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# Qualification Specification

## Highfield Level 3 NVQ Certificate in Spectator Safety (RQF)

Qualification Number: 600/6686/6

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## Highfield Level 3 NVQ Certificate in Spectator Safety (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

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### Qualification regulation and support

The Highfield Level 3 NVQ Certificate in Spectator Safety has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is an English qualification framework and includes those qualifications regulated by Ofqual. It is also suitable for delivery in Northern Ireland and is regulated by CCEA Regulation.

This qualification is supported by SkillsActive, the sector skills council for the sport, active leisure and well-being sector.

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### Key facts

<b>Qualification number:</b>	600/6686/6
<b>Learning aim reference:</b>	60066866
<b>Credit value:</b>	24
<b>Assessment method:</b>	Portfolio of evidence
<b>Guided learning hours (GLH):</b>	110
<b>Total qualification time (TQT):</b>	240

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### Qualification overview and objective

The objective of this qualification is to prepare learners for employment and support a role in the workplace.

It is designed for those learners working or wishing to work in the match day and events stewarding industry at a supervisory level. This could include a variety of sporting, festival or musical events. The qualification meets the requirements laid out in the Sports Ground Safety Authority's Guide to Safety at Sports Grounds (known as the Green Guide).

It provides the knowledge and competency components for the Advanced Level Apprenticeship in Spectator Safety.

The qualification provides learners with the knowledge and understanding required for spectator safety supervision such as:

- preparing stewards and venues for spectator events
  - maintaining stewarding in designated areas and dealing with spectator problems and emergencies
  - dealing with accidents and emergencies
  - developing productive working relationships with colleagues
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### Entry requirements

To register on to this qualification, learners are required to be 16 years of age or above.

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## Guidance on delivery

The total qualification time for this qualification is 240 hours, of which 110 are recommended as guided learning hours. Depending on which optional units are chosen, the guided learning hours may increase.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

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## Guidance on assessment

This qualification is assessed through the completion of a portfolio of evidence that will also be internally quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed, and Highfield Qualifications promotes holistic assessment. Additional guidance is included at the bottom of each unit suggesting how each assessment criteria can be assessed. Suggested assessment paperwork is available on the Highfield Qualifications website.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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## Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

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## Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

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## Assessor requirements

Highfield Qualifications requires nominated assessors for this qualification to meet the following:

- hold a relevant subject area qualification or experience
  - hold, or be working towards, a recognised assessing qualification, which could include any of the following:
    - Level 3 Award in Assessing Competence in the Work Environment
    - Level 3 Certificate in Assessing Vocational Achievement
    - A1 Assess Learner Performance Using a Range of Methods
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- D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
  - maintain appropriate continued professional development for the subject area
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### **Internal quality assurance (IQA) requirements**

Highfield Qualifications requires internal quality assurers for this qualification to meet the following:

- hold a relevant subject area qualification or experience
  - hold, or be working towards, a recognised internal quality assurance qualification which could include any of the following:
    - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)
    - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
    - D34 or V1 verifier awards
  - maintain appropriate continued professional development for the subject area
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### **Mapping to National Occupational Standards (NOS)**

This qualification links directly to the National Occupational Standards for spectator safety at Level 3.

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### **Reasonable adjustments and special considerations**

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

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### **ID requirements**

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

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### Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Level 4 NVQ Certificate in Spectator Safety Management
- Level 4 NVQ Diploma in Spectator Safety Management

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### Useful websites

- [www.highfieldabc.com](http://www.highfieldabc.com)
- [www.highfield.co.uk](http://www.highfield.co.uk)
- [www.skillsactive.com](http://www.skillsactive.com)
- The Sports Ground Safety Authority - The 'Green Guide':
- <http://www.safetyatsportsgrounds.org.uk/publications/green-guide>
- The Event Safety Guide:  
[www.thepurpleguide.co.uk/](http://www.thepurpleguide.co.uk/)

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### Recommended training materials

Edens, C., & Porter, S. *Understanding Stewarding at Spectator Events*. Highfield.co.uk Ltd  
*Understanding Stewarding at Spectator Events Training PowerPoint™*. Highfield.co.uk Ltd

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### Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldelearning.com/org/TheHighfieldGroup>
- answer the questions
- click start

## Appendix 1: Qualification structure

To complete the **Highfield Level 3 NVQ Certificate in Spectator Safety (RQF)**, learners must complete **all units** contained within the mandatory group, as well as **two units** contained within the optional group.

### Mandatory group

Learners must achieve **all units** in this group.

Unit reference	Unit title	Level	GLH	Credit
K/502/8409	Prepare stewards and venues for spectator events	3	26	6
D/502/8410	Maintain stewarding in designated areas and deal with spectator problems and emergencies	3	15	4
D/501/5138	Deal with accidents and emergencies	2	14	2
K/502/8426	Develop productive working relationships with colleagues	3	16	4

### Optional Group

Learners must achieve a minimum of **two units** in this group.

Unit reference	Unit title	Level	GLH	Credit
H/502/8456	Support the efficient use of resources	4	19	5
M/502/8458	Manage own resources and professional development	4	20	5
K/502/8457	Manage information for action	3	24	6
J/501/5134	Help to manage conflict	2	20	4
K/502/8412	Control and detain people at a spectator event for action by the police	2	28	4
D/601/1553	Work with others to improve customer service	3	53	8

## Appendix 2: Qualification content

**Unit 1: Prepare stewards and venues for spectator events**

Unit number: K/502/8409

Credit: 6

GLH: 26

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Know how to prepare stewards and venues for spectator events</b></p>	<p>1.1 Explain the importance of thorough preparation prior to events</p> <p>1.2 Explain the possible consequences of not preparing thoroughly prior to events</p> <p>1.3 Identify legal and organisational requirements relating to safety at the venue</p> <p>1.4 Outline basic requirements relating to the Health and Safety at Work Act and how these apply to stewards at events</p> <p>1.5 Identify all relevant aspects of the area within own control</p> <p>1.6 Identify all relevant aspects of the programme for the event and the types of spectators who are likely to attend</p>
<p><b>2. Know how to allocate responsibilities to stewards</b></p>	<p>2.1 Describe the importance of having stewards with the right level of competence for their roles and responsibilities</p> <p>2.2 Identify the roles and responsibilities of stewards in own area of responsibility</p> <p>2.3 Explain the competencies which stewards need to fulfil identified roles and responsibilities</p> <p>2.4 Explain how to assess the competence of stewards to ensure they can fulfil their roles and responsibilities</p> <p>2.5 Explain how to identify the number of stewards needed in own area of responsibility</p> <p>2.6 Explain how to decide when it will be necessary to request more stewards</p> <p>2.7 Explain the procedures to follow when it is necessary to request more stewards</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>3. Be able to allocate responsibilities to stewards</b></p>	<p>3.1 Assess the competence of <b>stewards</b> for particular <b>roles and responsibilities</b> using relevant <b>information</b></p> <p>3.2 Make sure this information is complete, accurate and up to date</p> <p>3.3 Choose stewards for roles and responsibilities who meet the required <b>specifications</b></p> <p>3.4 Ensure there is the correct number of stewards for the designated area</p> <p>3.5 Make sure that the allocation of stewards to roles and responsibilities takes account of legislation and local statutory requirements</p>
<p><b>4. Know how to brief stewards on arrangements for the event</b></p>	<p>4.1 Explain how to brief stewards clearly and effectively before events</p> <p>4.2 Explain the importance of briefing stewards clearly and effectively before events</p> <p>4.3 Explain how to decide what information stewards will need to carry out their roles properly</p> <p>4.4 Explain how to get the required information</p> <p>4.5 Explain the relevant points which stewards need to know and why these things are important</p> <p>4.6 Explain why it is important to check understanding and how to do so</p> <p>4.7 Describe the types of questions which stewards may have, and how to answer these</p> <p>4.8 Explain how to recognise and deal with misunderstandings</p> <p>4.9 Identify the types of misunderstandings which may occur</p> <p>4.10 Explain how to obtain and check clear written briefing sheets</p> <p>4.11 Explain the importance of obtaining and checking clear written briefing sheets</p> <p>4.12 Explain how tone and language used when briefing stewards ensures that they adopt a responsible attitude to the event and their responsibilities</p> <p>4.13 Describe the equipment needed for the event</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.14 Explain the procedures to access the equipment needed for the event</p> <p>4.15 Identify the records which need to be completed</p> <p>4.16 Explain the importance of completing records accurately</p>
<p><b>5. Be able to brief stewards on arrangements for the event</b></p>	<p>5.1 Find out what <b>information</b> the <b>stewards</b> will need</p> <p>5.2 Obtain all the necessary information before the briefing</p> <p>5.3 Clearly and accurately communicate the main points which are relevant to the stewards and the reasons why they are important</p> <p>5.4 Check the stewards' understanding of what has been said and answer any questions clearly and correctly</p> <p>5.5 Recognise and quickly deal with any misunderstandings</p> <p>5.6 Make sure that written briefing sheets are available in good time for the briefing</p> <p>5.7 Brief the stewards in a way which maintains a responsible attitude to the event and the arrangements</p> <p>5.8 Make sure that the stewards are properly equipped and dressed for the event</p> <p>5.9 Complete any required <b>records</b> of the briefing correctly and legibly</p>
<p><b>6. Know how to check the venue before the event</b></p>	<p>6.1 Describe the main features of own areas of responsibility</p> <p>6.2 Explain the types of hazards which are likely to occur in own areas of responsibility</p> <p>6.3 Explain how to organise the checking of own area</p> <p>6.4 Explain how to assess hazards that may cause harm to spectators and to stewards</p> <p>6.5 Explain the types of actions to take in response to the 10 types of hazards</p> <p>6.6 Identify types of action which may endanger self and others</p> <p>6.7 Describe hazard reporting procedures</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	6.8 Describe the records which need to be completed 6.9 Explain the importance of completing required records accurately
<b>7. Be able to check the venue before the event</b>	7.1 Carefully check own designated <b>area</b> , following organisational procedures 7.2 Identify and promptly report any <b>hazards</b> to spectators and stewards 7.3 Correctly assess the seriousness of the hazard in consultation with the responsible person 7.4 Take action which is appropriate to the nature of the hazard and the circumstances, following organisational procedures 7.5 Make sure that whatever action taken does not endanger self or others 7.6 Clearly report the hazard and the action taken to the responsible colleague 7.7 Complete all necessary records legibly and correctly

### Additional unit guidance

Learning outcomes 3 - **Be able to allocate responsibilities to stewards**, 5 - **Be able to brief stewards on arrangements for the event** and 7 - **Be able to check the venue before the event** must be assessed using workplace evidence generated when the learner is preparing stewards and venues for spectator events. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis:

- **LO3 - Be able to allocate responsibilities to stewards**
- When allocating responsibilities to stewards, the learner must cover:
  - **all** the following types of **stewards**:
    - employees
    - contract staff
  - **all** the following types of **roles and responsibilities**:
    - safety
    - customer care
  - **all** the following types of **information**:
    - type of activity in the area
    - programme for the event
    - number of stewards needed

- house/ground rules
  - **all** the following types of **specifications**:
    - experience
    - competence
    - personal qualities
    - physical capability
- **LO5 - Be able to brief stewards on arrangements for the event**
- When briefing stewards on arrangements for the event, the learner must cover:
  - **five** of the following types of **information**:
    - the arrangements for the event
    - emergency procedures
    - code words
    - location of emergency equipment
    - key stewarding tasks
    - forward intelligence
    - steward safety
    - stewards present
  - **both** of the following types of **stewards**:
    - employees
    - contract staff
  - **two** of the following types of **records**:
    - equipment issued
    - who has been briefed
    - the information they have been given
    - who has given the briefing
- **LO7 - Be able to check the venue before the event**
- When checking the venue before the event, the learner must cover:
  - **two** of the following types of **areas**:
    - confined areas
    - open areas
    - public areas
    - non-public areas
  - **three** of the following types of **hazards**:
    - dangerous facilities
    - debris
    - possibility of unauthorised entry
    - fire
    - hygiene
    - unsafe entrances and exits
    - defective signage
    - defective lighting
    - suspicious articles

- defective emergency equipment

Learning outcomes 1 - **Know how to prepare stewards and venues for spectator events**, 2 - **Know how to allocate responsibilities to stewards** and 6 - **Know how to check the venue before the event** may be assessed by:

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

**Unit 2: Maintain stewarding in designated areas and deal with spectator problems and emergencies**

Unit number: D/502/8410

Credit: 4

GLH: 15

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Know how to monitor and maintain stewarding in the designated area</b></p>	<p>1.1 Identify the relevant organisational and legal requirements for monitoring and maintaining stewarding</p> <p>1.2 Describe the possible consequences of not monitoring stewarding arrangements</p> <p>1.3 Explain how to monitor stewards in the designated area</p> <p>1.4 Explain how to monitor and maintain the safety of stewards</p> <p>1.5 Explain how to calculate the number of stewards required in the designated area</p> <p>1.6 Explain the required duties of the stewards in the designated area</p> <p>1.7 Describe the information needed about conditions in the designated area</p> <p>1.8 Describe how to obtain information needed about conditions in the designated area</p> <p>1.9 Explain how to evaluate information received about conditions in the designated area</p> <p>1.10 Identify procedures for relaying information to the responsible colleague</p> <p>1.11 Describe the records which need to be kept in relation to monitoring and maintaining stewarding</p> <p>1.12 Explain why records in relation to monitoring and maintaining stewarding are important</p> <p>1.13 Explain how to give effective directions to stewards</p>
<p><b>2. Be able to monitor and maintain stewarding in the designated area</b></p>	<p>2.1 Monitor the stewards in the designated area</p> <p>2.2 Make sure there is the correct number of stewards at designated points, and that they are carrying out their duties throughout the event</p> <p>2.3 Monitor and maintain the safety of stewards</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.4 Obtain <b>information</b> about the conditions in the area of responsibility throughout the event</p> <p>2.5 Evaluate information about conditions at agreed intervals</p> <p>2.6 <b>Communicate</b> with the responsible colleague using the agreed procedures</p> <p>2.7 Keep accurate and clear records of all significant information and decisions, following organisational procedures</p> <p>2.8 Provide the stewards with clear and prompt directions in line with organisational and legal requirements</p>
<p><b>3. Know how to assess and respond to referred problems and emergencies</b></p>	<p>3.1 Identify safety procedures within the venue</p> <p>3.2 Describe own responsibilities and scope of control for dealing with referred problems and emergencies</p> <p>3.3 Outline the types of crowd behaviour, physical hazards and emergencies which are likely to occur</p> <p>3.4 Explain how to assess the seriousness of the types of problems and emergencies listed in the range</p> <p>3.5 Explain the appropriate action to take and procedures to follow for the types of problems and emergencies listed in the range</p> <p>3.6 Describe what it means to make decisions impartially</p> <p>3.7 Explain the importance of making decisions impartially</p> <p>3.8 Explain how to give clear and calm instructions to stewards</p> <p>3.9 Explain the importance of giving clear and calm instructions to stewards</p> <p>3.10 Describe the records which need to be kept in relation to problems and emergencies</p> <p>3.11 Explain the importance of the records which need to be kept</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.12 Explain how to communicate with spectators sympathetically and assertively</p> <p>3.13 Explain the importance of communicating with spectators sympathetically and assertively</p>
<p><b>4. Be able to assess and respond to referred problems and emergencies</b></p>	<p>4.1 Promptly assess the seriousness of the <b>problem and/or emergency</b> using the information available</p> <p>4.2 Instruct the stewards to take action which is appropriate to the problem and/or emergency and agreed procedures</p> <p>4.3 Make all decisions impartially</p> <p>4.4 Provide stewards with clear and calm instructions</p> <p>4.5 Promptly and clearly inform the responsible colleague of the problem and/or emergency and the action being taken</p> <p>4.6 Record <b>information</b> on the problem and/or emergency and the action taken legibly on the required record sheet</p> <p>4.7 Communicate with spectators in a sympathetic but assertive manner</p>
<p><b>5. Know how to debrief stewards and check venue and equipment</b></p>	<p>5.1 Describe the information which is needed for debriefing sessions</p> <p>5.2 Explain how to obtain the information which is needed for debriefing sessions</p> <p>5.3 Explain the importance of debriefing</p> <p>5.4 Explain how to effectively encourage feedback on the event and the arrangements</p> <p>5.5 Describe the importance of getting both negative and positive feedback on the event and the arrangements</p> <p>5.6 Explain the importance of checking the accuracy and relevance of feedback with other stewards</p> <p>5.7 Explain how to evaluate feedback and pick up on the main points</p> <p>5.8 Outline reporting procedures</p> <p>5.9 Explain why equipment and venue must be checked following an event</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.10 Explain how to identify damaged and ineffective equipment 5.11 Explain the procedures for removing damaged and ineffective equipment from service 5.12 Explain how to check the venue following an event 5.13 Identify reporting procedures for the equipment and venue
<b>6. Be able to debrief stewards and check venue and equipment</b>	6.1 Obtain the information needed for debriefing from the responsible colleague 6.2 Encourage the stewards to provide both positive and negative feedback on the event and <b>arrangements</b> 6.3 Check the accuracy and relevance of feedback with other stewards 6.4 Collect all the relevant information from stewards 6.5 Evaluate the information collected from stewards 6.6 Communicate relevant information from the debrief to the responsible colleague 6.7 Make sure all incidents are fully reported and recorded 6.8 Make sure that all reports are factual and follow agreed procedures 6.9 Follow the organisational procedures for getting <b>equipment</b> back from the stewards 6.10 Follow organisational procedures for checking the venue 6.11 Record and report issues to do with equipment and the venue to the responsible colleague

**Additional unit guidance**

Learning outcomes 2 - **Be able to monitor and maintain stewarding in the designated area**, 4 - **Be able to assess and respond to referred problems and emergencies** and 6 - **Be able to debrief stewards and check venue and equipment** must be assessed using workplace evidence generated when the learner is maintaining stewarding in designated areas and dealing with spectator problems and emergencies:

- **LO2 - Be able to monitor and maintain stewarding in the designated area**
- When monitoring and maintaining stewarding in the designated area, the learner must cover:
  - **all** the following types of **area**:
    - confined areas
    - open areas
    - public areas
    - non-public areas
  - **two** of the following types of **information**:
    - crowd behaviour
    - physical hazards
    - emergencies
    - revised procedures
  - **two** of the following types of **methods of communicating**:
    - radio
    - telephone
    - face-to-face
- **LO4 - Be able to assess and respond to referred problems and emergencies**
- When assessing and responding to referred problems and emergencies, the learner must cover:
  - **two** of the following types of **problems and/or emergencies**:
    - unlawful and unsociable behaviour
    - dangerous crowd situations
    - physical hazards
    - fire
    - structural failure
    - medical emergencies
  - **two** of the following types of **information collected**:
    - by observation
    - from stewards
    - from spectators
    - from colleagues
  - **three** of the following types of **action**:
    - by removing people and objects
    - containing the crowd
    - being visible to the crowd
    - reassuring
    - warning
    - isolating the event
    - evacuating the area
    - fighting the fire
    - calling in qualified assistance
- **LO6 - Be able to debrief stewards and check venue and equipment**
- When debriefing stewards and checking venue and equipment, the learner must cover:

- **all** the following **types of arrangements**:
  - normal operating procedures
  - emergency procedures
  - appropriateness of equipment
  - allocation of stewards
- **two** of the following **types of equipment**:
  - pens and notepads
  - safety equipment
  - keys
  - handbooks

Learning outcomes 1 - **Know how to monitor and maintain stewarding in the designated area**, 3 - **Know how to assess and respond to referred problems and emergencies** and 5 - **Know how to debrief stewards and check venue and equipment** may be assessed by:

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

**Unit 3:** Deal with accidents and emergencies  
 Unit number: D/501/5130  
 Credit: 2  
 GLH: 14  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Deal with injuries and signs of illness</b></p>	<p>1.1 Remain calm and follow their organisation’s procedures</p> <p>1.2 Protect the <b>casualty</b> and other people involved from further risk</p> <p>1.3 Call for <b>qualified assistance</b> that is appropriate to the casualty’s <b>condition</b></p> <p>1.4 Provide reassurance and comfort to those involved</p> <p>1.5 Give the qualified assistance clear and accurate information about what happened</p> <p>1.6 Follow the accident reporting procedures, as required</p>
<p><b>2. Follow emergency procedures</b></p>	<p>2.1 Give the <b>people</b> involved in the emergency clear and correct instructions</p> <p>2.2 Carry out their role in the emergency procedures calmly and correctly</p> <p>2.3 Maintain the safety of the people involved</p> <p>2.4 Follow the correct procedures for reporting the emergency</p> <p>2.5 Report any problems with the emergency procedures to the relevant colleague</p>
<p><b>3. Know how to deal with injuries and signs of illness</b></p>	<p>3.1 Describe the values or codes of practice relevant to the work they are carrying out</p> <p>3.2 Explain the importance of dealing with accidents and emergencies promptly, calmly and correctly</p> <p>3.3 Identify the types of injuries and illnesses that may occur in their area of work</p> <p>3.4 Describe how to deal with these injuries and illnesses before qualified assistance arrives</p> <p>3.5 Identify whether to contact the on-site first aider or immediately call the emergency services depending on the situation and organisational procedures</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.6 Identify who the on-site first-aider is and describe how to contact them</p> <p>3.7 Describe the procedures they should follow to contact the emergency services</p> <p>3.8 Explain why it is important to protect the casualty and others involved from further harm</p> <p>3.9 Describe the procedures to follow to protect the casualty and others</p> <p>3.10 Explain why it is important to provide comfort and reassurance</p> <p>3.11 Describe how to provide reassurance and comfort</p> <p>3.12 Describe their responsibilities for reporting accidents</p> <p>3.13 Describe the procedures for reporting accidents</p>
<p><b>4. Know how to follow emergency procedures</b></p>	<p>4.1 Describe the emergency procedures in their place of work for:</p> <ul style="list-style-type: none"> <li>• fires</li> <li>• security incidents</li> <li>• missing persons</li> </ul> <p>4.2 Describe the instructions that must be given to the people involved in each type of incident</p> <p>4.3 Describe their organisation’s reporting procedures for emergencies</p> <p>4.4 Describe the types of problems that may occur during emergency procedures</p> <p>4.5 Explain why they should report problems with emergency procedures</p> <p>4.6 Identify who problems with emergency procedures should be reported to</p>

**Additional unit guidance**

Learning outcomes 1 - **Deal with injuries and signs of illness** and 2 - **Follow emergency procedures** must be assessed using workplace evidence generated when the learner is dealing with accidents and emergencies or through realistic simulations:

- **LO1 - Deal with injuries and signs of illness**
- While dealing with injuries and signs of illness, the learner must cover:
  - at least **one** of the following types of **casualties**:
    - adult
    - child
    - person with particular needs
  - at least **one** of the following types of **qualified assistance**:
    - the organisation’s first-aider
    - emergency services
  - at least **one** of the following types of **conditions**:
    - minor injury that can be dealt with on-site
    - minor illness that can be dealt with on-site
    - major injury requiring medical attention
    - major illness requiring medical attention

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

- **LO2 - Follow emergency procedures**
- While following emergency procedures, the learner must cover:
  - at least **one** of the following types of **people**:
    - adults
    - children
    - people with particular needs

**Please note:** If the learner can only cover one type of person through workplace evidence or simulation, they must be questioned on the rest.

Learning outcomes 3 - **Know how to deal with injuries and signs of illness** and 4 - **Know how to follow emergency procedures** can be assessed by:

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

**Unit 4:**            **Develop productive working relationships with colleagues**  
 Unit number:    K/502/8426  
 Credit:            4  
 GLH:              16  
 Level:             3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to establish and maintain working relationships with colleagues</b></p>	<p>1.1 Describe the benefits of developing productive working relationships with colleagues</p> <p>1.2 Explain how to identify disagreements with colleagues</p> <p>1.3 Describe techniques for resolving conflicts with colleagues</p> <p>1.4 Explain how to identify conflicts of interest with colleagues</p> <p>1.5 Describe the measures that can be used to manage or remove conflicts of interest with colleagues</p> <p>1.6 Explain how to take account of diversity issues when developing working relationships with colleagues</p>
<p><b>2. Be able to establish and maintain working relationships with colleagues</b></p>	<p>2.1 Establish working relationships with all colleagues who are relevant to own area of responsibility</p> <p>2.2 Recognise, agree and respect the roles and responsibilities of colleagues</p> <p>2.3 Take account of the priorities, expectations and authority of colleagues in decisions and actions</p>
<p><b>3. Understand how to improve performance with colleagues</b></p>	<p>3.1 Describe how to get and make use of feedback on own performance from colleagues</p> <p>3.2 Describe how to provide colleagues with useful feedback on their performance</p>
<p><b>4. Be able to improve performance with colleagues</b></p>	<p>4.1 Provide feedback to colleagues on their performance</p> <p>4.2 Seek feedback from colleagues on own performance in order to identify areas for improvement</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>5. Understand how to communicate with colleagues</b></p>	<p>5.1 Outline the principles of effective communication</p> <p>5.2 Describe how to apply the principles of effective communication when working with colleagues</p> <p>5.3 Outline the importance of exchanging information and resources with colleagues</p>
<p><b>6. Understand the sector in which they work with colleagues</b></p>	<p>6.1 Identify the relevant regulations and codes of practice that apply in the industry or sector</p> <p>6.2 Describe standards of behaviour and performance in the industry or sector</p> <p>6.3 Describe the working culture of the industry or sector</p>
<p><b>7. Understand the context in which they work with colleagues</b></p>	<p>7.1 Identify the current and future work being carried out with colleagues</p> <p>7.2 Identify the colleagues who are relevant to the work being carried out, their work roles and responsibilities</p> <p>7.3 Describe the processes within the organisation for making decisions</p> <p>7.4 Describe line management responsibilities and relationships within the organization</p> <p>7.5 Describe the organisation’s values and culture</p> <p>7.6 Explain how power, influence and politics works within the organization</p> <p>7.7 Identify the standards of behaviour and performance expected in the organization</p> <p>7.8 Describe the information and resources that different colleagues might need</p> <p>7.9 Explain work agreements with colleagues</p>
<p><b>8. Be able to work with colleagues</b></p>	<p>8.1 Fulfil agreements made with colleagues and keep them informed of progress</p> <p>8.2 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements</p> <p>8.3 Resolve any conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	8.4 Exchange information and resources with colleagues to make sure that all parties can work effectively

**Additional unit guidance**

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

**Unit 5:** Support the efficient use of resources  
 Unit number: H/502/8456  
 Credit: 5  
 GLH: 19  
 Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Know how to support the efficient use of resources</b></p>	<p>1.1 Explain how to communicate effectively with team members, colleagues and line managers</p> <p>1.2 Identify team objectives and organisational policies regarding the use of resources</p> <p>1.3 Describe the organisational procedures for making recommendations on the use of resources</p> <p>1.4 Explain the importance of effective management of resources to organisational performance</p> <p>1.5 Describe the principles underpinning the effective and efficient management of resources</p>
<p><b>2. Know how to make recommendations for the use of resources</b></p>	<p>2.1 Explain how to develop and argue an effective case for changes in the management of resources</p> <p>2.2 Explain how to enable people to identify and communicate the resources they need</p> <p>2.3 Describe the trends and developments which may influence the future use of resources and how to plan for these</p>
<p><b>3. Be able to make recommendations for the use of resources</b></p>	<p>3.1 Give <b>relevant people</b> the opportunity to provide information on the resources the team needs</p> <p>3.2 Make <b>recommendations</b> for the use of resources that take account of relevant past experience</p> <p>3.3 Make recommendations that take account of trends and developments which are likely to affect the use of resources</p> <p>3.4 Make recommendations that are consistent with team objectives, organisational policies and environmental concerns</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.5 Make recommendations that clearly indicate the potential benefits expected from the planned use of resources</p> <p>3.6 Present the recommendations to relevant people in an appropriate and timely manner</p>
<p><b>4. Know how to contribute to the control of resources</b></p>	<p>4.1 Explain how to encourage others to take responsibility for the control of resources in own area of work</p> <p>4.2 Describe the potential environmental impact of the resources being used</p> <p>4.3 Describe the problems which may occur with resources and how these can be dealt with</p> <p>4.4 Describe the importance of keeping accurate records on the use of resources</p> <p>4.5 Explain how to monitor and control the use of resources to maximise efficiency, while maintaining the quality of products and services</p> <p>4.6 Explain how to analyse the past use of resources</p> <p>4.7 Explain how to use results of analysis to make recommendations on more effective use of resources in the future</p>
<p><b>5. Be able to contribute to the control of resources</b></p>	<p>5.1 Give <b>relevant people</b> opportunities to take individual responsibility for the efficient use of resources</p> <p>5.2 Monitor the use of resources under own control at appropriate intervals</p> <p>5.3 Make sure the use of resources by the team is efficient and takes into account the potential impact on the environment</p> <p>5.4 Monitor the quality of resources continuously and ensure consistency in product and service delivery</p> <p>5.5 Identify problems with resources promptly</p> <p>5.6 Make recommendations for <b>corrective action</b> to the relevant people as soon as possible</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.7 Make recommendations for improving the use of resources to relevant people in an appropriate and timely manner  5.8 Make sure that records relating to the use of resources are complete, accurate and available to authorised people only

### Additional unit guidance

Learning outcomes 3 - **Be able to make recommendations for the use of resources** and 5 - **Be able to contribute to the control of resources** must be assessed using workplace evidence generated when the learner is supporting the efficient use of resources. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis:

- **LO3 - Be able to make recommendations for the use of resources**
- When making recommendations for the use of resources, the learner must cover:
  - **one** of the following types of **relevant people**:
    - team members
    - colleagues working at the same level
    - higher-level managers or supervisors
  - **both** of the following types of **recommendations**:
    - short-term
    - medium-term
- **LO5 - Be able to contribute to the control of resources**
- When contributing to the control of resources, the learner must cover:
  - **one** of the following types of **relevant people**:
    - team members
    - colleagues working at the same level
    - higher-level managers or supervisors
  - **two** of the following types of **corrective action**:
    - altering activities
    - modifying the use of resources
    - re-negotiating the allocation of resources

Learning outcomes 1 - **Know how to support the efficient use of resources**, 2 - **Know how to make recommendations for the use of resources** and 4 - **Know how to contribute to the control of resources** can be assessed through:

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

**Unit 6:** Manage own resources and professional development  
 Unit number: M/502/8458  
 Credit: 5  
 GLH: 20  
 Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the relationship between the management of personal resources and performance in own work role</b>	1.1 Explain the significance of personal resource management 1.2 Summarise active leisure and learning industry requirements for the development or maintenance of knowledge, understanding and skills
<b>2. Understand how to identify the requirements of a work role</b>	2.1 Describe methods to identify work role requirements 2.2 Summarise own work role requirements 2.3 Describe the limits of own work role responsibility 2.4 Describe the reporting lines in own organisation
<b>3. Know how to set work objectives to meet the requirements of a work role</b>	3.1 Explain how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound) 3.2 Summarise work objectives for own work role
<b>4. Know how to evaluate personal resources against work role requirements and agreed work objectives</b>	4.1 Explain the importance of performance feedback 4.2 Describe sources through which feedback can be obtained and indicate those sources that are available in own organisation 4.3 Describe methods which can be used to identify development needs/gaps between work role requirements and current knowledge, understanding and skills 4.4 Explain how to record use of own time and identify possible improvements to time management 4.5 Outline and identify gaps in current knowledge, understanding and skills in relation to own work role

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>5. Understand how to develop personal resources to meet work role requirements and improve performance</b></p>	<p>5.1 Describe the main components of an effective development plan</p> <p>5.2 Describe the contents of own personal development plan</p> <p>5.3 Explain how to update work objectives and development plans in the light of performance, feedback, development activities or wider change</p> <p>5.4 Outline own organisation’s policy and procedures in terms of personal development</p> <p>5.5 Describe the main types of development activities which can be undertaken to address gaps in knowledge, understanding and skills and indicate those that are available via own organisation</p> <p>5.6 Describe the type of information that could be used to make a personal assessment of whether development activities have contributed to improving own work performance</p>
<p><b>6. Be able to identify learning needs in the context of own work role</b></p>	<p>6.1 Evaluate the current and future requirements of own work role, taking account of the vision and objectives of the organisation</p> <p>6.2 Evaluate own values, career and personal goals</p> <p>6.3 Identify information which is relevant to own work role and professional development</p> <p>6.4 Agree personal work objectives with relevant people</p> <p>6.5 Agree how to measure personal progress towards work objectives with relevant people</p> <p>6.6 Identify gaps between the current and future requirements of own work role and own current knowledge, understanding and skills</p>
<p><b>7. Be able to plan own continuous professional development</b></p>	<p>7.1 Agree with relevant people in the organisation a development plan to address identified gaps in current knowledge, understanding and skills and support own career and personal goals</p>

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

**Additional unit guidance**

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

**Unit 7:**           **Manage information for action**  
 Unit number:   K/502/8457  
 Credit:           6  
 GLH:             24  
 Level:            3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Know how to manage information for action</b></p>	<p>1.1 Explain own role and responsibility in relation to providing information and advice to others</p> <p>1.2 Explain own role and responsibility in relation to gathering, validating and analysing information</p> <p>1.3 Identify the types of qualitative and quantitative information which are essential to own role and responsibilities</p> <p>1.4 Explain how to give information and advice effectively in both oral and written format</p> <p>1.5 Explain how to record and store the information which is needed</p> <p>1.6 Explain the importance to team and organisational effectiveness of gathering, validating and analysing information</p>
<p><b>2. Know how to gather required information</b></p>	<p>2.1 Explain how to gather information needed for the job:</p> <ul style="list-style-type: none"> <li>• electronically</li> <li>• manually</li> </ul> <p>2.2 Describe the types of problems which may occur when gathering information</p> <p>2.3 Explain how to overcome problems which may occur when gathering information</p> <p>2.4 Evaluate the effectiveness of current methods of gathering and storing information</p> <p>2.5 Describe the procedures to follow in order to make recommendations for improvements to systems and procedures</p>
<p><b>3. Be able to gather required information</b></p>	<p>3.1 Gather <b>information</b> that is accurate, sufficient and relevant to the purpose for which it is needed</p> <p>3.2 Take prompt and effective action to overcome problems in gathering relevant information</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.3 Record and store the information gathered according to organisational <b>systems and procedures</b></p> <p>3.4 Ensure that the information gathered is accessible in the required format to authorised people only</p> <p>3.5 Identify possible improvements to systems and procedures</p> <p>3.6 Pass on identified possible improvements to systems and procedures to the relevant people</p>
<p><b>4. Know how to inform and advise others</b></p>	<p>4.1 Outline the types of information and advice that other people may require within own area of work</p> <p>4.2 Explain how to develop and present a reasoned case when providing advice to others</p> <p>4.3 Explain how to confirm the recipient's understanding of the information and advice which have been provided</p> <p>4.4 Explain the importance of confirming the recipient's understanding of the information and advice which have been provided</p> <p>4.5 Explain how to seek feedback on the quality and relevance of the advice and information provided</p> <p>4.6 Explain the importance of encouraging and enabling feedback on the quality and relevance of the advice and information provided</p> <p>4.7 Identify organisational policies, procedures and resource constraints which may affect advice and information given to others</p> <p>4.8 Explain the importance of providing information and advice to others</p> <p>4.9 Explain how to check the validity of information and advice provided to others</p> <p>4.10 Explain the importance of checking the validity of information and advice provided to others</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.11 Explain the principles of confidentiality when handling information and advice
<p><b>5. Be able to inform and advise others</b></p>	<p>5.1 Give <b>information and advice</b> at a time and place, and in a form and manner, appropriate to the needs of <b>recipients</b></p> <p>5.2 Ensure the information and advice given is accurate, current, relevant and sufficient</p> <p>5.3 Give information and advice that is consistent with organisational policy, procedures and resource constraints</p> <p>5.4 Use reasoned arguments and appropriate evidence to support own information and advice</p> <p>5.5 Check and confirm recipients' understanding of the information and advice that has been given</p> <p>5.6 Maintain confidentiality according to organisational requirements</p> <p>5.7 Seek feedback from recipients about the information and advice provided</p> <p>5.8 Use feedback from recipients to improve the ways in which information and advice is given</p>
<p><b>6. Know how to hold meetings</b></p>	<p>6.1 Explain how to determine when a meeting is the most effective way of dealing with issues, and the possible alternatives available</p> <p>6.2 Explain the value and limitations of meetings as a method of exchanging information and making decisions</p> <p>6.3 Explain procedures to follow when calling meetings and preparing for them</p> <p>6.4 Explain how to determine who are the necessary people to attend the meeting</p> <p>6.5 Explain how to determine the purpose and objectives of meetings</p> <p>6.6 Explain the importance of determining the purpose and objectives of meetings</p> <p>6.7 Explain the styles of leadership which can be used to run meetings</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	6.8 Describe how to choose a style of leadership according to the nature of the meeting 6.9 Explain how to manage discussions so that the objectives of the meeting are met within the allocated time 6.10 Explain how to identify unhelpful arguments and digressions 6.11 Explain strategies which may be used to discourage unhelpful arguments and digressions
<b>7. Be able to hold meetings</b>	7.1 Give sufficient notice of the <b>meeting</b> to allow the necessary people to attend 7.2 Make the <b>purpose</b> and objectives of the meeting clear at the start 7.3 Adopt a style of leadership that helps people to make useful contributions 7.4 Discourage unhelpful arguments and digressions 7.5 Achieve the objectives of the meeting within the allocated time 7.6 Give clear, accurate and concise information about outcomes of the meeting promptly to those who need it

### Additional unit guidance

Learning outcomes 3 - **Be able to gather required information**, 5 - **Be able to inform and advise others** and 7 - **Be able to hold meetings** must be assessed using workplace evidence generated when the learner is managing information for action. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis:

- **LO3 - Be able to gather required information**
- When gathering required information, the learner must cover:
  - **two** of the following types of **information**:
    - quantitative
    - qualitative
    - in electronic format
    - paper-based
  - **one** of the following types of **systems and procedures**:
    - formal
    - informal

- **LO5 - Be able to inform and advise others**
- When informing and advising others, the learner must cover:
  - **two** of the following types of **information and advice**:
    - spoken
    - written
    - in electronic format
  - **two** of the following types of **recipients**:
    - team members
    - colleagues working at the same level
    - higher-level managers or sponsors
    - people not part of own organisation
- **LO7 - Be able to hold meetings**
- When holding meetings, the learner must cover:
  - **one** of the following types of **meetings**:
    - involving people within own organisation
    - involving people from outside own organisation
  - with **one** of the following types of **purposes**:
    - information giving
    - consultation
    - decision making

Learning outcomes 1 - **Know how to manage information for action**, 2 - **Know how to gather required information**, 4 - **Know how to inform and advise others** and 6 - **Know how to hold meetings** can be assessed through:

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

**Unit 8:** Help to manage conflict  
 Unit number: J/501/5134  
 Credit: 4  
 GLH: 20  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Communicate with people in conflict situations</b></p>	<p>1.1 Remain calm and follow their organisation’s procedures</p> <p>1.2 <b>Communicate</b> with the <b>people</b> in a way that minimises and reduces conflict</p> <p>1.3 Maintain their own personal space</p> <p>1.4 Respect the personal space of others</p> <p>1.5 Listen actively to what people are saying</p> <p>1.6 Show empathy</p> <p>1.7 Use sensitive questioning to get further information about the situation</p> <p>1.8 Summarise and feed back to people what they have said and confirm understanding of the situation</p>
<p><b>2. Follow procedures to resolve conflict</b></p>	<p>2.1 Assess the risks to themselves and others in the situation</p> <p>2.2 Assess the seriousness of the situation and the behaviour of the people involved</p> <p>2.3 Maintain their own personal safety</p> <p>2.4 Follow agreed <b>procedures</b> for the type of situation and <b>people</b> involved</p> <p>2.5 Collect and report necessary information about the people involved and the situation</p>
<p><b>3. Know how to communicate with people in conflict situations</b></p>	<p>3.1 Identify the types of conflict situations that are likely to arise</p> <p>3.2 Describe the correct responses for each of these types of situations</p> <p>3.3 Identify the legal considerations covering self-defence and the use of force and your own role and responsibilities</p> <p>3.4 Explain the importance of effective communication with people in conflict</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>situations and how poor communication can make situations worse</p> <p>3.5 Describe the appropriate forms of body language and other non-verbal types of communication to use</p> <p>3.6 Explain what is meant by personal space and why it is important to maintain one's personal space</p> <p>3.7 Describe how to maintain personal space and the personal space of others</p> <p>3.8 Explain why it is important to show one is listening actively to what is being said</p> <p>3.9 Describe how to demonstrate active listening</p> <p>3.10 Describe how to show empathy</p> <p>3.11 Explain why showing empathy is important</p> <p>3.12 Describe how to use sensitive questioning to get information about a situation</p> <p>3.13 Explain why it is important to summarise and feedback to others what has been said</p>
<p><b>4. Know how to follow procedures to resolve conflict</b></p>	<p>4.1 Describe how to carry out risk assessments in conflict situations and the factors that should be kept in mind</p> <p>4.2 Identify situations in which it would be appropriate to:</p> <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> <p>4.3 Explain why they should inform the supervisor/control room of their initial response</p> <p>4.4 Explain why they should collect and report information about the people involved and the situation</p> <p>4.5 Describe how to collect and report relevant information</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	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

### Additional unit guidance

Learning outcomes 1 - **Communicate with people in conflict situations** and 2 - **Follow procedures to resolve conflict** must be assessed using workplace evidence when the learner is dealing with conflict or by realistic simulations. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis:

- **LO1 - Communicate with people in conflict situations**

- The learner must communicate appropriately:
  - using **all** the following **methods**:
    - verbal communication
    - body language
    - other forms of non-verbal communication
  - with **two** of the following types of **people**:
    - cooperative
    - uncooperative
    - intoxicated
    - emotional
    - with a limited understanding of English
    - people with particular needs

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

- **LO2 - Follow procedures to resolve conflict**

- While resolving conflict, the learner must cover:
  - **all** of the following **procedures**:
    - do nothing
    - maintain observation
    - give advice or warning
    - request assistance
  - with **two** of the following types of **people**:
    - cooperative

- uncooperative
- intoxicated
- emotional
- with a limited understanding of English
- people with particular needs

Learning outcomes 3 - **Know how to communicate with people in conflict situations** and 4 - **Know how to follow procedures to resolve conflict** can be assessed through:

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

**Unit 9: Control and detain people at a spectator event for action by the police**  
 Unit number: K/502/8412  
 Credit: 4  
 GLH: 28  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Know how to control and detain people at a spectator event for action by the police</b></p>	<p>1.1 Explain the implications of unlawful behaviour for the safety, security and welfare of spectators</p> <p>1.2 Identify offences that constitute unlawful behaviour at the types of events relevant to own work</p> <p>1.3 Describe situations in which the use of force can be legally justified</p> <p>1.4 Explain common law as it applies to the defence of 'self-defence'</p> <p>1.5 Explain approved techniques that can be used to restrain people</p> <p>1.6 Outline basic principles of customer care</p> <p>1.7 Describe factors to bear in mind when using force</p> <p>1.8 Explain how to vary own approach according to factors to bear in mind when using force</p> <p>1.9 Explain why it is important to minimise the risk of injury to those involved</p> <p>1.10 Explain how to maintain own personal safety and that of others involved in the situation</p> <p>1.11 Describe the agreed procedures for detaining people</p> <p>1.12 Identify own limits of authority in regard to restraining and detaining people</p> <p>1.13 Describe the basic legal requirements for detaining people</p> <p>1.14 Describe situations where detaining people is not lawful</p> <p>1.15 Explain the possible implications of detaining people</p> <p>1.16 Explain safety techniques for detaining people</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>1.17 Explain the importance of maintaining contact with own supervisor, and following their instructions, during incidents</p> <p>1.18 Describe why it is important to keep an accurate record of what has happened</p> <p>1.19 Identify what should be recorded that could be used as evidence</p> <p>1.20 Identify other sources of evidence that may be used</p> <p>1.21 Describe the importance of giving full and accurate information to the police</p> <p>1.22 Explain procedures for reporting to the police</p>
<p><b>2. Be able to use reasonable force to control people in conflict situations</b></p>	<p>2.1 Assess the need to use force according to legal requirements</p> <p>2.2 Call relevant <b>person/people</b> for assistance</p> <p>2.3 Only use the amount of force justified by the resistance offered by the people involved</p> <p>2.4 Make sure use of force is tactically sound for the situation</p> <p>2.5 Minimise the risk of injury to self and to others</p> <p>2.6 Maintain own safety and that of others</p> <p>2.7 Take people to a secure area</p> <p>2.8 Keep an accurate record of what has happened</p>
<p><b>3. Be able to detain people for action by the police</b></p>	<p>3.1 Identify situations where detention is necessary and lawful</p> <p>3.2 Follow agreed procedures for detaining <b>people</b> and explain to people involved what is happening and why</p> <p>3.3 Use a minimum of force and remain polite and courteous throughout the incident</p> <p>3.4 Maintain own safety and that of the people involved</p> <p>3.5 Keep in contact with own supervisors during the incident and follow their guidance</p> <p>3.6 Hand over detained people to the police</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.7 Give the police full and accurate information about the incident

### Additional unit guidance

Learning outcomes 2 - **Be able to use reasonable force to control people in conflict situations** and 3 - **Be able to detain people for action by the police** must be assessed using workplace evidence generated when the learner is controlling and detaining people at a spectator event for action by the police. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis:

- **LO2 Be able to use reasonable force to control people in conflict situations**
- When controlling people in conflict situations at a spectator event, the learner must cover:
  - **two** of the following types of **people**:
    - intoxicated
    - violent
    - stronger
    - weaker
    - using weapons
    - with particular needs
- **LO3 Be able to detain people for action by the police**
- When detaining people at a spectator event for action by the police, the learner must cover:
  - **two** of the following types of **people**:
    - intoxicated
    - violent
    - stronger
    - weaker
    - using weapons
    - with particular needs

Learning outcome 1 - **Know how to control and detain people at a spectator event for action by the police** can be assessed by:

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

**Unit 10:** Work with others to improve customer service  
 Unit number: D/601/1553  
 Credit: 8  
 GLH: 53  
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Improve customer service by working with others</b>	1.1 Contribute constructive ideas for improving customer service 1.2 Identify what they have to do to improve customer service and confirm this with others 1.3 Agree with others what they have to do to improve customer service 1.4 Cooperate with others to improve customer service 1.5 Keep their commitments made to others 1.6 Make others aware of anything that may affect plans to improve customer service
<b>2. Monitor their own performance when improving customer service</b>	2.1 Discuss with others how what they do affects customer service performance 2.2 Identify how the way they work with others contributes towards improving customer service
<b>3. Monitor team performance when improving customer service</b>	3.1 Discuss with others how teamwork affects customer service performance 3.2 Work with others to collect information on team customer service performance 3.3 Identify with others how customer service teamwork could be improved 3.4 Take action with others to improve customer service performance
<b>4. Understand how to work with others to improve customer service</b>	4.1 Describe who else is involved either directly or indirectly in the delivery of customer service 4.2 Describe the roles and responsibilities of others in their organisation 4.3 Describe the roles of others outside their organisation who have an impact on their services or products

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4 Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set  4.5 Evaluate how their organisation identifies improvements in customer service

Additional unit guidance
As specified in the <a href="#">‘Customer Service Assessment Strategy 2010’</a> .

### Appendix 3: Sample assessment material

#### Portfolio of evidence

Please refer to the Learner Pack (which is available for centres to download from the Highfield Qualifications website) for information to help learners compile and keep track of evidence to support the successful completion of the qualification.

Assessors must ensure that the learner’s portfolio sufficiently covers all learning outcomes and assessment criteria as defined in each unit of the qualification.

The evidence that is collected to make up the portfolio will be in a variety of formats. Assessors are responsible for ensuring learners compile their portfolio correctly, by gathering evidence for each unit that is both adequate and suitable for the requirements of the unit/qualification.

Suggested types of evidence for this qualification include the following:

- observation
- questions
- products of work
- professional discussion
- witness testimonies
- learning logs
- video or audio recordings

Please see below a screen shot of the Evidence Tracking sheet that can be found in the Learner Pack that should be used to support the successful completion of the qualification.

**Evidence Tracking Sheet - Example**

Learner Name			
Centre Name			
<b>Unit 1: Unit name (Unit no)</b>			
Knowledge Assessment Criteria			
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference
1.	1.1	Obs	1
2.	2.1	D, Wt	2
	2.2	Sim	3, 5
3.	3.1	Q, D	8

  

Signature	Date:
Assessor Signature	Date:
IQA Signature (if sampled)	Date:
EQS Signature (if sampled)	Date:

  

**Assessment method key:**

Obs	Observation	Wt	Witness testimony
Pr	Product evidence	Q	Questioning
Sim	Simulation/assignment	PD	Professional Discussion