

# Qualification specification

**NCFE Level 2 Certificate in Spectator Safety**  
**QN: 603/6704/0**

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## Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.0	January 2021	First publication
v1.1	June 2022	<p><a href="#">Further information added to how the qualification is assessed section to confirm that, unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</a></p> <p><a href="#">Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</a></p> <p><a href="#">Information added to the support handbook section about how to access support handbooks.</a></p>

# Section 1

## About this qualification

## Introduction

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

This qualification should be assessed in accordance with the Assessment Strategy for the Level 2 Certificate in Spectator Safety.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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## Support Handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all of the qualification-specific information you will need that is not covered in the Support Handbook.

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<b>Qualification summary</b>	
<b>Qualification title</b>	NCFE Level 2 Certificate in Spectator Safety
<b>Qualification number (QN)</b>	603/6704/0
<b>Aim reference</b>	60367040
<b>Total Qualification Time (TQT)</b>	240
<b>Guided Learning Hours (GLH)</b>	73
<b>Credit value</b>	24
<b>Minimum age</b>	16
<b>Qualification purpose</b>	<p>The purpose of this qualification is to confirm occupational competence and provide learners with the knowledge, skills and understanding required to take up roles within the stewarding and the spectator safety sector.</p> <p>The qualification is mapped to the SkillsActive Spectator Safety NOS suite 2019.</p>
<b>Aims and objectives</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the study of the stewarding and spectator safety industry</li> <li>• offer breadth and depth of study, incorporating a key core of knowledge</li> <li>• provide opportunities to acquire a number of practical and technical skills.</li> </ul> <p>The objectives of this qualification are to help develop skills and competence to:</p> <ul style="list-style-type: none"> <li>• prepare for spectator events</li> <li>• assist with the movement of spectators and deal with crowd issues at events</li> <li>• manage and resolve conflicts</li> <li>• deal with incidents at spectator events</li> <li>• support the work of your team and organisation.</li> </ul>
<b>Sector support and industry recognition</b>	<p>This qualification has been developed by SkillsActive and the Sports Grounds Safety Authority in conjunction with awarding organisations offering spectator safety qualifications and industry stakeholders. The qualification is based on the SkillsActive Spectator Safety NOS 2019.</p>

<b>Work/industry placement experience</b>	This qualification requires learners to complete a work/industry placement experience throughout the duration of the qualification before certification.
<b>Real work environment (RWE) requirement/recommendation</b>	<p>Learners should be assessed through performance in the workplace. Only in circumstances where it is difficult to collect evidence through a real work environment situation and is deemed acceptable in specific unit guidance, may simulation be permitted.</p> <p>Simulation, the imitation of a real-life activity or situation, should only be undertaken:</p> <ul style="list-style-type: none"> <li>• where events either never or infrequently occur and yet a high degree of confidence is needed that the learner would act appropriately (for example, dealing with a fire, health and safety activities that fall outside, or are secondary to, normal practices) or</li> <li>• where events happen frequently but where there is risk of harm to the learner or client in a real situation (for example, dealing with relationship difficulties and conflicts), although evidence from direct observation should be used (where possible).</li> </ul> <p>Simulation may be required for the following unit:</p> <ul style="list-style-type: none"> <li>• Unit 04 Deal with incidents at spectator events.</li> </ul>
<b>Rules of combination</b>	<p>Learners must achieve 5 mandatory units.</p> <p>This qualification should be assessed in accordance with the Assessment Strategy for the Level 2 Certificate in Spectator Safety.</p>
<b>Grading</b>	Achieved/Not Yet Achieved
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Additional certification requirements</b>	<p>Learners must also show evidence of:</p> <ul style="list-style-type: none"> <li>• attending the ACT eLearning counter terrorism training prior to certification. This is freely available from <a href="http://www.gov.uk/government/news/act-awareness-elearning">www.gov.uk/government/news/act-awareness-elearning</a></li> <li>• holding a recognised first aid award or attending first aid training.</li> </ul>
<b>Staffing requirements</b>	Please refer to the Assessment Strategy for the Level 2 Certificate in Spectator Safety for staffing requirements.

<b>Progression</b>	Learners who achieve this qualification could progress to: <ul style="list-style-type: none"><li>• Level 3 Certificate in Spectator Safety Supervision.</li></ul>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/6704/0.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



## Entry guidance

This qualification is designed for those working in the match day and events stewarding industry. It can be achieved by individuals typically working at sports events, parades, concerts, or carnivals, where the safety of spectators is paramount.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they have already achieved a Level 1 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Achieving this qualification

To achieve this qualification, learners must successfully demonstrate their achievement of all of the learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

## Additional certification requirements

Learners must also show evidence of:

- attending the ACT eLearning counter terrorism training prior to certification. This is freely available from [www.gov.uk/government/news/act-awareness-elearning](http://www.gov.uk/government/news/act-awareness-elearning)
  - holding a recognised first aid award or attending first aid training.
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## Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 01	F/618/5003	Prepare for spectator events	2	5	12
Unit 02	J/618/5004	Assist with the movement of spectators and deal with crowd issues at spectator events	2	10	14
Unit 03	L/618/5005	Help to manage and resolve conflicts	2	5	22
Unit 04	R/618/5006	Deal with incidents at spectator events	2	2	10
Unit 05	Y/618/5007	Support the work of your team and organisation	2	2	15

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Learners must be successful in **this** component to gain the Level 2 Certificate in Spectator Safety.

The Level 2 Certificate in Spectator Safety is a competence-based qualification.

A competence-based qualification may be based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the relevant assessment strategy. For further information on the strategy, please visit the Qualifications page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner for each learning outcome.

Learners must also show evidence of:

- attending the ACT eLearning counter terrorism training prior to certification. This is freely available from [www.gov.uk/government/news/act-awareness-elearning](http://www.gov.uk/government/news/act-awareness-elearning)
- holding a recognised first aid award or attending first aid training.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

### **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification.

The Tutor must be satisfied that the work produced is the learner's own.

A centre may choose to create their own internal assessment tasks. The tasks should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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# Section 2

## Unit content and assessment guidance

## Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

### Assessment of knowledge and understanding

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

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

### Workplace assessment

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

It is acknowledged that not all employer workplaces are the same, therefore assessment conditions may not be identical. However, to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment, the Assessor must ensure the assessment conditions reflect, as far as possible, those in which the learner is expected to work.

A holistic approach towards the collection of evidence for this qualification is encouraged. The focus should be assessing activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks. Taken as a whole, the evidence must show the learner meets all learning outcomes and assessment criteria across the scope/range consistently, over a period of time. It should be clear where each learning outcome/assessment criterion has been covered and achieved.

It is imperative the learner is not placed under more, or less, pressure than is found normally in the workplace during assessment. It could be the case that the learner may feel more pressure simply because they are being assessed.

### Witness testimony

Typically, it would be expected that assessment of a learner's performance would be carried out by a qualified Assessor. However, where this is not possible or practical, a witness testimony (a statement made by someone present while the learner was performing an activity on the job) may be used to support the assessment process, where permitted by the awarding organisation.

Where witnesses are used:

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

During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.

### **Equality, diversity and inclusion (Equality Act 2010)**

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

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

### **Safeguarding**

Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:

- the Children Act 1989 (as amended)
- the Children and Social Work Act 2017
- the Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children 2018.

A 'child' is defined as anyone under the age of 18. An 'adult at risk' is defined as someone over the age of 18 who is in receipt or need of community care service. In a sporting venue, a significant proportion of the crowd will be made up of a combination of both groups. However, you should be aware that there may well be children or adults at risk involved in a match-day capacity themselves, such as catering and hospitality staff, mascots, ball girls and boys, flag bearers, and even players. Safety staff should be able to identify individuals who do, or appear to, fit into these categories and recognise they may require additional assistance and/or protection.

### **Safety, security and service**

It is expected that all services carried out at spectator events and in crowded places are done so in line with the below measures.

**Safety measures:** any measure designed and implemented with the primary aim of protecting the health and wellbeing of all client groups who attend or participate in events.

**Security measures:** any measure designed and implemented with the primary aim of preventing, reducing the risk of and/or responding to any criminal or unlawful activity or disorder committed in connection with events.

**Service measures:** any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The Explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.



**Unit 01 Prepare for spectator events (F/618/5003)**

<b>Unit summary</b>	In this unit, the learner will gain the knowledge, skills and understanding to prepare themselves as stewards and know how to check the venue and location before an event.
<b>Credit value</b>	5
<b>Guided learning hours</b>	12
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS suite 2019

**Learning outcome 1****The learner will:****1 Understand how to prepare for stewarding activities****The learner can:**

- 1.1 State the legal, organisational and venue requirements covering the type of event they are involved in
- 1.2 Give examples of relevant guidance documents on safety at events
- 1.3 Explain the importance of the event and venue registration procedures
- 1.4 Explain the importance of attending the pre-event briefing
- 1.5 Explain the importance of receiving, looking after and returning their identification and other **resources**
- 1.6 Explain the importance of pre-event routines and timings
- 1.7 Describe the pre-event routines and timings
- 1.8 State the information to be noted at the pre-event briefing
- 1.9 Describe emergency procedures, assembly points and messaging

**Key word(s)****Resources**

A minimum of 3 of the below must be covered when assessing competence, and all to be covered when assessing knowledge:

- briefing notes
- safety equipment
- security equipment
- stationery.

## Learning outcome 2

The learner will:

### 2 Understand how to identify and respond to hazards

The learner can:

- 2.1 Describe the process and the legal and organisational procedures for checking equipment:
    - safety equipment
    - security equipment
    - emergency equipment
    - signs and notices.
  - 2.2 Explain the importance of not disrupting stakeholders when carrying out the checks
  - 2.3 Describe what to look for when checking for **threats and hazards**
  - 2.4 Describe the legal and organisational procedures for identifying and assessing the seriousness of threats and hazards:
    - safety hazards
    - security hazards
    - fire hazards
    - hygiene hazards
    - faulty emergency equipment.
  - 2.5 Describe the correct action to take for each of the types of **threats and hazards** listed
  - 2.6 Explain why it is important to communicate with people and colleagues clearly
  - 2.7 Describe the sort of action which could endanger themselves and others
  - 2.8 State the correct reporting procedures for the types of physical hazards listed above
  - 2.9 Explain the criteria used to assess **threats and hazards**
  - 2.10 Describe the current levels and types of terrorist threats relevant to crowded places using guidelines issued by the UK Counter Terrorism Police
- 

### Key word(s)

#### Threats and hazards

Numbers 1 and 2 of the below must be covered as a minimum as part of assessing competence, and all to be covered when assessing knowledge:

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

### Learning outcome 3

The learner will:

#### 3 Be able to prepare for stewarding activities

The learner can:

- 3.1 Follow legal and organisational requirements to carry out their role
  - 3.2 Follow the registration procedures correctly and on time
  - 3.3 Collect their identification and other required **resources**, making sure they return these after the event
  - 3.4 Attend the pre-event briefing
  - 3.5 Note all the **information** given at the pre-event briefing to carry out their role
  - 3.6 Follow the pre-event routines as required
- 

#### Key word(s)

#### Resources

A minimum of 3 of the below must be covered when assessing competence, and all to be covered when assessing knowledge:

- briefing notes
- safety equipment
- security equipment
- stationery.

#### Information

All of the below must be covered when assessing competence and knowledge:

- potential threats and hazards
  - stewarding procedures
  - venue rules
  - location and event information
  - equipment
  - signs and notices
  - pre-event timings
  - incident management procedures, relevant code words and assembly points
  - pre-event routines.
-

### Learning outcome 4

The learner will:

#### 4 Be able to identify and respond to hazards

The learner can:

- 4.1 Follow venue procedures to check equipment and facilities
- 4.2 Familiarise themselves with their designated area
- 4.3 Check for any potential **threats and hazards**
- 4.4 Respond promptly to the **threats and hazards** following agreed procedures
- 4.5 Make sure that any action is not dangerous to themselves and others
- 4.6 Clearly and accurately report the situation, and what they have done, to their supervisor

### Key word(s)

#### Threats and hazards

Numbers 1 and 2 of the below must be covered as a minimum as part of assessing competence, and all to be covered when assessing knowledge:

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

### Assessment guidance

#### Delivery and assessment

Please see page 13 for additional delivery and assessment guidance.

During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.

#### Equality, diversity and inclusion (Equality Act 2010)

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

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

## Safeguarding

Current relevant legislation and guidance (to be maintained and updated as necessary) regarding the safeguarding of children and vulnerable adults is as follows:

- the Children Act 2004
- the Children and Social Work Act 2017
- the Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children 2018
- the Domestic Abuse Act 2021
- the Care Act 2014

A 'child' is defined as anyone under the age of 18. An 'adult at risk' is defined as someone over the age of 18 who is in receipt or need of community care service. In a sporting venue, a significant proportion of the crowd will be made up of a combination of both groups. However, you should be aware that there may well be children or adults at risk involved in a match day capacity themselves, such as catering and hospitality staff, mascots, ball girls and boys, flag bearers, and even players. Safety staff should be able to identify individuals who do, or appear to, fit into these categories and recognise they may require additional assistance and/or protection.

### Safety, security and service

It is expected that all services carried out at spectator events and in crowded places are done so in line with the below measures.

**Safety measures:** any measure designed and implemented with the primary aim of protecting the health and wellbeing of all client groups who attend or participate in events.

**Security measures:** any measure designed and implemented with the primary aim of preventing, reducing the risk of and/or responding to any criminal or unlawful activity or disorder committed in connection with events.

**Service measures:** any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence could include:

- professional discussion
- portfolio of evidence
- reflective diary on own practice in an appropriate working environment
- written assignments
- projects/case studies
- coursework
- task-based controlled assessment.

AC	Assessment guidance	Suggested assessment method
1.1–1.9	Learners could complete a written assignment or PowerPoint presentation to provide the evidence required to achieve all of these assessment criteria together. It is recommended that presentations are video recorded to validate assessment together with an observation report from the Assessor. Where the Assessor feels that there are areas of the learner's knowledge that are not covered in the submitted work, they could carry out a professional discussion to assess knowledge and record for evidence.	Written report Presentation Professional discussion Observation report Witness testimony Peer assessment
2.1	Learners could complete a written assignment describing the process and the legal and organisational procedures for checking equipment.  Learners would benefit from working to one set of organisational procedures, which would also support consistency across the assessments. Assessor/tutors are encouraged to provide this information.	Written assignment
2.2	Learners could complete a written assignment outlining the various stakeholders at an event and provide details of what their roles are and why it is important not to disturb them when carrying out their pre-event checks.	Written assignment
2.3–2.9	Consideration could be given to all of these assessment criteria being assessed within a scenario-based task, which encapsulates all of the elements in 2.3–2.9. Learners could submit a written report in response to the questions posed within the task.	Written assignment
2.10	Learners could create a leaflet or written assignment describing the current levels and types of terrorist threats relevant to crowded places using guidelines issued by the UK Counter Terrorism Police.	Written assignment

## Unit 02 Assist with the movement of spectators and deal with crowd issues at spectator events (J/618/5004)

<b>Unit summary</b>	This unit is about monitoring spectators and their entry to and exit from the venue, including safe searching on entry. It also covers dealing with crowd issues such as unexpected movements, local overcrowding, overcapacity, lost property, missing people and antisocial or unlawful behaviour.
<b>Credit value</b>	10
<b>Guided learning hours</b>	14
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS 2019

### Learning outcome 1

The learner will:

#### 1 Understand how to control the entry, exit and movement of people at events

The learner can:

- 1.1 Describe the tools and techniques available to help monitor crowd conditions
- 1.2 Describe methods of safely controlling queues
- 1.3 Explain their organisation's procedures to carry out the search
- 1.4 Explain the reasons for carrying out the search
- 1.5 Explain the importance of explaining to **client groups** the reasons for carrying out the search
- 1.6 Explain the procedures to follow if **client groups** refuse permission to search
- 1.7 Identify unauthorised and prohibited items
- 1.8 Identify potential places for concealing these items
- 1.9 Explain how to respond to any occurrence in accordance with legal and organisational procedures
- 1.10 Explain when to report and/or pass on issues relating to unauthorised and prohibited items
- 1.11 Describe the venue and legislative requirements for greeting and admitting **client groups**
- 1.12 Describe the venue and legislative requirements for refusing entry and trespass
- 1.13 Describe the venue and legislative requirements for supervising the safe exit of **client groups**
- 1.14 Describe the type of information **client groups** may need to know when being admitted and/or refused entry
- 1.15 State when to refer **client groups** to another source of information

### Key word(s)

#### Client groups

A minimum of 4 of the below must be covered when assessing competence, and all to be covered when assessing knowledge:

- spectators
- workforce/volunteers
- contractors
- regulatory organisations

- media
  - emergency services
  - athletes
  - artists
  - event officials.
- 

## Learning outcome 2

The learner will:

### 2 Understand how to deal with crowd issues

The learner can:

- 2.1 State potential **crowd issues** that may occur in their designated area
  - 2.2 Identify methods of assessing and reporting **crowd issues**:
    - crowd movements and crowd dynamics
    - local crowd density
    - over capacity
    - crowd distress
    - separation of individuals and groups
    - antisocial behaviour
    - unlawful behaviour
    - entry into restricted areas
    - vehicle movement (for certain designated areas only)
    - venue regulations.
  - 2.3 Describe basic conflict management techniques and defensive tactics
  - 2.4 Explain why it is necessary to follow instructions given by their control room or supervisor
  - 2.5 Describe the type of action which might endanger themselves or other client groups
  - 2.6 Explain the importance of communicating clearly and calmly with client groups and colleagues
  - 2.7 Explain how to **communicate** clearly and calmly with client groups and colleagues
  - 2.8 Explain the importance of equality and diversity in their role
  - 2.9 Describe the importance of **crowd management skills**
  - 2.10 Describe how to use **crowd management skills** included within their organisational procedures:
    - being alert to factors that may change crowd behaviour or densities
    - providing reassurance
    - encouraging calmness
    - asserting desired level of authority
    - being visible to the crowd
    - remaining vigilant
    - defusing situations.
  - 2.11 Describe the correct procedures for updating the control room and/or supervisor
-



**Key word(s)****Crowd issues**

Numbers 1, 2, 3 and 4 of the below must be covered as a minimum when assessing competence, and all to be covered when assessing knowledge:

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

**Communication methods**

All of the below must be covered when assessing competence and knowledge:

- verbal communication
- non-verbal communication
- radio communication
- written communication
- signage.

**Crowd management skills**

All of the below must be covered when assessing competence and knowledge:

- being alert to factors that may change crowd behaviour or densities
  - providing reassurance
  - encouraging calmness
  - asserting desired level of authority
  - being visible to the crowd
  - remaining vigilant
  - defusing situations.
-

### Learning outcome 3

The learner will:

- 3 Be able to follow and implement procedures for the entry, exit and movement of people at spectator events**

The learner can:

- 3.1 Observe and monitor client groups and conditions in their designated area throughout their period of duty
  - 3.2 Control queues according to venue and legislative requirements
  - 3.3 Follow their organisation's procedures for carrying out a client search
  - 3.4 Ask identified client groups for permission to search and follow agreed procedures if they refuse
  - 3.5 Communicate with client groups clearly while carrying out the search
  - 3.6 Treat client groups fairly, with courtesy and respect at all times
  - 3.7 Only search people of the same sex
  - 3.8 Greet client groups in a way that makes them feel welcome and at ease
  - 3.9 Admit client groups or refuse entry according to venue procedures and legislative requirements
  - 3.10 Provide client groups with clear reasons if refused entry
  - 3.11 Respond to queries from client groups or refer to another source of help if necessary
  - 3.12 Assist with the safe exit of client groups according to venue procedures
  - 3.13 Inform their supervisor if there are problems that they cannot deal with on their own
- 

### Learning outcome 4

The learner will:

- 4 Be able to identify and deal with crowd issues**

The learner can:

- 4.1 Assess and report potential or actual **crowd issues** to their control room or supervisor
  - 4.2 Take action in accordance with agreed procedures, following instructions if applicable
  - 4.3 Make sure that any action is not dangerous to themselves and client groups involved
  - 4.4 Reassure client groups involved and ask them to follow instructions
  - 4.5 Communicate clearly with colleagues and client groups involved
  - 4.6 Encourage a calm environment
  - 4.7 Update their control room and/or supervisor with the situation
- 

### Key word(s)

#### Crowd issues

Numbers 1, 2, 3 and 4 of the below must be covered as a minimum when assessing competence, and all are to be covered when assessing knowledge:

- 1. crowd movements and crowd dynamics
- 2. local crowd density

3. over capacity
4. crowd distress
5. separation of individuals and groups
6. antisocial behaviour
7. unlawful behaviour
8. entry into restricted areas
9. vehicle movement.

## Assessment guidance

### Delivery and assessment

Please see additional delivery and assessment guidance on page 13.

During delivery and assessment of this unit, it is expected that the below criteria are considered where possible.

#### Safety, security and service

It is expected that all services carried out at spectator events and in crowded places are done so in line with the below measures.

**Safety measures:** any measure designed and implemented with the primary aim of protecting the health and wellbeing of all client groups who attend or participate in events.

**Security measures:** any measure designed and implemented with the primary aim of preventing, reducing the risk of and/or responding to any criminal or unlawful activity or disorder committed in connection with events.

**Service measures:** any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence could include:

- professional discussion
- portfolio of evidence
- reflective diary on own practice in an appropriate working environment
- written assignments
- projects/case studies
- coursework
- task-based controlled assessment.

AC	Assessment guidance	Suggested assessment methods
1.1–1.2	Learners could complete a written assignment which describes the tools and techniques available to help monitor crowd conditions and the procedures that need to be followed when supervising entry and controlling queues.	Written assignment
1.3–1.6	<p>The legislation, organisational and venue rules as covered in Unit 1 outlines the legislation which govern spectator events and support stewards in carrying out their work. There are strict criteria governing search procedures. The learner could complete a written assignment or presentation outlining these procedures and the importance of explaining to the client the reasons for the search and procedures should the client refuse to be searched.</p> <p>Occupational competency regarding search procedures is assessed in 3.3–3.7 of this unit.</p>	Written report Presentation
1.7–1.8	<p>In addition to the submission of a written assignment, Assessors could consider that learners may benefit from taking part in a group discussion, where types of prohibited or illegal items often brought to spectator events could be identified and potential places for concealment.</p> <p>An Assessor observation report could be used to evidence individual understanding, or the discussion could be recorded to show individual contributions to enhance the evidence submitted for assessment.</p> <p>A group discussion is not recommended as a stand-alone method of assessing this learning outcome.</p>	Written assignment Video or audio recording Observation report Witness testimony Record professional discussion
1.9	Learners could complete a written assignment explaining how to respond to any occurrence in accordance with legal and organisational procedures.	Written assignment
1.10–1.13	Learners could complete a written assignment describing the venue and legislative requirements for controlling the entry, exit and movement of spectators at events.	Written assignment
1.14–1.15	Learners could complete a written assignment describing the type of information client groups may need to know when being admitted and/or refused entry and when to refer client groups to another source of information.	Written assignment
2.1–2.2, 2.9–2.10	Learners could submit a written assignment, which covers all of these outcomes in a carefully	Written assignment

	drafted assignment brief, which requires the identification of the actions which could cause the type of crowd issues listed in 2.2, together with the methods the steward would use in assessing and reporting these issues. Describing the importance of crowd management skills and how to use them appropriately.	
2.4–2.7	Learners could submit a written report in which they describe how a steward should interact with their client groups and the importance of communicating clear and calmly. The important aspect of these outcomes is how the steward acts in the event of an incident and does not do anything to put themselves or any members of the client group in danger and listens to the instructions provided by the control room.	Written report
2.8	Learners could take part in a group discussion where they discuss the importance of equality and diversity within the stewarding role.  An Assessor witness statement could be used to evidence individual understanding, or the discussion could be recorded to show individual contributions to meet the assessment criteria. Where the Assessor feels that an individual has not met the requirements, a written report could be completed to fill the gaps.	Professional discussion
2.11	Learners could complete a written assignment describing the correct procedures for updating the control room and/or supervisor.	Written assignment

**Unit 03 Help to manage and resolve conflicts (L/618/5005)**

<b>Unit summary</b>	This unit is about dealing with situations where there is conflict between people. The unit includes using effective verbal and non-verbal communication to defuse the situation, giving advice and warnings, and calling for assistance when required. This unit does not include attempting to physically control or restrain people.
<b>Credit value</b>	5
<b>Guided learning hours</b>	22
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS 2019

**Learning outcome 1**

**The learner will:**

**1 Understand how to engage with client groups in conflict situations**

**The learner can:**

- 1.1** Describe how to communicate with **client groups** including:
  - cooperative
  - uncooperative
  - intoxicated
  - emotional
  - with limited understanding of English
  - with additional communication needs (for example, people with speech difficulties or learning disabilities)
  - with different physical needs.
- 1.2** Describe the types of conflict situations that are likely to arise
- 1.3** Identify the correct responses for each of these types of situations
- 1.4** Explain the role of effective communication in reducing conflict
- 1.5** Explain the importance of showing respect for **client groups**, their property, their rights and their needs
- 1.6** Explain how to use non-discriminatory and non-offensive behaviour and language to manage conflict situations
- 1.7** Explain how to use non-verbal communication to manage conflict situations

**Key word(s)**

**Client groups**

A minimum of 4 of the below must be covered when assessing competence, and all to be covered when assessing knowledge:

- spectators
- workforce
- contractors
- regulatory bodies

- media
  - emergency services
  - athletes
  - artists
  - event officials.
- 

## Learning outcome 2

The learner will:

### 2 Understand how to follow procedures to resolve conflict situations

The learner can:

- 2.1 Describe methods of assessing risk in conflict situations
  - 2.2 Explain the importance of understanding client group needs and perceptions
  - 2.3 Describe ways of maintaining own personal safety
  - 2.4 State the incident management procedures
  - 2.5 Identify methods of collecting information
  - 2.6 Explain the importance of recording and reporting information
- 

## Learning outcome 3

The learner will:

### 3 Be able to engage with client groups in conflict situations

The learner can:

- 3.1 Communicate with **client groups** politely and clearly
  - 3.2 Explain to **client groups** what their role is and what is expected of them
  - 3.3 Remain alert to verbal and non-verbal communication pertaining to danger cues
- 

## Learning outcome 4

The learner will:

### 4 Be able to follow procedures to resolve conflict situations

The learner can:

- 4.1 Assess the risk or threat to themselves and others in the situation
  - 4.2 Assess the seriousness of the situation and the behaviour of the individual(s) involved
  - 4.3 Maintain their own personal safety
  - 4.4 Follow incident management procedures to resolve the situation
  - 4.5 Collect, record and report information about the situation
-

**Assessment guidance**

<b>Delivery and assessment</b>
<p>Please see additional delivery and assessment guidance on page 13.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p>

<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• portfolio of evidence</li> <li>• reflective diary on own practice in an appropriate working environment</li> <li>• written assignments</li> <li>• projects/case studies</li> <li>• coursework</li> <li>• task-based controlled assessment.</li> </ul>

<b>AC</b>	<b>Assessment guidance</b>	<b>Suggested assessment method</b>
<p>1.1–1.7</p>	<p>Learners would benefit from knowing the basic conflict management techniques.</p> <p>Learners must complete a written assignment which focuses on communication and methods of conflict resolution to behaviour outlined in 1.1. Within the assignment, to meet the requirements of 1.2–1.7, they need to describe a range of conflicts which could arise together with effective communication verbal and non-verbal responses to resolving conflict.</p> <p>To imbed this knowledge, learners may benefit from taking part in a group discussion where they can show their understanding of effective verbal and non-verbal communication, whilst responding to the client groups listed in 1.1.</p> <p>Within the group discussion, describe the types of conflict situations likely to arise and identify the appropriate responses to resolve the situation. It is imperative that learners know what conflict is, how to resolve these types of conflict and why conflict occurs at events and the consequences of not resolving conflict.</p> <p>An Assessor observation report could be used to evidence individual understanding, or the discussion</p>	<p>Written assignment Video or audio recording Record of professional discussion</p>



	<p>could be recorded to show individual contributions to enhance the evidence submitted for assessment.</p> <p>A group discussion is not recommended as a stand-alone method of assessing this learning outcome.</p>	
2.1–2.4	Learners could complete a written assignment which focuses on the assessment of personal risk and the risk to other stakeholders and how to maintain own personal safety, whilst complying with incident management procedures.	Written assignment
2.5–2.6	Learners could complete a written assignment which identifies methods of collecting information and the importance of recording and reporting.	Written assignment

**Unit 04 Deal with incidents at spectator events (R/618/5006)**

<b>Unit summary</b>	<p>This unit covers the knowledge, skills and understanding that stewards require to deal with incidents at spectator events.</p> <p>Spectator events always involve an element of challenge and risk, and incidents will happen from time to time. It is very important that all members of staff are competent to deal with incidents.</p> <p>This unit does not cover managing an initial response to a major incident.</p> <p>Learners undertaking this unit must provide evidence of attaining a recognised first aid award, or attending first aid training, before their certificate for this qualification is requested.</p>
<b>Credit value</b>	2
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS 2019

**Learning outcome 1**

**The learner will:**

**1 Understand how to deal with incidents at spectator events**

**The learner can:**

- 1.1 Outline basic principles of risk assessment
- 1.2 Outline the **types of incidents** that may occur
- 1.3 Describe the organisation’s incident management procedures
- 1.4 Describe the procedures involved in dealing with incidents promptly, calmly and correctly
- 1.5 Describe the procedure to request **qualified assistance**
- 1.6 Describe how to deal with incidents **before qualified assistance** arrives
- 1.7 Explain how to protect the casualty and others involved from further harm
- 1.8 Outline how to provide comfort and reassurance
- 1.9 Outline what information is important to give to the client groups involved
- 1.10 Outline incident reporting

**Key word(s)**

**Types of incidents**

All of the below must be covered when assessing knowledge:

- fire
- medical
- crowd disorder
- terrorism
- environmental

- chemical
  - missing persons.
- 

### Qualified assistance

All of the below must be covered for both competence and knowledge when assessing this unit:

- first aid trained staff
- medical staff
- fire marshal
- emergency services.

This aspect of the unit will be covered by attending a first aid training course, which is an additional certification requirement of this qualification. Please see the Assessment Strategy for the Level 2 Certificate in Spectator Safety on the Qualifications page on the NCFE website for further guidance.

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### Learning outcome 2

The learner will:

#### 2 Be able to deal with incidents at spectator events

The learner can:

- 2.1 Assess the situation for **hazards** and risks
  - 2.2 Protect any casualty and other people involved from further harm
  - 2.3 Call for **qualified assistance**
  - 2.4 Give the **qualified assistance** information about the incident
  - 2.5 Give the people involved in the incident instructions according to the organisation's incident management procedures
  - 2.6 Carry out their role according to the organisation's incident management procedures
  - 2.7 Follow procedures for reporting the incident
- 

### Key word(s)

#### Hazards

Numbers 1 and 2 of the below must be covered as a minimum as part of assessing competence, and all to be covered when assessing knowledge:

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

### Qualified assistance

All of the below must be covered for both competence and knowledge when assessing this unit:

- first aid trained staff
- medical staff
- fire marshal
- emergency services.

### Assessment guidance

#### Delivery and assessment

Please see additional delivery and assessment guidance on page 13.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

#### Basic life support skills guidance

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

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

- use of cardiopulmonary resuscitation (CPR)
- recovery position
- use of automated external defibrillators (AEDs)
- managing blood loss.

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

- an introduction to BLS
- why basic life support is important
- the BLS chain of survival
- check for danger
- why it is important to approach the victim safely
- check for responsiveness
- shout for help
- open the victim's airway (head tilt, chin lift)
- how to deal with an airway obstruction by a foreign body
- check if the victim is breathing (look, listen and feel for breathing)
- if not breathing normally, call the ambulance and start delivering effective chest compressions
- how to deliver effective chest compressions
- how to deliver effective rescue breaths
- why it is important to continue CPR
- knowing when to stop CPR
- when and how to position a victim in the recovery position

- know how to deal with an unconscious victim
- an introduction to AEDs
- be aware of the importance of an AED
- be familiar with the functions of an AED
- understand the safety features of an AED
- blood loss.

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

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

There is no requirement for the learner to be issued with a regulated first aid qualification; however, the training must be delivered by an appropriate organisation. Please see the Assessment Strategy for the Level 2 Certificate in Spectator Safety on the qualifications page on the NCFE website for further guidance.

**Simulation**

Learners should be assessed through performance in the workplace. Only in circumstances where it is difficult to collect evidence through a real work environment situation, and is deemed acceptable in specific unit guidance, may simulation be permitted.

Simulation, the imitation of a real-life activity or situation, should only be undertaken:

- where events either never or infrequently occur, and yet a high degree of confidence is needed that the learner would act appropriately (for example, dealing with a fire, health and safety activities that fall outside, or are secondary to, normal practices) or
- where events happen frequently but where there is risk of harm to the learner or client in a real situation, for example, dealing with relationship difficulties and conflicts (although evidence from direct observation should be used where possible).

**Types of evidence**

Evidence could include:

- professional discussion
- portfolio of evidence
- reflective diary on own practice in an appropriate working environment
- written assignments
- projects/case studies
- coursework
- task-based controlled assessment.

<b>AC</b>	<b>Assessment guidance</b>	<b>Suggested assessment method</b>
1.1–1.2	The learner could complete a written risk assessment against a given scenario, simulating a hazardous situation, which will allow them to outline the basic principles of risk assessment and respond with suitable control measures.	Written risk assessment
1.3–1.4	Learners would benefit from working to one set of incident management procedures, which would also support consistency across the assessments. Assessor/tutors are encouraged to provide this information.	Written assignment
1.5–1.10	Learners could complete a written assignment which describes the procedure to request qualified assistance and how to deal with incidents before qualified assistance arrives.	Written assignment

**Unit 05 Support the work of your team and organisation (Y/618/5007)**

<b>Unit summary</b>	In this unit, learners will be able to work effectively with colleagues and improve their own work. They will also be able to help support and improve the work of their own team and organisation.
<b>Credit value</b>	2
<b>Guided learning hours</b>	15
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SkillsActive Spectator Safety NOS 2019

**Learning outcome 1****The learner will:****1 Understand how to work effectively with colleagues****The learner can:**

- 1.1 Explain what 'good working relationships' with colleagues means
- 1.2 Describe how to establish good working relationships with colleagues
- 1.3 Explain why it is important to communicate clearly
- 1.4 Describe how to communicate with managers in the organisation
- 1.5 List the duties within own area of responsibility
- 1.6 Explain why it is important to carry out duties as agreed or warn colleagues in good time if this is not possible
- 1.7 Identify situations in which help may be needed
- 1.8 Describe the importance of always asking for help and information when it is needed
- 1.9 Describe situations in which help and information may need to be provided to colleagues
- 1.10 Explain the purpose of team meetings
- 1.11 Explain why team discussions are important and why it is important to contribute to these
- 1.12 Describe the procedures for dealing with conflict in the organisation

**Learning outcome 2****The learner will:****2 Understand how to improve own work****The learner can:**

- 2.1 Explain why it is important to continuously improve own work
- 2.2 Explain why it is important to assess own work and get feedback from colleagues
- 2.3 Explain what it means and why it is important to handle criticism positively
- 2.4 Identify the relevant member of staff in the organisation to develop own development plan
- 2.5 Describe the procedures to follow to take part in training and development activities
- 2.6 Outline how to find opportunities to take on responsibilities to develop own skills and knowledge
- 2.7 Outline how to develop a career development plan to help own progression

**Learning outcome 3****The learner will:****3 Understand how to help support and improve the work of own team and organisation****The learner can:**

- 3.1 Identify the values or codes of practice relevant to the work they carry out
  - 3.2 Identify the importance of effective teamwork
  - 3.3 Describe how improving own work and the work of their team can improve the organisation as a whole and the level of service that the customer receives
  - 3.4 Explain why it is important to note customer feedback
  - 3.5 Outline how to identify areas where the team and organisation's work could be improved
  - 3.6 Identify the procedures to follow for making suggestions on how to improve services
  - 3.7 Explain why it is important to discuss own suggestions with colleagues and to take account of their ideas
- 

**Learning outcome 4****The learner will:****4 Be able to work effectively with colleagues****The learner can:**

- 4.1 Establish a working relationship with colleagues
  - 4.2 Communicate with colleagues clearly
  - 4.3 Maintain standards of professional behaviour
  - 4.4 Carry out own duties and commitments to colleagues as agreed, or communicate in good time when that is not possible
  - 4.5 Ask for help and information when needed
  - 4.6 Provide colleagues with help and information when they need it, following organisational procedures
  - 4.7 Contribute to team discussions
  - 4.8 Follow the correct procedures in case of disagreements or problems with colleagues
- 

**Learning outcome 5****The learner will:****5 Be able to improve own work****The learner can:**

- 5.1 Evaluate all aspects of own work
- 5.2 Ask colleagues for feedback on their work
- 5.3 Handle feedback positively
- 5.4 Work with a relevant person to identify areas of strengths and areas for improvement



- 5.5 Take part in relevant training and development activities
- 5.6 Regularly review personal development

**Learning outcome 6**

**The learner will:**

**6 Be able to help to improve the work of the organisation**

**The learner can:**

- 6.1 Ask customers for feedback on the services the organisation provides
- 6.2 Identify ways the team could improve services
- 6.3 Suggest these improvements to relevant colleagues, following organisational procedures
- 6.4 Discuss how to implement these changes to improve services
- 6.5 Help to change services so that they meet customer needs and expectations

**Assessment guidance**

<b>Delivery and assessment</b>
<p>Please see additional delivery and assessment guidance on page 13.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• professional discussion</li> <li>• portfolio of evidence</li> <li>• reflective diary on own practice in an appropriate working environment</li> <li>• written assignments</li> <li>• projects/case studies</li> <li>• coursework</li> <li>• task-based controlled assessment.</li> </ul>

<b>AC</b>	<b>Assessment guidance</b>	<b>Suggested assessment method</b>
1.1–1.4	Learners could complete a written report explaining what ‘good working relationships’ with colleagues means and describing how to establish good working relationships with colleagues. They should explain the importance of communicating clearly and how to communicate with managers within the organisation.	Written assignment

1.5–1.6	Learners could complete a written assignment, identifying own area of responsibility and why it is important to carry out duties as agreed or warn colleagues in good time if this is not possible.	Written assignment
1.7–1.9	Learners could complete a written assignment where they describe the importance of asking for help and information when it is needed and identifying situations in which help may be needed. Learners could also describe situations when help and information may need to be provided to colleagues.	Written assignment
1.10– 1.11	Learners could complete a written assignment explaining the purpose and importance of team meetings and why it is important to contribute to these.	Written assignment
1.12	Learners could complete a written assignment describing the procedures for dealing with conflict in the organisation.	Written assignment
2.1-2.3	Learners could complete a written assignment explaining why it is important to continuously improve and assess own work and get feedback from colleagues. Within the report they could also explain what it means and why it is important to handle criticism positively.	Written assignment
2.4–2.7	Learners could complete a written assignment outlining how to develop a career development plan to help own progression, within the report they should outline how to find opportunities to take on responsibilities to develop own skills and knowledge and the procedures to follow to take part in training and development activities. Learners should explain how to identify the relevant member of staff in the organisation to develop own development plan.	Written assignment
3.1–3.7	Learners could complete a written report which covers all of the assessment criteria within LO3.	Written assignment

# Section 3

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# Section 4

## Additional information

## Additional information

### Resource requirements

The following document is mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Assessment Strategy for the Level 2 Certificate in Spectator Safety.
- 

### Support for learners

#### Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This document can be downloaded free of charge from the NCFE website. You do not have to use the LETL – you can devise your own evidence tracking document instead.

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### Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

#### Qualification Factsheet

This document outlines the key information of this qualification for the centre, learner and employer.

#### Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- Sports Grounds Safety Authority: [sgsa.org.uk/](http://sgsa.org.uk/)
- ACT Awareness eLearning: [www.gov.uk/government/news/act-awareness-elearning](http://www.gov.uk/government/news/act-awareness-elearning)
- British Heart Foundation: [www.bhf.org.uk/](http://www.bhf.org.uk/)
- British Red Cross: [www.redcross.org.uk/](http://www.redcross.org.uk/)
- Royal Life Saving Society UK: [www.rlss.org.uk/](http://www.rlss.org.uk/)
- St Andrew's First Aid (in Scotland): [www.firstaid.org.uk/](http://www.firstaid.org.uk/)
- St John Ambulance (in England): [www.sja.org.uk/](http://www.sja.org.uk/)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse any learning resources available on these websites.

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### Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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