

# Level 3 NVQ Certificate in Spectator Safety (6852-03)

November 2011 Version 1.0





## Qualification at a glance

<b>Subject area</b>	Spectator Safety
<b>City &amp; Guilds number</b>	6852-03
<b>Age group approved</b>	18+
<b>Entry requirements</b>	None
<b>Assessment</b>	Portfolio
<b>Fast track</b>	Yes
<b>support materials</b>	Centre handbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 NVQ Certificate in Spectator Safety	6852-03	600/1204/3



# Contents

<b>1</b>	<b>Introduction</b>	<b>4</b>
	Structure	4
<b>2</b>	<b>Centre requirements</b>	<b>5</b>
	Approval	5
	Resource requirements	5
	Candidate entry requirements	6
<b>3</b>	<b>Delivering the qualification</b>	<b>7</b>
	Initial assessment and induction	7
	Recording documents	7
<b>4</b>	<b>Assessment</b>	<b>8</b>
	Assessment strategy	8
<b>5</b>	<b>Units</b>	<b>10</b>
<b>Unit 301</b>	<b>Prepare stewards and venues for spectator events</b>	<b>11</b>
<b>Unit 302</b>	<b>Maintain stewarding in designated areas and deal with spectator problems and emergencies</b>	<b>17</b>
<b>Unit 303</b>	<b>Deal with accidents and emergencies</b>	<b>23</b>
<b>Unit 304</b>	<b>Develop productive working relationships with colleagues</b>	<b>27</b>
<b>Unit 305</b>	<b>Support the efficient use of resources</b>	<b>31</b>
<b>Unit 306</b>	<b>Manage own resources and professional development</b>	<b>36</b>
<b>Unit 307</b>	<b>Manage information for action</b>	<b>40</b>
<b>Unit 308</b>	<b>Help to manage conflict</b>	<b>46</b>
<b>Unit 309</b>	<b>Control and detain people at a spectator event for action by the police</b>	<b>50</b>
<b>Unit 310</b>	<b>Work with others to improve customer service</b>	<b>53</b>
<b>Appendix 1</b>	<b>Relationships to other qualifications</b>	<b>56</b>
<b>Appendix 2</b>	<b>Sources of general information</b>	<b>57</b>



# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	It is for candidates who work or want to work as in the Active Leisure sector
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the Active Leisure sector.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"> <li>Level 4 NVQ Diploma in Spectator Safety Management</li> </ul>

## Structure

To achieve the **Level 3 NVQ Certificate in Spectator Safety**, learners must achieve **16** credits from the mandatory units and a minimum of **8** credits from the optional units available.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
<b>Mandatory</b>			
K/502/8409	301	Prepare stewards and venues for spectator events	6
D/502/8410	302	Maintain stewarding in designated areas and deal with spectator problems and emergencies	4
D/501/5138	303	Deal with accidents and emergencies	2
K/502/8426	304	Develop productive working relationships with colleagues	4
<b>Optional</b>			
H/502/8456	305	Support the efficient use of resources	5
M/502//8458	306	Manage own resources and professional development	5
K/502/8457	307	Manage information for action	6
J/501/5134	308	Help to manage conflict	4
K/502/8412	309	Control and detain people at a spectator event for action by the police	4
D/601/1553	310	Work with others to improve customer service	8



## 2 Centre requirements

### Approval

If there is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

If your Centre is approved to offer the qualification Level 3 NVQ Certificate in Spectator Safety (4834) you can apply for the new Level 3 NVQ Certificate in Spectator Safety (6852-03) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

### Resource requirements

#### Physical resources and site agreements

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

#### Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

### **Assessors and internal verifiers**

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Candidate entry requirements**

Candidates should already hold the Level 2 Spectator Safety qualifications or equivalent in order to complete the qualification [units] satisfactorily.

Without evidence of formal qualifications, candidates must demonstrate adequate prior knowledge and experience to ensure they have the potential to gain the qualification.

### **Age restrictions**

City & Guilds cannot accept any registrations for candidates under 18 as this qualification is not approved for under 18s.



## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



## 4 Assessment

### Assessment strategy

Whilst the qualification is broken down into separate units, the work of the senior steward/supervisor is not. This means that as the senior steward/supervisor does their job they will generate evidence across a number of the NVQ units. Using this evidence for all the relevant units is part of Holistic Assessment.

Many of these units cover inter-related responsibilities, for example, units 301, 302 and 304 and much of the naturally occurring evidence for these, is likely to come from observing the learner going about their normal day-to-day activities supervising others at real spectator events. For this reason, we strongly recommend that, if the learner is attempting the whole qualification, inter-related units are assessed together in a holistic manner. In other words, when assessor visits and meetings occur, the assessor is advised not to consider evidence on separate occasions for each of these units, but to visit the spectator venue, consider the learner's work and identify how the evidence the learner generates matches the requirements of all three of these example units.

Separate assessments for each of these units should only be necessary if the learner is not attempting the whole of the qualification, but seeks unit accreditation only. If more than one unit is being attempted, opportunities should also be sought for a 'holistic' approach.

For the qualification to be delivered successfully it is worth noting that the process is one of awarding a qualification to a learner who demonstrates that their work is competent. This means that the senior steward/supervisor must show that they have achieved the learning outcomes and assessment criteria in the appropriate units. If a pre-assessment investigation of the learner indicates that they may not yet be competent, the senior steward/supervisor learner should undertake appropriate training and/or gain more experience before embarking on their assessment.

As the qualification is about the learner (senior steward/supervisor) demonstrating their competence, most of the evidence should come from being observed at work and/or looking at other forms of evidence from the learner's real work that show how they meet the standard.

The Spectator Safety QCF NVQ is not intended as a snapshot of the senior steward/supervisor's work, but rather a qualification that shows the senior steward/supervisor meets the standards consistently. It is expected that the senior steward/supervisor's evidence will show that they meet this standard on at least two occasions when the assessor is present and that evidence is also available to indicate the standard is met on occasions when the assessor is not present. These assessment occasions should be separated by a reasonable period of time sufficient

to infer consistent practice, typically over one month. In the case of some units, assessors and verifiers should take account of the fact that opportunities for the learner to generate evidence will be rare and therefore it will be acceptable to use 'historical evidence' – produced before the learner has actually registered for the qualification. However, this evidence should not be drawn from more than two years before the particular unit is assessed and should be validated as being authentic.



## 5 Units

### Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to **[www.cityandguilds.com](http://www.cityandguilds.com)**

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Unit 301

## Prepare stewards and venues for spectator events

<b>UAN:</b>	K/502/8409
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to C212 Prepare stewards and venues for spectator events.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by SkillsActive
<b>Aim:</b>	This unit covers the knowledge and competence that the learner needs to prepare stewards and venues for spectator events

<b>Learning outcome</b>
The learner will: 1. Know how to prepare stewards and venues for spectator events
<b>Assessment criteria</b>
The learner can: 1.1 Explain the importance of thorough preparation prior to events 1.2 Explain the possible consequences of not preparing thoroughly prior to events 1.3 Identify legal and organisational requirements relating to safety at the venue 1.4 Outline basic requirements relating to the Health and Safety at Work Act and how these apply to stewards at events 1.5 Identify all relevant aspects of the area within own control 1.6 Identify all relevant aspects of the programme for the event and the types of spectators who are likely to attend.

<b>Learning outcome</b>
The learner will: 2. Know how to allocate responsibilities to stewards
<b>Assessment criteria</b>
The learner can: 2.1 Describe the importance of having stewards with the right level of competence for their roles and responsibilities 2.2 Identify the roles and responsibilities of stewards in own area of responsibility 2.3 Explain the competences which stewards need to fulfil identified roles and responsibilities

2.4	Explain how to assess the competence of stewards to ensure they can fulfil their roles and responsibilities
2.5	Explain how to identify the number of stewards needed in own area of responsibility
2.6	Explain how to decide when it will be necessary to request more stewards
2.7	Explain the procedures to follow when it is necessary to request more stewards.

<b>Learning outcome</b>	
The learner will:	
3.	Be able to allocate responsibilities to stewards
<b>Assessment criteria</b>	
The learner can:	
3.1	Assess the competence of stewards for particular roles and responsibilities using relevant information
3.2	Make sure this information is complete, accurate and up-to-date
3.3	Choose stewards for roles and responsibilities who meet the required specifications
3.4	Ensure there is the correct number of stewards for the designated area
3.5	Make sure that the allocation of stewards to roles and responsibilities takes account of legislation and local statutory requirements.

<b>Learning outcome</b>	
The learner will:	
4.	Know how to brief stewards on arrangements for the event
<b>Assessment criteria</b>	
The learner can:	
4.1	Explain how to brief stewards clearly and effectively before events
4.2	Explain the importance of briefing stewards clearly and effectively before events
4.3	Explain how to decide what information stewards will need to carry out their roles properly
4.4	Explain how to get the required information
4.5	Explain the relevant points which stewards need to know and why these things are important
4.6	Explain why it is important to check understanding and how to do so
4.7	Describe the types of questions which stewards may have, and how to answer these
4.8	Explain how to recognise and deal with misunderstandings
4.9	Identify the types of misunderstandings which may occur
4.10	Explain how to obtain and check clear written briefing sheets
4.11	Explain the importance of obtaining and checking clear written briefing sheets
4.12	Explain how tone and language used when briefing stewards ensures that they adopt a responsible attitude to the event and their responsibilities
4.13	Describe the equipment needed for the event

- 4.14 Explain the procedures to access the equipment needed for the event
- 4.15 Identify the records which need to be completed
- 4.16 Explain the importance of completing records accurately.

**Learning outcome**

The learner will:

- 5. Be able to brief stewards on arrangements for the event

**Assessment criteria**

The learner can:

- 5.1 Find out what information the stewards will need
- 5.2 Obtain all the necessary information before the briefing
- 5.3 Clearly and accurately communicate the main points which are relevant to the stewards and the reasons why they are important
- 5.4 Check the stewards' understanding of what has been said and answer any questions clearly and correctly
- 5.5 Recognise and quickly deal with any misunderstandings
- 5.6 Make sure that written briefing sheets are available in good time for the briefing
- 5.7 Brief the stewards in a way which maintains a responsible attitude to the event and the arrangements
- 5.8 Make sure that the stewards are properly equipped and dressed for the event
- 5.9 Complete any required records of the briefing correctly and legibly.

**Learning outcome**

The learner will:

- 6. Know how to check the venue before the event

**Assessment criteria**

The learner can:

- 6.1 Describe the main features of own areas of responsibility
- 6.2 Explain the types of hazards which are likely to occur in own areas of responsibility
- 6.3 Explain how to organise the checking of own area
- 6.4 Explain how to assess hazards that may cause harm to spectators and to stewards
- 6.5 Explain the types of actions to take in response to the 10 types of hazards
- 6.6 Identify types of action which may endanger self and others
- 6.7 Describe hazard reporting procedures
- 6.8 Describe the records which need to be completed
- 6.9 Explain the importance of completing required records accurately.

<b>Learning outcome</b>
The learner will: 7. Be able to check the venue before the event
<b>Assessment criteria</b>
The learner can: 7.1 Carefully check own designated area, following organisational procedures 7.2 Identify and promptly report any hazards to spectators and stewards 7.3 Correctly assess the seriousness of the hazard in consultation with the responsible person 7.4 Take action which is appropriate to the nature of the hazard and the circumstances, following organisational procedures 7.5 Make sure that whatever action taken does not endanger self or others 7.6 Clearly report the hazard and the action taken to the responsible colleague 7.7 Complete all necessary records legibly and correctly..

# Unit 301 Prepare stewards and venues for spectator events

## Notes for guidance

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Certificate in Spectator Safety

[www.skillsactive.com/common-unit-qualifications](http://www.skillsactive.com/common-unit-qualifications)

### Learning outcomes 1, 2, 4 and 6

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning outcomes **3, 5 and 7** must be assessed using workplace evidence generated when the learner is preparing stewards and venues for spectator events

### Learning outcome 3

When allocating responsibilities to stewards, the learner must cover both of the following types:

#### **a stewards**

1. employees
2. contract staff

with both of the following types:

#### **b roles and responsibilities**

1. safety
2. customer care

with all of the following types:

#### **c information**

1. type of activity in the area
2. programme for the event
3. number of stewards needed
4. house/ground rules

with all of the following types:

#### **d specifications**

1. experience

2. competence
3. personal qualities
4. physical capability

### **Learning outcome 5**

When briefing stewards on arrangements for the event, the learner must cover five of the following types:

#### **a information**

1. the arrangements for the event
2. emergency procedures
3. code words
4. location of emergency equipment
5. key stewarding tasks
6. forward intelligence
7. steward safety
8. stewards present

with both of the following types:

#### **b stewards**

1. employees
2. contract staff

with two of the following types:

#### **c records**

1. equipment issued
2. who has been briefed
3. the information they have been given
4. who has given the briefing

### **Learning outcome 7**

When checking the venue before the event, the learner must cover two of the following types:

#### **a areas**

1. confined areas
2. open areas
3. public areas
4. non-public areas

with three of the following types:

#### **b hazards**

1. dangerous facilities
  2. debris
  3. possibility of unauthorised entry
  4. fire
  5. hygiene
  6. unsafe entrances and exits
  7. defective signage
  8. defective lighting
  9. suspicious articles
- defective emergency equipment

## Unit 302

# Maintain stewarding in designated areas and deal with spectator problems and emergencies

<b>UAN:</b>	D/502/8410
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to C213 Maintain stewarding in designated areas and deal with spectator problems and emergencies
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by SkillsActive
<b>Aim:</b>	This unit covers the knowledge and competence that the learner needs to maintain stewarding in designated areas, deal with spectator problems and emergencies, and debrief stewards.

<b>Learning outcome</b>
The learner will: 1. Know how to monitor and maintain stewarding in the designated area
<b>Assessment criteria</b>
The learner can: 1.1 Identify the relevant organisational and legal requirements for monitoring and maintaining stewarding 1.2 Describe the possible consequences of not monitoring stewarding arrangements 1.3 Explain how to monitor stewards in the designated area 1.4 Explain how to monitor and maintain the safety of stewards 1.5 Explain how to calculate the number of stewards required in the designated area 1.6 Explain the required duties of the stewards in the designated area 1.7 Describe the information needed about conditions in the designated area 1.8 Describe how to obtain information needed about conditions in the designated area 1.9 Explain how to evaluate information received about conditions in the designated area 1.10 Identify procedures for relaying information to the responsible colleague

<p>1.11 Describe the records which need to be kept in relation to monitoring and maintaining stewarding</p> <p>1.12 Explain why records in relation to monitoring and maintaining stewarding are important</p> <p>1.13 Explain how to give effective directions to stewards.</p>
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<b>Learning outcome</b>
The learner will:
2. Be able to monitor and maintain stewarding in the designated area
<b>Assessment criteria</b>
The learner can:
2.1 Monitor the stewards in the designated area
2.2 Make sure there is the correct number of stewards at designated points, and that they are carrying out their duties throughout the event
2.3 Monitor and maintain the safety of stewards
2.4 Obtain information about the conditions in the area of responsibility throughout the event
2.5 Evaluate information about conditions at agreed intervals
2.6 Communicate with the responsible colleague using the agreed procedures
2.7 Keep accurate and clear records of all significant information and decisions, following organisational procedures
2.8 Provide the stewards with clear and prompt directions in line with organisational and legal requirements.

<b>Learning outcome</b>
The learner will:
3. Know how to assess and respond to referred problems and emergencies
<b>Assessment criteria</b>
The learner can:
3.1 Identify safety procedures within the venue
3.2 Describe own responsibilities and scope of control for dealing with referred problems and emergencies
3.3 Outline the types of crowd behaviour, physical hazards and emergencies which are likely to occur
3.4 Explain how to assess the seriousness of the types of problems and emergencies listed in the range
3.5 Explain the appropriate action to take and procedures to follow for the types of problems and emergencies listed in the range
3.6 Describe what it means to make decisions impartially
3.7 Explain the importance of making decisions impartially
3.8 Explain how to give clear and calm instructions to stewards
3.9 Explain the importance of giving clear and calm instructions to stewards
3.10 Describe the records which need to be kept in relation to problems and emergencies
3.11 Explain the importance of the records which need to be kept
3.12 Explain how to communicate with spectators sympathetically and

<p>assertively</p> <p>3.13 Explain the importance of communicating with spectators sympathetically and assertively.</p>
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<b>Learning outcome</b>
The learner will:
4. Be able to assess and respond to referred problems and emergencies
<b>Assessment criteria</b>
The learner can:
4.1 Promptly assess the seriousness of the problem and/or emergency using the information available
4.2 Instruct the stewards to take action which is appropriate to the problem and/or emergency and agreed procedures
4.3 Make all decisions impartially
4.4 Provide stewards with clear and calm instructions
4.5 Promptly and clearly inform the responsible colleague of the problem and/or emergency and the action being taken
4.6 Record information on the problem and/or emergency and the action taken legibly on the required record sheet
4.7 Communicate with spectators in a sympathetic but assertive manner.

<b>Learning outcome</b>
The learner will:
5. Know how to debrief stewards and check venue and equipment
<b>Assessment criteria</b>
The learner can:
5.1 Describe the information which is needed for debriefing sessions
5.2 Explain how to obtain the information which is needed for debriefing sessions
5.3 Explain the importance of debriefing
5.4 Explain how to effectively encourage feedback on the event and the arrangements
5.5 Describe the importance of getting both negative and positive feedback on the event and the arrangements
5.6 Explain the importance of checking the accuracy and relevance of feedback with other stewards
5.7 Explain how to evaluate feedback and pick up on the main points
5.8 Outline reporting procedures
5.9 Explain why equipment and venue must be checked following an event
5.10 Explain how to identify damaged and ineffective equipment
5.11 Explain the procedures for removing damaged and ineffective equipment from service
5.12 Explain how to check the venue following an event
5.13 Identify reporting procedures for the equipment and venue.

**Learning outcome**

The learner will:

6. Be able to debrief stewards and check venue and equipment

**Assessment criteria**

The learner can:

- 6.1 Obtain the information needed for debriefing from the responsible colleague
- 6.2 Encourage the stewards to provide both positive and negative feedback on the event and arrangements
- 6.3 Check the accuracy and relevance of feedback with other stewards
- 6.4 Collect all the relevant information from stewards
- 6.5 Evaluate the information collected from stewards
- 6.6 Communicate relevant information from the debrief, to the responsible colleague
- 6.7 Make sure all incidents are fully reported and recorded
- 6.8 Make sure that all reports are factual and follow agreed procedures
- 6.9 Follow the organisational procedures for getting equipment back from the stewards
- 6.10 Follow organisational procedures for checking the venue
- 6.11 Record and report issues to do with equipment and the venue to the responsible colleague.

## **Unit 302            Maintain stewarding in designated areas and deal with spectator problems and emergencies**

### Notes for guidance

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Certificate in Spectator Safety

**[www.skillsactive.com/common-unit-qualifications](http://www.skillsactive.com/common-unit-qualifications)**

#### **Learning outcomes 1, 2, 4 and 6**

This can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is maintaining stewarding in designated areas and dealing with spectator problems and emergencies

#### **Learning outcome 3**

When monitoring and maintaining stewarding in the designated area, the learner must cover all of the following types:

##### **a area**

1. confined areas
2. open areas
3. public areas
4. non-public areas

with two of the following types:

##### **b information**

1. crowd behaviour
2. physical hazards
3. emergencies
4. revised procedures

with two of the following types:

##### **c methods of communicating**

1. radio
2. telephone

3. face-to-face

### **Learning outcome 5**

When assessing and responding to referred problems and emergencies, the learner must cover two of the following types:

#### **a problems and/or emergencies**

1. unlawful and unsociable behaviour
2. dangerous crowd situations
3. physical hazards
4. fire
5. structural failure
6. medical emergencies

with two of the following types:

#### **b information collected**

1. by observation
2. from stewards
3. from spectators
4. from colleagues

with three of the following types:

#### **c action**

1. by removing people and objects
2. containing the crowd
3. being visible to the crowd
4. reassuring
5. warning
6. isolating the event
7. evacuating the area
8. fighting the fire
9. calling in qualified assistance

### **Learning outcome 7**

When debriefing stewards and checking venue and equipment, the learner must cover all of the following types:

#### **a arrangements**

1. normal operating procedures
2. emergency procedures
3. appropriateness of equipment
4. allocation of stewards

with two of the following types:

#### **b equipment**

1. pens and notepads
2. safety equipment
3. keys
4. handbooks

## Unit 303

## Deal with accidents and emergencies

<b>UAN:</b>	D/501/5138
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to SkillsActive Spectator Safety NOS 2006
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by SkillsActive
<b>Aim:</b>	Play, sport and recreation always involves an element of challenge and risk, and accidents will happen from time to time. Other emergencies, such as fires, may also occur. It is very important that all members of staff are competent to deal with accidents and emergencies so that the welfare of spectators and colleagues is maintained

<b>Learning outcome</b>
The learner will: 1. Be able to deal with injuries and signs of illness
<b>Assessment criteria</b>
The learner can: 1.1 Remain calm and follow their organisation's procedures 1.2 Protect the casualty and other people involved from further risk 1.3 Call for qualified assistance that is appropriate to the casualty's condition 1.4 Provide reassurance and comfort to those involved 1.5 Give the qualified assistance clear and accurate information about what happened 1.6 Follow the accident reporting procedures, as required.

<b>Learning outcome</b>
The learner will: 2. Be able to follow emergency procedures
<b>Assessment criteria</b>
The learner can: 2.1 Give the people involved in the emergency clear and correct instructions 2.2 Carry out their role in the emergency procedures calmly and correctly 2.3 Maintain the safety of the people involved 2.4 Follow the correct procedures for reporting the emergency 2.5 Report any problems with the emergency procedures to the relevant colleague.

<b>Learning outcome</b>
The learner will: 3. Know how to deal with injuries and signs of illness
<b>Assessment criteria</b>
The learner can: 3.1 Describe the values or codes of practice relevant to the work they are carrying out 3.2 Explain the importance of dealing with accidents and emergencies promptly, calmly and correctly 3.3 Identify the types of injuries and illnesses that may occur in their area of work 3.4 Describe how to deal with these injuries and illnesses before qualified assistance arrives 3.5 Identify whether to contact the on-site first aider or immediately call the emergency services depending on the situation and organisational procedures 3.6 Identify who is the on-site first aider and describe how to contact them 3.7 Describe the procedures they should follow to contact the emergency services 3.8 Explain why it is important to protect the casualty and others involved from further harm 3.9 Describe the procedures to follow to protect the casualty and others 3.10 Explain why it is important to provide comfort and reassurance 3.11 Describe how to provide reassurance and comfort 3.12 Describe their responsibilities for reporting accidents 3.13 Describe the procedures for reporting accidents.

**Learning outcome**

The learner will:

4. Know how to follow emergency procedures

**Assessment criteria**

The learner can:

- 4.1 Describe the emergency procedures in their place of work for:
  - fires
  - security incidents
  - missing persons
- 4.2 Describe the instructions that must be given to the people involved in each type of incident
- 4.3 Describe their organisation's reporting procedures for emergencies
- 4.4 Describe the types of problems that may occur during emergency procedures
- 4.5 Explain why they should report problems with emergency procedures
- 4.6 Identify who problems with emergency procedures should be reported to.

# Unit 303 Deal with accidents and emergencies

## Notes for guidance

Outcomes 1 and 2 must be assessed using workplace evidence generated when the learner is dealing with accidents and emergencies or through realistic simulations.

### Outcome 1

Whilst dealing with injuries and signs of illness the learner must cover one of the following types of casualties:

- a) adult
- b) child
- c) person with particular needs

at least one of the following types of qualified assistance:

- d) the organisation's first aider
- e) emergency services

and at least one of the following types of conditions:

- f) minor injury that can be dealt with on-site
- g) minor illness that can be dealt with on-site
- h) major injury requiring medical attention
- i) major illness requiring medical attention

If the learner can only cover one type of casualty, one type of assistance and one type of condition through workplace evidence or simulation, they must be questioned on the rest.

### Outcome 2

Whilst following emergency procedures, the learner must cover at least one of the following types of people:

- a) adults
- b) children
- c) people with particular needs

If the learner can only cover one type of people through workplace evidence or simulation, they must be questioned on the rest.

### Outcomes 3 and 4

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

## Unit 304

## Develop productive working relationships with colleagues

<b>UAN:</b>	K/502/8426
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the SkillsActive NOS 2006: A324 Develop productive working relationships with colleagues
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by SkillsActive
<b>Aim:</b>	This unit assesses the knowledge and competence required to develop productive working relationships with colleagues

<b>Learning outcome</b>
The learner will: 1. Understand how to establish and maintain working relationships with colleagues
<b>Assessment criteria</b>
The learner can: 1.1 Describe the benefits of developing productive working relationships with colleagues 1.2 Explain how to identify disagreements with colleagues 1.3 Describe techniques for resolving conflicts with colleagues 1.4 Explain how to identify conflicts of interest with colleagues 1.5 Describe the measures that can be used to manage or remove conflicts of interest with colleagues 1.6 Explain how to take account of diversity issues when developing working relationships with colleagues.

<b>Learning outcome</b>
The learner will: 2. Be able to establish and maintain working relationships with colleagues
<b>Assessment criteria</b>
The learner can: 2.1 Establish working relationships with all colleagues who are relevant to own area of responsibility 2.2 Recognise, agree and respect the roles and responsibilities of colleagues

2.3 Take account of the priorities, expectations and authority of colleagues in decisions and actions

**Learning outcome**

The learner will:

3. Understand how to improve performance with colleagues

**Assessment criteria**

The learner can:

- 3.1 Describe how to get and make use of feedback on own performance from colleagues
- 3.2 Describe how to provide colleagues with useful feedback on their performance.

**Learning outcome**

The learner will:

4. Be able to improve performance with colleagues

**Assessment criteria**

The learner can:

- 4.1 Provide feedback to colleagues on their performance
- 4.2 Seek feedback from colleagues on own performance in order to identify areas for improvement.

**Learning outcome**

The learner will:

5. Understand how to communicate with colleagues

**Assessment criteria**

The learner can:

- 5.1 Outline the principles of effective communication
- 5.2 Describe how to apply the principles of effective communication when working with colleagues
- 5.3 Outline the importance of exchanging information and resources with colleagues.

**Learning outcome**

The learner will:

6. Understand the sector in which they work with colleagues

**Assessment criteria**

The learner can:

- 6.1 Identify the relevant regulations and codes of practice that apply in the industry or sector
- 6.2 Describe standards of behaviour and performance in the industry or sector
- 6.3 Describe the working culture of the industry or sector.

<b>Learning outcome</b>
The learner will: 7. Understand the context in which they work with colleagues
<b>Assessment criteria</b>
The learner can: 7.1 Identify the current and future work being carried out with colleagues 7.2 Identify the colleagues who are relevant to the work being carried out, their work roles and responsibilities 7.3 Describe the processes within the organisation for making decisions 7.4 Describe line management responsibilities and relationships within the organisation 7.5 Describe the organisation's values and culture 7.6 Explain how power, influence and politics works within the organisation 7.7 Identify the standards of behaviour and performance expected in the organisation 7.8 Describe the information and resources that different colleagues might need 7.9 Explain work agreements with colleagues.

<b>Learning outcome</b>
The learner will: 8. Be able to work with colleagues
<b>Assessment criteria</b>
The learner can: 8.1 Fulfil agreements made with colleagues and keep them informed of progress 8.2 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements 8.3 Resolve any conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out 8.4 Exchange information and resources with colleagues to make sure that all parties can work effectively

# **Unit 304            Develop productive working relationships with colleagues**

## Notes for guidance

### **Evidence of real work activity**

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must be evidence that the learner has developed productive working relationships with colleagues within the same organisation and with those they work closely with from other organisations – for example, police, St John's Ambulance, external security organisations etc.

Assessment methods include observations, witness testimony and/or authentic records of the learner's work (for example, diaries, correspondence – including emails, records of meetings and/or reflective accounts countersigned by a senior colleague).

### **Simulation**

Simulation is not allowed for any of the learning outcomes in this unit.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## Unit 305

## Support the efficient use of resources

<b>UAN:</b>	H/502/8456
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	This unit is linked A21 Support the efficient use of resources
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by SkillsActive
<b>Aim:</b>	This unit covers the knowledge and competence that the learner needs, to support the efficient use of resources

<b>Learning outcome</b>
The learner will: 1. Know how to support the efficient use of resources
<b>Assessment criteria</b>
The learner can: 1.1 Explain how to communicate effectively with team members, colleagues and line managers 1.2 Identify team objectives and organisational policies regarding the use of resources 1.3 Describe the organisational procedures for making recommendations on the use of resources 1.4 Explain the importance of effective management of resources to organisational performance 1.5 Describe the principles underpinning the effective and efficient management of resources

<b>Learning outcome</b>
The learner will: 2. Know how to make recommendations for the use of resources
<b>Assessment criteria</b>
The learner can: 2.1 Explain how to develop and argue an effective case for changes in the management of resources 2.2 Explain how to enable people to identify and communicate the resources they need 2.3 Describe the trends and developments which may influence the future use of resources and how to plan for these

<b>Learning outcome</b>
The learner will: 3. Be able to make recommendations for the use of resources
<b>Assessment criteria</b>
The learner can: 3.1 Give relevant people the opportunity to provide information on the resources the team needs 3.2 Make recommendations for the use of resources that take account of relevant past experience 3.3 Make recommendations that take account of trends and developments which are likely to affect the use of resources 3.4 Make recommendations that are consistent with team objectives, organisational policies and environmental concerns 3.5 Make recommendations that clearly indicate the potential benefits expected from the planned use of resources 3.6 Present the recommendations to relevant people in an appropriate and timely manner

<b>Learning outcome</b>
The learner will: 4. Know how to contribute to the control of resources
<b>Assessment criteria</b>
The learner can: 4.1 Explain how to encourage others to take responsibility for the control of resources in own area of work 4.2 Describe the potential environmental impact of the resources being used 4.3 Describe the problems which may occur with resources and how these can be dealt with 4.4 Describe the importance of keeping accurate records on the use of resources 4.5 Explain how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services 4.6 Explain how to analyse the past use of resources 4.7 Explain how to use results of analysis to make recommendations on more effective use of resources in the future

<b>Learning outcome</b>
The learner will: 5. know how to contribute to the control of resources
<b>Assessment criteria</b>
The learner can: 5.1 Give relevant people opportunities to take individual responsibility for the efficient use of resources 5.2 Monitor the use of resources under own control at appropriate intervals 5.3 Make sure the use of resources by the team is efficient and takes

into account the potential impact on the environment

- 5.4 Monitor the quality of resources continuously and ensure consistency in product and service delivery
- 5.5 Identify problems with resources promptly
- 5.6 Make recommendations for corrective action to the relevant people as soon as possible
- 5.7 Make recommendations for improving the use of resources to relevant people in an appropriate and timely manner
- 5.8 Make sure that records relating to the use of resources are complete, accurate and available to authorised people only.

## **Unit 305            Support the efficient use of resources**

### Notes for guidance

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Certificate in Spectator Safety

**[www.skillsactive.com/common-unit-qualifications](http://www.skillsactive.com/common-unit-qualifications)**

#### **Learning outcomes 1, 2 and 4**

This can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning outcomes **3 and 5** must be assessed using workplace evidence generated when the learner is supporting the efficient use of resources

#### **Learning outcome 3**

When making recommendations for the use of resources, the learner must cover 1 of the following types:

##### **a relevant people**

1. team members
2. colleagues working at the same level
3. higher level managers or supervisors

with both of the following types:

##### **b recommendations**

1. short term
2. medium term

#### **Learning outcome 5**

When contributing to the control of resources, the learner must cover 1 of the following types:

##### **a relevant people**

1. team members
2. colleagues working at the same level
3. higher level managers or supervisors

with two of the following types:

**b corrective action**

1. altering activities
2. modifying the use of resources
3. re-negotiating the allocation of resources

## Unit 306

## Manage own resources and professional development

<b>UAN:</b>	M/502/8458
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	SkillsActive Playwork NOS 2006: A323 - Manage your own resources and professional development
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by SkillsActive
<b>Aim:</b>	This unit assesses the knowledge and competence a manager or someone in a similar position of responsibility needs to plan and engage in continuing professional development.

<b>Learning outcome</b>
The learner will: 1. Understand the relationship between the management of personal resources and performance in own work role
<b>Assessment criteria</b>
The learner can: 1.1 Explain the significance of personal resource management 1.2 Summarise active leisure and learning industry requirements for the development or maintenance of knowledge, understanding and skills

<b>Learning outcome</b>
The learner will: 2. Understand how to identify the requirements of a work role
<b>Assessment criteria</b>
The learner can: 2.1 Describe methods to identify work role requirements 2.2 Summarise own work role requirements 2.3 Describe the limits of own work role responsibility 2.4 Describe the reporting lines in own organisation

<b>Learning outcome</b>
The learner will: 3. Know how to set work objectives to meet the requirements of a work role
<b>Assessment criteria</b>
The learner can: 3.1 Explain how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound) 3.2 Summarise work objectives for own work role

<b>Learning outcome</b>
The learner will: 4. Know how to evaluate personal resources against work role requirements and agreed work objectives
<b>Assessment criteria</b>
The learner can: 4.1 Explain the importance of performance feedback 4.2 Describe sources through which feedback can be obtained and indicate those sources that are available in own organisation 4.3 Describe methods which can be used to identify development needs/gaps between work role requirements and current knowledge, understanding and skills 4.4 Explain how to record use of own time and identify possible improvements to time management 4.5 Outline and identify gaps in current knowledge, understanding and skills in relation to own work role

<b>Learning outcome</b>
The learner will: 5. Understand how to develop personal resources to meet work role requirements and improve performance
<b>Assessment criteria</b>
The learner can: 5.1 Describe the main components of an effective development plan 5.2 Describe the contents of own personal development plan 5.3 Explain how to update work objectives and development plans in the light of performance, feedback, development activities or wider change 5.4 Outline own organisation's policy and procedures in terms of personal development 5.5 Describe the main types of development activities which can be undertaken to address gaps in knowledge, understanding and skills and indicate those that are available via own organisation 5.6 Describe the type of information that could be used to make a personal assessment of whether development activities have contributed to improving own work performance

<b>Learning outcome</b>
The learner will: 6. Be able to identify learning needs in the context of own work role
<b>Assessment criteria</b>
The learner can: 6.1 Evaluate the current and future requirements of own work role, taking account of the vision and objectives of the organisation 6.2 Evaluate own values, career and personal goals 6.3 Identify information which is relevant to own work role and professional development 6.4 Agree personal work objectives with relevant people 6.5 Agree how to measure personal progress towards work objectives with relevant people 6.6 Identify gaps between the current and future requirements of own work role and own current knowledge, understanding and skills

<b>Learning outcome</b>
The learner will: 7. Be able to plan own continuing professional development
<b>Assessment criteria</b>
The learner can: 7.1 Agree with relevant people in the organisation a development plan to address identified gaps in current knowledge, understanding and skills and support own career and personal goals

<b>Learning outcome</b>
The learner will: 8. Be able to engage in continuing professional development
<b>Assessment criteria</b>
The learner can: 8.1 Undertake the activities identified in own development plan 8.2 Evaluate the contribution that development activities make to own performance 8.3 Review own personal work objectives in the light of performance, development activities undertaken and any wider changes 8.4 Seek regular feedback on own performance from colleagues 8.5 Ensure own performance consistently meets or goes beyond agreed requirements

## **Unit 306            Manage own resources and professional development**

Supporting information

### **Guidance**

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time

<b>UAN:</b>	K/502/8457
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to A41 Manage information for action
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by SkillsActive
<b>Aim:</b>	This unit covers the knowledge and competence that the learner needs to manage information for action.

<b>Learning outcome</b>
The learner will: 1. Know how to manage information for action
<b>Assessment criteria</b>
The learner can: 1.1 Explain own role and responsibility in relation to providing information and advice to others 1.2 Explain own role and responsibility in relation to gathering, validating and analysing information 1.3 Identify the types of qualitative and quantitative information which are essential to own role and responsibilities 1.4 Explain how to give information and advice effectively in both oral and written format 1.5 Explain how to record and store the information which is needed 1.6 Explain the importance to team and organisational effectiveness of gathering, validating and analysing information.

<b>Learning outcome</b>
The learner will: 2. Know how to gather required information
<b>Assessment criteria</b>
The learner can: 2.1 Explain how to gather information needed for the job: <ul style="list-style-type: none"> <li>• electronically</li> <li>• manually</li> </ul>
2.2 Describe the types of problems which may occur when gathering information
2.3 Explain how to overcome problems which may occur when

gathering information
2.4 Evaluate the effectiveness of current methods of gathering and storing information
2.5 Describe the procedures to follow in order to make recommendations for improvements to systems and procedures.

<b>Learning outcome</b>
The learner will: 3. Be able to gather required information
<b>Assessment criteria</b>
The learner can: 3.1 Gather information that is accurate, sufficient and relevant to the purpose for which it is needed 3.2 Take prompt and effective action to overcome problems in gathering relevant information 3.3 Record and store the information gathered according to organisational systems and procedures 3.4 Ensure that the information gathered is accessible in the required format to authorised people only 3.5 Identify possible improvements to systems and procedures 3.6 Pass on identified possible improvements to systems and procedures to the relevant people.

<b>Learning outcome</b>
The learner will: 4. Know how to inform and advise others
<b>Assessment criteria</b>
The learner can: 4.1 Outline the types of information and advice that other people may require within own area of work 4.2 Explain how to develop and present a reasoned case when providing advice to others 4.3 Explain how to confirm the recipient's understanding of the information and advice which have been provided 4.4 Explain the importance of confirming the recipient's understanding of the information and advice which have been provided 4.5 Explain how to seek feedback on the quality and relevance of the advice and information provided 4.6 Explain the importance of encouraging and enabling feedback on the quality and relevance of the advice and information provided 4.7 Identify organisational policies, procedures and resource constraints which may affect advice and information given to others 4.8 Explain the importance of providing information and advice to others 4.9 Explain how to check the validity of information and advice provided to others 4.10 Explain the importance of checking the validity of information and advice provided to others 4.11 Explain the principles of confidentiality when handling information and advice.

<b>Learning outcome</b>
The learner will: 5. Be able to inform and advise others
<b>Assessment criteria</b>
The learner can: 5.1 Give information and advice at a time and place, and in a form and manner, appropriate to the needs of recipients 5.2 Ensure the information and advice given is accurate, current, relevant and sufficient 5.3 Give information and advice that is consistent with organisational policy, procedures and resource constraints 5.4 Use reasoned arguments and appropriate evidence to support own information and advice 5.5 Check and confirm recipients' understanding of the information and advice that has been given 5.6 Maintain confidentiality according to organisational requirements 5.7 Seek feedback from recipients about the information and advice provided 5.8 Use feedback from recipients to improve the ways in which information and advice is given.

<b>Learning outcome</b>
The learner will: 6. Know how to hold meetings
<b>Assessment criteria</b>
The learner can: 6.1 Explain how to determine when a meeting is the most effective way of dealing with issues, and the possible alternatives available 6.2 Explain the value and limitations of meetings as a method of exchanging information and making decisions 6.3 Explain procedures to follow when calling meetings and preparing for them 6.4 Explain how to determine who are the necessary people to attend the meeting 6.5 Explain how to determine the purpose and objectives of meetings 6.6 Explain the importance of determining the purpose and objectives of meetings 6.7 Explain the styles of leadership which can be used to run meetings 6.8 Describe how to choose a style of leadership according the nature of the meeting 6.9 Explain how to manage discussions so that the objectives of the meeting are met within the allocated time 6.10 Explain how to identify unhelpful arguments and digressions 6.11 Explain strategies which may be used to discourage unhelpful arguments and digressions..

<b>Learning outcome</b>
The learner will: 7. Be able to hold meetings
<b>Assessment criteria</b>
The learner can: 7.1 Give sufficient notice of the meeting to allow the necessary people to attend 7.2 Make the purpose and objectives of the meeting clear at the start 7.3 Adopt a style of leadership that helps people to make useful contributions 7.4 Discourage unhelpful arguments and digressions 7.5 Achieve the objectives of the meeting within the allocated time 7.6 Give clear, accurate and concise information about outcomes of the meeting promptly to those who need it

# Unit 307            Manage information for action

## Notes for guidance

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Spectator Safety

**[www.skillsactive.com/common-unit-qualifications](http://www.skillsactive.com/common-unit-qualifications)**

### **Learning outcome 1, 2, 4 and 6**

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is managing information for action

### **Learning outcome 3**

When gathering required information, the learner must cover two of the following types:

#### **a information**

1. quantitative
2. qualitative
3. in electronic format
4. paper-based

with one of the following types:

#### **b systems and procedures**

1. formal
2. informal

### **Learning outcome 5**

When informing and advising others, the learner must cover two of the following types:

#### **a information and advice**

1. spoken
2. written
3. in electronic format

with two of the following types:

#### **b recipients**

1. team members

2. colleagues working at the same level
3. higher level managers or sponsors
4. people not part of own organisation

### **Learning outcome 7**

When holding meetings, the learner must cover one of the following types:

#### **a meetings**

1. involving people within own organisation
2. involving people from outside own organisation

with one of the following types:

#### **b purposes**

1. information giving
2. consultation
3. decision making

<b>UAN:</b>	J/501/5134
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to SkillsActive Spectator Safety NOS 2006
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by SkillsActive
<b>Aim:</b>	This unit is about dealing with situations where there is conflict between people. The unit includes using effective communication (verbal and non-verbal) to defuse the situation, maintaining your own personal safety, giving advice and warnings, and calling for assistance when required. The unit does not include attempting to physically control or restrain people.

<b>Learning outcome</b>
The learner will: 1. Be able to communicate with people in conflict situations
<b>Assessment criteria</b>
The learner can: 1.1 Remain calm and follow their organisation's procedures 1.2 Communicate with the people in a way that minimises and reduces conflict 1.3 Maintain their own personal space 1.4 Respect the personal space of others 1.5 Listen actively to what people are saying 1.6 Show empathy 1.7 Use sensitive questioning to get further information about the situation 1.8 Summarise and feedback to people what they have said and confirm understanding of the situation.

<b>Learning outcome</b>
The learner will: 2. Be able to follow procedures to resolve conflict
<b>Assessment criteria</b>
The learner can: 2.1 Assess the risks to themselves and others in the situation 2.2 Assess the seriousness of the situation and the behaviour of the people involved 2.3 Maintain their own personal safety 2.4 Follow agreed procedures for the type of situation and people involved 2.5 Collect and report necessary information about the people involved and the situation

<b>Learning outcome</b>
The learner will: 3. Know how to communicate with people in conflict situations
<b>Assessment criteria</b>
The learner can: 3.1 Identify the types of conflict situations that are likely to arise 3.2 Describe the correct responses for each of these types of situations 3.3 Identify the legal considerations covering self-defence and the use of force and your own role and responsibilities 3.4 Explain the importance of effective communication with people in conflict situations and how poor communication can make situations worse 3.5 Describe the appropriate forms of body language and other non-verbal types of communication to use 3.6 Explain what is meant by personal space and why it is important to maintain one's personal space 3.7 Describe how to maintain personal space and the personal space of others 3.8 Explain why it is important to show one is listening actively to what is being said 3.9 Describe how to demonstrate active listening 3.10 Describe how to show empathy 3.11 Explain why showing empathy is important 3.12 Describe how to use sensitive questioning to get information about a situation 3.13 Explain why it is important to summarise and feedback to others what has been said.

**Learning outcome**

The learner will:

4. Know how to follow procedures to resolve conflict

**Assessment criteria**

The learner can:

- 4.1 Describe how to carry out risk assessments in conflict situations and the factors that should be kept in mind
- 4.2 Identify situations in which it would be appropriate to:
  - do nothing
  - maintain observation
  - give advice or a warning
  - use a report or incident card
  - consider ejection
  - consider arrest
- 4.3 Explain why they should inform the supervisor/control room of their initial response
- 4.4 Explain why they should collect and report information about the people involved and the situation
- 4.5 Describe how to how to collect and report relevant information
- 4.6 Describe how to maintain their own personal safety and that of others involved in the situation
- 4.7 Explain why it is important to keep an accurate record of what has happened
- 4.8 Describe what they should record that could be used as evidence
- 4.9 Identify other sources of evidence that may be used.

## **Unit 308            Help to manage conflict**

### Notes for guidance

Outcomes 1 and 2 must be assessed using workplace evidence when the learner is dealing with conflict or by realistic simulations. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

#### **Outcome 1**

The learner must communicate appropriately using all of the following methods:

- a) verbal communication
- b) body language
- c) other forms of non-verbal communication

and must communicate with two of the following types of people:

- d) cooperative
- e) uncooperative
- f) intoxicated
- g) emotional
- h) with a limited understanding of English
- i) people with particular needs

If the learner can only cover two types of people through workplace evidence, they must be questioned on the rest.

#### **Outcome 2**

Whilst resolving conflict the learner must cover all of the following types of procedures:

- a) do nothing
- b) maintain observation
- c) give advice or warning
- d) request assistance

with two of the following types of people:

- e) cooperative
- f) uncooperative
- g) intoxicated
- h) emotional
- i) with a limited understanding of English
- j) people with particular needs

#### **Outcomes 3 and 4**

These can be assessed through:

- professional discussion
- oral questions and answers
- questions requiring written answers

## Unit 309

# Control and detain people at a spectator event for action by the police

<b>UAN:</b>	K/502/8412
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	This unit is linked to the C238 Control and detain people at a spectator event for action by the police
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by SkillsActive
<b>Aim:</b>	This unit covers the knowledge and competence that the learner needs to control and detain people at a spectator event for action by the police.

<b>Learning outcome</b>
The learner will: 1. Know how to control and detain people at a spectator event for action by the police
<b>Assessment criteria</b>
The learner can: 1.1 explain the implications of unlawful behaviour for the safety, security and welfare of spectators 1.2 identify offences that constitute unlawful behaviour at the types of events relevant to own work 1.3 describe situations in which the use of force can be legally justified 1.4 explain common law as it applies to the defence of 'self-defence' 1.5 explain approved techniques that can be used to restrain people 1.6 outline basic principles of customer care 1.7 describe factors to bear in mind when using force 1.8 explain how to vary own approach according to factors to bear in mind when using force 1.9 explain why it is important to minimise the risk of injury to those involved 1.10 explain how to maintain own personal safety and that of others involved in the situation 1.11 describe the agreed procedures for detaining people 1.12 identify own limits of authority in regard to restraining and detaining people 1.13 describe the basic legal requirements for detaining people

<p>1.14 describe situations where detaining people is not lawful</p> <p>1.15 explain the possible implications of detaining people</p> <p>1.16 explain safety techniques for detaining people</p> <p>1.17 explain the importance of maintaining contact with own supervisor, and following their instructions, during incidents</p> <p>1.18 describe why it is important to keep an accurate record of what has happened</p> <p>1.19 identify what should be recorded that could be used as evidence</p> <p>1.20 identify other sources of evidence that may be used</p> <p>1.21 describe the importance of giving full and accurate information to the police</p> <p>1.22 explain procedures for reporting to the police</p>
---

<b>Learning outcome</b>
The learner will:
2. Be able to use reasonable force to control people in conflict situations
<b>Assessment criteria</b>
The learner can:
2.1 assess the need to use force according to legal requirements
2.2 call relevant person/people for assistance
2.3 only use the amount of force justified by the resistance offered by the people involved
2.4 make sure use of force is tactically sound for the situation
2.5 minimise the risk of injury to self and to others
2.6 maintain own safety and that of others
2.7 take people to a secure area
2.8 keep an accurate record of what has happened

<b>Learning outcome</b>
The learner will:
3. Be able to detain people for action by the police
<b>Assessment criteria</b>
The learner can:
3.1 identify situations where detention is necessary and lawful
3.2 follow agreed procedures for detaining people and explain to people involved what is happening and why
3.3 use a minimum of force and remain polite and courteous throughout the incident
3.4 maintain own safety and that of the people involved
3.5 keep in contact with own supervisors during the incident and follow their guidance
3.6 hand over detained people to the police
3.7 give the police full and accurate information about the incident

# Unit 309 Control and detain people at a spectator event for action by the police

## Supporting information

### Guidance

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Certificate in Spectator Safety

[www.skillsactive.com/common-unit-qualifications](http://www.skillsactive.com/common-unit-qualifications)

### Learning outcome 1

This can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning outcomes 2 and 3 must be assessed using workplace evidence generated when the learner is controlling and detaining people at a spectator event for action by the police

### Learning outcomes 2 and 3

When controlling and detaining people at a spectator event for action by the police, the learner must cover two of the following types:

#### a people

1. intoxicated
2. violent
3. stronger
4. weaker
5. using weapons
6. with particular needs

## Unit 310

## Work with others to improve customer service

<b>UAN:</b>	D/601/1553
<b>Level:</b>	3
<b>Credit value:</b>	8
<b>GLH:</b>	53
<b>Relationship to NOS:</b>	This Unit directly relates to Unit D8 of the Customer Service NOS 2010
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Institute of Customer Service.
<b>Aim:</b>	Teamwork is a key component of delivering and improving excellent customer service. The people the learner works with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders. The delivery of excellent customer service depends on their skills and those of others. It involves communicating with each other and agreeing how they can work together to give a more effective service. They all need to work together positively. The learner must also monitor their own and the team's performance and change the way they do things if that improves customer service. This unit is about how the learner develops a relationship with others to improve their customer service performance.

<b>Learning outcome</b>
The learner will: 1. Be able to improve customer service by working with others
<b>Assessment criteria</b>
The learner can: 1.1 Contribute constructive ideas for improving customer service 1.2 Identify what they have to do to improve customer service and confirm this with others 1.3 Agree with others what they have to do to improve customer service 1.4 Co-operate with others to improve customer service 1.5 Keep their commitments made to others 1.6 Make others aware of anything that may affect plans to improve customer service.

<b>Learning outcome</b>
The learner will: 2. Be able to monitor their own performance when improving customer service
<b>Assessment criteria</b>
The learner can: 2.1 Discuss with others how what they do affects customer service performance 2.2 Identify how the way they work with others contributes towards improving customer service

<b>Learning outcome</b>
The learner will: 3. Be able to monitor team performance when improving customer service
<b>Assessment criteria</b>
The learner can: 3.1 discuss with others how teamwork affects customer service performance 3.2 work with others to collect information on team customer service performance 3.3 identify with others how customer service teamwork could be improved 3.4 take action with others to improve customer service performance.

<b>Learning outcome</b>
The learner will: 4. Understand how to work with others to improve customer service
<b>Assessment criteria</b>
The learner can: 4.1 Describe who else is involved either directly or indirectly in the delivery of customer service 4.2 Describe the roles and responsibilities of others in their organisation 4.3 Describe the roles of others outside their organisation who have an impact on their services or products 4.4 Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set 4.5 Evaluate how their organisation identifies improvements in customer service

# Unit 310 Work with others to improve customer service

## Notes for guidance

### Evidence of real work activity

There must be evidence that the learner has achieved all of the learning outcomes and assessment criteria listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the candidate's work at real spectator events has met the following requirements for the unit:

- Working with **customers**, who are both internal and external to the organisation
- Agreeing **customer service roles and responsibilities**, which are part of their job role and also that have been agreed with others as part of their job
- Working with a minimum of **two from**: team members, colleagues, suppliers, supervisors/team leaders, service partners, manufacturers, individuals from other departments, individuals from other sites or regions, individuals from other organisations

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

### Simulation

Simulation is not allowed for any of the learning outcomes in this unit.

### Use of supplementary evidence

Supplementary evidence should only be used for items above for which the learner is not required to provide evidence of real work activity.

### Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.



## Appendix 1 Relationships to other qualifications

### Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

**Centre Guide – Delivering International Qualifications** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

## Useful contacts

<b>UK learners</b> General qualification information	T: +44 (0)844 543 0033 E: <b>learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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