about the unit	
Unit aim(s)	This unit is about allocating responsibilities to stewards, briefing the stewards and checking the venue before the event starts.

Additional delivery and assessment guidance	During delivery and assessment of this unit, it is expected that the below criteria are considered where possible
	Equality, diversity and inclusion (Equality Act 2010)
	It is anticipated that organisations will have procedures and guidelines for their safety staff to follow that will satisfy the following requirements as a minimum:
	- different physical needs - different cultural needs - language needs - beliefs
	Safety, security and service
	It is expected that all services carried out at spectator events and 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
	UK terrorism threat levels
	It is expected that senior stewards, safety officers and similar staff holding overall responsibility for the safety and security of events will be familiar with the current UK terrorism threat levels.
	The threat level indicates the likelihood of a terrorist attack in the UK.

	The level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5). Threat levels do not have an expiry date, but they can change at any time as different information becomes available to security agents.
	Information on the most up to date levels can be found on this link: https://www.gov.uk/terrorism-national-emergency
Links	NOS mapping: Spectator Safety NOS 2019

Title	Manage and maintain stewarding in designated areas
Level	3
Unit Number	2
Credit Value	3
GLH	13

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Assessment guidance notes to specific criteria within learning outcomes
1. Know how to manage and maintain stewarding in the designated area	1.1 Outline the monitoring procedures in the designated areas	**When determining the number of stewards in the designated area, the following factors should be considered:** 1. audience size and demographic 2. any event specific risk assessment particularly audience behaviour 3. specific threats hazard and risks 4. guidance 5. any conditions imposed through a licence, permit or safety certificate
	1.2 Explain how to **determine the number of stewards required in the designated areas**	
	1.3 Explain how to identify the required skills of stewards in the designated area and their assigned duties	**Client groups** A minimum of four of the below criteria must be covered when assessing competence and all to be covered when assessing knowledge. 1. spectators 2. workforce
	1.4 Explain how and why to monitor stewards in their designated areas	
	1.5 Describe the possible consequences of not	

	monitoring stewarding arrangements	3. contractors
1.6	Describe the type of information needed about conditions in the designated area	4. regulatory organisations 5. media 6. emergency services 7. athletes 8. artists 9. event officials
1.7	Describe how to obtain and evaluate information needed about the conditions in the designated area	**Welfare needs** A minimum of two of the below criteria must be covered when assessing competence and all to be covered when assessing knowledge.
1.8	Explain the importance of understanding steward behaviours and the impact this may have on their performance and the **client groups**	1. personal safety 2. emotional well being 3. physical well being 4. cultural needs
1.9	Explain the importance of maintaining the safety and welfare of all **client groups**	**Incidents** Simulation is accepted for learning outcomes relating to incidents.
1.10	Describe effective communication methods used to relay information to the responsible colleague	A minimum of four of the below criteria must be covered when assessing competence and all to be covered when assessing knowledge.
1.11	Identify methods of record keeping	1. unlawful, disorderly and anti-social behaviour 2. dangerous crowd situations 3. security incident

				4. fire 5. structural failure 6. equipment failure 7. medical emergencies

	1.12	Outline what prompts and techniques to include when giving instructions to stewards
	1.13	Describe effective leadership and motivational skills
2. Know how to debrief stewards and check venue and equipment	2.1	Explain the importance of debriefing and how to conduct a debriefing session
	2.2	Outline how to obtain the information needed for debriefing
	2.3	Describe what information is required for the debriefing
	2.4	Outline different ways of encouraging the stewards to provide both positive and negative feedback on the event and arrangements
	2.5	Explain the importance of having both negative and positive feedback on the event and arrangements

	2.6 Explain the importance of checking the accuracy and relevance of feedback with other stewards and stakeholders	
	2.7 Outline the organisation's procedures for reporting incidents	
	2.8 Outline the agreed procedures for: a. getting equipment back from the stewards including information on damaged equipment and how to deal with this b. checking and securing the venue following an event c. recording and reporting issues to do with equipment and the venue to the responsible colleague	
	2.9 Explain why it is important to suggest possible improvement to safety, security and service and who to suggest these to	

3. Be able to manage and maintain stewarding in the designated area	3.1	Monitor and support the stewards in the designated area	
	3.2	Allocate the required number of stewards to designated points and make sure they are carrying out their duties throughout the event	
	3.3	Monitor and maintain the safety and **welfare needs** of the stewards in their designated area	
	3.4	Monitor and maintain the safety and **welfare needs** of all **client groups** in their designated area	
	3.5	Obtain and evaluate information about the conditions in the area of responsibility throughout the event	
	3.6	Report any issues relating to stewarding operations to the responsible colleague using the agreed procedures	
	3.7	Keep accurate and clear records of all decisions and	

		actions following agreed procedures	
	3.8	Provide the stewards with clear and prompt ongoing instructions in accordance with the event plan and agreed procedures	
4. Be able to debrief stewards and check venue and equipment	4.1	Obtain the information needed for debriefing from the responsible colleague and from the stewards	
	4.2	Encourage the stewards to provide both positive and negative feedback on the event and arrangements	
	4.3	Check the accuracy and relevance of feedback with other stewards and stakeholders	
	4.4	Make sure all **incidents** in their designated area are fully reported and recorded	
	4.5	Follow the agreed procedures for getting equipment back from the stewards	

| | 4.6 Follow agreed procedures for checking and securing the venue | |
| | 4.7 Record and report issues to do with safety, security and service to the responsible colleague | |

Additional information about the unit		
Unit aim(s)	This unit is about making sure that stewarding is effective in, dealing correctly with problems and debriefing stewards following the 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 safety staff to follow that will satisfy the following requirements as a minimum: • different physical needs • different cultural needs • language needs • beliefs **Safety, security and service** It is expected that all services carried out at spectator events and 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.
	UK terrorism threat levels
	It is expected that senior stewards, safety officers and similar staff holding overall responsibility for the safety and security of events will be familiar with the current UK terrorism threat levels.
	The threat level indicates the likelihood of a terrorist attack in the UK.
	The level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5). Threat levels do not have an expiry date, but they can change at any time as different information becomes available to security agents.
	Information on the most up to date levels can be found on this link: https://www.gov.uk/terrorism-national-emergency
Links	NOS mapping: SkillsActive Spectator Safety NOS 2019

Title	Manage information for action and decision making for spectator events
Level	3
Unit Number	3
Credit Value	6
GLH	26

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Know how to gather required information	1.1 Identify methods of gathering information
	1.2 Describe organisational procedures for recording and storing information
	1.3 Explain the principles of confidentiality when handling information
	1.4 Explain how to suggest identified improvements to agreed procedures
2. Know how to analyse information to support decision making	2.1 Explain how to judge the accuracy, relevance and sufficiency of information required to support decision making in different contexts
	2.2 Explain how to identify information that may be contradictory, ambiguous or inadequate and how to deal with it these
	2.3 Identify methods of analysing information and how to select the most appropriate method
	2.4 Outline how to analyse information to identify patterns and trends
	2.5 Explain how to draw conclusions on the basis of analysing information
	2.6 Explain how to identify the difference between fact and opinion

3. Know how to inform and advise others	3.1	Describe types of information to obtain before informing and advising others
	3.2	Identify effective communication methods
	3.3	Describe the agreed procedures for giving information and advice
	3.4	Explain how to develop and present a reasoned case when providing information and advice to others
	3.5	Explain the importance of confirming the recipients' understanding of the information and advice
	3.6	Explain the importance of maintaining confidentiality when seeking feedback
	3.7	Explain the importance of seeking feedback on the information and advice provided
	3.8	Explain how to use feedback to inform future methods of providing information and advice
4. Be able to gather required information	4.1	Gather information to support decision making in their role
	4.2	Record and store the information they gather according to the organisational procedures
	4.3	Ensure the information they gather is accessible in the required format to authorised people only
	4.4	Identify and propose improvements to agreed procedures
	4.5	Provide suggestions on possible improvements to relevant stakeholders
5. Be able to analyse information to support decision making	5.1	Analyse information to support decision-making
	5.2	Differentiate between fact and opinion when presenting the results of the analysis
	5.3	Keep records for the audit trail evidencing decision making at each stage
6. Be able to inform and advise others	6.1	Obtain all the required information before informing and advising others
	6.2	Summarise the main points to the relevant people and the reasons why these are important

	6.3	Give information and advice consistent with the agreed procedures
	6.4	Use reasoned arguments and evidence to support the information and advice that has been given
	6.5	Check and confirm the recipients' understanding of the information and advice
	6.6	Maintain confidentiality following agreed procedures
	6.7	Seek feedback from the recipients about the information and advice provided
	6.8	Use this feedback from recipients to improve the process

Additional information about the unit

Unit aim(s)	This unit is about the efficient management of information. It covers gathering the information needed and providing information and advice to others for all arrangements relating to spectator events and venues where these events take place.
Delivery and assessment guidance	During delivery and assessment of this unit, it is expected that the below criteria are considered where possible. **Equality, diversity and inclusion (Equality Act 2010)** It is anticipated that organisations will have procedures and guidelines for their safety staff to follow that will satisfy the following requirements as a minimum: • different physical needs • different cultural needs • language needs • beliefs

	Safety, security and service
	It is expected that all services carried out at spectator events and 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.
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	It is expected that senior stewards, safety officers and similar staff holding overall responsibility for the safety and security of events will be familiar with the current UK terrorism threat levels.
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Links	NOS mapping: Spectator Safety NOS 2019

Title	Develop and sustain productive working relationships with colleagues and stakeholders
Level	3
Unit Number	4
Credit Value	4
GLH	16

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	
1. Understand how to work with colleagues and stakeholders	1.1	Summarise the principles of effective communication with colleagues and stakeholders
	1.2	Explain why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders
	1.3	Explain the importance of taking account of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks
	1.4	Explain why communication with colleagues and stakeholders on fulfilment of agreements is important
2. Understand how to monitor and review relationships with colleagues and stakeholders	2.1	Explain how to monitor and evaluate the effectiveness of working relationships with colleagues and stakeholders
	2.2	Describe how to obtain and use feedback on the effectiveness of working relationships from colleagues and stakeholders
	2.3	Explain how to provide colleagues and stakeholders with feedback on the effectiveness of working relationships
	2.4	Summarise the importance of monitoring wider developments in relation to stakeholders

		2.5	Explain how to effectively monitor wider developments in relation to stakeholders
3.	Understand how to deal with conflicts of interest in relation to colleagues and stakeholders	3.1	Explain how to manage the expectations of colleagues and stakeholders
		3.2	Describe the types of conflicts of interest that may occur with colleagues and stakeholders
		3.3	Explain the damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations
		3.4	Evaluate different techniques for conflict resolution with colleagues and stakeholders
4.	Be able to establish and monitor working relationships with colleagues and stakeholders	4.1	Identify key stakeholders for own area of responsibility
		4.2	Evaluate the key stakeholders' interest in the activities and performance of the organisation
		4.3	Establish working relationships with relevant colleagues and stakeholders
		4.4	Monitor the effectiveness of working relationships with colleagues and stakeholders
		4.5	Review working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement
		4.6	Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future
5.	Be able to work with colleagues and stakeholders	5.1	Provide colleagues and stakeholders with appropriate information to enable them to perform effectively
		5.2	Consult colleagues and stakeholders in relation to key decisions and activities
		5.3	Take account of colleagues' and stakeholders' views, including their priorities, expectations and attitudes to potential risks
		5.4	Fulfil agreements made with colleagues and stakeholders, keeping them informed of progress

| | 5.5 | Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements |
| | 5.6 | Resolve conflicts of interest and disagreements with colleagues and stakeholders to minimise damage to work and activities and to those involved |

Additional information about the unit	
Unit aim(s)	This unit is about developing and sustaining productive working relationships with stakeholders. These include colleagues within the learner's own organisation, people within other organisations with which their organisation works and other external stakeholders.
Delivery and assessment guidance	During delivery and assessment of this unit, it is expected that the below criteria are considered where possible. **Equality, diversity and inclusion (Equality Act 2010)** It is anticipated that organisations will have procedures and guidelines for their safety staff to follow that will satisfy the following requirements as a minimum: • different physical needs • different cultural needs • language needs • beliefs **Safety, security and service** It is expected that all services carried out at spectator events and 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.
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	It is expected that senior stewards, safety officers and similar staff holding overall responsibility for the safety and security of events will be familiar with the current UK terrorism threat levels.
	The threat level indicates the likelihood of a terrorist attack in the UK.
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Links	NOS mapping: SkillsActive Spectator Safety NOS 2019

Title	Monitor and solve customer service problems
Level	3
Unit Number	5
Credit Value	6
GLH	40

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	
1. Understand how to monitor and solve customer service problems	1.1	Describe organisational procedures and systems for dealing with customer service problems
	1.2	Describe organisational procedures and systems for identifying repeated customer service problems
	1.3	Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer
	1.4	Explain how the successful resolution of customer service problems contributes to improved working relationships with service partners or internal customers
	1.5	Explain how to communicate with and reassure customers while their problems are being solved
	1.6	Identify the opportunities and potential for monitoring and solving customer service problems presented by remote information collection and sharing such as through social media
2. Be able to solve immediate customer service problems	2.1	Respond positively to customer service problems following organisational procedures
	2.2	Solve customer service problems when you have sufficient authority
	2.3	Work with others to solve customer service problems
	2.4	Keep customers informed of the actions being taken

		2.5	Check with customers that they are comfortable with the actions being taken
		2.6	Solve problems with service systems and procedures that might affect customers before they become aware of them
		2.7	Inform managers and colleagues of the steps taken to solve specific problems
3.	Be able to identify repeated customer service problems and options for solving them	3.1	Identify repeated customer service problems
		3.2	Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option
		3.3	Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation
4.	Be able to take action to avoid the repetition of customer service problems	4.1	Obtain authorisation to change organisational procedures in order to reduce the chances of future occurrences
		4.2	Implement the agreed action
		4.3	Keep customers informed of steps being taken to solve any service problems
		4.4	Monitor the changes made
		4.5	Adjust the changes made if required

Additional information about the unit	
Unit aim(s)	This unit is about the part of the job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems.
Delivery and assessment guidance	During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.

Equality, diversity and inclusion (Equality Act 2010)

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

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

Safety, security and service

It is expected that all services carried out at spectator events and 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.

UK terrorism threat levels

It is expected that senior stewards, safety officers and similar staff holding overall responsibility for the safety and security of events will be familiar with the current UK terrorism threat levels.

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

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

	Information on the most up to date levels can be found on this link: https://www.gov.uk/terrorism-national-emergency
Links	NOS mapping: Spectator Safety NOS 2019

3.2   Optional Units

Title	Help to manage and resolve conflict
Level	2
Unit Number	6
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	7
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.
	1.2 Outline the **types of incidents** that may occur	1. fire 2. medical 3. crowd disorder
	1.3 Describe the organisation's incident management procedures	4. terrorism 5. environmental 6. chemical
	1.4 Describe the procedures involved in dealing with incidents promptly, calmly and correctly	7. missing persons
	1.5 Describe the procedure to request **qualified assistance**	**Qualified assistance** All must be covered for both competence and knowledge when assessing this unit.

	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
2. Be able to deal with incidents at spectator events	2.1	Assess the situation for **hazards** and risks	6. structural
	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	Manage resources for safety and security at spectator events
Level	4
Unit Number	8
Credit Value	10
GLH	35

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Assessment guidance notes to specific criteria within learning outcomes
1. Understand how to plan the use of resources	1.1 Explain the importance of involving stakeholders in planning **resources**	**Resources** All must be covered when assessing for both competence and knowledge. 1. overlay 2. human resources (employees, volunteers, contractors) 3. consumables **Stakeholders** All must be covered when assessing for competence. 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation **Changed circumstances** Any incident occurrence or event that may require the venue owner or event organiser to change update or modify the event
	1.2 Identify methods of developing plans which take into account past experience, trends and developments and factors likely to affect the use of **resources**	
	1.3 Explain how and why to obtain specialist advice and guidance in relation to the provision of specialist **resources** for mitigating threats such as terrorism	
	1.4 Explain how to prepare plans that are consistent with their organisation's objectives,	

					plans. Such circumstances may include, weather conditions, new or additional risks or threats, revised UK threat level.
			policies and legal requirements including supply chains		
		1.5	Identify methods of presenting plans to stakeholders in an appropriate and timely manner		
		1.6	Explain negotiation techniques used when planning resources		
2.	Understand how to obtain resources	2.1	Identify basic principles and processes of cost benefit analysis		
		2.2	Describe the procedure for requesting and obtaining **resources** in your area of responsibility		
		2.3	Explain the importance of revising plans and updating **stakeholders** accordingly		
3.	Understand how to ensure the availability of resources	3.1	Explain methods of identifying the supplies needed		
		3.2	Explain how to ensure supplies meet with relevant		

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

	3.10 Explain the importance of continuously monitoring the quality of **resources**	
4. Understand how to monitor the use of resources	4.1 Explain the importance of taking prompt corrective action to deal with deviations from plans	
	4.2 Identify methods of monitoring the use of **resources** against agreed plans	
	4.3 Describe the mitigating actions to take when dealing with deviations from plans	
	4.4 Explain the importance of confidentiality in record keeping in accordance with current legislation	
5. Plan the use of resources	5.1 Ask **stakeholders** to provide information about the resources required	
	5.2 Develop plans that make the best use of **resources**	

	5.3	Obtain specialist advice and guidance in relation to the provision of specialist **resources** for mitigating threats	
	5.4	Prepare plans that are consistent with the organisation's objectives, policies and legal requirements	
	5.5	Present, negotiate and agree these plans with **stakeholders**	
6. Obtain resources	6.1	Ask for **resources** that support activities in their area of responsibility	
	6.2	Negotiate and reach agreement with suppliers for **resources**	
	6.3	Agree amendments to plans with **stakeholders** when they cannot obtain the required and/ or planned **resources**	

7. Ensure the availability of resources	7.1	Choose **resources** from a range of suppliers to ensure adequate competition and continuity of supplies	
	7.2	Monitor the quality and quantity of supplies	
	7.3	Obtain supplies that meet the organisation's requirements	
	7.4	Deal with any problems with supplies and supply chains	
	7.5	Keep records of supplies	
8. Monitor the use of resources	8.1	Monitor the quality of **resources**	
	8.2	Take corrective action to deal with any deviations from plans	
	8.3	Keep and be prepared to share records relating to the use of **resources** with relevant **stakeholders**	

Additional information about the unit	
Unit aim(s)	This unit is about managing resources including physical resources such as equipment, facilities and consumables. This unit also covers personnel resources which are viewed as assets in this context.

Additional delivery and assessment guidance	During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.
	Equality, diversity and inclusion (Equality Act 2010) It is anticipated that organisations will have procedures and guidelines for their safety staff to follow that will satisfy the following requirements as a minimum: • different physical needs • different cultural needs • language needs • beliefs **Safety, security and service** It is expected that all services carried out at spectator events and 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. **UK terrorism threat levels** It is expected that senior stewards, safety officers and similar staff holding overall responsibility for the safety and security of events will be familiar with the current UK terrorism threat levels. The threat level indicates the likelihood of a terrorist attack in the UK.

	The level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5). Threat levels do not have an expiry date, but they can change at any time as different information becomes available to security agents.
	Information on the most up to date levels can be found on this link: https://www.gov.uk/terrorism-national-emergency
Links	NOS mapping: Spectator Safety NOS 2019

Title	Manage the efficient use of resources
Level	4
Unit Number	9
Credit Value	4
GLH	19

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Know how to manage the use of resources	1.1 Explain the importance of providing colleagues the opportunity to provide information on the resources the team needs
	1.2 Outline how to collate information from colleagues about the resources the team needs
	1.3 Describe how to make recommendations for the effective use of the resources taking into account trends and development and current best practice which are likely to affect the use of resources
	1.4 Outline how to make recommendations that are consistent with organisational procedures and the event plan
	1.5 Outline how to make recommendations that indicate the potential benefits expected from the planned use of resources
	1.6 Describe the process of presenting recommendations to responsible colleagues
	1.7 Explain the importance of providing opportunities for colleagues to take individual responsibility for the efficient use of resources when required
	1.8 Outline how to monitor the efficient use of resources within own area of responsibility

	1.9	Outline how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services
	1.10	Explain how effective management of resources can positively contribute to organisational performance
	1.11	Outline how to make sure the use of resources by the team takes into account the potential impact on the environment
	1.12	Outline how to monitor the quality of resources and ensure consistency in product and service delivery
	1.13	Explain the importance of identifying problems with resources promptly, and of taking corrective action
	1.14	Outline how to make recommendations for improving the use of resources in accordance with organisational procedures and the event plan
	1.15	Explain the importance of accurate record keeping
	1.16	Explain the importance of following organisational procedures and the event plan when completing records
2. Be able to manage the use of resources	2.1	Collate information from colleagues about the resources their team needs
	2.2	Make recommendations that take account of trends and developments and current best practice which are likely to affect the use of resources
	2.3	Make recommendations that are consistent with organisational procedures and the event plan
	2.4	Make recommendations that indicate the potential benefits expected from the planned use of resources
	2.5	Present recommendations to the responsible colleagues

	2.6 Provide opportunities for colleagues to take individual responsibility for the efficient use of resources when required
	2.7 Monitor the efficient use of resources within own area of responsibility
	2.8 Make sure the use of resources by the team takes into account the potential impact on the environment
	2.9 Monitor the quality of resources and ensure consistency in product and service delivery and supply chains
	2.10 Identify problems with resources and supply chains promptly and take corrective action as soon as possible
	2.11 Make recommendations for improving the use of resources in accordance with organisational procedures and the event plan
	2.12 Keep clear and detailed records on the use of resources and recommendations for improvement
	2.13 Make sure that records relating to the use of resources are completed following organisational procedures and the event plan
Additional information about the unit	
Unit aim(s)	This unit is about the efficient use and management of resources for which the learner is responsible. These can be either financial resources in the form of a budget or physical resource such as equipment and consumables. The unit covers recommended resources to assist with the requirements of the event plan. The unit also covers monitoring and controlling the way in which resources are used.
Delivery and assessment guidance	During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.

Equality, diversity and inclusion (Equality Act 2010)

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

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

Safety, security and service

It is expected that all services carried out at spectator events and 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.

UK terrorism threat levels

It is expected that senior stewards, safety officers and similar staff holding overall responsibility for the safety and security of events will be familiar with the current UK terrorism threat levels.

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

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

	Information on the most up to date levels can be found on this link: https://www.gov.uk/terrorism-national-emergency
Links	NOS mapping: Spectator Safety NOS 2019

Title	Develop your knowledge, skills and competence
Level	3
Unit Number	10
Credit Value	4
GLH	15

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	
1. Know how to develop knowledge and competence	1.1	Identify the principles which underpin their professional development
	1.2	Evaluate the current requirements of their work role and how the requirements may evolve in the future
	1.3	Describe how to monitor changes, trends and developments
	1.4	Evaluate the impact of different factors on their role
	1.5	Identify development needs to address any identified gaps between the requirements of their work role and current knowledge, understanding and skills
	1.6	Outline what an effective development plan should contain and the length of time that it should cover
	1.7	Explain the importance of taking account of own career and personal goals when planning professional development
	1.8	Describe the range of different learning methods and how to identify the methods which work best for them

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

Additional information about the unit	
Unit aim(s)	This unit is about taking responsibility for developing a learner's own knowledge, skills and competence to meet the current and future requirements of their work and to support own personal and career development.
Delivery and assessment guidance	This unit will be assessed in the form of a personal development plan discussed and signed off by the person the learner is reporting to.
	During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.
	Equality, diversity and inclusion (Equality Act 2010)
	It is anticipated that organisations will have procedures and guidelines for their safety staff to follow that will satisfy the following requirements as a minimum:
	- different physical needs - different cultural needs - language needs - beliefs
	Safety, security and service
	It is expected that all services carried out at spectator events and 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.
	UK terrorism threat levels
	It is expected that senior stewards, safety officers and similar staff holding overall responsibility for the safety and security of events will be familiar with the current UK terrorism threat levels.
	The threat level indicates the likelihood of a terrorist attack in the UK.
	The level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5). Threat levels do not have an expiry date, but they can change at any time as different information becomes available to security agents.
	Information on the most up to date levels can be found on this link: https://www.gov.uk/terrorism-national-emergency
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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 3 Certificate in Spectator Safety Supervision 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 3 Certificate in Spectator Safety Supervision 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. It is strongly recommended that assessors hold a level 3 qualification in spectator safety or another relevant sector and a minimum of 3 years' experience working in the industry. In addition to this, it is strongly recommended that assessors hold, or are working towards, a level 4 qualification in either spectator safety or another relevant sector (preferably security or public safety).

- have sufficient 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. Safety Officer
    4. 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
- Safety Officer
- Other professionals at the event including emergency services personnel and statutory bodies
- Professional colleague

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.

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[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.

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[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.

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