



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

NOCN Level 2 Certificate in Spectator Safety

Qualification No: 603/7583/8

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To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

www.nocn.org.uk

Introduction

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, Access to Higher Education, endorsed and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers and FE colleges a fully integrated range of learning and skills development products and services.

Qualification at a Glance

Title	Size
<p>NOCN Level 2 Certificate in Spectator Safety</p>	<ul style="list-style-type: none"> • 24 Credits • 240 Hours Total Qualification Time • 73 Guided Learning Hours
Purpose	Target Audience
<p>The purpose of the qualification is to confirm occupational competence and provide learners, with the knowledge, skills and understanding to work in Spectator Safety.</p>	<p>This qualification is for those who are working in a suitable role in Spectator Safety.</p>
Content Overview	Entry Requirements
<p>Content covers:</p> <ul style="list-style-type: none"> • Preparing for spectator events • Assisting with the movement of spectators and deal with crowd issues at events • Helping to manage and resolve conflicts • Dealing with incidents at spectator events • Supporting the work of your team and organisation 	<p>Learners will need to be a minimum of 16 years</p> <p>Learners should be working in a role which allows them to demonstrate the skills, knowledge and understanding described in the units.</p>
Assessment	Resources
<p>Learners will be assessed against the assessment criteria. Evidence will be collated in a portfolio. Learners are internally assessed and quality assured by centres. NOCN provides external quality assurance.</p>	<p>An Assessment Pack is available for this qualification.</p>

Table of Contents

1.	Overview of Qualification	5
1.1	Entry Requirements	5
1.2	Progression Routes	5
1.3	Pre-requisites	5
2.	Qualification Details	7
2.1	Qualification Structure	7
2.2	Total Qualification Time (TQT)	7
2.3	Assessment and Evidence	8
2.4	Fair and Equitable Assessment	9
2.5	Learners with Particular Requirements	9
2.6	Recognition of Prior Learning	9
2.7	Assessment and Evidence for the Components	10
	2.7.1 Workplace Assessment	10
	2.7.2 Simulation	10
	2.7.3 Witness Testimony	11
	2.7.4 Assessment of Knowledge and Understanding	11
3.	Centre Information	12
3.1	Required Resources for Delivering the Qualification	12
	3.1.1 Assessor Requirements	12
	3.1.2 Witness	12
	3.1.3 Internal Quality Assurer Requirements	13
	3.1.4 Continuing Professional Development (CPD)	14
	3.1.5 External Quality Assurer	14
3.2	Offering the Qualification	14
4.	Component Information	15
4.1	Mandatory Components	16
Appendix 1	Basic Life Skills Evidence Guidance	39
Appendix 2	Who should undertake the additional Physical Intervention (PI) Unit? Guidance provided by the SGSA	42

1. Overview of Qualification

The purpose of the qualification is to confirm occupational competence and provide learners, with the knowledge, skills and understanding to work in Spectator Safety. It is aimed at those who are working in a range of spectator safety roles.

The content of this qualification has been developed based upon National Occupational Standards for Spectator Safety and in consultation with the [Sports Ground Safety Authority \(SGSA\)](#).

This Qualification Specification is the key reference for NOCN centres who wish to offer the qualification.

1.1. Entry Requirements

This qualification is available to learners aged **16** years or over.

Learners should be working in a suitable role in Spectator Safety where they can generate evidence against the unit specifications.

Centres must undertake initial assessment activities with learners to ensure that the chosen qualification is appropriate and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning.

1.2. Progression Routes

Progression onto this qualification could be from:

- working in a suitable Spectator Safety role

Achievement of this qualification confirms that learners have gained the skills and knowledge required to:

- work competently in a spectator safety role
- progress to the NOCN Level 3 Certificate in Spectator Safety Supervision

Learners who have achieved this qualification may also wish to progress onto a career in the security industry, particularly as a Door Supervisor. NOCN offers a range of licence-linked qualifications which are required to work in the private security industry in the following roles:

- NOCN Level 2 Award for Door Supervisors in the Private Security Industry
- NOCN Level 2 Award for Security Officers in the Private Security Industry
- NOCN Level 2 Award for Cash and Valuables in Transit (CViT) Operatives in the Private Security Industry
- NOCN Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry

1.3. Pre-requisites

Learners can only be certificated if they show evidence of:

- Achievement against all of the learning outcomes and assessment criteria in the mandatory units

- Completing Action Counters Terrorism (ACT) Awareness e-learning counter terrorism training
- Completing first aid training or attaining a recognised first aid award in accordance with Health and Safety Executive First Aid at Work Regulations.

ACT Awareness e-learning counter terrorism training

Prior to certification, learners must be able to demonstrate completion of the ACT e-learning training. The ACT Awareness e-learning course is provided free by the National Counter Terrorism Security Office. The course can be accessed here:

<https://www.gov.uk/government/news/act-awareness-elearning>

NOCN may request evidence of completion as part of external quality assurance activity.

First aid training/recognised first aid awards

Prior to certification, learners must be able to demonstrate achievement of a recognised first aid award (or attendance of a training course delivered by an appropriate organisation) in accordance with Health and Safety Executive First Aid at Work Regulations. Centres are responsible for ensuring that learners have valid and up to date certificates and should maintain records of the training which has been undertaken. NOCN may request evidence of completion as part of external quality assurance activity.

Further details about evidence requirements and appropriate training is given in Appendix 1.

2. Qualification Details

2.1. Qualification Structure

The NOCN Level 2 Certificate in Spectator Safety is a **24** credit qualification with a Total Qualification Time (TQT) of **240** hours, of which **73** are Guided Learning Hours (GLH).

Learners **must** achieve 24 credits from the Mandatory Group to be awarded this qualification.

Mandatory Unit Group

Learners must complete all units in this group.

Unit Title	Level	Credit Value	Guided Learning Hours	Ofqual Reference Number
Prepare for spectator events	2	5	12	A/618/7378
Assist with the movement of spectators and deal with crowd issues at events	2	10	14	F/618/7379
Help to manage and resolve conflicts	2	5	22	T/618/7380
Deal with incidents at spectator events	2	2	10	A/618/7381
Support the work of your team and organisation	2	2	15	F/618/7382

Learners deployed at designated areas where they may be responsible for physical intervention to deal with spectators and other stakeholders must also complete the *Application of Physical Intervention Skills in the Private Security Industry* (PI) unit. This is a Security industry Authority (SIA) licence to practise unit which carries many additional delivery and assessment requirements. Please contact NOCN if any learners need to complete this unit. The *Help to manage and resolve conflicts* unit covers the conflict management requirement necessary to undertake the PI unit.

Further details about who should take the PI unit are given in Appendix 2.

2.2. Total Qualification Time (TQT)

TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

Area	Example of activities
<p>1. Guided Learning Hours (GLH):</p> <ul style="list-style-type: none"> • Learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training • Includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training. 	<ul style="list-style-type: none"> • Classroom-based learning supervised by a teacher • Work-based learning supervised by a teacher • Live webinar or telephone tutorial with a teach 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 an appropriate provider of training • Exam time
<p>2. Other Learning Hours (OLH):</p> <ul style="list-style-type: none"> • An estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including: <ul style="list-style-type: none"> ○ preparatory work ○ self-study ○ any other form of education or training, including assessment. 	<ul style="list-style-type: none"> • 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

2.3. Assessment and Evidence

Mandatory units

The assessment for this qualification must be carried out in line with the Assessment Strategy agreed by awarding organisations and the Sports Grounds Safety Authority (SGSA): <https://sgsa.org.uk/>

The assessment is internal assessment. Centres set assessment tasks for their learners and mark the completed assessments. The assessment tasks must enable learners to provide evidence of achievement against **all** of the assessment criteria specified within each unit. To be awarded the qualification, learners must provide evidence of achievement against **all** of the assessment criteria. Compensation within or across units is **not** permitted.

Centres must ensure that knowledge based learning is at the correct level for the qualification, and relevant to the work or events likely to be encountered by a spectator safety practitioner.

Assessment tasks must be:

Valid Suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level.

- Sufficient** Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria.
- Reliable** Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualification. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners.
- Authentic** Evidence presented by each learner must be their own work.

The qualification is graded at Pass/Fail.

2.4. Fair and Equitable Assessment

Assessment must be designed to be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual units.

2.5. Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

2.6. Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RPL) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at www.nocn.org.uk

2.7. Assessment and Evidence for the Components

Centres can use the following assessment methods:

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

This list is not exhaustive. Assessors may use other assessment methods that produce appropriate evidence of achievement.

The evidence generated through assessment should be presented in a portfolio of evidence.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the [Quality Assurance](#) section of the NOCN website.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

2.7.1 Workplace assessment

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

It is acknowledged 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.

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.

2.7.2 Simulation

Simulation is only permitted for the following unit:

- *Deal with incidents at spectator events*

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).

Where simulation is used to assess the unit, centres must seek guidance from their External Quality Assurer about how simulation should be planned and organised to ensure the validity of the simulated activity. The demands placed on learners must be no more or less than what they would experience in a real work situation.

When simulation is used to assess the unit, in the interests of assessment efficiency, Assessors and Internal Quality Assurers should agree the circumstances and conditions under which this assessment methodology is implemented.

2.7.3 Witness Testimony

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 and where permitted by the awarding organisation.

Where Witnesses are used:

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

2.7.4 Assessment of Knowledge and Understanding

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

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

3. Centre Information

3.1. Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification, staff undertaking roles as part of the delivery, assessment and quality assurance of the qualification must have a demonstrable level of expertise.

Information about the required levels of expertise are set out below and full details are provided in the Assessment Strategy agreed by awarding organisations and the Sports Grounds Safety Authority (SGSA). <https://sgsa.org.uk/>.

3.1.1. Assessor Requirements

Assessors must:

- Have experience of carrying out assessment activities and hold, or be registered as working towards, a recognised assessor's qualification such as the Level 3 Certificate in Vocational Achievement, or hold A1 or D32/33 working to the current NOS for Learning and Development. Assessors working toward the assessors qualification must be supported and have their assessment decisions countersigned by a qualified Assessor.
- Be occupationally competent, the Assessor should hold at least a level 3 Spectator Safety qualification and have a minimum of 3 years' current experience in the industry that is relevant to the qualification such as a venue manager, event manager, senior steward, safety officer.
- Demonstrate an in-depth technical knowledge of the qualification, units and standards of competencies required.
- Demonstrate Continuous Professional Development (CPD) in the subject area evidenced as a personal development plan or as a reflective diary each year.

3.1.2 Witness

- The role of the Witness is to submit evidence to the Assessor regarding the competence of the learner in meeting the standards identified in any given unit. This evidence must directly relate to the learner's performance in the work place which has been observed first hand by the Witness. Therefore, those who could fulfil the role of a Witness for this qualification could include, but are not limited to:
 - Venue Manager
 - Event Manager
 - Senior Steward
 - Safety officer
 - Other professionals at the event including emergency services personnel and statutory bodies

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.

3.1.3 Internal Quality Assurer Requirements

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency. The internal quality assurance process should

- Identify effective Internal Quality Assurers who are responsible for implementing these processes. If necessary, identify a coordinating Internal Quality Assurer who manages the process.
- Produce an effective internal quality assurance policy
- Produce and maintain a clear audit trail of decision making and action
- Produce an internal quality assurance schedule of assessment activities and assessment decisions
- Produce a training and standardisation plan for all those involved in internal quality assurance
- Produce an improvement plan.

Internal Quality Assurers must observe Assessors performing learner assessments at regular intervals, the frequency of which will depend on the risk rating and experience of the Assessor. The reliability, validity and authenticity of evidence must be checked during these observations.

Internal Quality Assurers must:

- Hold a valid assessor's qualification (as detailed in *Assessor Requirements* section above) or hold or be working towards an internal quality assurer's qualification such as the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or hold V1 or D34 working to the current NOS for Learning and Development. Internal Quality Assurers working toward the internal quality assurer's qualification must be supported and have their assessment decisions countersigned by a qualified Internal Quality Assurer.
- 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 quality assured. This must be of sufficient depth to verify Assessor's processes and decisions.
- Demonstrate an in-depth knowledge of the qualification, units and standards of competencies required.
- Demonstrate Continuous Professional Development (CPD) in the subject area demonstrated through a personal development plan or a reflective diary each year.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g. tutor, assessor or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

3.1.4 Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.5 External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

3.2. Offering the Qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact: business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your centre.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website:

<https://www.nocn.org.uk/centres/why-choose-nocn-group/> and click Become a Centre.

4. Component Information

The qualification consists of mandatory units only.

To achieve this qualification a learner **must** provide evidence of achievement against **all** of the assessment criteria within each component. However, a number of assessment criteria can be evidenced through one activity using holistic assessment which focuses on the whole work activity rather than specific components of the qualification.

The criteria should be assessed in line with relevant standards such as industry best practice or standard operating procedures.

4.1 Mandatory Components

Title:	Prepare for spectator events
Level:	2
Credit value:	5
Guided learning hours:	12
Ofqual Unit Reference	A/618/7378
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1 Understand how to prepare for stewarding activities	1.1 State the legal, organisational and venue requirements covering the type of event they are involved in 1.2 Give examples of relevant guidance documents on safety at events 1.3 Explain the importance of the event and venue registration procedures 1.4 Explain the importance of attending the pre-event briefing 1.5 Explain the importance of receiving, looking after and returning their identification and other resources 1.6 Explain the importance of pre-event routines and timings 1.7 Describe the pre-event routines and timings 1.8 State the information to be noted at the pre-event briefing 1.9 Describe emergency procedures, assembly points and messaging
2 Understand how to identify and respond to hazards	2.1 Describe the process and the legal and organisational procedures for checking equipment: <ul style="list-style-type: none"> • safety equipment • security equipment • emergency equipment • signs and notices 2.2 Explain the importance of not disrupting stakeholders when carrying out the checks

	<p>2.3 Describe what to look for when checking for threats and hazards</p> <p>2.4 Describe the legal and organisational procedures for identifying and assessing the seriousness of threats and hazards:</p> <ul style="list-style-type: none"> • safety hazards • security hazards • fire hazards • hygiene hazards • faulty emergency equipment <p>2.5 Describe the correct action to take for each of the types of threats and hazards listed</p> <p>2.6 Explain why it's important to communicate with people and colleagues clearly</p> <p>2.7 Describe the sort of action which could endanger themselves and others</p> <p>2.8 State the correct reporting procedures for the types of physical hazards listed above</p> <p>2.9 Explain the criteria used to assess threats and hazards</p> <p>2.10 Describe the current levels and types of terrorist threats relevant to crowded places using guidelines issued by the National Counter Terrorism Police</p>
<p>3 Be able to prepare for stewarding activities</p>	<p>3.1 Follow legal and organisational requirements to carry out their role</p> <p>3.2 Follow the registration procedures correctly and on time</p> <p>3.3 Collect their identification and other required resources, making sure they return these after the event</p> <p>3.4 Attend the pre-event briefing</p> <p>3.5 Note all the information given at the pre-event briefing to carry out their role</p> <p>3.6 Follow the pre-event routines as required</p>

<p>4 Be able to identify and respond to hazards</p>	<p>4.1 Follow venue procedures to check equipment and facilities</p> <p>4.2 Familiarise themselves with their designated area</p> <p>4.3 Check for any potential threats and hazards</p> <p>4.4 Respond promptly to the threats and hazards following agreed procedures</p> <p>4.5 Make sure that any action is not dangerous to themselves and others</p> <p>4.6 Clearly and accurately report the situation and what they have done to their supervisor</p>
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Additional information about the unit

<p>Unit aim(s)</p>	<p>This unit is about the learner preparing themselves as stewards and checking the venue and location before an event.</p> <p>Assessment guidance notes to specific criteria within learning outcomes</p> <p>Threats and hazards</p> <p>Numbers one and two to be covered as a minimum as part of assessing competence, all to be covered when assessing knowledge.</p> <ol style="list-style-type: none"> 1. safety 2. security 3. hygiene 4. environmental 5. faulty equipment 6. structural <p>Resources</p> <p>A minimum of three must be covered when assessing competence, all to be covered when assessing knowledge.</p> <ol style="list-style-type: none"> 1. briefing notes 2. safety equipment 3. security equipment 4. stationery <p>Information</p> <p>All must be covered when assessing competence, all to be covered when assessing knowledge.</p> <ol style="list-style-type: none"> 1. potential threats and hazards 2. stewarding procedures
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	<ol style="list-style-type: none"> 3. venue rules 4. location and event information 5. equipment 6. signs and notices 7. pre-event timings 8. incident management procedures, relevant code words and assembly points 9. the pre-event routines
	<p>During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.</p> <p>Equality, diversity and inclusion (Equality Act 2010)</p> <p>It is anticipated that organisations will have procedures and guidelines for their staff to follow that will satisfy the following requirements as a minimum:</p> <ul style="list-style-type: none"> • different physical needs • different cultural needs • language needs • beliefs <p>Safeguarding</p> <p>Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:</p> <ul style="list-style-type: none"> • The Children Act 1989 (as amended). • The Children and Social Work Act 2017. • The Safeguarding Vulnerable Groups Act 2006. • Working Together to Safeguard Children 2018. <p>A 'child' is defined as anyone under the age of 18. An 'adult at risk' is defined as someone over the age of 18 who is in receipt or need of community care service. In a sporting venue a significant proportion of the crowd will be made up of a combination of both groups. However, you should be aware that there may well be children or adults at risk involved in a matchday capacity themselves, such as catering and hospitality staff, mascots, ball girls and boys, flag bearers, and even players. Safety staff should be able to identify individuals who do, or appear to, fit into these categories and recognise they may require additional assistance and/or protection.</p> <p>Safety, security and service</p>

	<p>It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:</p> <p>Safety measures: any measure designed and implemented with the primary aim of protecting the health and well-being of all client groups who attend, or participate in events</p> <p>Security measures: any measure designed and implemented with the primary aim of preventing, reducing the risk and/or responding to any criminal or unlawful activity or disorder committed in connection with events</p> <p>Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>SkillsActive Spectator Safety NOS suite 2019</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>All spectator safety NOS suite standards for the stewards and senior stewards job roles.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit must be assessed in accordance with the following documents:</p> <p>Assessment Strategy for Level 2 Certificate in Spectator Safety</p> <p>There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.</p>
<p>Endorsement of the unit by a sector or other appropriate body (if required)</p>	<p>SkillsActive / SGSA</p>
<p>Location of the unit within the subject/sector classification system</p>	<p>08. Leisure, Travel and Tourism 8.1 Sport, Leisure and Recreation</p>

Title:	Assist with the movement of spectators and deal with crowd issues at spectator events		
Level:	2		
Credit value:	10		
Guided learning hours:	14		
Ofqual Unit Reference	F/618/7379		
Learning outcomes	Assessment criteria		
<i>The learner will:</i>	<i>The learner can:</i>		
1 Understand how to control the entry, exit and movement of people at events	1.1	Describe the tools and techniques available to help monitor crowd conditions	
	1.2	Describe methods of safely controlling queues	
	1.3	Explain their organisation's procedures to carry out the search	
	1.4	Explain the reasons for carrying out the search	
	1.5	Explain the importance of explaining to client groups the reasons for carrying out the search	
	1.6	Explain the procedures to follow if client groups refuse permission to search	
	1.7	Identify unauthorised and prohibited items	
	1.8	Identify potential places for concealing these	
	1.9	Explain how to respond to any occurrence in accordance with legal and organisational procedures	
	1.10	Explain when to report and/or pass on issues relating to unauthorised and prohibited items	
	1.11	Describe the venue and legislative requirements for greeting and admitting client groups	
	1.12	Describe the venue and legislative requirements for refusing entry and trespass	
	1.13	Describe the venue and legislative requirements for supervising the safe exit of client groups	
	1.14	Describe the type of information client groups may need to know when being admitted and / or refused entry	
	1.15	State when to refer client groups to another source of information	

<p>2 Understand how to deal with crowd issues</p>	<p>2.1 State potential crowd issues that may occur in your designated area</p> <p>2.2 Identify methods of assessing and reporting crowd issues:</p> <ul style="list-style-type: none"> a. crowd movements and crowd dynamics b. local crowd density c. over-capacity d. crowd distress e. separation of individuals and groups f. antisocial behaviour g. unlawful behaviour h. entry into restricted areas i. vehicle movement (for certain designated areas only) j. venue regulations <p>2.3 Describe basic conflict management techniques and defensive tactics</p> <p>2.4 Explain why it is necessary to follow instructions given by their control room or supervisor</p> <p>2.5 Describe the type of action which might endanger themselves or other client groups</p> <p>2.6 Explain the importance of communicating clearly and calmly with client groups and colleagues</p> <p>2.7 Explain how to communicate clearly and calmly with client groups and colleagues</p> <p>2.8 Explain the importance of equality and diversity in your role</p> <p>2.9 Describe the importance of crowd management skills</p> <p>2.10 Describe how to use crowd management skills included within their organisational procedures:</p> <ul style="list-style-type: none"> a. being alert to factors that may change crowd behaviour or densities b. providing reassurance c. encouraging calmness d. asserting desired level of authority e. being visible to the crowd f. remaining vigilant g. defusing situations
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		2.11 Describe the correct procedures for updating the control room and/or supervisor
3	Be able to follow and implement procedures for the entry, exit and movement of people at spectator events	<p>3.1 Observe and monitor client groups and conditions in their designated area throughout their period of duty</p> <p>3.2 Control queues according to venue and legislative requirements</p> <p>3.3 Follow your organisation's procedures for carrying out a client search</p> <p>3.4 Ask identified client groups for permission to search and follow agreed procedures if they refuse</p> <p>3.5 Communicate with client groups clearly while carrying out the search</p> <p>3.6 Treat client groups fairly, with courtesy and respect at all times</p> <p>3.7 Only search people of the same sex</p> <p>3.8 Greet client groups in a way that makes them feel welcome and at ease</p> <p>3.9 Admit client groups or refuse entry according to venue procedures and legislative requirements</p> <p>3.10 Provide client groups with clear reasons if refused entry</p> <p>3.11 Respond to queries from client groups or refer to another source of help if necessary</p> <p>3.12 Assist with the safe exit of client groups according to venue procedures</p> <p>3.13 Inform their supervisor if there are problems they cannot deal with on their own</p>
4	Be able to identify and deal with crowd issues	<p>4.1 Assess and report potential or actual crowd issues to your control room or supervisor</p> <p>4.2 Take action in accordance with agreed procedures and following instructions if applicable</p> <p>4.3 Make sure that any action is not dangerous to themselves and client groups involved</p> <p>4.4 Reassure client groups involved and ask them to follow instructions</p> <p>4.5 Communicate clearly with colleagues and client groups involved</p> <p>4.6 Encourage a calm environment</p> <p>4.7 Update your control room and/or supervisor with the situation</p>

Additional information about the unit

Unit aim(s)

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

Assessment guidance notes to specific criteria within learning outcomes

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 / volunteers
3. contractors
4. regulatory organisations
5. media
6. emergency services
7. athletes
8. artists
9. event officials

Crowd issues

Numbers one, two, three and four must be covered as a minimum when assessing competence and all to be covered when assessing knowledge

1. crowd movements and crowd dynamics
2. local crowd density
3. over-capacity
4. crowd distress
5. separation of individuals and groups
6. antisocial behaviour
7. unlawful behaviour
8. entry into restricted areas
9. vehicle movement

Communication methods

All must be covered when assessing for competence and knowledge.

1. verbal communication

	<ol style="list-style-type: none"> 2. non-verbal communication 3. radio communication 4. written communication 5. signage <p>Crowd management skills</p> <p>All must be covered when assessing for competence and knowledge.</p> <ol style="list-style-type: none"> 1. being alert to factors that may change crowd behaviour or densities 2. providing reassurance 3. encouraging calmness 4. asserting desired level of authority 5. being visible to the crowd 6. remaining vigilant 7. defusing situations
	<p>Assessment guidance notes to specific criteria within learning outcomes</p> <p>Equality, diversity and inclusion (Equality Act 2010)</p> <p>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:</p> <ul style="list-style-type: none"> • different physical needs • different cultural needs • language needs • beliefs <p>Safeguarding</p> <p>Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:</p> <ul style="list-style-type: none"> • The Children Act 1989 (as amended). • The Children and Social Work Act 2017. • The Safeguarding Vulnerable Groups Act 2006. • Working Together to Safeguard Children 2018. <p>A 'child' is defined as anyone under the age of 18. An 'adult at risk' is defined as someone over the age of 18, who is in receipt or need of community care service. In a sporting venue a significant proportion of the crowd will be made up of a combination of both groups. However, you should be aware that there may well be children or adults at risk involved in a match-</p>

	<p>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.</p> <p>Safety, security and service</p> <p>It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:</p> <p>Safety measures: any measure designed and implemented with the primary aim of protecting the health and well-being of all client groups who attend, or participate in events</p> <p>Security measures: any measure designed and implemented with the primary aim of preventing, reducing the risk and/or responding to any criminal or unlawful activity or disorder committed in connection with events</p> <p>Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>SkillsActive Spectator Safety NOS 2019</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>All spectator safety NOS suite standards for the stewards job roles.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit must be assessed in accordance with the following documents:</p> <p>Assessment Strategy for Level 2 Certificate in Spectator Safety</p> <p>There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.</p>
<p>Endorsement of the unit by a sector or other appropriate body (if required)</p>	<p>SkillsActive / SGSA</p>
<p>Location of the unit within the subject/sector classification system</p>	<p>08. Leisure, Travel and Tourism 8.1 Sport, Leisure and Recreation</p>

Title:	Help to manage and resolve conflict
Level:	2
Credit value:	5
Guided learning hours:	22
Ofqual Unit Reference	T/618/7380
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>1 Understand how to engage with client groups in conflict situations</p>	<p>1.1 Describe how to communicate with client groups including:</p> <ul style="list-style-type: none"> a. cooperative b. uncooperative c. intoxicated d. emotional e. with limited understanding of English f. with additional communication needs (for example people with speech difficulties or learning disabilities) g. with different physical needs <p>1.2 Describe the types of conflict situations that are likely to arise</p> <p>1.3 Identify the correct responses for each of these types of situations</p> <p>1.4 Explain the role of effective communication in reducing conflict</p> <p>1.5 Explain the importance of showing respect for client groups, their property, their rights and their needs</p> <p>1.6 Explain how to use non-discriminatory and non-offensive behaviour and language to manage conflict situations</p> <p>1.7 Explain how to use non-verbal communication to manage conflict situations</p>

<p>2 Understand how to follow procedures to resolve conflict situations</p>	<p>2.1 Describe methods of assessing risk in conflict situations</p> <p>2.2 Explain the importance of understanding client group needs and perceptions</p> <p>2.3 Describe ways of maintaining own personal safety</p> <p>2.4 State the incident management procedures</p> <p>2.5 Identify methods of collecting information</p> <p>2.6 Explain the importance of recording and reporting information</p>
<p>3 Be able to engage with client groups in conflict situations</p>	<p>3.1 Communicate with client groups politely and clearly</p> <p>3.2 Explain to client groups what their role is and what is expected of them</p> <p>3.3 Remain alert to verbal and non-verbal communication pertaining to danger cues</p>
<p>4 Be able to follow procedures to resolve conflict situations</p>	<p>4.1 Assess the risk or threat to themselves and others in the situation</p> <p>4.2 Assess the seriousness of the situation and the behaviour of the individual(s) involved</p> <p>4.3 Maintain their own personal safety</p> <p>4.4 Follow incident management procedures to resolve the situation</p> <p>4.5 Collect, record and report information about the situation</p>

Additional information about the unit

<p>Unit aim(s)</p>	<p>This unit is about dealing with situations where there is conflict between people. The unit includes using effective verbal and non-verbal communication to defuse the situation, giving advice and warnings, and calling for assistance when required. This unit does not include attempting to physically control or restrain people.</p> <p>Assessment guidance notes to specific criteria within learning outcomes</p> <p>Client groups</p> <p>A minimum of four of the below must be covered when assessing competence and all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> 1. spectators 2. workforce 3. contractors
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	<ol style="list-style-type: none"> 4. regulatory bodies 5. media 6. emergency services 7. athletes 8. artists 9. event officials
	<p>During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.</p> <p>Equality, diversity and inclusion (Equality Act 2010)</p> <p>It is anticipated that organisations will have procedures and guidelines for their safety staff to follow that will satisfy the following requirements as a minimum:</p> <ul style="list-style-type: none"> • different physical needs • different cultural needs • language needs • beliefs <p>Safeguarding</p> <p>Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:</p> <ul style="list-style-type: none"> • The Children Act 1989 (as amended). • The Children and Social Work Act 2017. • The Safeguarding Vulnerable Groups Act 2006. • Working Together to Safeguard Children 2018. <p>A 'child' is defined as anyone under the age of 18. An 'adult at risk' is defined as someone over the age of 18, who is in receipt or need of community care service. In a sporting venue a significant proportion of the crowd will be made up of a combination of both groups. However, you should be aware that there may well be children or adults at risk involved in a 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.</p> <p>Safety, security and service</p> <p>It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:</p>

	<p>Safety measures: any measure designed and implemented with the primary aim of protecting the health and well-being of all client groups who attend, or participate in events</p> <p>Security measures: any measure designed and implemented with the primary aim of preventing, reducing the risk and/or responding to any criminal or unlawful activity or disorder committed in connection with events</p> <p>Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SkillsActive Spectator Safety NOS 2019
Details of the relationship between the unit and other standards or curricula (if appropriate)	All spectator safety NOS suite standards for the stewards and senior stewards job roles
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit must be assessed in accordance with the following documents:</p> <p>Assessment Strategy for Level 2 Certificate in Spectator Safety</p> <p>There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.</p>
Endorsement of the unit by a sector or other appropriate body (if required)	SkillsActive / SGSA
Location of the unit within the subject/sector classification system	<p>08. Leisure, Travel and Tourism</p> <p>8.1 Sport, Leisure and Recreation</p>

Title:	Deal with incidents at spectator events	
Level:	2	
Credit value:	2	
Guided learning hours:	10	
Ofqual Unit Reference	A/618/7381	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Understand how to deal with incidents at spectator events	1.1	Outline basic principles of risk assessment
	1.2	Outline the types of incidents that may occur
	1.3	Describe the organisation's incident management procedures
	1.4	Describe the procedures involved in dealing with incidents promptly, calmly and correctly
	1.5	Describe the procedure to request qualified assistance
	1.6	Describe how to deal with incidents before qualified assistance arrives
	1.7	Explain how to protect the casualty and others involved from further harm
	1.8	Outline how to provide comfort and reassurance
	1.9	Outline what information is important to give to the client groups involved
	1.10	Outline incident reporting
2 Be able to deal with incidents at spectator events	2.1	Assess the situation for hazards and risks
	2.2	Protect any casualty and other people involved from further harm
	2.3	Call for qualified assistance
	2.4	Give the qualified assistance information about the incident
	2.5	Give the people involved in the incident instructions according to the organisation's incident management procedures
	2.6	Carry out your role according to the organisation's incident management procedures
	2.7	Follow procedures for reporting the incident

Additional information about the unit

Unit aim(s)

Spectator events always involve an element of challenge and risk, and incidents will happen from time to time. It is very important that all members of staff are competent to deal with incidents and as such are required to have knowledge of basic life saving skills.

This unit does not cover managing an initial response to a major incident.

Learners undertaking this unit must provide evidence of attaining a recognised first-aid award, or attending first aid training, before their certificate for this qualification is requested.

Assessment guidance notes to specific criteria within learning outcomes

Hazards

Numbers one and two must be covered as a minimum as part of assessing competence, all to be covered when assessing knowledge

1. safety
2. security
3. hygiene
4. environmental
5. faulty equipment
6. structural

Qualified assistance

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

1. first aid trained staff
2. medical staff
3. fire marshal
4. emergency services

Types of incidents

All must be covered when assessing for knowledge.

1. fire
2. medical
3. crowd disorder
4. terrorism

	<ul style="list-style-type: none"> 5. environmental 6. chemical 7. missing persons
	<p>During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.</p> <p>Equality, diversity and inclusion (Equality Act 2010)</p> <p>It is anticipated that organisations will have procedures and guidelines for their safety staff to follow that will satisfy the following requirements as a minimum:</p> <ul style="list-style-type: none"> • different physical needs • different cultural needs • language needs • beliefs <p>Safeguarding</p> <p>Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:</p> <ul style="list-style-type: none"> • The Children Act 1989 (as amended). • The Children and Social Work Act 2017. • The Safeguarding Vulnerable Groups Act 2006. • Working Together to Safeguard Children 2018. <p>A 'child' is defined as anyone under the age of 18. An 'adult at risk' is defined as someone over the age of 18, who is in receipt or need of community care service. In a sporting venue a significant proportion of the crowd will be made up of a combination of both groups. However, you should be aware that there may well be children or adults at risk involved in a 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.</p> <p>Safety, security and service</p> <p>It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:</p> <p>Safety measures: any measure designed and implemented with the primary aim of protecting the health and well-being of all client groups who attend, or participate in events</p> <p>Security measures: any measure designed and implemented with the primary aim of preventing, reducing the risk and/or responding</p>

	<p>to any criminal or unlawful activity or disorder committed in connection with events</p> <p>Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SkillsActive Spectator Safety NOS 2019
Details of the relationship between the unit and other standards or curricula (if appropriate)	All spectator safety NOS suite standards for the stewards and senior stewards job roles.
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit must be assessed in accordance with the following documents:</p> <p>Assessment Strategy for Level 2 Certificate in Spectator Safety</p> <p>There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.</p> <p>Simulation is permitted for this unit as described in paragraph 2.7.2 in this Qualification Specification.</p>
Endorsement of the unit by a sector or other appropriate body (if required)	SkillsActive / SGSA
Location of the unit within the subject/sector classification system	<p>08. Leisure, Travel and Tourism</p> <p>8.1 Sport, Leisure and Recreation</p>

Title:	Support the work of your team and organisation
Level:	2
Credit value:	2
Guided learning hours:	15
Ofqual Unit Reference	F/618/7382
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1 Understand how to work effectively with colleagues	1.1 Explain what 'good working relationships' with colleagues means 1.2 Describe how to establish good working relationships with colleagues 1.3 Explain why it is important to communicate clearly 1.4 Describe how to communicate with managers in the organisation 1.5 List the duties within own area of responsibility 1.6 Explain why it is important to carry out duties as agreed or warn colleagues in good time if this is not possible 1.7 Identify situations in which help may be needed 1.8 Describe the importance of always asking for help and information when it is needed 1.9 Describe situations in which help and information may need to be provided to colleagues 1.10 Explain the purpose of team meetings 1.11 Explain why team discussions are important and why it is important to contribute to these 1.12 Describe the procedures for dealing with conflict in the organisation
2 Understand how to improve own work	2.1 Explain why it is important to continuously improve own work 2.2 Explain why it is important to assess own work and get feedback from colleagues 2.3 Explain what it means and why it is important to handle criticism positively

		<p>2.4 Identify the relevant member of staff in the organisation with whom own plan be planned and developed</p> <p>2.5 Describe the procedures to follow to take part in training and development activities</p> <p>2.6 Outline how to find opportunities to take on responsibilities to develop own skills and knowledge</p> <p>2.7 Outline how to develop a career development plan to help own progression</p>
3	Understand how to help support and improve the work of own team and organisation	<p>3.1 Identify the values or codes of practice relevant to the work they carry out</p> <p>3.2 Identify the importance of effective teamwork</p> <p>3.3 Describe how improving own work and the work of their team can improve the organisation as a whole and the level of service that the customer receives</p> <p>3.4 Explain why it is important to note customer feedback</p> <p>3.5 Outline how to identify areas where the team and organisation's work could be improved</p> <p>3.6 Identify the procedures to follow for making suggestions on how to improve services</p> <p>3.7 Explain why it is important to discuss own suggestions with colleagues and to take account of their ideas</p>
4	Be able to work effectively with colleagues	<p>4.1 Establish a working relationship with colleagues</p> <p>4.2 Communicate with colleagues clearly</p> <p>4.3 Maintain standards of professional behaviour</p> <p>4.4 Carry out own duties and commitments to colleagues as agreed, or communicate in good time when that is not possible</p> <p>4.5 Ask for help and information when needed</p> <p>4.6 Provide colleagues with help and information when they need it following organisational procedures</p> <p>4.7 Contribute to team discussions</p> <p>4.8 Follow the correct procedures in case of disagreements or problems with colleagues</p>
5	Be able to improve own work	<p>5.1 Evaluate all aspects of own work</p> <p>5.2 Ask colleagues for feedback on their work</p> <p>5.3 Handle feedback positively</p> <p>5.4 Work with a relevant person to identify areas of strengths and areas for improvement</p> <p>5.5 Take part in relevant training and development activities</p>

	5.6 Regularly review personal development
6 Be able to help to improve the work of the organisation	<p>6.1 Ask customers for feedback on the services the organisation provides</p> <p>6.2 Identify ways the team could improve services</p> <p>6.3 Suggest these improvements relevant colleagues following organisational procedures</p> <p>6.4 Discuss how to implement these changes to improve services</p> <p>6.5 Help to change services so that they meet customer needs and expectations</p>
Additional information about the unit	
Unit aim(s)	The organisations must provide high levels of service to their customers and this requires a team effort from all staff and managers. This unit is about how one can work well as a member of the team, improves own work and the work of the team as a whole. If the organisation has a performance appraisal and personal development system, this would be an excellent context for this unit.
	<p>During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.</p> <p>Equality, diversity and inclusion (Equality Act 2010)</p> <p>It is anticipated that organisations will have procedures and guidelines for their safety staff to follow that will satisfy the following requirements as a minimum:</p> <ul style="list-style-type: none"> • different physical needs • different cultural needs • language needs • beliefs <p>Safeguarding</p> <p>Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:</p> <ul style="list-style-type: none"> • The Children Act 1989 (as amended). • The Children and Social Work Act 2017. • The Safeguarding Vulnerable Groups Act 2006. • Working Together to Safeguard Children 2018. <p>A 'child' is defined as anyone under the age of 18. An 'adult at risk' is defined as someone over the age of 18, who is in receipt or need of community care service. In a sporting venue a significant proportion of the crowd will be made up of a</p>

	<p>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.</p> <p>Safety, security and service</p> <p>It is expected that all services carried out at spectator events and crowded places are done so in line with the below measures:</p> <p>Safety measures: any measure designed and implemented with the primary aim of protecting the health and well-being of all client groups who attend, or participate in events</p> <p>Security measures: any measure designed and implemented with the primary aim of preventing, reducing the risk and/or responding to any criminal or unlawful activity or disorder committed in connection with events</p> <p>Service measures: any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>SkillsActive Spectator Safety NOS 2019</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>All spectator safety NOS suite standards for the steward job roles.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit must be assessed in accordance with the following documents:</p> <p>Assessment Strategy for Level 2 Certificate in Spectator Safety</p> <p>There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.</p>
<p>Endorsement of the unit by a sector or other appropriate body (if required)</p>	<p>SkillsActive / SGSA</p>
<p>Location of the unit within the subject/sector classification system</p>	<p>08. Leisure, Travel and Tourism 8.1 Sport, Leisure and Recreation</p>

Appendix 1

Basic Life Support Skills Evidence Guidance

The requirement for learners to complete first aid training prior to certification of the Level 2 Certificate in Spectator Safety is the responsibility of centres but evidence of completion will be scrutinised by External Quality Assurers.

Training in basic life support (BLS) provides learners with basic skills, learners must not be considered as part of the medical resources for any event or venue that may be identified through the Medical Needs Assessment (MNA).

The elements of BLS within the National Occupational Standards (NOS) for Spectator Safety are:

- a) The use of cardiopulmonary resuscitation (CPR)
- b) Recovery position
- c) Use of automated external defibrillators (AEDs)
- d) Managing blood loss.

Prior to requesting certificates for completed learners, centres will be required to ensure those learners can evidence that they have attained a recognised first-aid award (or attended training delivered by an appropriate organisation). It is the centre's responsibility to ensure that any certificates obtained by the learner are valid and in date, and to keep records of the first aid training undertaken in the event that the evidence is requested of them for quality assurance purposes.

Through the completion of a first-aid qualification or training, learners are expected to cover the following knowledge and understanding:

- An introduction to basic life support (BLS)
- Why basic life support is important?
- The BLS chain of survival
- Check for Danger
- Why it is important to approach the victim safely
- Check for Responsiveness
- Shout for help
- Open victim's Airway (head tilt, chin lift)
- How to deal with an airway obstruction by a foreign body
- Check if victim is Breathing (look, listen and feel for breathing)
- If not breathing normally, call the ambulance and start delivering effective chest Compressions
- How to deliver effective chest compressions
- How to deliver effective rescue breaths
- Why it is important to continue CPR
- Knowing when to stop CPR

- When and how to position a victim in the recovery position
- Know how to deal with an unconscious victim
- An introduction to automated external defibrillators (AEDs)
- Be aware of the importance of automated external defibrillation (AED)
- Be familiar with the functions of an AED
- Understand the safety features of the AED
- Blood loss

The learners should be able to demonstrate how to apply CPR and place someone in the recovery position.

The Resuscitation Council (UK) recommends that those who train others in CPR and the use of AEDs should be appropriately qualified.

There is no requirement for learners to be issued with a regulated first aid qualification however the training must be delivered by an appropriate organisation.

Please see below examples of training providers and qualifications which can be accepted as evidence:

- British Heart Foundation
- British Red Cross
- Royal Life Saving Society UK
- St Andrew's First Aid (in Scotland)
- St John Ambulance

Any accredited Level 3 Award in Emergency First Aid at work

<https://www.highfieldqualifications.com/qualifications/first-aid/level-3-emergency-first-aid>

http://www.1st4sportqualifications.com/centre_information/centreinfo_our_qualifications/qualificationbin/I3-award-efaw/

<https://www.nocn.org.uk/what-we-do/qualifications/603-2446-6-nocn-level-3-award-in-first-aid-at-work/>

<https://www.laser-awards.org.uk/laser-qualifications/qualifications/qualifications-for-vocational-learners/emergency-first-aid-at-work/>

Any accredited Level 3 Award in First at Work

<https://www.highfieldqualifications.com/qualifications/first-aid/level-3-award-at-work>

<https://www.nocn.org.uk/what-we-do/qualifications/603-2446-6-nocn-level-3-award-in-first-aid-at-work/>

Any accredited Level 3 Award in First Aid Response

<https://www.highfieldqualifications.com/qualifications/first-aid/level-3-award-at-work>

Any accredited Level 2 Award in First Aid Essentials

<https://www.safecertawards.com/pdf/qualspec/rqf/QualSpec-RQF-FirstAidEssentialsLevel2.pdf>

Any accredited Level 2 Award in First Aid for Sport

<http://www.focusawards.org.uk/qualification/first-aid-sport/>

Any accredited Level 3 Award in Emergency First Aid for Sport

<http://qualifications-network.co.uk/candidates/first-aid/candidate-page-l3-emergency-first-aid-sport>

Any accredited Level 2 Award in Activity First Aid

<https://www.safecertawards.com/pdf/qualspec/rqf/QualSpec-RQF-ActivityFirstAidLevel2.pdf>

Any accredited Level 3 Award in Activity First Aid

<http://qualifications-network.co.uk/candidates/first-aid/level-3-activity-first-aid>

Basic Life Support (BLS) training courses

<https://www.bartscitylifesaver.org/>

Safe Use of Automated External Defibrillator (AED) courses

<https://www.bartscitylifesaver.org/>

First Aid at Work awareness course

https://one-training.org.uk/courses/first-aid-at-work-awareness-course/?gclid=CjwKCAjwL2BRA_EiwAacX32VB77nmSDKNXtptkodXjiteDHNsafn2HcdqYyMMnkf9q2AQnqWmzycBoCdSMQAvD_BwE

Appendix 2

Who should undertake the additional Physical Intervention (PI) Unit?

Guidance provided by the SGSA

The PI unit is an additional opportunity for learners to upskill. This is to be used by all learners who because of their job role and location at an event are required by their employer to undertake physical interventions when de-escalation conflict management techniques have failed to resolve conflict.

The unit is not a mandatory part of the Level 2 or Level 3 qualification, meaning that the qualification can be fully achieved without the achievement of this PI unit.

Learners undertaking the unit as an additional unit would normally be directly employed in house staff working at certificated sports grounds that are currently exempted from licensing under the Private Security Industry Act 2001. All other persons undertaking licensable activity are required to hold a relevant license issued by the Security Industry Authority (SIA).

Delivery of the additional unit must fully comply with the prescribed standards and criteria published by the SIA. Where employees are undertaking physical intervention, it is important they are correctly trained. The training must be carried out by tutors who meet SIA requirements. The use of the SIA PI unit ensures the staff have been trained to a system that could be defended in the event of a civil claim or possible prosecution.





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