

Qualification Specification

QNUK Level 2 Certificate in Spectator Safety (RQF)

603/6381/2

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1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

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3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Document owner	Qualifications Manager
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4. Qualification Objective

The qualification confirms occupational competence, providing learners with the skills, knowledge and understanding of Spectator Safety, enabling them to work as Stewards or Marshals at spectator events. This qualification will support a role in the workplace.

5. Sector Support and Industry Recognition

The qualification content has been developed in conjunction with AOs from the Spectator Safety AO Forum, SkillsActive, the Sports Ground Safety Authority (SGSA) and industry stakeholders. The qualification is based on the SkillsActive Spectator Safety NOS 2019. The qualification is supported by the Qualification Assessment Strategy for Awarding Organisations: Level 2 Certificate in Spectator Safety (October 2020).

6. Geographical Coverage of this Qualification

This qualification is available in England, Wales, Northern Ireland and internationally.

7. Benefit for Learners

Learners will develop transferable skills and understanding that can benefit them in further learning and the workplace, including good communication and interpersonal skills, time management skills, personal organisation skills, the importance of appropriate behaviours in the workplace, how to support others and teamwork in the workplace.

8. Progression

Learners could progress to:

- QNUK Level 3 Certificate in Spectator Safety Supervision (RQF)
- QNUK Level 3 Extended Certificate Spectator Safety Supervision (RQF)
- employment

9. Recognition of Prior Learning

QNUK would welcome requests for recognition of prior learning (RPL) where a learner is able to provide sufficient, reliable and valid evidence, such as:

- Achievement of the QNUK Level 2 Award in Understanding Spectator Safety at Events (RQF)

10. Complementary Courses

The following qualifications would complement the Level 2 Certificate in Spectator Safety (RQF):

- ACT (Action Counters Terrorism) Awareness e-learning: **required for completion of this qualification**
- First Aid: **required for completion of this qualification** e.g.
 - QNUK Level 3 Award in Emergency First Aid at Work (RQF)
 - QNUK Level 3 Award in Emergency First Aid for Sport (RQF)
 - QNUK Level 3 Award in Emergency Outdoor First Aid (RQF)
 - QNUK Level 3 Award in First Aid at Work (RQF)
- QNUK Level 2 Award in Behavioural Detection Analysis (RQF)
- QNUK Level 2 Award in Health and Safety in the Workplace (RQF)

11. Qualification Information

Qualification Number (QN)	603/6381/2
Learning Aim	60363812
Total Qualification Time (TQT)	240
Guided Learning Hours (GLH)	73
Credit value	24
Level	2
Validity	Lifetime
Assessment	Portfolio of evidence
Achieving the qualification	Learners must achieve all five mandatory units plus Prior to certification, learners must also show achievement of: <ul style="list-style-type: none"> • ACT (Action Counters Terrorism) Awareness e-learning • Evidence of attending First Aid training or attaining a recognised First Aid qualification

12. Qualification Structure

Unit No.	Unit Title	Level	GLH	TUT	Credit
Mandatory units					
A/618/3587	Prepare for Spectator Events	2	12	50	5
F/618/3588	Assist with the Movement of Spectators and Deal with Crowd Issues at Events	2	14	100	10
J/618/3589	Help to Manage and Resolve Conflicts	2	22	50	5
A/618/3590	Deal with Incidents at Spectator Events	2	10	20	2
J/618/3592	Support the Work of Your Team and Organisation	2	15	20	2

The learning outcomes for the qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

13. Learner Entry Requirements

There are no specific recommended prior learning requirements for this qualification. Entry is at the discretion of the centre; however, learners should be aged 16 years and over to take this qualification.

Learners must have sufficient command of the English language to understand and undertake the recommended assessment methods for this qualification.

It is recommended that learners complete the additional requirements for certification before starting on the main programme, as set out below.

Learners must complete the ACT (Action Counters Terrorism) Awareness e-learning prior to claiming certification for this qualification. Evidence of attending is required; learners should provide a copy of the e-certificate of completion, downloadable upon successful completion of all modules in this course. Information on the ACT Awareness can be found at Section 16.4 ACT (Action Counters Terrorism) Awareness E-learning.

Learners are required to show evidence of attending First Aid training or achieving a recognised First Aid qualification. All training must be delivered and evidenced by an appropriate organisation. Further details may be found in Section 16.5 First Aid Requirements.

There are no other pre-requisites for this qualification. However, learners should be able to work at level 1 and above.

14. Delivery

This qualification can be delivered via a variety of formats. Learners should aim to complete the qualification within 12 months.

14.1. Additional criteria to be considered during delivery and assessment

Throughout delivery and assessment of this qualification learners will consider the following where possible:

Equality, diversity and inclusion (Equality Act 2010)

It is anticipated that organisations will have procedures and guidelines for staff to follow that satisfy the following 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 matchday capacity themselves, such as catering and hospitality staff, mascots, ball girls and boys, flag bearers, and even players. Safety staff should be able to identify individuals who do, or appear to, fit into these categories and recognise they may require additional assistance and/or protection.

Safety, security and service

It is expected that all services carried out at spectator events and 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 well-being 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 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

14.2. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

14.3. Equipment Requirements

There are no specific equipment requirements to deliver this qualification, although learners may benefit from having access to a computer or other means of access of online delivery materials.

14.4. Blended Learning

Blended learning is acceptable for this qualification provided suitable controls are in place to ensure learners complete all elements.

14.5. Trainer to Learner Ratio

There is no prescribed ratio for assessors to learners. Centres should ensure assessors have sufficient time and resources to support their learners.

14.6. Recommended Resources

- SkillsActive Spectator Safety National Occupational Standards 2019
- Guide to Safety at Sports Grounds, the “Green Guide” – there is a cost associated with this resource
- ACT (Action Counters Terrorism) Awareness e-learning:
<https://www.gov.uk/government/news/access-to-online-counter-terrorism-training-made-easier-for-home-users>
- Sports Ground Safety Authority: <https://sgsa.org.uk/>
- Qualification Assessment Strategy: Level 2 Certificate in Spectator Safety (October 2020)

15. Centre Personnel Requirements

All those who deliver and assess this qualification must:

1. Hold the Level 3 NVQ Certificate in Spectator Safety or an equivalent qualification; and
2. Have a minimum of 3 years’ experience working in the industry, including sufficient operational experience within the Spectator Safety sector that can be evidenced, is relevant and current to the sector; such experience could be gained in the following roles:
 - a. Venue manager
 - b. Event manager
 - c. Senior Steward
 - d. Safety Officer
 - e. Other professionals at the event, including emergency services personnel and statutory bodies; and
1. Have in-depth technical knowledge of this Level 2 Certificate in Spectator Safety (RQF); and
2. Relevant CPD in the subject / sector area; and
3. Hold, or be working towards a valid Assessor’s qualification based on LSIS, formally LLUK, Learning and Development National Occupational Standards (2010):

- a. Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- b. Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- c. Level 3 Certificate in Assessing Vocational Achievement (RQF); or
- d. Level 3 Award in Assessing Competence in the Work Environment (RQF);
or hold one of the following
- e. A1 Assess candidates using a range of methods; or
- f. D32/33 Assess candidate performance, using differing sources of evidence

NB: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

Internal Quality Assurance Requirements

Each centre must have access to a suitably qualified IQA. The IQA cannot verify the delivery or assessment of individual learners or cohorts of learners where the IQA has been involved in the delivery or assessment of the qualification for those learners.

All those who are involved with the quality assurance of this qualification **internally** must:

1. have up-to-date working knowledge and experience of best practice in assessment and quality assurance; and
2. meet the delivery and assessing staff requirements for this qualification; and
3. Have in-depth technical knowledge of this Level 2 Certificate in Spectator Safety (RQF); and
4. Relevant CPD in the subject / sector area; and
5. Hold a relevant verifying qualification:
 - a. Learning and Development Unit 11 – Internal Quality Assurance; or
 - b. Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF); or
 - c. V1 Conduct Internal Quality Assurance of the Assessment Process; or
 - d. D34 Internally Verify the Assessment Process.

NB: Holders of A1, D32/33, V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

16. Assessment Requirements

This qualification must be assessed in accordance with the Qualification Assessment Strategy for Awarding Organisations: Level 2 Certificate in Spectator Safety (October 2020). It has been produced in collaboration between the SGSA, Awarding Organisations and in partnership with industry stakeholders. The Assessment Strategy outlines the principles and requirements to be applied to the assessment of knowledge, understanding, performance and competence and its associated units.

16.1. Workplace Assessment

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

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

QNUK encourage a holistic approach towards the collection of evidence for this qualification. 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 consistently, over a period of time. It should be clear where each learning outcome/assessment criteria has been covered and achieved.

Centres should ensure that the learner is not placed under more, or less pressure, during assessment than found normally in the workplace.

Minimum occurrences performance needs to be observed for competency:

The number and frequency of learning outcome assessments shall be determined by QNUK. Best practice recommends that all learning outcomes are assessed on a minimum of two separate occasions at least 3 months apart.

Each learning outcome shall be assessed on **at least one occasion**. Assessors and/or IQAs may require additional assessment in the event the quality and depth of evidence provided does not meet the relevant standard.

16.2. 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 may simulation be permitted.

Simulation 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, e.g. 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, e.g. dealing with relationship difficulties and conflicts.

Centres must ensure that the demands placed on the learner during a simulated activity are no more or less than what they would experience in a real work situation.

For simulated activities Centres must consult with QNUK to ensure the validity of the activity and should allow one month for their proposed assessment to be reviewed. QNUK will advise if any amendments are required to be made prior to being approved for delivery.

Units where simulation is permitted in the Level 2 Certificate in Spectator Safety (RQF):

- Deal with Incidents at Spectator Events (A/618/3590)

16.3. Portfolio of evidence

Learners are assessed for this qualification using a portfolio of evidence. The portfolio can include a range of assessment methods including:

- Completed Learner Assessment Pack
- Written assignments
- Project/case studies
- Coursework

- Assessor observations/records of observations
- Witness testimonies
- Work products
- Record of professional discussions

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass / Fail

Centres may devise their own tasks for assessing underpinning knowledge in this qualification instead of using the QNUK supplied Learner Assessment Pack; however, these must be submitted to QNUK for review and approval before first use. There is a chargeable fee of £350+VAT to verify alternative assessment methods.

16.4. ACT (Action Counters Terrorism) Awareness E-learning

Learners are required to provide evidence of attending the ACT (Action Counters Terrorism) Awareness e-learning prior to certification. Learners can download their Certificate of Completion once they have successfully completed all modules. It takes approximately 45 minutes to complete the training.

The training is available free of charge via this link: <https://www.gov.uk/government/news/access-to-online-counter-terrorism-training-made-easier-for-home-users>

It is recommended that learners complete this training prior to commencing the main programme of learning.

16.5. First Aid Requirement

Learners are required to provide evidence of attending First Aid training or attaining a recognised First Aid qualification.

The elements of Basic Life Support (BLS) within the Spectator Safety NOS are:

1. the use of cardiopulmonary resuscitation (CPR)
2. recovery position
3. use of automated external defibrillators (AEDs)
4. managing blood loss

Learners are expected to cover the following knowledge and understanding:

- An introduction to basic life support (BLS)
- Why basic life support is important?
- The BLS chain of survival
- Check for danger
- Why it is important to approach the victim safely
- Check for responsiveness
- Open victim's airway (head tilt, chin lift)
- How to deal with an airway obstruction by a foreign body
- Check if victim is breathing (look, listen and feel for breathing)

- If not breathing normally, call the ambulance and start delivering effective chest compressions
- How to deliver effective chest compressions
- How to deliver effective rescue breaths
- Why it is important to continue CPR
- Knowing when to stop CPR
- When and how to position a victim in the recovery position
- Know how to deal with an unconscious victim
- An introduction to automated external defibrillators (AEDs)
- Be aware of the importance of automated external defibrillation (AED)
- Be familiar with the functions of an AED
- Understand the safety features of the AED
- Blood loss

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.

Learners may follow an approved training course delivered by an appropriate organisation or they may opt to take a regulated qualification delivering Basic Life Support Skills, such as:

- Level 3 Award in Emergency First Aid at Work (RQF)
- Level 3 Award in Emergency First Aid for Sport (RQF)
- Level 3 Award in Emergency Outdoor First Aid (RQF)
- Level 3 Award in First Aid at Work (RQF)

It is recommended that learners complete this training prior to commencing the main programme of learning.

17. Moderation

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

There may be situations within the centre devised assessment methodology that require observations, in these situations QNUK EQA Department will also require to conduct verification visits to ensure the accuracy and consistency of assessment decisions.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

18. Resits

As this qualification is evidence based, resits are not required; however, appropriate referral of submitted work from the learner may be used where additional detail or depth of knowledge is required. Learners may resubmit work once for remarking.

19. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them.

20. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Units

Unit 1 Prepare for Spectator Events (A/618/3587)

Unit Summary

This unit develops the knowledge and competence necessary for the learner to prepare themselves for work as a Steward, identifying and responding to hazards when checking a location and venue before an event. Learners will consider how Equality and Diversity and safeguarding requirements influence their role at events. Simulation is not acceptable in this unit.

1. The learner will: Understand how to prepare for stewarding activities		
Assessment Guidance The learner must		Types of Evidence
1.1	State the legal, organisational and venue requirements covering the type of event they are involved in	Workbook
1.2	Give examples of relevant guidance documents on safety at events	Workbook
1.3	Explain the importance of the event and venue registration procedures	Workbook
1.4	Explain the importance of attending the pre-event briefing	Workbook
1.5	Explain the importance of receiving, looking after and returning their identification and other resources	Workbook
1.6	Explain the importance of pre-event routines and timings	Workbook
1.7	Describe the pre-event routines and timings	Workbook
1.8	State the information to be noted at the pre-event briefing	Workbook
1.9	Describe emergency procedures, assembly points and messaging	Workbook

2. The learner will: Understand how to identify and respond to hazards		
Assessment Guidance The learner must		Types of Evidence
2.1	Describe the process and the legal and organisational procedures for checking equipment: <ul style="list-style-type: none"> • safety equipment • security equipment • emergency equipment • signs and notices 	Workbook
2.2	Explain the importance of not disrupting stakeholders when carrying out the checks	Workbook
2.3	Describe what to look for when checking for threats and hazards	Workbook
2.4	Describe the legal and organisational procedures for identifying and assessing the seriousness of threats and hazards: <ul style="list-style-type: none"> • safety hazards • security hazards • fire hazards • hygiene hazards • faulty emergency equipment 	Workbook
2.5	Describe the correct action to take for each of the types of threats and hazards listed	Workbook
2.6	Explain why it's important to communicate with people and colleagues clearly	Workbook

2.7	Describe the sort of action which could endanger themselves and others	Workbook
2.8	State the correct reporting procedures for the types of physical hazards listed above	Workbook
2.9	Explain the criteria used to assess threats and hazards	Workbook
2.10	Describe the current levels and types of terrorist threats relevant to crowded places using guidelines issued by the National Counter Terrorism Police	Workbook

3. The learner will: Be able to prepare for stewarding activities		
Assessment Guidance The learner must		Types of Evidence
3.1	Follow legal and organisational requirements to carry out their role	Observation
3.2	Follow the registration procedures correctly and on time	Observation
3.3	Collect their identification and other required resources, making sure they return these after the event	Observation
3.4	Attend the pre-event briefing	Observation
3.5	Note all the information given at the pre-event briefing to carry out their role	Observation
3.6	Follow the pre-event routines as required	Observation

4. The learner will: Be able to identify and respond to hazards		
Assessment Guidance The learner must		Types of Evidence
4.1	Follow venue procedures to check equipment and facilities	Observation
4.2	Familiarise themselves with their designated area	Observation
4.3	Check for any potential threats and hazards	Observation
4.4	Respond promptly to the threats and hazards following agreed procedures	Observation
4.5	Make sure that any action is not dangerous to themselves and others	Observation
4.6	Clearly and accurately report the situation and what they have done to their supervisor	Observation

What needs to be learnt?		
1.1	Legal, organisational and venue requirements covering the type of event: <ul style="list-style-type: none"> Equality, diversity and inclusion Safeguarding requirements Safety measures Security measures Service measures 	
1.2	Guidance documents on safety at events e.g. Guide to Safety at Sports Grounds, examples of organisation safety documents	
1.3	Event and venue registration procedures – the purpose of procedures and why they are necessary	
1.4	Attending the pre-event briefing – the purpose of the briefing and why stewards should attend them	

1.5	<p>Identification and other resources, including all of the following:</p> <ul style="list-style-type: none"> • Briefing notes • Safety equipment • Security equipment • Stationery <p>Why these resources are required, why they must be looked after and returned</p>
1.6	Pre-event routines and timings – the purpose of these and why they are necessary
1.7	Pre-event routines and timings – what activities must be carried out before an event, when and where they should occur
1.8	<p>Information to be noted at the pre-event briefing, including all of the following:</p> <ul style="list-style-type: none"> • 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 • the pre-event routines
1.9	Emergency procedures, assembly points and messaging – as appropriate to the event
2.1	<p>Process and the legal and organisational procedures for checking equipment:</p> <ul style="list-style-type: none"> • safety equipment • security equipment • emergency equipment • signs and notices
2.2	Not disrupting stakeholders when carrying out the checks – courtesy, delaying pre-event checks and activities
2.3	<p>What to look for when checking for threats and hazards including all of the following:</p> <ul style="list-style-type: none"> • safety • security • hygiene • environmental • faulty equipment • structural
2.4	<p>Legal and organisational procedures for identifying and assessing the seriousness of all the following types of threats and hazards:</p> <ul style="list-style-type: none"> • safety hazards • security hazards • fire hazards • hygiene hazards • faulty emergency equipment
2.5	Correct action to take for each of the types of threats and hazards listed – in line with organisation, venue or event requirements; best practice guidance can also be followed
2.6	Communicate with people and colleagues clearly – ensure tasks are completed correctly, pass on information, save time, prevent further risk of harm or danger, potentially save lives
2.7	Sort of action which could endanger themselves and others – not following procedures/rules; smoking, drinking alcohol, taking illegal substances; not focussing on role
2.8	Correct reporting procedures for the types of physical hazards listed above – in line with organisation, venue or event requirements

2.9	Criteria used to assess threats and hazards including: <ul style="list-style-type: none"> • safety • security • hygiene • environmental • faulty equipment • structural
2.10	Current levels and types of terrorist threats relevant to crowded places using guidelines issued by the National Counter Terrorism Police – available online from relevant websites

Guidance for specific competence criteria	
3.3	Identification and other required resources: <ul style="list-style-type: none"> • briefing notes • safety equipment • security equipment • stationery A minimum of three must be covered when assessing competence.
3.5	Information given at the pre-event briefing: <ul style="list-style-type: none"> • 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 • the pre-event routines All must be covered when assessing competence.
4.3	Potential threats and hazards: <ul style="list-style-type: none"> • safety • security • hygiene • environmental • faulty equipment • structural Safety and security must be covered as a minimum when assessing competence.

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	
Skills	2	Strong	
Overall	2		

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	12		
Directed study			
Independent study			
Work-based learning	36	Including compilation of evidence from workplace learning	
Non invigilated assessment	2	Completion of learner workbook following delivery of unit content.	
TUT:	50	Credit:	5

Unit 2 Assist with the Movement of Spectators and Deal with Crowd Issues at Events (F/618/3588)

Unit Summary

This unit develops the knowledge and competence necessary to control the entry, exit and movement of people at events, including safe searching on entry. Learners will deal with crowd issues such as unexpected movements, local overcrowding, overcapacity, lost property, missing people and antisocial or unlawful behaviour. Learners will also consider how Equality and Diversity and safeguarding requirements influence how they interact with people and deal with crowd issues at events. Simulation is not acceptable in this unit.

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

2. The learner will: Understand how to deal with crowd issues		
Assessment Guidance The learner must		Types of Evidence
2.1	State potential crowd issues that may occur in their designated area	Workbook
2.2	Identify methods of assessing and reporting crowd issues: a) crowd movements and crowd dynamics b) local crowd density c) over-capacity d) crowd distress e) separation of individuals and groups f) antisocial behaviour	Workbook

	g) unlawful behaviour h) entry into restricted areas i) vehicle movement (for certain designated areas only) j) venue regulations	
2.3	Describe basic conflict management techniques and defensive tactics	Workbook
2.4	Explain why it is necessary to follow instructions given by their control room or supervisor	Workbook
2.5	Describe the type of action which might endanger themselves or other client groups	Workbook
2.6	Explain the importance of communicating clearly and calmly with client groups and colleagues	Workbook
2.7	Explain how to communicate clearly and calmly with client groups and colleagues	Workbook
2.8	Explain the importance of equality and diversity in their role	Workbook
2.9	Describe the importance of crowd management skills	Workbook
2.10	Describe how to use crowd management skills included within their organisational procedures: a) being alert to factors that may change crowd behaviour or densities b) providing reassurance c) encouraging calmness d) asserting desired level of authority e) being visible to the crowd f) remaining vigilant g) defusing situations	Workbook
2.11	Describe the correct procedures for updating the control room and/or supervisor	Workbook

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

4. The learner will: Be able to identify and deal with crowd issues		
Assessment Guidance The learner must		Types of Evidence
4.1	Assess and report potential or actual crowd issues to your control room or supervisor	Observation
4.2	Take action in accordance with agreed procedures and following instructions if applicable	Observation
4.3	Make sure that any action is not dangerous to themselves and client groups involved	Observation
4.4	Reassure client groups involved and ask them to follow instructions	Observation
4.5	Communicate clearly with colleagues and client groups involved	Observation
4.6	Encourage a calm environment	Observation
4.7	Update your control room and/or supervisor with the situation	Observation

What needs to be learnt?	
1.1	Tools and techniques available to help monitor crowd conditions – e.g., watching the crowd for changes in behaviour, scanning, communication tools
1.2	Methods of safely controlling queues – e.g., using barriers, signage, sufficient stewards
1.3	Organisation's procedures to carry out the search – covering as a minimum: permission from the individual to search them; search person of same gender; no strip searches; only search in presence of a witness (colleague or CCTV)
1.4	Reasons for carrying out the search - why it is necessary
1.5	Importance of explaining to client groups reasons for search – e.g., to ensure cooperation, maintain safety, require permission to search Client groups including all of the following: <ul style="list-style-type: none"> • spectators • workforce/volunteers • contractors • regulatory organisations • media • emergency services • athletes • artists • event officials
1.6	Procedures to follow if client groups refuse permission to search – e.g., can refuse admission, organisation, event or venue requirements to be followed. All client groups noted in AC1.5 to be covered here.
1.7	Unauthorised and prohibited items – those items that may be allowable with permission/authorisation or those items that are not permitted in the venue, e.g. glass bottles, large umbrellas, backpacks, etc. Illegal items such as drugs or weapons are also prohibited.
1.8	Places for concealing unauthorised and prohibited items, e.g. pockets; under clothing – hats, coats, jumpers; in hoods; in hair; in mouth; bags; shoes; etc.

1.9	How to respond to any occurrence in accordance with legal and organisational procedures considering: <ul style="list-style-type: none"> • Safety measures: any measure designed/implemented to protect health and wellbeing of all client groups who attend or participate in events • Security measures: any measure designed/implemented to prevent, reduce the risk and/or respond to criminal or unlawful activity or disorder committed in connection with events • Service measures: any measure designed/implemented to make all client groups feel welcome, comfortable and appreciated when attending events.
1.10	Report and/or pass on issues relating to unauthorised and prohibited items
1.11	Venue and legislative requirements for greeting and admitting client groups. All client groups noted in AC1.5 to be covered when assessing knowledge.
1.12	Venue and legislative requirements for refusing entry and trespass
1.13	Venue and legislative requirements for supervising the safe exit of client groups. All client groups noted in AC1.5 to be covered when assessing knowledge.
1.14	Type of information client groups may need to know when being admitted and/or refused entry. All client groups noted in AC1.5 to be covered when assessing knowledge.
1.15	State when to refer client groups to another source of information. All client groups noted in AC1.5 to be covered when assessing knowledge.
2.1	Potential crowd issues that may occur in a designated area including all of the following: <ul style="list-style-type: none"> • 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
2.2	Methods of assessing and reporting crowd issues. All crowd issues covered in AC2.1 to be covered when assessing knowledge.
2.3	Basic conflict management techniques and defensive tactics
2.4	Following instructions given by their control room or supervisor – why it is necessary.
2.5	Types of action which might endanger themselves or other client groups. All client groups noted in AC1.5 to be covered when assessing knowledge.
2.6	Communicating clearly and calmly with client groups and colleagues – why it is important. All client groups noted in AC1.5 to be covered when assessing knowledge.
2.7	Different ways of communication including all of the following: <ol style="list-style-type: none"> 1. Verbal communication 2. Non-verbal communication 3. Radio communication 4. Written communication 5. Signage
2.8	Equality, diversity and inclusion, Equality Act (2010), procedures and guidelines to support different physical needs, different cultural needs, language needs, beliefs – why these are important in the role of a Steward.
2.9	Crowd management skills including all of the following: <ol style="list-style-type: none"> 1. being alert to factors that may change crowd behaviour or densities 2. providing reassurance 3. encouraging calmness 4. asserting desired level of authority 5. being visible to the crowd 6. remaining vigilant

	7. defusing situations Also consider safeguarding, The Children Act (1989), The Children and Social Work Act (2017), The Safeguarding Vulnerable Groups Act (2006), Working Together to Safeguard Children (2018); definition of a 'child' and an 'adult at risk'; awareness of children and adults involved in the matchday/event as volunteers or participants.
2.10	How to use crowd management skills included within organisational procedures.
2.11	Correct procedures for updating the control room and/or supervisor – in line with organisational or event requirements.

Guidance for specific competence criteria	
3.1	Observe and monitor client groups - a minimum of four of the following client groups when assessing competence: <ul style="list-style-type: none"> • spectators • workforce/volunteers • contractors • regulatory organisations • media • emergency services • athletes • artists • event officials
3.4	Ask identified client groups for permission to search - a minimum of four of the client groups noted above (AC3.1) when assessing competence.
3.5	Communicate with client groups clearly while carrying out the search - a minimum of four of the client groups noted above (AC3.1) when assessing competence.
3.6	Treat client groups fairly, with courtesy and respect at all times - a minimum of four of the client groups noted above (AC3.1) when assessing competence.
3.8	Greet client groups in a way that makes them feel welcome and at ease - a minimum of four of the client groups noted above (AC3.1) when assessing competence.
3.9	Admit client groups or refuse entry according to venue procedures and legislative requirements - a minimum of four of the client groups noted above (AC3.1) when assessing competence.
3.10	Provide client groups with clear reasons if refused entry - a minimum of four of the client groups noted above (AC3.1) when assessing competence.
3.11	Respond to queries from client groups or refer to another source of help if necessary - a minimum of four of the client groups noted above (AC3.1) when assessing competence.
3.12	Assist with the safe exit of client groups according to venue procedures - a minimum of four of the client groups noted above (AC3.1) when assessing competence.
4.1	Assess and report potential or actual crowd issues, including: <ol style="list-style-type: none"> 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 <p>Numbers 1, 2, 3 and 4 must be covered as a minimum when assessing competence.</p>

4.3	Make sure that any action is not dangerous to themselves and client groups involved - a minimum of four of the client groups noted above (AC3.1) when assessing competence.
4.4	Reassure client groups involved and ask them to follow instructions - a minimum of four of the client groups noted above (AC3.1) when assessing competence.
4.5	Communicate clearly with colleagues and client groups involved - a minimum of four of the client groups noted above (AC3.1) when assessing competence.

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	
Skills	2	Strong	
Overall	2		

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	14		
Directed study			
Independent study			
Work-based learning	80	Including compilation of evidence from workplace learning	
Non invigilated assessment	6	Completion of learner workbook following delivery of unit content.	
TUT:	100	Credit:	10

Unit 3 Help to Manage and Resolve Conflicts (J/618/3589)

Unit Summary

This unit develops understanding and competence necessary to engage with client groups in conflict situations using effective verbal and non-verbal communication techniques to defuse the situation, giving advice and warnings and calling for assistance when required. Learners will follow procedures to resolve a conflict situation. The importance of equality and diversity and safeguarding should be considered when helping to manage and resolve conflicts at events. This unit does not include attempting to physically control or restrain people. Simulation is not acceptable in this unit.

1. The learner will: Understand how to engage with client groups in conflict situations		
Assessment Guidance The learner must		Types of Evidence
1.1	Describe how to communicate with client groups including: a) cooperative b) uncooperative c) intoxicated d) emotional e) with limited understanding of English f) with additional communication needs (for example people with speech difficulties or learning disabilities) g) with different physical needs	Workbook
1.2	Describe the types of conflict situations that are likely to arise	Workbook
1.3	Identify the correct responses for each of these types of situations	Workbook
1.4	Explain the role of effective communication in reducing conflict	Workbook
1.5	Explain the importance of showing respect for client groups, their property, their rights and their needs	Workbook
1.6	Explain how to use non-discriminatory and non-offensive behaviour and language to manage conflict situations	Workbook
1.7	Explain how to use non-verbal communication to manage conflict situations	Workbook

2. The learner will: Understand how to follow procedures to resolve conflict situations		
Assessment Guidance The learner must		Types of Evidence
2.1	Describe methods of assessing risk in conflict situations	Workbook
2.2	Explain the importance of understanding client group needs and perceptions	Workbook
2.3	Describe ways of maintaining own personal safety	Workbook
2.4	State the incident management procedures	Workbook
2.5	Identify methods of collecting information	Workbook
2.6	Explain the importance of recording and reporting information	Workbook

3. The learner will: Be able to engage with client groups in conflict situations		
Assessment Guidance The learner must		Types of Evidence
3.1	Communicate with client groups politely and clearly	Observation
3.2	Explain to client groups what their role is and what is expected of them	Observation
3.3	Remain alert to verbal and non-verbal communication pertaining to danger cues	Observation

4. The learner will: Be able to follow procedures to resolve conflict situations		
Assessment Guidance The learner must		Types of Evidence
4.1	Assess the risk or threat to themselves and others in the situation	Observation
4.2	Assess the seriousness of the situation and the behaviour of the individual(s) involved	Observation
4.3	Maintain their own personal safety	Observation
4.4	Follow incident management procedures to resolve the situation	Observation
4.5	Collect, record and report information about the situation	Observation

What needs to be learnt?	
1.1	<p>How to communicate with client groups including:</p> <ul style="list-style-type: none"> a) cooperative b) uncooperative c) intoxicated d) emotional e) with limited understanding of English f) with additional communication needs (e.g., people with speech difficulties or learning disabilities) g) with different physical needs <p>Client groups should include all of the following:</p> <ul style="list-style-type: none"> • spectators • workforce and contractors • regulatory bodies • media • emergency services • athletes and artists • event officials <p>Communication methods include all of the following:</p> <ul style="list-style-type: none"> • verbal communication • non-verbal communication • written communication • signage
1.2	Types of conflict situations that are likely to arise -
1.3	Correct responses for each of these types of situations -
1.4	Role of effective communication in reducing conflict - considering the impact of verbal and non-verbal methods of communication
1.5	Explain the importance of showing respect for client groups, their property, their rights and their needs - considering Equality, diversity and inclusion, Equality Act (2010), procedures and guidelines to support different physical needs, different cultural needs, language needs, beliefs. All client groups noted in AC1.1 must be covered when assessing knowledge.
1.6	How to use non-discriminatory and non-offensive behaviour and language to manage conflict situations -
1.7	How to use non-verbal communication to manage conflict situations -

2.1	Methods of assessing risk in conflict situations
2.2	Importance of understanding client group needs and perceptions. All client groups noted in AC1.1 must be covered when assessing knowledge.
2.3	Ways of maintaining own personal safety
2.4	Incident management procedures including event and/or organisation procedures
2.5	Methods of collecting information
2.6	Importance of recording and reporting information

Guidance for specific competence criteria	
3.1	<p>Communicate with client groups politely and clearly - a minimum of four of the following client groups when assessing competence:</p> <ul style="list-style-type: none"> • spectators • workforce/volunteers • contractors • regulatory organisations • media • emergency services • athletes • artists • event officials
3.2	Explain to client groups what their role is and what is expected of them - a minimum of four of the client groups noted above (AC3.1) when assessing competence.

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	
Skills	2	Strong	
Overall	2		

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	22		
Directed study			
Independent study			
Work-based learning	26	Including compilation of evidence from workplace learning	
Non invigilated assessment	2	Completion of learner workbook following delivery of unit content.	
TUT:	50	Credit:	5

Unit 4 Deal with Incidents at Spectator Events (A/618/3590)

Unit Summary

This unit develops the understanding and competence necessary to deal with incidents at spectator events. Learners will understand that spectator events involve an element of challenge and risk and incidents will happen from time to time. It is important that all members of staff are competent to deal with incidents and as such are required to have knowledge of basic lifesaving skills. Learners will consider how equality and diversity and safeguarding requirements influence how they deal with incidents at events. This unit does not cover managing an initial response to a major incident. Simulation is acceptable in this unit.

Learners undertaking this unit must provide evidence of attaining a recognised First Aid award, or attending First Aid training, before they request their certificate for this qualification.

1. The learner will: Understand how to deal with incidents at spectator events		
Assessment Guidance The learner must		Types of Evidence
1.1	Outline basic principles of risk assessment	Workbook
1.2	Outline the types of incidents that may occur	Workbook
1.3	Describe the organisation's incident management procedures	Workbook
1.4	Describe the procedures involved in dealing with incidents promptly, calmly and correctly	Workbook
1.5	Describe the procedure to request qualified assistance	Workbook
1.6	Describe how to deal with incidents before qualified assistance arrives	Workbook
1.7	Explain how to protect the casualty and others involved from further harm	Workbook
1.8	Outline how to provide comfort and reassurance	Workbook
1.9	Outline what information is important to give to the client groups involved	Workbook
1.10	Outline incident reporting	Workbook

2. The learner will: Be able to deal with incidents at spectator events		
Assessment Guidance The learner must		Types of Evidence
2.1	Assess the situation for hazards and risks	Observation
2.2	Protect any casualty and other people involved from further harm	Observation
2.3	Call for qualified assistance	Observation
2.4	Give the qualified assistance information about the incident	Observation
2.5	Give the people involved in the incident instructions according to the organisation's incident management procedures	Observation
2.6	Carry out your role according to the organisation's incident management procedures	Observation
2.7	Follow procedures for reporting the incident	Observation

What needs to be learnt?	
1.1	Basic principles of risk assessment considering: <ul style="list-style-type: none"> hazard risk severity
1.2	Types of incidents that may occur, including all of the following: <ul style="list-style-type: none"> fire

	<ul style="list-style-type: none"> • medical • crowd disorder • terrorism • environmental • chemical • missing persons
1.3	Organisation's incident management procedures
1.4	Procedures involved in dealing with incidents promptly, calmly and correctly
1.5	<p>Procedure to request qualified assistance from all of the following:</p> <ul style="list-style-type: none"> • first aid trained staff • medical staff • fire marshal • emergency services
1.6	How to deal with incidents before qualified assistance arrives, including maintaining own safety and that of casualty and others involved as far as is possible. All types of incidents noted in AC1.2 must be covered when assessing knowledge.
1.7	How to protect the casualty and others involved from further harm
1.8	How to provide comfort and reassurance including casualty and others involved
1.9	What information is important to give to the client groups involved
1.10	Incident reporting following organisational and/or event requirements

Guidance for specific competence criteria	
2.1	<p>Assess the situation for hazards and risks including:</p> <ul style="list-style-type: none"> • safety • security • hygiene • environmental • faulty equipment • structural <p>Safety and security must be covered as a minimum when assessing competence.</p>
2.3	<p>Call for qualified assistance from all of the following when assessing competence:</p> <ul style="list-style-type: none"> • first aid trained staff • medical staff • fire marshal • emergency services
2.4	Give information about the incident to all qualified assistance listed in AC2.3

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	
Skills	2	Strong	
Overall	2		

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	10		
Directed study			
Independent study			
Work-based learning	8	Including compilation of evidence from workplace learning	
Non invigilated assessment	2	Completion of learner workbook following delivery of unit content.	
TUT:	20	Credit:	2

Unit 5 Support the Work of Your Team and Organisation (J/618/3592)

Unit Summary

This unit develops understanding and competence necessary to work effectively with colleagues, improve own work and help support and improve the work of own team and the organisation. The knowledge and competence gained in this unit will support learners in any role in an organisation. Simulation is not acceptable in this unit.

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

2. The learner will: Understand how to improve own work		
Assessment Guidance The learner must		Types of Evidence
2.1	Explain why it is important to continuously improve own work	Workbook
2.2	Explain why it is important to assess own work and get feedback from colleagues	Workbook
2.3	Explain what it means and why it is important to 'handle criticism positively' and why this is important	Workbook
2.4	Identify the relevant member of staff in the organisation with whom own plan be planned and developed	Workbook
2.5	Describe the procedures to follow to take part in training and development activities	Workbook
2.6	Outline how to find opportunities to take on responsibilities to develop own skills and knowledge	Workbook
2.7	Outline how to develop a career development plan to help own progression	Workbook

3. The learner will: Understand how to help support and improve the work of own team and organisation		
Assessment Guidance The learner must		Types of Evidence
3.1	Identify the values or codes of practice relevant to the work they carry out	Workbook
3.2	Identify the importance of effective teamwork	Workbook
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	Workbook
3.4	Explain why it is important to note customer feedback	Workbook

3.5	Outline how to identify areas where the team and organisation's work could be improved	Workbook
3.6	Identify the procedures to follow for making suggestions on how to improve services	Workbook
3.7	Explain why it is important to discuss own suggestions with colleagues and to take account of their ideas	Workbook

4. The learner will: Be able to work effectively with colleagues		
Assessment Guidance The learner must		Types of Evidence
4.1	Establish a working relationship with colleagues	Observation
4.2	Communicate with colleagues clearly	Observation
4.3	Maintain standards of professional behaviour	Observation
4.4	Carry out own duties and commitments to colleagues as agreed, or communicate in good time when that is not possible	Observation
4.5	Ask for help and information when needed	Observation
4.6	Provide colleagues with help and information when they need it following organisational procedures	Observation
4.7	Contribute to team discussions	Observation
4.8	Follow the correct procedures in case of disagreements or problems with colleagues	Observation

5. The learner will: Be able to improve own work		
Assessment Guidance The learner must		Types of Evidence
5.1	Evaluate all aspects of own work	Observation
5.2	Ask colleagues for feedback on their work	Observation
5.3	Handle feedback positively	Observation
5.4	Work with a relevant person to identify areas of strengths and areas for improvement	Observation
5.5	Take part in relevant training and development activities	Observation
5.6	Regularly review personal development	Observation

6. The learner will: Be able to help to improve the work of the organisation		
Assessment Guidance The learner must		Types of Evidence
6.1	Ask customers for feedback on the services the organisation provides	Observation
6.2	Identify ways the team could improve services	Observation
6.3	Suggest these improvements to relevant colleagues following organisational procedures	Observation
6.4	Discuss how to implement these changes to improve services	Observation
6.5	Help to change services so that they meet customer needs and expectations	Observation

What needs to be learnt?		
1.1	'Good working relationships' with colleagues	
1.2	How to establish good working relationships with colleagues	
1.3	Why it is important to communicate clearly	
1.4	How to communicate with managers in the organisation	
1.5	Duties within own area of responsibility	

1.6	Why it is important to carry out duties as agreed or warn colleagues in good time if this is not possible
1.7	Situations in which help may be needed
1.8	Importance of always asking for help and information when it is needed
1.9	Situations in which help and information may need to be provided to colleagues
1.10	Purpose of team meetings
1.11	Why team discussions are important and why it is important to contribute to these
1.12	Procedures for dealing with conflict in the organisation
2.1	Why it is important to continuously improve own work
2.2	Why it is important to assess own work and get feedback from colleagues
2.3	What it means and why it is important to 'handle criticism positively' and why this is important
2.4	Relevant member of staff in the organisation with whom own plan be planned and developed
2.5	Procedures to follow to take part in training and development activities
2.6	How to find opportunities to take on responsibilities to develop own skills and knowledge
2.7	How to develop a career development plan to help own progression
3.1	Values or codes of practice relevant to the work they carry out
3.2	Importance of effective teamwork
3.3	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	Why it is important to note customer feedback
3.5	How to identify areas where the team and organisation's work could be improved
3.6	Procedures to follow for making suggestions on how to improve services
3.7	Why it is important to discuss own suggestions with colleagues and to take account of their ideas

Guidance for specific competence criteria
There is no specific guidance for the competence criteria within this unit.

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	
Skills	2	Strong	
Overall	2		

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	15		
Directed study			
Independent study			
Work-based learning	2	Including compilation of evidence from workplace learning	
Non invigilated assessment	2	Completion of learner workbook following delivery of unit content.	
TUT:	20	Credit:	2

Appendix 2: Command Verbs

To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification.	
Describe	Write or speak about the topic or activity giving detailed information
Examples	Provide copies of or notes of relevant documents
Explain	Make clear; give reasons for
Identify	Provide brief information about a subject, specific process or activity
List	Series of names or other items written in a meaningful grouping or sequence to create a record
Outline	Give a short description of the main points; give the main features or general principles; emphasise the structure, leaving out minor details
State	Present in a brief, clear form