

# Qualification Specification

## Focus Awards Level 2 NVQ Certificate in Spectator Safety(RQF)

601/5915/7

**FOCUS AWARDS** 

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## Focus Awards Level 2 NVQ Certificate in Spectator Safety (RQF)

### Qualification Details

QAN: 601/5915/7  
 GLH: 85  
 TQT: 240  
 Credit: 29

### Qualification Purpose

The Focus Awards Level 2 NVQ Certificate in Spectator Safety (RQF) is a work based competence qualification. The qualification is aimed at stewards who provide services such as health and safety and security, customer service to help spectators have a safe and enjoyable experience at the event.

The qualification will provide learners with the necessary skills, knowledge and competence across areas including preparing for events, controlling and monitoring spectators and managing conflict appropriately.

The Focus Awards Level 2 NVQ Certificate in Spectator Safety (RQF) meets the minimum requirements defined in the Green Guide: Guide to Safety at Sports Grounds. This enables learners to steward at live match events as well as other live spectator events.

### Qualification Structure / Rules of Combination

The learner must achieve all **29 credits** from all **6 mandatory units**

Unit Title	Unit Ref	Level	Credit	GLH
<b>Mandatory unit</b>				
Prepare for spectator events	Y/502/9345	2	5	12
Control the entry, exit and movement of people at spectator events	M/502/9352	2	8	12
Monitor spectators and deal with crowd problems	A/502/9354	2	8	12
Support the work of the team and organisation	Y/601/4486	2	2	15

Help to manage conflict	J/501/5134	2	4	20
Deal with accidents and emergencies	D/501/5138	2	2	14

## Learner Entry Requirements

There are no specific entry requirements for this qualification.

## Age Ranges

Entry is at the discretion of the centre; however learners should be 16 to undertake this qualification. Some employers may wish learners to be 18 before undertaking work.

## Geographical Coverage

This qualification has been accredited for use in England and Northern Ireland.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Focus Awards Reasonable Adjustments and Special Consideration Policy.'

## Assessment Methods

The Focus Awards Level 2 NVQ Certificate in Spectator Safety is internally assessed.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports

- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate and where permitted by the relevant Sector Skills Council or Sector Skills Body.

Specific assessment requirements laid down by **SkillsActive** can be found for each unit in [Appendix B](#).

## Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 3 NVQ Certificate in Spectator Safety
- Level 4 NVQ Certificate in Spectator Safety Management
- Licence to Practise qualifications e.g. Door Supervision or Manned Guarding
- Advanced Level Apprenticeship in Advanced Spectator Safety

## Useful Websites and Supporting Materials

You will find useful websites and supporting materials here:

- [www.focusawards.org.uk/supportingmaterials](http://www.focusawards.org.uk/supportingmaterials)
- [www.skillsactive.com](http://www.skillsactive.com)
- [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

## Links to National Occupational Standards

The Focus Awards Level 2 NVQ Certificate in Spectator Safety has been mapped to the National Occupational Standards for those working in the spectator safety sub sector.

RQF UNIT TITLE	LINK TO NOS
<b>Mandatory units</b>	
Prepare for spectator events	C29 – Prepare for Spectator events
Control the entry, exit and movement of people at spectator events	C210 Control the Entry, exit and movement of people at spectator events.
Monitor spectators and deal with crowd problems	C211 Monitor spectators and deal with crowd problems
Support the work of the team and organisation	SKAA52 - Support the work of the team and organisation
Help to manage conflict	C237 Help to manage conflict
Deal with accidents and emergencies	C35 - Deal with accidents and emergencies

## Appendix A: Units

<b>Unit Title:</b>	Prepare for spectator events		
<b>Unit No:</b>	Y/502/9345		
<b>Level:</b>	2		
<b>GLH:</b>	12		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to assess the understanding, knowledge and competence that a learner requires in relation to preparing stewarding activities, searching venues and identifying and dealing with physical hazards.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Prepare for stewarding activities	1.1	follow the registration procedures correctly and on time
		1.2	collect their passes, identification and other resources, looking after these and returning them after the event
		1.3	attend the pre-event briefings as required
		1.4	note all the necessary information which is given at the briefings
		1.5	correctly follow the pre-event routines
2	Identify and deal with physical hazards	2.1	follow agreed procedures to check equipment
		2.2	keep disruption to a minimum
		2.3	identify hazards in their designated area
		2.4	follow agreed procedures for assessing risk
		2.5	take prompt action appropriate to the hazard and the risk, following agreed procedures and instructions
		2.6	communicate verbally and non-verbally with colleagues and other people involved
		2.7	make sure that any action is not dangerous for themselves and other people involved
		2.8	clearly and accurately report the situation and what they have done to their supervisor
3	Search the venue for suspect items	3.1	get information on the type of item being searched for

		3.2	search the designated area thoroughly following instructions
		3.3	identify any suspect items and other suspicious circumstances
		3.4	maintain their own safety and the safety of other people
		3.5	report what they have found following agreed procedures
4	Know how to prepare for stewarding activities	4.1	state basic legal requirements covering the type of event they are involved in
		4.2	describe their legal responsibilities and powers
		4.3	show awareness of relevant guidance documents on safety at events
		4.4	explain the importance of registration and briefing
		4.5	explain the importance of receiving, looking after and returning passes, identification and other resources
		4.6	explain the importance of keeping careful notes at briefings
		4.7	explain the importance of pre-event routines
		4.8	state pre-event timings
		4.9	state the information to be recorded
		4.10	describe emergency procedures, relevant code words and assembly points
		4.11	describe the pre-event routines
5	Know how to identify and deal with physical hazards	5.1	describe how to check: <ul style="list-style-type: none"> <li>• safety equipment</li> <li>• security equipment</li> <li>• emergency equipment</li> <li>• signs and notices</li> </ul>
		5.2	explain the importance of not disrupting the public when carrying out checks
		5.3	describe what to look for when checking for hazards
		5.4	describe how to assess the seriousness of the following types of hazards <ul style="list-style-type: none"> <li>• safety hazards</li> </ul>



			<ul style="list-style-type: none"> <li>• security hazards</li> <li>• fire hazards</li> <li>• hygiene hazards</li> </ul> faulty emergency equipment
		5.5	describe the correct action to take for each of the types of physical hazard listed
		5.6	explain why it's important to communicate with people and colleagues clearly
		5.7	describe the sort of action which could endanger themselves and others
		5.8	state the correct reporting procedures for the types of physical hazards listed above
6	Know how to search the venue for suspect items	6.1	explain the importance of collecting information on the item being searched for
		6.2	describe how to search the following areas carefully and thoroughly: <ul style="list-style-type: none"> <li>• confined areas</li> <li>• open areas</li> <li>• areas where the public is present</li> <li>• areas where the public is not present</li> </ul>
		6.3	describe contents of the safety handbook

<b>Unit Title:</b>	Control the entry, exit and movement of people at spectator events		
<b>Unit No:</b>	M/502/9352		
<b>Level:</b>	2		
<b>GLH:</b>	12		
<b>Credit:</b>	8		
<b>Unit details:</b>	The aim of this unit is to assess the understanding, knowledge and competence that a learner needs in relation to controlling entry and exits, searching spectators and providing help and assistance where necessary.		
1	Control the entry and exit of people at events	1.1	have the necessary resources ready for use
		1.2	make sure their behaviour and appearance meets agreed standards at all times
		1.3	greet people in a way that makes them feel welcome and at ease
		1.4	pay careful attention to the designated area throughout their period of duty
		1.5	admit people and refuse entry according to agreed procedures
		1.6	provide the people with clear reasons why they have been refused entry
		1.7	control the queues in a safe and orderly manner
		1.8	supervise the safe exit of people according to the agreed procedures
		1.9	inform their supervisor when there are problems that they cannot deal with on their own
2	Search people for unauthorised items	2.1	identify the people to be searched on entry according to the agreed procedures
		2.2	ask the identified people for permission to search, and follow the agreed procedures if they refuse
		2.3	only search people of the same sex
		2.4	follow the correct procedures when they find unauthorised items and explain these procedures to the people involved
		2.5	inform the supervisor about any unlawful items which they find

		2.6	treat the people involved with courtesy and respect at all times
3	Provide people with information and help them with other problems	3.1	communicate with people politely and clearly
		3.2	ask for information which is relevant to their problem
		3.3	make their sure understanding of the problem is correct
		3.4	give people help which is appropriate to the problem and agreed procedures
		3.5	refer people to another source of help if necessary
		3.6	keep people informed of progress
		3.7	deal with any complaints positively, and sympathetically as appropriate to the situation
4	Know how to control the entry and exit of people at events	4.1	describe the basic principles of customer care
		4.2	explain the importance of wearing correct identification
		4.3	identify the required equipment to carry
		4.4	identify articles which contravene the venue rules
		4.5	describe the procedures to follow when banned articles are found
		4.6	explain the importance of carefully monitoring their designated area
		4.7	describe how to control queues in an orderly and safe manner
		4.8	describe basic legislation covering trespass and the right to refuse entry
		4.9	describe the procedures for excluding people under the relevant legislation
		4.10	explain why explanations should be given for refusing entry
5	Know how to search people for unauthorised items	5.1	identify the problems that may occur if a steward is prejudiced against people because of their appearance
		5.2	explain the importance of only searching people of the same sex

		5.3	describe the correct methods of carrying out personal searches
6	Know how to provide people with information and help them with other problems	5.4	identify the conflicts that may occur when carrying out searches and how to resolve these
		5.5	explain the importance of providing people with proper explanations and treating people with courtesy
		5.6	describe the organisation's policies for searching people
		5.7	describe how to identify prohibited items
		5.8	describe the correct procedures for dealing with prohibited items
		5.9	describe the precautions to take to protect oneself against items which may cause injuries during the search
		5.10	identify the basic legislation which authorises searches of spectators and what this allows the steward to do
		6.1	describe how to communicate with the following types of people: <ul style="list-style-type: none"> <li>• cooperative</li> <li>• uncooperative</li> <li>• intoxicated</li> <li>• emotional</li> <li>• with limited understanding of English</li> <li>• 'VIPs'</li> </ul> with particular needs
		6.2	describe how to get hold of the information which people may need
		6.3	identify information which should not be provided according to organisational policy

<b>Unit Title:</b>	Monitor spectators and deal with crowd problems		
<b>Unit No:</b>	A/502/9354		
<b>Level:</b>	2		
<b>GLH:</b>	12		
<b>Credit:</b>	8		
<b>Unit details:</b> The aim of this unit is to assess the understanding, knowledge and competence that a learner needs in relation to monitoring spectators and dealing with any crowd problems.			
1	Monitor crowds and identify potential problems	1.1	have the necessary resources ready for use
		1.2	make sure their behaviour and appearance meets agreed standards at all times
		1.3	carry out their duties impartially
		1.4	pay careful attention to the crowd and the conditions in their designated area throughout their period of duty
		1.5	identify crowd problems when they occur
2	Follow instructions and procedures to deal with crowd problems	2.1	assess and report the crowd problem, answering any questions from supervisors clearly and accurately
		2.2	take action following instructions and agreed procedures
		2.3	make sure that any action is not dangerous to themselves and the other people involved
		2.4	communicate with the people involved and colleagues clearly
		2.5	reassure the people involved and encourage them to be calm and follow instructions
		2.6	keep their control room/supervisor informed of the situation
3	Know how to monitor crowds and identify potential problems	3.1	explain the importance of carefully observing crowds and areas
		3.2	explain the importance of wearing steward's identification at all times
		3.3	identify the resources they need to have available and why
		3.4	describe what to look for when monitoring crowds

		3.5	explain why it's important to carry out their duties impartially
		3.6	give examples of how to carry out duties impartially
		3.7	explain why personal conduct and appearance are important
		3.8	describe the sort of personal conduct and appearance that is appropriate
		3.9	identify the particular hazards to look out for in the following types of areas: <ul style="list-style-type: none"> <li>• confined areas</li> <li>• open areas</li> <li>• public areas</li> </ul> non-public areas
4	Know how to follow instructions and procedures to deal with crowd problems	4.1	identify the basic legal requirements covering disability, discrimination and safety
		4.2	identify the obvious signs of the following types of crowd problems: <ul style="list-style-type: none"> <li>• unexpected crowd movements</li> <li>• local overcrowding</li> <li>• over-capacity</li> <li>• distress</li> <li>• separation of individuals and groups</li> <li>• unsociable behaviour</li> <li>• unlawful behaviour</li> </ul> entry into restricted areas
		4.3	describe how to assess how serious the problem is
		4.4	describe the procedures to follow for each type of crowd problem
		4.5	describe basic conflict management techniques and defensive tactics
		4.6	explain why it's important to communicate clearly with the people involved and with colleagues
		4.7	explain why it's important to reassure the people involved and encourage them to be calm
		4.8	describe how to reassure people and encourage them to be calm
		4.9	identify the type of action which might

			endanger themselves and others
		4.10	describe the correct reporting procedures to use

<b>Unit Title:</b>	Support the work of the team and organisation		
<b>Unit No:</b>	Y/601/4483		
<b>Level:</b>	2		
<b>GLH:</b>	15		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to assess the knowledge and understanding that a learner needs in relation to supporting your own team and organisation through working effectively with colleges and improving own work.			
1	Know how to support the work of own team and organisation	1.1	Describe the values or codes of practice relevant to the work being carried out
		1.2	Outline the importance of effective team work
		1.3	Describe how improving own work and the work of the team can improve the organisation as a whole and the level of service that the customer receives
2	Know how to work effectively with colleagues	2.1	Describe what 'good working relationships' with colleagues means
		2.2	Outline how to establish good working relationships with colleagues
		2.3	Describe why it is important to communicate clearly with colleagues
		2.4	Outline how to communicate with managers in organisation
		2.5	List the duties within area of own responsibility
		2.6	Describe why it is important to carry out duties as agreed or warn colleagues in good time if not possible
		2.7	Identify situations in which help may be needed
		2.8	Describe the importance of always asking for help and information when it is needed
		2.9	Describe situations in which help and information may need to be provided to colleagues
		2.10	Describe situations in which it is not appropriate to provide help and information to colleagues
		2.11	Outline the purpose of team meetings
		2.12	Outline why team discussions are



			important and why they should contribute to them
		2.13	Outline the procedures for dealing with conflict in own organisation
3	Be able to work effectively with colleagues	3.1	Establish good working relationships with colleagues
		3.2	Communicate verbally and in writing with colleagues clearly
		3.3	Maintain standards of professional behaviour
		3.4	Carry out own duties and commitments to colleagues as agreed, or tell them in good time when it is not possible do what they expect
		3.5	Ask for help and information when needed
		3.6	Provide colleagues with help and information when they need it, in line with organisation's policies and procedures
		3.7	Take part in team discussions
		3.8	Follow the correct procedures in the case of disagreements or problems with colleagues
4	Know how to improve own work	4.1	Describe why it is important to continuously improve own work
		4.2	Describe why it is important to assess own work and get feedback from colleagues
		4.3	Describe what it means to 'handle criticism positively'
		4.4	Describe why it is important to handle criticism positively
		4.5	Identify the relevant member of staff in own organisation with whom own work can be planned and developed
		4.6	Identify the procedures to follow to take part in training and development activities
		4.7	Identify opportunities to take on new responsibilities and develop in own career, and the skills and knowledge

			needed to do this
		4.8	Outline how to develop a career plan that will help own progression
5	Be able to improve own work	5.1	Evaluate all aspects of own work
		5.2	Ask colleagues and customers for feedback on own work
		5.3	Handle feedback positively
		5.4	Work with a relevant person to agree: <ul style="list-style-type: none"> <li>• own strengths</li> <li>• areas where own work could be improved</li> <li>• new areas of skill and knowledge which may be needed for future responsibilities</li> </ul>
		5.5	Take part in relevant training and development
		5.6	Regularly review personal development
6	Know how to help to improve the work of own organisation	6.1	Describe the types of situations in which customers give feedback on the services they receive
		6.2	Outline why it is important to listen to customer feedback
		6.3	Outline how to identify areas where the organisation's work could be improved
		6.4	Identify the procedures to follow for making suggestions on how to improve services to customers
		6.5	Describe why it is important to discuss own suggestions with colleagues and to take account of their ideas
7	Be able to help to improve the work of own organisation	7.1	Ask customers for feedback on the organisation's services
		7.2	Identify ways the team could improve services
		7.3	Discuss with relevant colleagues how to change services for the better
		7.4	Help to change services so that they meet customers' needs

<b>Unit Title:</b>	Help to manage conflict		
<b>Unit No:</b>	J/501/5134		
<b>Level:</b>	2		
<b>GLH:</b>	20		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to assess the understanding, knowledge and competence that a learner needs in relation to communicating effectively with people in conflict situations and being able to follow procedures in order to resolve conflicts.			
1	Communicate with people in conflict situations	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
2	Follow procedures to resolve conflict	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
3	Know how to communicate with people in conflict situations	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
4	Know how to follow procedures to resolve conflict	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: <ul style="list-style-type: none"> <li>• Do nothing</li> <li>• Maintain observation</li> <li>• Give advice or a warning</li> <li>• Use a report or incident card</li> <li>• Consider ejection</li> <li>• Consider arrest</li> </ul>
		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

<b>Unit Title:</b>	Deal with accidents and emergencies		
<b>Unit No:</b>	D/501/5138		
<b>Level:</b>	2		
<b>GLH:</b>	14		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to assess the understanding, knowledge and competence that a learner needs in relation to dealing with injuries or illness and following emergency procedures.			
1	Deal with injuries and signs of illness	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
2	Follow emergency procedures	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
3	Know how to deal with injuries and signs of illness	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
4	Know how to follow emergency procedures	4.1	Describe the emergency procedures in their place of work for: <ul style="list-style-type: none"> <li>• Fires</li> <li>• Security incidents</li> <li>• Missing persons</li> </ul>
		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

## Appendix B: Assessment Strategy

### Tutor and Assessor Requirements

It is essential that candidates are assessed by competent individuals. It is important that assessors are able to recognize occupational competence as specified by the national standard. Assessors therefore need to have a thorough knowledge and understanding of assessment and quality assurance practices and an in-depth knowledge and understanding of the qualifications for which they are assessing candidates.

Assessors must:

- Hold an appropriate qualification confirming their competence to assess candidates undertaking competence-based units and qualifications.
- Hold or be working towards either Level 3 Award in Assessing Vocational Related Achievement or A1 (previously D32, D33)

Verifiers must:

- Hold an appropriate qualification confirming their competence to assess candidates undertaking competence-based units and qualifications.
- Hold or be working towards either Level 3 Award in Assessing Vocational Related Achievement or A1 (previously D32, D33)

What follows are the specific criteria for the Level 2 NVQ Certificate in Spectator Safety and they apply equally to prospective external and internal verifiers and assessors, who must have:

1. Worked in a relevant spectator safety context for two years full time or equivalent, e.g. Safety Officer, Senior Steward or equivalent.
2. Taken part in a relevant and nationally recognised Spectator Safety training course or qualification from the RQF in England/Wales and Northern Ireland or the SCQF in Scotland, or have an action plan to achieve such.



## **Prepare for spectator events**

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

There must be evidence that the learner has met all of the requirements 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 learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Three types of resources
- All types of information
- Three types of equipment
- Three types of hazards
- All types of areas

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 allowed for 2.3, 2.4 and 2.5 only, if there is no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require 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.

### **Control the entry, exit and movement of people at spectator events**

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

There must be evidence that the learner has met all of the requirements 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 learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body". This must include as a minimum:

- Three types of resources
- Two types of people
- Two types of items
- Two types of problems

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 allowed for the whole of learning outcome 1 and 2 only, if there is no naturally occurring evidence is available.

#### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Questioning is also allowed for 2.4 if no naturally occurring evidence is available.

#### **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.

## **Monitor spectators and deal with crowd problems**

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

There must be evidence that the learner has met all of the requirements 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 learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Two types of resources
- Two types of crowds
- All types of areas
- Four types of crowd problems (LO1) / three types of crowd problems (LO2)
- Two types of people
- Three types of action

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 this unit.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under „assessment requirements or guidance specified by a sector or regulatory body“ that do not require 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.

## **Support the work of the team and organisation**

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

There must be evidence that the learner has met all of the requirements 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 learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Two types of colleagues
- Both types of communication

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 allowed for the type of colleague responsible to you only, if there is no naturally occurring evidence.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity. Questioning is also allowed for 3.8 if no naturally occurring evidence is available.

### **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.

## **Help to manage conflict**

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

There must be evidence that the learner has met all of the requirements 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 learner’s work has met the requirements listed under ‘assessment requirements or guidance specified by a sector or regulatory body’. This must include as a minimum:

- All types of methods
- Two types of people
- All types of procedures

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 allowed for the whole of learning outcomes 1 and 2 only, if there is no naturally occurring evidence is available.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity. Questioning is also allowed for 2.2 if no naturally occurring evidence is available.

### **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.

## **Deal with accidents and emergencies**

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

Due to the nature of this unit, it is unlikely that naturally occurring evidence will be available during assessor observations. If evidence is available from the learner's work in the past, this may be gathered through witness testimony, and/or other authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). This evidence must meet all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. (With the possible exceptions of those items listed under 'use of supplementary evidence' below).

There must also be evidence that the learner's work has met the requirements listed under 'what you must cover'. This must include as a minimum:

- One type of casualty
- One type of qualified assistance
- One type of condition
- One type of property
- Two types of equipment and materials.

If there is evidence from the learner's work in a real context, this must meet the assessment criteria listed against 'the learner will be able to' including the expansion of this section which constitutes the technical definition for sporting context being assessed. 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 allowed for this unit only, if there is no naturally occurring evidence.

### **Use of supplementary evidence**

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real

work activity. Supplementary evidence is allowed for 2.5 only, if there is no naturally occurring evidence is available.

### **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 in the play setting that they know and understand this technique, there is no requirement for them to be questioned again on this topic.

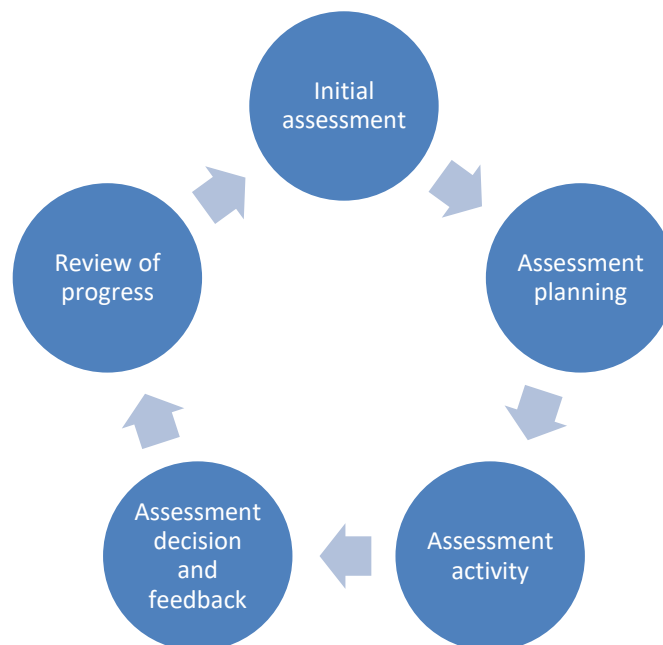
## Appendix C: Assessment Best Practice

### The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

### The assessment cycle



#### Initial assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your



learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed onto the assessor in order for them to effectively move onto the next stage of the assessment cycle and plan the learner assessment. Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

### **Assessment planning**

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

### **Assessment activity**

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

### **Assessment decision and feedback**

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

### **Review of progress**

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

## Exemptions, equivalences, credit transfer and RPL

With the introduction of the RQF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows:

- For achievements within the RQF it is possible to transfer credit (equivalence)
- Individuals with certificated achievements outside the RQF can claim exemption from the requirement to achieve credits for designated units
- If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.
- In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

**Recognition of Prior Learning (RPL)** is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

### Guidance for Tutors, Assessors and IQA's

All Tutors, Assessors and IQA's should:

Possess a discipline specific qualification equivalent to the Level 2 NVQ Certificate in Spectator Safety (RQF) and;

1. Worked in a relevant spectator safety context for two years full time or equivalent, e.g. Safety Officer, Senior Steward or equivalent.

2. Taken part in a relevant and nationally recognised Spectator Safety training course or qualification from the RQF in England/Wales and Northern Ireland or the SCQF in Scotland, or have an action plan to achieve such.

### **Requirements of Tutors:**

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS);
- Certificate to Teach in the Lifelong Learning Sector (CTLLS);
- Diploma to Teach in the Lifelong Learning Sector (DTLLS);
- Level 3 Award in Education and Training;
- Level 4 Certificate in Education and Training;
- Level 5 Diploma in Education and Training.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

### **Requirements of Assessors:**

Assessors should hold or be working towards the following:

- D32/D33;
- A1 qualification;
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;

Assessors must also be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Please note that trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

### **Requirements of Internal Quality Assurers (IQA):**

IQA's should hold or be working towards one of the following:

- D34;
- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment.

## **Guided Learning Hours (GLH)**

The guided learning hours figure gives the minimum amount of time required to 'deliver' the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessment. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

## **Assessment**

Assessment practices must reflect the Equality and Diversity Policy of Focus Awards and reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification/assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

## **Consistency of assessment decisions**

The consistency of assessment decisions, across learners, sites and assessors is of primary importance in assuring the quality of assessment within a Centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards;
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32.33 and A1 is also acceptable;
- Assessors have relevant subject competency in the units they wish to assess;
- Assessors are observed assessing by qualified IQA's at least once per year;
- Standardisation exercises are carried out with the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;

- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQA's.

### **Judging authenticity**

- Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
- You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners evidence using this document the assessors and IQA's are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria;
- Where there is a suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check the learner's knowledge matches the evidence provided;
- Evidence which is deemed to be inauthentic should not be accepted.

### **Guidance on re-submission of learner assessment**

- There is no limit to the number of times that work may be resubmitted by the learner for assessment;
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
- Assessors/tutors may offer some assistance to learners to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;
- Assessors/tutors should not add to learners' answers in worksheets, etc... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

## Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within these should be suitable and appropriate to their needs. They are only appropriate if they:

- Enable learners to demonstrate their level of attainment;
- Require knowledge, skills and understanding which are required for the qualification;
- Are clear and unambiguous (unless ambiguity forms part of the assessment) and
- Are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- The age of learners who may reasonably be expected to take the qualification;
- The level of the qualification;
- The objective of the qualification;
- The knowledge, skills and understanding assessed for the qualification;
- It contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

Please note that for the creation of manuals or text books, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt an evidence referencing system to show how each of the assessment criteria has been covered.

## Appendix D: Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what we see during observation and so it is essential that we question learners if we are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see a particular PC.
- Questions can be divided into two categories:
  - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?' - These words act as prompts to give the students the opportunity to respond fully in their own words.
  - Closed questions enable the students to respond with a simple 'Yes' or 'No' response. For example, "Would you ask a participant to keep the back straight when lifting weights from the floor?".
- Assessors should always use open questions when assessing underpinning knowledge
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. These must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there should be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

### Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving him or her a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

Examples of leading questions would be:

- "Your participant seemed to be out of breath on the CV section of your workout, do you think you could have brought the intensity down for her?"
- "Are the deltoids worked in a bench press as well as the pectorals and triceps?"

### Feedback

*'Structured information that one person offers to another, about the impact of their actions or behaviour'.*



- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets or does not fully meet the criteria being assessed.
- Feedback should not include your opinion nor should it be a criticism.
- Criticism is one person's judgement of another person, or their work. Criticism is likely to make someone feel devalued or angry; and does nothing to boost self-confidence. It does not help a person to solve the problem. It shows that you dismiss, reject or disapprove, and is unlikely to lead to the result you intended. You will get a result - but it may be create a worse situation or provoke a backlash.
- Effective feedback should be a two way process, involving the learner at all times.

## Appendix E: Example Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed

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I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner: .....

Date:.....

**OQ** - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions,  
**A** - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

## Professional Discussion

<b>Learner name:</b>			
<b>Assessor name:</b>			
<b>Date:</b>			
<b>Assessment criteria / topic of discussion:</b>	<b>Learner response:</b>		

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	



## Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

## Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

## Learner Assessment Record

Evidence	Date Achieved	Assessor signature	Learner Signature



**Evidence Record Sheet**

Qualification:

Unit:

Learning outcome																						
Evidence																						

**I confirm that the evidence provided is a result of my own work:**

Signature of learner:

Date:

**I confirm that the learner has demonstrated competence by satisfying all of the learning outcomes and assessment criteria for this unit:**

Signature of assessor:

Date:

Signature of IQA:

Date: