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Qualification Specification

Highfield Level 3 Extended Certificate in Spectator Safety Supervision (RQF)

Qualification Number: 603/6962/0

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Contents

Introduction	3
Qualification regulation and support.....	3
Key facts	3
Qualification overview and objective	3
Entry requirements.....	4
Guidance on delivery	6
Guidance on assessment.....	8
Guidance on quality assurance.....	8
Recognition of prior learning (RPL).....	9
Tutor requirements (Physical Intervention unit only).....	9
Assessor requirements	10
Internal quality assurance (IQA) requirements	10
Countersigning strategy	11
Reasonable adjustments and special considerations.....	11
ID requirements	11
Progression opportunities.....	12
Useful websites	12
Recommended training materials	12
Appendix 1: Qualification structure.....	13
Appendix 2: Qualification content.....	14
Appendix 3: Sample assessment material.....	66

Highfield Level 3 Extended Certificate in Spectator Safety Supervision (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.

Qualification regulation and support

The Highfield Level 3 Extended Certificate in Spectator Safety Supervision (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). This qualification is regulated by Ofqual and Qualifications Wales.

Key facts

Qualification number:	603/6962/0
Learning aim reference:	60369620
Credit value:	72
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	317
Total qualification time (TQT):	720

Qualification overview and objective

The objective of this qualification is to confirm occupational competence and provide learners with the knowledge, skills and understanding of spectator safety. Learners will cover topics such as:

- Preparing stewards and venues for spectator events
- Managing and maintaining stewarding in designated areas
- Managing information for action and decision-making for spectator events
- Developing and sustaining productive working relationships with stakeholders
- Monitoring and solving customer services problems
- Managing initial responses to significant or major incidents and planning for resilience
- Managing risks in crowded places
- Planning for the safety of people at a spectator event
- Managing the safety and security of people at spectator events

Physical Intervention

This qualification also includes the optional unit **Physical Intervention Skills within the Private Security Industry**.

The Physical Intervention unit is an additional opportunity for learners to upskill. This is to be used by all learners who, because of their job role and location at an event, are required by their employer to undertake physical interventions when de-escalation conflict management techniques have failed to resolve conflict.

The unit is not a mandatory part of this qualification, meaning that the qualification can be fully achieved without the achievement of this PI unit.

The learners undertaking the unit as an additional unit would normally be directly employed in-house staff working at certificated sports grounds, that are currently exempted from licensing under the Private Security Industry Act 2001. All other persons undertaking licensable activity are required to hold a relevant license issued by the Security Industry Authority (SIA).

Delivery of this optional unit must fully comply with the prescribed standards and criteria published by the SIA. Where employees are undertaking physical intervention, it is important they are correctly trained. The use of the SIA PI unit ensures the staff have been trained to a system that could be defended in the event of a civil claim or possible prosecution.

Entry requirements

Those learners undertaking the mandatory units only are required to be 16 years of age or above.

Any learners undertaking the optional unit **Physical Intervention Skills within the Private Security Industry** must be aged 18 and over prior to delivery.

Any learners undertaking the optional unit Physical Intervention Skills within the Private Security Industry are likely, during their work, to be required to make calls to the emergency services and communicate clearly to resolve conflict. It is therefore essential learners can communicate clearly.

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English and/or Welsh language. All assessment must be conducted in the medium of English and/or Welsh, as appropriate. Centres must ensure that learners have sufficient reading, writing, speaking and listening language skills before putting the learners forward for assessment. Evidence must be retained by centres for all learners and made available for external quality review purposes.

As a guide, learners should, as a minimum, have language skills equivalent to the following:

- a B1 level qualification on the Home Office's list of recognised English tests and qualifications
- an ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland an ESOL qualification at Scottish Credit and Qualifications Framework level 5 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland
- Functional Skills Level 1 in English
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework level 5
- Essential Skills Wales Communication Level 1

Evidence of the learner's achievement of the above qualifications should be auditable and available to EQS for review.

Geographical coverage

This qualification is suitable for delivery in England and Wales.

Delivery/assessment ratios

To effectively deliver and assess the optional unit **Physical Intervention Skills within the Private Security Industry**, centres must not exceed the ratio of **1-qualified** tutor to **12-learners**, as stipulated by the SIA.

Centre requirements

To deliver this qualification effectively, centres are required to have access to suitable training facilities that support the learning and assessment taking place.

In addition to this, centres must have the following resources in place for the delivery of the optional **Physical Intervention Skills within the Private Security Industry** unit:

1) Insurance Requirements

In line with general insurance requirements, the minimum for an approved centre offering unit 4 of this qualification is:

- employers' liability - **£5-million**
- public liability
- professional indemnity

To ensure that the insurance cover is 'fit for task', it should actively specify inclusion of the activities being carried out. In this case, under 'business activity' on the insurance documentation it must state cover for 'training in physical intervention'. Insurance details must be evidenced to Highfield by the centre prior to approval being granted; however, it is the centre's responsibility to ensure that their insurance remains valid and current. This level of insurance cover is mandatory for centres and individual tutors delivering physical intervention training at the centre. Where the individual tutor does not hold their own cover, the centre must ensure its insurer is aware of this and extended cover secured where necessary. Documentation should clearly detail the cover for tutors.

2) Risk Assessment

Centres are required to have in place policies and procedures in relation to risk assessment. Training and assessment venues must be risk assessed for their suitability and approved by Highfield. Venues will need to be assessed for each training episode. Centres are responsible for maintaining and updating risk assessment documentation.

Physical skills training must take place in safe conditions, as regards:

- size and suitability of training rooms, ensuring that learners have space to demonstrate techniques safely
- ratio of tutors to learners (1-tutor to a maximum of 12-learners for the delivery of practical skills)

The training and assessment environment must be adequately equipped, conducive to effective learning and **must** comply with current Health and Safety requirements.

Centres must have a first-aid policy that must include:

- access to staff with first aid at work qualifications during physical skills training
- first-aid equipment available during physical skills training
- access to water
- access to a telephone in case of an emergency

The centre must provide learners with safety information prior to attendance that includes:

- informing them that physical activity will be involved and that this carries risk
- what is expected from them in terms of behaviour
- what they should wear
- what they should do if they have any concerns about their health or fitness to participate in this training

Pre-requisite requirements

In addition to the specific outcomes detailed within this specification, prior to certification, learners are required to show evidence of:

- attending the ACT Awareness e-learning counterterrorism training
-

- attending first aid training or attaining a recognised first-aid award **(This only applies to those learners undertaking the Deal with incidents at spectator events unit)**

ACT Awareness 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>

Before any learner is certificated for this qualification, they must access and complete 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

First Aid Training/Basic Life Support Skills evidence **(This only applies to those learners undertaking the Deal with incidents at spectator events unit)**

Prior to requesting certificates for completed learners, training providers will be required to ensure those learners can evidence that they have attained a recognised first-aid award (or attended training delivered by an appropriate organisation). It is the training provider’s responsibility to ensure that any certificates obtained by the learner are valid and in date, and to keep records of the first aid training undertaken in the event that the evidence is requested of them for quality assurance purposes by Highfield Qualifications. A list of recognised First Aid qualifications and training is available in the Assessment Strategy for this qualification.

Guidance on delivery

The total qualification time for this qualification (mandatory units only) is 720 hours, of which 317 are recommended as guided learning hours.

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.

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

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

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

Simulation should **only** be undertaken:

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

Units where simulation is permitted:

- Deal with incidents
- Manage initial response to significant or major incidents and plan for resilience

During delivery and assessment of the qualification units, it is expected that the below criteria are considered where possible:

Equality, diversity and inclusion (Equality Act 2010)

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

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

Safeguarding

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

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

A 'child' is defined as anyone under the age of 18. An 'adult at risk' is defined as someone over the age of 18 who is in receipt or need of community care service. In a sporting venue, a significant proportion of the crowd will be made up of a combination of both groups. However, you should be aware that there may well be children or adults at risk involved in a 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.

UK terrorism threat levels

It is expected that senior stewards, safety officers and similar staff holding overall responsibility for the safety and security of events will be familiar with the current UK Terrorism threat levels.

The threat level indicates the likelihood of a terrorist attack in the UK.

The level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5). Threat levels do not have an expiry date, but they can change at any time as different information becomes available to security agents.

Information on the most up to date levels can be found on this link:

<https://www.gov.uk/terrorism-national-emergency>

For those undertaking the optional **Physical Intervention Skills within the Private Security Industry** unit, the minimum contact time (MCT) is an additional 12 hours* training.

Minimum contact time is defined as the time when the learner is in the same room as the tutor and receiving training or undertaking examinations/assessment. This time **DOES NOT** include breaks in the delivery of the course, assessing English language skills, course registration and ID checking.

*The SIA has recognised that there is some learning that can contribute to the achievement of the licence-linked qualifications that can be delivered by flexible and/or distance learning, as long as this is maintained with some form of support. It is therefore a requirement for centres wishing to use flexible and/or distance learning to notify Highfield in advance and provide the details of how they intend to support and evidence this distance study. Centres can use distance learning to deliver **3-hours** of learning for preparation for training for the Physical Intervention unit.

Guidance on assessment

The mandatory units of this qualification are 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. 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.

The optional **Physical Intervention Skills within the Private Security Industry** unit is assessed by an externally set, internally assessed true/false examination, as well as an externally set and internally assessed practical assessment. Both assessment components have a 100% pass mark.

Following the assessment, all paperwork must be returned to Highfield. Upon successful processing, a list of results will be provided to the centre contact stating whether learners have passed or failed.

Guidance on quality assurance

To support with quality assurance, Highfield requires centres to undergo security approval checks prior to the delivery of the optional **Physical Intervention Skills within the Private Security Industry** unit. Upon successful completion of this, centres are then permitted to register and deliver courses. This security approval is checked on at least an annual basis.

In addition to the regular monitoring/support, Highfield recommends that centres have a quality assurance system in place prior to the return of assessment material to Highfield for external

moderation/quality assurance. This is to ensure assessments are of the highest standard for every course.

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.

Tutor requirements (Physical Intervention unit only)

To deliver this unit, tutors are required to hold the following:

- training qualification
- sector competence
- additional requirements

Further elaboration of each of the above components is listed below:

Training Qualification

Tutors are required to hold a teaching or training qualification at Level 3 or above, which has been accredited by SQA/QCA/Ofqual or validated by an HEI, or an equivalent such as:

- Level 3 Award in Education and Training (QCF/RQF or equivalent)
- PTLLS, CTLLS or DTLLS
- Certificate in Education
- Post Graduate Certificate in Education
- SVQ levels 3 and 4 in Learning and Development
- Scottish Training Qualification for Further Education (TQFE)
- Professional Graduate Diploma in Education (PGDE)

Sector Competence

Tutors delivering the learning leading to licence-linked qualifications must demonstrate that they have the necessary experience, knowledge and understanding of the sector in which they are providing training.

To demonstrate this, Highfield will require sufficient information about a tutor's occupational experience for consideration in the approval process, for example, experience of working in the private security industry or working in a role that can be mapped to the requirements of the private security industry.

To ensure that tutors have the right occupational expertise, the SIA requires that:

- new tutors to the sector (i.e. this is their first role in the security sector as identified by their CV) have a minimum of **3-years'** frontline operational experience in the last 10, which is relevant to the qualifications that they are delivering. This experience should have been gained in the UK.
- existing tutors must demonstrate they are taking sufficient steps to keep their occupational expertise up to date. Suitable steps would include attendance at relevant conferences and seminars and continuing work experience in the sector.

In addition to the above, tutors **must** be able to demonstrate evidence of a suitable level of professional development in the sector, which should include the equivalent of at least **30-hours**

every year spent in a combination of training, increasing professional knowledge through other means or working in the industry.

Additional Requirements

In addition to the core requirements for this qualification, the SIA requires tutors to have additional competencies to deliver this unit:

- Level 3 Award for Deliverers of Physical Intervention Training in the Private Security Industry (QCF/RQF or equivalent)
- Level 3 Delivery of Conflict Management Training (NQF/QCF/RQF)
- An up-to-date certificate/licence agreement from an approved level 3-programme provider that confirms the tutor's ability to deliver the skills in that approved level 2-programme

The SIA may publish additional requirements for tutors as and when they are agreed. Tutors looking to deliver licence-linked qualifications should ensure that they are fully familiar and compliant with the requirements detailed within the qualification.

Tutors who are unsure about their current qualifications or who wish to check their eligibility should contact their Highfield account manager.

Assessor requirements

Highfield Qualifications strongly recommend nominated assessors for this qualification meet the following:

- hold a level 3 and/or level 4 qualification in spectator safety and have a minimum of 3 years' experience working in the industry
- have in-depth technical knowledge of the qualification, units and standards of competence required
- hold or be working towards a recognised assessing qualification, which could include any of the following:
 - Highfield Level 3 Certificate in Assessing Vocational Achievement (RQF)
 - Highfield Level 3 Award in Assessing Competence in the Work Environment (RQF)
 - A1
 - D32/33
- maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements

Highfield Qualifications strongly recommend internal quality assurers for this qualification meet the following:

- have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification at or above the level being verified
 - have in-depth technical knowledge of the qualification, units and standards of competence required
 - hold a valid assessing qualification or be working towards a recognised assessing qualification **OR** hold or be working towards an internal quality assurance qualification, which could include any of the following:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
 - V1 Conduct Internal Quality Assurance of the Assessment Process
-

- D34 Internally Verify the Assessment Process
- maintain appropriate continued professional development for the subject area

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Mapping to National Occupational Standards (NOS)

This qualification maps to the National Occupational Standards (NOS) for Spectator Safety (2019).

The Physical Intervention unit maps to the relevant SIA specification for learning and qualifications.

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.

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 any learners wishing to undertake the **Physical Intervention Skills within the Private Security Industry** unit, each centre should have systems in place to ensure that the person taking licence-linked this unit is indeed the person they are purporting to be.

All centres are therefore required to ensure that each learner's photograph and formal identification documents are checked and recorded before they are allowed to sit the examination/assessment.

When completing the ID validation sheet, all photographs supplied by the learners must be checked to ensure each one is a true representation of the individual. Once satisfied, they must print the learner's name on the reverse of the photograph before sticking it onto the adhesive film on the identification validation sheet.

Centres are reminded to ensure all data is stored to comply with current Data Protection legislation and that they are aware of the General Data Protection Rules (GDPR).

A list of current documentation that is accepted by the SIA as proof of identification is available within the Highfield Security Licence-Linked Examination Learner List and Declaration. This can be accessed in the download area of the Highfield website.

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

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking the Highfield Level 4 Diploma in Spectator Safety Management (RQF).

Useful websites

- www.highfieldqualifications.com
- www.highfieldproducts.com
- www.sgsa.org.uk
- www.skillsactive.com
- The Event Safety Guide:
www.thepurpleguide.co.uk

Recommended training materials

Understanding Stewarding at Spectator Events. Highfield.co.uk Ltd

Understanding Stewarding at Spectator Events Training PowerPoint™. Highfield.co.uk Ltd

Appendix 1: Qualification structure

To complete the **Highfield Level 3 Extended Certificate in Spectator Safety Supervision**, learners must complete **all units** contained within the mandatory group. Learners can complete further units from Optional Group A or the additional unit if their job role and settings require.

Mandatory group

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

Unit reference	Unit title	Level	GLH	Credit
H/618/5821	Prepare stewards and venues for spectator events	3	26	6
K/618/5822	Manage and maintain stewarding in designated areas	3	13	3
M/618/5823	Manage information for action and decision-making for spectator events	3	26	6
T/618/5824	Develop and sustain productive working relationships with colleagues and stakeholders	3	16	4
A/618/5825	Monitor and solve customer services problems	3	40	6
H/618/5849	Manage initial response to significant or major incidents and plan for resilience	5	80	20
Y/618/5850	Manage risks in crowded places	3	40	8
D/618/5851	Plan for the safety of people at spectator events	4	24	5
H/618/5852	Manage the safety and security of people at spectator events	4	52	14

Optional group

Unit reference	Unit title	Level	GLH	Credit
H/618/5818	Help to manage and resolve conflicts*	2	22	5
K/618/5819	Deal with incidents at spectator events*	2	10	2
F/618/5826	Manage resources for safety and security at spectator events	4	35	10
J/618/5827	Manage the efficient use of resources	4	19	4
L/618/5828	Develop your knowledge, skills and competence	3	15	4

* it is strongly recommended that these units are only selected by learners who have not previously completed a level 2 qualification in spectator safety

Additional unit

This unit is to be taken by those learners who will be deployed at designated areas where they may be responsible for physical intervention to deal with spectators and other stakeholders.

Unit reference	Unit title	Level	GLH	Credit
A/615/8267	Physical Intervention Skills within the Private Security Industry*	2	12	2

Appendix 2: Qualification content

Unit 1: Prepare stewards and venues for spectator events

Unit number: H/618/5821

Credit: 6

GLH: 26

Level: 3

Unit Introduction

This unit is about allocating responsibilities to stewards, briefing the stewards and checking the venue before the event starts.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Know how to assign responsibilities to stewards</p>	<p>1.1 Explain the importance of thorough preparation prior to events and the possible consequences of not doing so</p> <p>1.2 Describe the importance of having stewards with the right level of competence for their roles and responsibilities</p> <p>1.3 Identify roles and responsibilities and appropriate skills for the designated area</p> <p>1.4 Explain how to calculate the number of stewards for the designated area and what skill sets they will need to have</p> <p>1.5 Explain when and how to report inadequacies in the number or skills of stewards in the designated area</p> <p>1.6 Explain the process to follow when discovering inadequacies and need to request more stewards</p> <p>1.7 Explain the process to follow when assigning stewards to fulfil designated roles and responsibilities</p> <p>1.8 Explain the role of themselves and their team should any contingency plans be activated</p> <p>1.9 Describe the legal and organisational requirements relating to safety at the venue including venue requirements</p> <p>1.10 Describe basic requirements of the health and safety legislation and how these apply to stewards at events</p>
<p>2. Know how to brief stewards on arrangements for events</p>	<p>2.1 Explain why it is important to carry out the pre-event briefing for stewards</p> <p>2.2 Explain how to obtain the information needed for the pre-event briefing</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.3 Describe the information stewards need to know, including any particular individual needs for those present in the area 2.4 Explain the importance of clear briefing 2.5 Explain the types of misunderstandings that may occur 2.6 Explain how to recognise and deal with misunderstandings and why this needs to be done promptly 2.7 Explain why it is important to also brief additional deployment 2.8 Explain how both verbal and non-verbal communication should be used when briefing stewards to ensure they adopt a responsible attitude to the event and their responsibilities 2.9 Describe the equipment and dress code required for the event 2.10 Describe the process for and the importance of record keeping
3. Know how to check the venue before events	3.1 Explain why the designated area must be checked and inspected 3.2 Describe the procedures to follow when inspecting the designated area 3.3 Describe the main features of the designated area and the types of hazards which may occur 3.4 Describe the types of actions to take in response to hazards 3.5 Describe what type of action might endanger self and others 3.6 Explain how to complete the required records on: <ul style="list-style-type: none"> • Personal equipment issued • Attendance and briefing records • What safety equipment has been checked and tested 3.7 Described the procedures for reporting hazards
4. Be able to assign responsibilities to stewards	4.1 Assess the competence of stewards for particular roles and responsibilities for the venue and event 4.2 Assign stewards for particular roles and responsibilities following the event plan 4.3 Assign the required number of stewards with the appropriate skills for the designated area

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>5. Be able to brief stewards on arrangements for events</p>	<p>4.4 Ensure that the assignment of stewards takes account of any venue requirements and guidance</p> <p>5.1 Attend the event briefing to prepare for their role</p> <p>5.2 Obtain all the required information in order to brief the stewards in their designated area</p> <p>5.3 Make resources available for the briefing</p> <p>5.4 Clearly and accurately communicate the main points to the stewards and the reasons why these are important to the designated area</p> <p>5.5 Give stewards relevant details from venue contingency plans and outline any relevant security related threat levels</p> <p>5.6 Brief additional deployments and late arrivals in accordance with the original briefing</p> <p>5.7 Check the stewards' understanding of the briefing</p> <p>5.8 Recognise and quickly deal with any misunderstandings</p> <p>5.9 Check that the stewards are appropriately equipped and dressed for the event</p> <p>5.10 Complete and retain a record of the briefing following the event procedures</p>
<p>6. Be able to check the venue before events</p>	<p>6.1 Carry out a detailed inspection of the designated area following the event plan and venue regulations</p> <p>6.2 Make sure that any risks, threats and hazards are identified and promptly reported</p> <p>6.3 Take action which is appropriate to the risks, threats and hazards and the circumstances following the event and venue regulations</p> <p>6.4 Make sure that any action taken does not endanger self and others</p> <p>6.5 Report the risks, threats and hazards and the action taken to the responsible colleague</p> <p>6.6 Follow organisational procedures to complete all records</p>

Range
<p>Roles and responsibilities</p> <p><i>All must be covered when assessing for both competence and knowledge within this unit:</i></p> <ol style="list-style-type: none"> 1. safety 2. security 3. service

Information

All must be covered when assessing for both competence and knowledge within this unit:

1. type of activity and threats in the area
2. programme for the event
3. venue regulations
4. location of emergency facilities/equipment
5. venue and organisational procedures
6. contingency and emergency procedures including code words and/or coded messages
7. key stewarding tasks for designated area
8. pre-event information
9. crowd profile

Threats and hazards

Numbers one and two must be covered as a minimum when assessing competence and all to be covered when assessing knowledge:

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

Unit 2: Manage and maintain stewarding in designated areas

Unit number: K/618/5822

Credit: 3

GLH: 13

Level: 3

Unit Introduction

This unit is about making sure that stewarding is effective in, dealing correctly with problems and debriefing stewards following the event.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Know how to manage and maintain stewarding in the designated area</p>	<p>1.1 Outline the monitoring procedures in the designated areas</p> <p>1.2 Explain how to determine the number of stewards required in the designated areas</p> <p>1.3 Explain how to identify the required skills of stewards in the designated area and their assigned duties</p> <p>1.4 Explain how and why to monitor stewards in their designated areas</p> <p>1.5 Describe the possible consequences of not monitoring stewarding arrangements</p> <p>1.6 Describe the type of information needed about conditions in the designated area</p> <p>1.7 Describe how to obtain and evaluate information needed about the conditions in the designated area</p> <p>1.8 Explain the importance of understanding steward behaviours and the impact this may have on their performance and the client groups</p> <p>1.9 Explain the importance of maintaining the safety and welfare of all client groups</p> <p>1.10 Describe effective communication methods used to relay information to the responsible colleague</p> <p>1.11 Identify methods of record keeping</p> <p>1.12 Outline what prompts and techniques to include when giving instructions to stewards</p> <p>1.13 Describe effective leadership and motivational skills</p>
<p>2. Know how to debrief stewards and check venue and equipment</p>	<p>2.1 Explain the importance of debriefing and how to conduct a debriefing session</p> <p>2.2 Outline how to obtain the information needed for debriefing</p> <p>2.3 Describe what information is required for the debriefing</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.4 Outline different ways of encouraging the stewards to provide both positive and negative feedback on the event and arrangements</p> <p>2.5 Explain the importance of having both negative and positive feedback on the event and arrangements</p> <p>2.6 Explain the importance of checking the accuracy and relevance of feedback with other stewards and stakeholders</p> <p>2.7 Outline the organisation's procedures for reporting incidents</p> <p>2.8 Outline the agreed procedures for:</p> <ul style="list-style-type: none"> a. Getting equipment back from the stewards including information on damaged equipment and how to deal with this b. Checking and securing the venue following an event c. Recording and reporting issues to do with equipment and the venue to the responsible colleague <p>2.9 Explain why it is important to suggest possible improvement to safety, security and service and who to suggest these to</p>
<p>3. Be able to manage and maintain stewarding in the designated area</p>	<p>3.1 Monitor and support the stewards in the designated area</p> <p>3.2 Allocate the required number of stewards to designated points and make sure they are carrying out their duties throughout the event</p> <p>3.3 Monitor and maintain the safety and welfare needs of the stewards in their designated area</p> <p>3.4 Monitor and maintain the safety and welfare needs of all client groups in their designated area</p> <p>3.5 Obtain and evaluate information about the conditions in the area of responsibility throughout the event</p> <p>3.6 Report any issues relating to stewarding operations to the responsible colleague using the agreed procedures</p> <p>3.7 Keep accurate and clear records of all decisions and actions following agreed procedures</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.8 Provide the stewards with clear and prompt ongoing instructions in accordance with the event plan and agreed procedures
4. Be able to debrief stewards and check venue and equipment	4.1 Obtain the information needed for debriefing from the responsible colleague and from the stewards 4.2 Encourage the stewards to provide both positive and negative feedback on the event and arrangements 4.3 Check the accuracy and relevance of feedback with other stewards and stakeholders 4.4 Make sure all incidents in their designated area are fully reported and recorded 4.5 Follow the agreed procedures for getting equipment back from the stewards 4.6 Follow agreed procedures for checking and securing the venue 4.7 Record and report issues to do with safety, security and service to the responsible colleague

Range
<p>Incidents <i>A minimum of four of the below criteria must be covered when assessing competence and all to be covered when assessing knowledge. Simulation is accepted for learning outcomes relating to incidents:</i></p> <ol style="list-style-type: none"> unlawful, disorderly and anti-social behaviour dangerous crowd situations security incident fire structural failure equipment failure medical emergencies <p>Client groups <i>A minimum of four of the below criteria must be covered when assessing competence and all to be covered when assessing knowledge:</i></p> <ol style="list-style-type: none"> spectators workforce contractors regulatory organisations media emergency services athletes artists event officials

Welfare needs

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

1. personal safety
2. emotional well being
3. physical well being
4. cultural needs

When determining the number of stewards in the designated area, the following factors should be considered:

1. Audience size and demographic
2. Any event specific risk assessment particularly audience behaviour
3. Specific threats hazards and risks
4. Guidance
5. Any conditions imposed through a licence, permit or safety certificate

Unit 3: Manage information for action and decision-making for spectator events

Unit number: M/618/5823

Credit: 6

GLH: 26

Level: 3

Unit Introduction

This unit is about the efficient management of information. It covers gathering the information needed and providing information and advice to others for all arrangements relating to spectator events and venues where these events take place.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know how to gather required information	1.1 Identify methods of gathering information 1.2 Describe organisational procedures for recording and storing information 1.3 Explain the principles of confidentiality when handling information 1.4 Explain how to suggest identified improvements to agreed procedures
2. Know how to analyse information to support decision-making	2.1 Explain how to judge the accuracy, relevance and sufficiency of information required to support decision-making in different contexts 2.2 Explain how to identify information that may be contradictory, ambiguous or inadequate and how to deal with these 2.3 Identify methods of analysing information and how to select the most appropriate method 2.4 Outline how to analyse information to identify patterns and trends 2.5 Explain how to draw conclusions on the basis of analysing information 2.6 Explain how to identify the difference between fact and opinion
3. Know how to inform and advise others	3.1 Describe types of information to obtain before informing and advising others 3.2 Identify effective communication methods 3.3 Describe the agreed procedures for giving information and advice 3.4 Explain how to develop and present a reasoned case when providing information and advice to others 3.5 Explain the importance of confirming the recipients' understanding of the information and advice 3.6 Explain the importance of maintaining confidentiality when seeking feedback

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.7 Explain the importance of seeking feedback on the information and advice provided 3.8 Explain how to use feedback to inform future methods of providing information and advice
4. Be able to gather required information	4.1 Gather information to support decision-making in their role 4.2 Record and store the information they gather according to the organisational procedures 4.3 Ensure the information they gather is accessible in the required format to authorised people only 4.4 Identify and propose improvements to agreed procedures 4.5 Provide suggestions on possible improvements onto relevant stakeholders
5. Be able to analyse information to support decision-making	5.1 Analyse information to support decision-making 5.2 Differentiate between fact and opinion when presenting the results of the analysis 5.3 Keep records for the audit trail evidencing decision-making at each stage
6. Be able to inform and advise others	6.1 Obtain all the required information before informing and advising others 6.2 Summarise the main points to the relevant people and the reasons why these are important 6.3 Give information and advice consistent with the agreed procedures 6.4 Use reasoned arguments and evidence to support the information and advice that has been given 6.5 Check and confirm the recipients' understanding of the information and advice 6.6 Maintain confidentiality following agreed procedures 6.7 Seek feedback from the recipients about the information and advice you provided 6.8 Use this feedback from recipients to improve the process

Unit 4: Develop and sustain productive working relationships with colleagues and stakeholders

Unit number: T/618/5824

Credit: 4

GLH: 16

Level: 3

Unit Introduction

This unit is about developing and sustaining productive working relationships with stakeholders. These include colleagues within the learner’s own organisation, people within other organisations with which their organisation works and other external stakeholders.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to work with colleagues and stakeholders</p>	<p>1.1 Summarise the principles of effective communication with colleagues and stakeholders</p> <p>1.2 Explain why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders</p> <p>1.3 Explain the importance of taking account of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks</p> <p>1.4 Explain why communication with colleagues and stakeholders on fulfilment of agreements is important</p>
<p>2. Understand how to monitor and review relationships with colleagues and stakeholders</p>	<p>2.1 Explain how to monitor and evaluate the effectiveness of working relationships with colleagues and stakeholders</p> <p>2.2 Describe how to obtain and use feedback on the effectiveness of working relationships from colleagues and stakeholders</p> <p>2.3 Explain how to provide colleagues and stakeholders with feedback on the effectiveness of working relationships</p> <p>2.4 Summarise the importance of monitoring wider developments in relation to stakeholders</p> <p>2.5 Explain how to effectively monitor wider developments in relation to stakeholders</p>
<p>3. Understand how to deal with conflict of interest in relation to colleagues and stakeholders</p>	<p>3.1 Explain how to manage the expectations of colleagues and stakeholders</p> <p>3.2 Describe the types of conflict that may occur with colleagues and stakeholders</p> <p>3.3 Explain the damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	organisations 3.4 Evaluate different techniques for conflict resolution with colleagues and stakeholders
4. Be able to establish and monitor working relationships with colleagues and stakeholders	4.1 Identify key stakeholders for own area of responsibility 4.2 Evaluate the key stakeholders’ interest in the activities and performance of the organisation 4.3 Establish working relationships with relevant colleagues and stakeholders 4.4 Monitor the effectiveness of working relationships with colleagues and stakeholders 4.5 Review working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement 4.6 Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future
5. Be able to work with colleagues and stakeholders	5.1 Provide colleagues and stakeholders with appropriate information to enable them to perform effectively 5.2 Consult colleagues and stakeholders in relation to key decisions and activities 5.3 Take account of colleagues’ and stakeholders’ views, including their priorities, expectations and attitudes to potential risks 5.4 Fulfil agreements made with colleagues and stakeholders, keeping them informed of progress 5.5 Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements 5.6 Resolve conflicts of interest and disagreements with colleagues and stakeholders to minimise damage to work and activities and to those involved

Unit 5: Monitor and solve customer service problems

Unit number: A/618/5825

Credit: 6

GLH: 40

Level: 3

Unit Introduction

This unit is about the part of the job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to monitor and solve customer service problems</p>	<p>1.1 Describe organisational procedures and systems for dealing with customer service problems</p> <p>1.2 Describe organisational procedures and systems for identifying repeated customer service problems</p> <p>1.3 Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer</p> <p>1.4 Explain how the successful resolution of customer service problems contributes to improved working relationships with service partners or internal customers</p> <p>1.5 Explain how to communicate with and reassure customers while their problems are being solved</p> <p>1.6 Identify the opportunities and potential for monitoring and solving customer service problems presented by remote information collection and sharing such as through social media</p>
<p>2. Be able to solve immediate customer service problems</p>	<p>2.1 Respond positively to customer service problems following organisational procedures</p> <p>2.2 Solve customer service problems when you have sufficient authority</p> <p>2.3 Work with others to solve customer service problems</p> <p>2.4 Keep customers informed of the actions being taken</p> <p>2.5 Check with customers that they are comfortable with the actions being taken</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.6 Solve problems with service systems and procedures that might affect customers before they become aware of them 2.7 Inform managers and colleagues of the steps taken to solve specific problem
3. Be able to identify repeated customer service problems and options for solving them	3.1 Identify repeated customer service problems 3.2 Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option 3.3 Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation
4. Be able to take action to avoid the repetition of customer service problems	4.1 Obtain authorisation to change organisational procedures in order to reduce the chances of future occurrences 4.2 Implement the agreed action 4.3 Keep customers informed of steps being taken to solve any service problems 4.4 Monitor the changes made 4.5 Adjust the changes made if required

Unit 6: Manage initial response to significant or major incidents and plan for resilience
 Unit number: H/618/5849
 Credit: 20
 GLH: 80
 Level: 5

Unit Introduction

This unit is about the effective planning and management of the response to a malicious or non-malicious significant or major incident on behalf of the organisation. It also covers supporting and working with emergency responding organisations as well as ensuring continuity of business and return to normality.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Know how to assess the risk and threat of an incident</p>	<p>1.1 Identify current legal and regulatory requirements, standards and good practice guidelines</p> <p>1.2 Interpret the impact of the national and regional risk assessment and threat level</p> <p>1.3 Assess the roles and structure of local resilience forums for co-operation on risk assessment</p> <p>1.4 Identify the characteristics of the event that may influence the likelihood and impact of a major incident</p> <p>1.5 Describe the organisation's business continuity and incident plans</p> <p>1.6 Describe the aim, scope and objectives of incident plans and arrangements</p> <p>1.7 Describe the resources available for incident management</p> <p>1.8 Explain the importance of involving all the relevant stakeholders in the planning process</p> <p>1.9 Explain the importance of continuously assessing risk during the incident</p> <p>1.10 Critically compare risk assessment methods and outcomes</p> <p>1.11 Review mitigation measures</p>
<p>2. Know how to plan for the response to a significant or major incident</p>	<p>2.1 Identify stakeholders and their roles and responsibilities in the response process</p> <p>2.2 Identify the necessary resources needed for a response</p> <p>2.3 Describe the principles of incident management planning</p> <p>2.4 Analyse the emergency planning cycle</p> <p>2.5 Identify the methods of raising awareness of incident plans and arrangements</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>3. Know how to manage the initial response to a significant or major incident</p>	<p>3.1 Describe the potential impact of emergencies on client groups</p> <p>3.2 Outline the information that needs to be provided to the emergency services</p> <p>3.3 Identify the different methods of communication during a significant or major incident</p> <p>3.4 Explain the importance of communicating clearly and assertively</p> <p>3.5 Describe the process for initiating a response to a significant or major incident</p> <p>3.6 Explain the importance of recording decisions</p> <p>3.7 Identify the methods of recording discussions, decisions, actions and communications</p> <p>3.8 Identify the methods of managing an incident response</p> <p>3.9 Explain how to lead an incident response team and make decisions</p> <p>3.10 Explain how to modify the response to support priorities</p> <p>3.11 Outline the process of transferring primacy to the emergency services</p> <p>3.12 Identify the types of support that might be required by members of the incident response team and the emergency services</p> <p>3.13 Describe how to and why to develop business continuity plans</p>
<p>4. Know how to manage post-incident recovery</p>	<p>4.1 Identify the types of evidence required for post-incident investigation in accordance with the General Data Protection Regulation (GDPR)</p> <p>4.2 Describe how to secure evidence</p> <p>4.3 Explain how to debrief those involved</p> <p>4.4 Outline the process and importance of report writing</p> <p>4.5 Explain the importance of reviewing and evaluating an incident response</p> <p>4.6 Explain how to use evaluation findings to ensure continuous improvement</p> <p>4.7 Identify where and how to access support for those affected by the incident</p>
<p>5. Be able to assess the risk and threat of an incident</p>	<p>5.1 Obtain and analyse information needed to carry out a risk and threat assessment</p> <p>5.2 Carry out risk and threat assessments</p> <p>5.3 Evaluate the hazards and threats associated with the event</p> <p>5.4 Co-operate with emergency responders to:</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> a. maintain an agreed position on the risks affecting the event b. plan and prioritise resources required to prepare for those risks 5.5 Record risk assessments in accordance with organisational requirements and guidelines 5.6 Explain risk and threat assessments to stakeholders 5.7 Integrate the mitigation measures in response to the risk and threat assessment 5.8 Review and up-date risk and threat assessments in response to changes in the risk environment 5.9 Maintain and update contingency plans 5.10 Liaise with stakeholders to update emergency plans
<p>6. Be able to plan for the response to a significant or major incident</p>	6.1 Evaluate the response threshold for the incident 6.2 Split responsibilities and tasks between all participants involved in the response process according to their roles and responsibilities 6.3 Select the person with responsibility and authority to initiate an incident response 6.4 Plan the use of resources needed for responding to incidents 6.5 Assess the need for training and exercise planning 6.6 Develop a training and exercise programme
<p>7. Be able to manage the initial response to a significant or major incident</p>	7.1 Assess client groups at risk of harm and injury 7.2 Contact the emergency services with detailed information about the incident 7.3 Initiate the incident response 7.4 Operate a system to record decisions and policies 7.5 Continue to dynamically assess the risks and modify the response in support of priorities 7.6 Transfer primacy to the emergency services and provide them with up-to-date information on the incident 7.7 Continue to support the emergency services throughout the incident 7.8 Contribute to or initiate business continuity plans
<p>8. Be able to manage post-incident recovery</p>	8.1 Retain and secure evidence to support a post-incident investigation in accordance with the GDPR

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	8.2 Debrief all stakeholders and produce a report on the incident 8.3 Review contingency planning arrangements 8.4 Provide access to specialist resources to support those affected by the incident

Amplification
<p>Emergency responders</p> <p>Any agency that may be able to or required to respond to an emergency occurrence at a venue. This may be one or more of the Category 1 responders supported by one or more of the Category 2 responders.</p> <p>Category 1 or Category 2 responders</p> <p>As defined by the Civil Contingencies Act 2004 and updated by the Cabinet Office, Civil Contingencies Secretariat, currently Category 1 responders are public bodies including emergency services, NHS Trusts, HM Coastguard and local authorities. Category 2 responders are private sector bodies including utility companies and transport providers.</p> <p>Organisational requirements</p> <p>This could refer to the venue requirements or the event owner’s requirements. Clarification of primacy will need to be established.</p> <p>Business continuity planning</p> <p>Preparing and developing plans so that in the event of an incident the business can continue to operate.</p> <p>Business continuity management</p> <p>The implementation of the pre-prepared business continuity plans.</p> <p>Major incident</p> <p>A major incident may be declared by one or more of the category one or category two responders as defined in the Civil Contingencies Act 2004.</p> <p>Mitigation measures</p> <p>Those measures identified and followed by the organisation to limit the impact of any issue, risk hazard or threat.</p> <p>Significant incident</p> <p>A significant incident is where the organisation is required to initiate their incident management plans or contingency plans to deal with and respond to an incident that has taken place and may disrupt the safe operation of the event. The incident response may require additional stakeholder resources and support.</p> <p>Training and exercise programme</p> <p>A rolling programme of training sessions and exercises to test, validate, review and revise the venue and or event incident planning arrangements.</p>

Transfer of primacy

When during the response to an incident control is formally transferred over to one or more of the responding authorities. Issues relating to the transfer of primacy should be agreed in organisational procedures prior to an event.

Unit 7: Manage risks in crowded places

Unit number: Y/618/5850

Credit: 8

GLH: 40

Level: 3

Unit Introduction

This unit is about identifying, assessing, mitigating and managing threats and hazards to the event and those present.

This unit requires the learner to be aware of local and national risk assessment and threat levels and use these to prepare for the event.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Know how to identify threats and hazards and assess the risks to the event</p>	<p>1.1 Explain what guidance and information is available and where to find them on local and national risk assessments and threat levels</p> <p>1.2 Outline how to undertake a detailed venue or site inspection</p> <p>1.3 Outline procedures for risk assessment</p> <p>1.4 Describe what dynamic risk assessment is and the need to record dynamic decisions</p> <p>1.5 Explain the importance of informing stakeholders of the outcome of the risk assessments</p>
<p>2. Know how to specify and agree control measures</p>	<p>2.1 Explain what we mean by the hierarchy of control and how this is applied to threats or risks</p> <p>2.2 Explain how to identify and record control measures to minimise risks</p> <p>2.3 Explain the importance of stakeholder engagement and briefing</p> <p>2.4 Outline the process of resource planning for control measures</p> <p>2.5 Explain the importance of informing stakeholders of any deficiencies in resourcing control measures</p> <p>2.6 Explain what integrated response management is and why this is important when managing risk</p>
<p>3. Be able to identify threats and hazards and assess the risks to the event</p>	<p>3.1 Carry out a site or venue inspection</p> <p>3.2 Use information from national and local risk assessment and threat levels to analyse and assess the level of risk to the event</p> <p>3.3 Liaise with stakeholders about the identified threats, hazards and risks</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>4. Be able to specify and agree control measures</p>	<p>4.1 Apply the relevant hierarchy of control to each of the identified threats and hazards or risks</p> <p>4.2 Apply control measures that minimise assessed risks</p> <p>4.3 Consult on these control measures with relevant stakeholders</p> <p>4.4 Check that resources are in place for these control measures</p> <p>4.5 Check that control measures integrate with the responses of other organisations</p> <p>4.6 Record the control measures</p> <p>4.7 Prepare all relevant information before briefing others</p>

Range
<p>Stakeholders</p> <p><i>A minimum of four of the below criteria must be covered when assessing competence and all to be covered when assessing knowledge:</i></p> <ol style="list-style-type: none"> 1. person responsible for the event 2. venue management 3. emergency services 4. regulatory organisations 5. line manager 6. event staff familiar with venue 7. event staff unfamiliar with venue 8. contractors 9. transport providers <p>Threats and hazards</p> <p><i>Numbers one and two to be covered as a minimum as part of assessing competence, all to be covered when assessing knowledge:</i></p> <ol style="list-style-type: none"> 1. safety 2. security 3. hygiene 4. environmental 5. faulty equipment 6. structural

Unit 8: Plan for the safety of people at spectator events
 Unit number: D/618/5851
 Credit: 5
 GLH: 24
 Level: 4

Unit Introduction

This unit is about planning for the safety of spectators at events and in crowded places. This includes identifying hazards and threats, assessing the risks involved and specifying procedures to control these.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Know how to plan for events</p>	<p>1.1 Identify all legal, statutory and non-statutory guidance and organisational requirements in relation to controlling safety and security at events and in crowded places</p> <p>1.2 Identify types and sources of information to collect, including information on previous events and historical data</p> <p>1.3 Explain what guidance is available and factors to consider in calculating safe capacity</p> <p>1.4 Explain how to calculate safe capacity using all the available data relating to the access, ingress, movement, egress and dispersal of all those persons at the event including the impact of event overlay</p> <p>1.5 Explain the importance of calculating safe capacity for any event</p> <p>1.6 Identify what guidance is available for producing event organisational policies and procedures</p> <p>1.7 Detail how to produce event organisational policies and procedures</p> <p>1.8 Identify the stakeholders you should involve in developing plans</p> <p>1.9 Explain the importance of establishing ongoing liaison with stakeholders</p> <p>1.10 Explain the importance of considering the implications of event overlay</p>
<p>2. Know how to produce, implement, review and evaluate plans</p>	<p>2.1 Explain how to select resources for efficiency and effectiveness</p> <p>2.2 Explain how to identify, assess and cost the type and quantity of resources needed for each event</p> <p>2.3 Identify the types of influences and pressures associated with operational plans and how to assess and manage these</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.4 Identify the types of risks associated with operational plans and how to assess and manage these 2.5 Explain the importance of gaining stakeholders' support for own plans 2.6 Describe methods of recording own plan in an agreed format 2.7 Describe how to implement own plans 2.8 Explain the importance of dynamic review and revision of plans including efficiency and effectiveness 2.9 Explain why it is important to communicate changes to the plan and who you should communicate with 2.10 Identify the methods of communicating changes to the agreed plan to all stakeholders 2.11 Describe ways of recording conclusions and developing recommendations 2.12 Explain the importance of gathering stakeholders' feedback 2.13 Describe processes for updating and maintaining plans
3. Be able to plan for events	3.1 Collect all the information about the venue and event and interpret these to help with preparation for the event 3.2 Calculate the venue's safe capacity 3.3 Produce event procedures in line with organisational policies 3.4 Liaise with stakeholders regarding planning and preparation for the event 3.5 Assess the impact of temporary event overlay
4. Be able to produce, implement, review and evaluate plans	4.1 Agree the roles and responsibilities in the delivery of the operational plan with key stakeholders 4.2 Select, prioritise and schedule tasks to achieve these objectives 4.3 Assess and cost the resources needed for the event 4.4 Follow event or organisational procedures to assess internal and external influences and pressures associated with own plan 4.5 Assess risks and implications associated with own plans 4.6 Record own operational plans 4.7 Put in place monitoring and evaluation methods

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.8 Present draft plans to stakeholders and key decision-makers 4.9 Negotiate changes to the operational plans as a result of stakeholder feedback 4.10 Record and implement the agreed plan 4.11 Review and revise plans according to event or organisational needs 4.12 Communicate any changes to the agreed plan to all stakeholders 4.13 Evaluate the effectiveness and efficiency of own plans 4.14 Develop and record conclusions and recommendations to improve own plans

Range
<p>Information <i>All must be covered when assessing for both competence and knowledge.</i></p> <ol style="list-style-type: none"> nature of the event and programme arrival and departure arrangements for client groups layout and structure of the venue, its capacity and existing risk assessments <p>Factors to consider when calculating safe capacity <i>All must be covered when assessing for both competence and knowledge.</i></p> <ol style="list-style-type: none"> Holding capacity Egress capacity Emergency egress capacity Ingress capacity Venue design including overlay Audience demographic Site survey Staffing levels Relevant risk assessments Weather conditions <p>Event overlay <i>All must be covered when assessing for both competence and knowledge.</i></p> <ol style="list-style-type: none"> services at the venue external environment and other events in the vicinity numbers and types of people attending pre-event information and intelligence – all sources available resources <p>Stakeholders <i>A minimum of four must be covered when assessing for competence and all must be covered when assessing for knowledge.</i></p> <ol style="list-style-type: none"> person responsible for the event emergency services

3. local authority
4. line manage relevant staff familiar with venue
5. event staff unfamiliar with venue
6. contractors
7. transport provider
8. local communities
9. NGBs

Influences and pressures

All must be covered when assessing for both competence and knowledge.

1. organisational influences and pressures (internal)
2. stakeholder influences and pressures (external)

Unit 9: Manage the safety and security of people at spectator events

Unit number: H/618/5852

Credit: 14

GLH: 52

Level: 4

Unit Introduction

This unit is about ensuring overall safety at an event, checking the venue and all provision to make sure it complies with planned control measures and legal and organisational requirements, and managing these during the event.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Know how to ensure the readiness of the venue and resources prior to events</p>	<p>1.1 Identify all relevant legal, statutory, non-statutory and organisational requirements for controlling safety and security at spectator events</p> <p>1.2 Describe procedures for checking the readiness of venues and resources</p> <p>1.3 Identify the types of problems that may occur with provision and how to deal with these</p> <p>1.4 Identify the location and contents of all the event plans including contingency plans</p> <p>1.5 Explain the importance of ensuring that all provision is in line with organisational procedures and legal and statutory requirements</p> <p>1.6 Describe the circumstances where influences and pressures may be exerted to make the event go ahead without adequate provision and how to deal with these</p> <p>1.7 Explain the importance of environmental variables and how they may compromise safety and security</p> <p>1.8 Identify responsibilities delegated to others and how to check that these are understood and in place</p> <p>1.9 Identify the documentation that needs to be completed and how to complete it</p>
<p>2. Know how to monitor and co-ordinate organisational measures during events</p>	<p>2.1 Identify available resources for the event</p> <p>2.2 Explain methods of checking regularly that resources and organisational procedures are in line with plans and requirements</p> <p>2.3 Describe how to monitor available information and identify actual and potential situations</p> <p>2.4 Identify the types of information to be monitored during the event, who this</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>information will come from and how to monitor it</p> <p>2.5 Explain methods for assessing received information for accuracy and significance</p> <p>2.6 Explain how to carry out risk assessments</p> <p>2.7 Explain how to implement procedures including dynamic risk assessment</p> <p>2.8 Explain suitable control measures</p> <p>2.9 Explain when and how to activate contingency plans</p> <p>2.10 Identify the agreed procedures for promptly informing relevant stakeholders of situations which have arisen in their area of responsibility</p> <p>2.11 Describe the agreed procedures regarding communication</p> <p>2.12 Explain the importance of recording all information and decisions fully and accurately</p> <p>2.13 Identify methods of debriefing all relevant stakeholders</p> <p>2.14 Explain the importance of evaluating the effectiveness of the organisational procedures and learning lessons for future events</p>
<p>3. Ensure the readiness of the venue and resources prior to events</p>	<p>3.1 Inspect the venue and all resources for the event</p> <p>3.2 Make sure that all safety provision is in line with organisational requirements and the event plan</p> <p>3.3 Take action promptly when safety provision is below the required standards and record the outcome</p> <p>3.4 Counter any influences and pressures from stakeholders and from environmental factors that are compromising safety and security at the event</p> <p>3.5 Check against the event plan and confirm that all delegated responsibilities are in place</p> <p>3.6 Complete all documentation clearly and accurately according to organisational procedures</p>
<p>4. Monitor and co-ordinate organisational measures during events</p>	<p>4.1 Check that the deployment and functioning of resources are in line with organisational procedures</p> <p>4.2 Monitor available information and note any situations outside acceptable limits</p> <p>4.3 Check this information for accuracy and significance</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4 Take action promptly in response to information received 4.5 Record own actions and rationale in the decision log 4.6 Activate contingency plans if necessary 4.7 Inform stakeholders of situations relating to their area of responsibility following agreed procedures 4.8 Keep records of all information and decisions 4.9 Debrief all stakeholders

Range
<p>Stakeholders <i>A minimum of four must be covered when assessing for competence and all must be covered when assessing for knowledge.</i></p> <ol style="list-style-type: none"> 1. person responsible for the event (promoter) 2. emergency services 3. local authority 4. line manager 5. event staff familiar with venue 6. event staff unfamiliar with venue 7. contractors 8. transport providers <p>Records <i>A minimum of four must be covered when assessing for competence and all must be covered when assessing for knowledge.</i></p> <ol style="list-style-type: none"> 1. CCTV footage 2. decision logs 3. witness statements 4. briefing and debriefing notes 5. pre-event inspections 6. staff attendance records <p>Influences and pressures <i>All must be covered when assessing for knowledge.</i></p> <ol style="list-style-type: none"> 1. organisational influences and pressures (internal) 2. stakeholder influences and pressures (external)

Unit 10: Help to manage and resolve conflicts

Unit number: H/618/5818

Credit: 5

GLH: 22

Level: 2

Unit Introduction

This unit is about dealing with situations where there is conflict between people. The unit includes using effective verbal and non-verbal communication to defuse the situation, giving advice and warnings, and calling for assistance when required. This unit does not include attempting to physically control or restrain people.

This unit is mandatory for those who wish to proceed to complete the optional unit covering physical intervention as part of this spectator safety qualification.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to engage with client groups in conflict situations</p>	<p>1.1 Describe how to communicate with client groups including:</p> <ul style="list-style-type: none"> • Cooperative • Uncooperative • Intoxicated • Emotional • With limited understanding of English • With additional communication needs (for example people with speech difficulties or learning disabilities) • With different physical needs <p>1.2 Describe the types of conflict situations that are likely to arise</p> <p>1.3 Identify the correct responses for each of these types of situations</p> <p>1.4 Explain the role of effective communication in reducing conflict</p> <p>1.5 Explain the importance of showing respect for client groups, their property, their rights and their needs</p> <p>1.6 Explain how to use non-discriminatory and non-offensive behaviour and language to manage conflict situations</p> <p>1.7 Explain how to use non-verbal communication to manage conflict situations</p>
<p>2. Understand how to follow procedures to resolve conflict situations</p>	<p>2.1 Describe methods of assessing risk in conflict situations</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.2 Explain the importance of understanding client group needs and perceptions 2.3 Describe ways of maintaining own personal safety 2.4 State the incident management procedures 2.5 Identify methods of collecting information 2.6 Explain the importance of recording and reporting information
3. Be able to engage with client groups in conflict situations	3.1 Communicate with client groups politely and clearly 3.2 Explain to client groups what their role is and what is expected of them 3.3 Remain alert to verbal and non-verbal communication pertaining to danger cues
4. Be able to follow procedures to resolve conflict situations	4.1 Assess the risk or threat to themselves and others in the situation 4.2 Assess the seriousness of the situation and the behaviour of the individual(s) involved 4.3 Maintain their own personal safety 4.4 Follow incident management procedures to resolve the situation 4.5 Collect, record and report information about the situation

Amplification

- **Conflict situations**
 - Challenging customer behaviour caused by:
 - technical failures
 - delays
 - unexpected crowd movements
 - local overcrowding
 - queuing
 - Unsociable or unlawful behaviour
 - Fighting
 - Ticket forgeries
 - Entry into restricted areas
- Non-discriminatory and non-offensive **behaviour and language**
 - Acting fairly towards all client groups
 - Being courteous and polite
 - Not being under influence of drink or drugs

- Not using language that is abusive, defamatory or offensive
- Not abusing position
- **Ways of maintaining own personal safety**
 - Listening actively
 - Maintaining your own personal space
 - Following instructions
 - Careful observation of crowds and areas
 - Knowing what hazards and threats to look out for

Range

Client groups

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

1. spectators
2. workforce
3. contractors
4. regulatory bodies
5. media
6. emergency services
7. athletes
8. artists
9. event officials

Unit 11: Deal with incidents at spectator events

Unit number: K/618/5819

Credit: 2

GLH: 10

Level: 2

Unit Introduction

Spectator events always involve an element of challenge and risk, and incidents will happen from time to time. It is very important that all members of staff are competent to deal with incidents and as such are required to have knowledge of basic life-saving skills. This unit does not cover managing an initial response to a major incident.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to deal with incidents at spectator events</p>	<p>1.1 Outline basic principles of risk assessment</p> <p>1.2 Outline the types of incidents that may occur</p> <p>1.3 Describe the organisation's incident management procedures</p> <p>1.4 Describe the procedures involved in dealing with incidents promptly, calmly and correctly</p> <p>1.5 Describe the procedure to request qualified assistance</p> <p>1.6 Describe how to deal with incidents before qualified assistance arrives</p> <p>1.7 Explain how to protect the casualty and others involved from further harm</p> <p>1.8 Outline how to provide comfort and reassurance</p> <p>1.9 Outline what information is important to give to the client groups involved</p> <p>1.10 Outline incident reporting</p>
<p>2. Be able to deal with incidents at spectator events</p>	<p>2.1 Assess the situation for hazards and risks</p> <p>2.2 Protect any casualty and other people involved from further harm</p> <p>2.3 Call for qualified assistance</p> <p>2.4 Give the qualified assistance information about the incident</p> <p>2.5 Give the people involved in the incident instructions according to the organisation's incident management procedures</p> <p>2.6 Carry out your role according to the organisation's incident management procedures</p> <p>2.7 Follow procedures for reporting the incident</p>

Amplification

- **Types of incidents**
 - Fire
 - Medical
 - Crowd disorder
 - Terrorism
 - Environmental
 - Chemical
 - Missing persons
- **Information**
 - Location of incident
 - Details of incident
 - Description of any injuries or illnesses
 - Details of any existing medical conditions and current medication
 - Details of witnesses

Range

Hazards

Numbers one and two must be covered as a minimum as part of assessing competence, all to be covered when assessing knowledge:

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

Qualified assistance

All to be covered when assessing both competence and knowledge:

1. first aid trained staff
2. medical staff
3. fire marshal
4. emergency services

Types of incidents

All to be covered when assessing knowledge:

1. fire
2. medical
3. crowd disorder
4. terrorism
5. environmental
6. chemical
7. missing persons

Unit 12: Manage resources for safety and security at spectator events

Unit number: F/618/5826
 Credit: 10
 GLH: 35
 Level: 4

Unit Introduction

This unit is about managing resources including physical resources such as equipment, facilities and consumables. This unit also covers personnel resources which are viewed as assets in this context.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to plan the use of resources</p>	<p>1.1 Explain the importance of involving stakeholders in planning resources</p> <p>1.2 Identify methods of developing plans which take into account past experience, trends and developments and factors likely to affect the use of resources</p> <p>1.3 Explain how and why to obtain specialist advice and guidance in relation to the provision of specialist resources for mitigating threats such as terrorism</p> <p>1.4 Explain how to prepare plans that are consistent with their organisation's objectives, policies and legal requirements including supply chains</p> <p>1.5 Identify methods of presenting plans to stakeholders in an appropriate and timely manner</p> <p>1.6 Identify and explain negotiation techniques in detail</p>
<p>2. Understand how to obtain resources</p>	<p>2.1 Identify basic principles and processes of cost-benefit analysis</p> <p>2.2 Describe the procedure for requesting and obtaining resources in your area of responsibility</p> <p>2.3 Explain the importance of revising plans and updating stakeholders accordingly</p>
<p>3. Understand how to ensure the availability of resources</p>	<p>3.1 Explain methods of identifying the supplies needed</p> <p>3.2 Explain how to ensure supplies meet with relevant published standards, including prompt response to changed circumstances</p> <p>3.3 Describe the procedures to follow when selecting from a range of suppliers to ensure adequate competition and continuity of supplies</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.4 Explain why monitoring supplies at appropriate intervals is important 3.5 Identify the procedures for business continuity of the supply chain 3.6 Describe their organisation's requirements for resources 3.7 Explain the importance of balancing the event's requirements and organisational requirements 3.8 Identify methods of dealing with problems with supplies and supply chains 3.9 Explain about record keeping in managing supplies and suppliers 3.10 Explain the importance of continuously monitoring the quality of resources
4. Understand how to monitor the use of resources	4.1 Explain the importance of taking prompt corrective action to deal with deviations from plans 4.2 Identify methods of monitoring the use of resources against agreed plans 4.3 Describe the mitigating actions to take when dealing with deviations from plans 4.4 Explain the importance of confidentiality in record keeping in accordance with current legislation
5. Plan the use of resources	5.1 Ask stakeholders to provide information about the resources required 5.2 Develop plans that make the best use of resources 5.3 Obtain specialist advice and guidance in relation to the provision of specialist resources for mitigating threats 5.4 Prepare plans that are consistent with the organisation's objectives, policies and legal requirements 5.5 Present, negotiate and agree these plans with stakeholders
6. Obtain resources	6.1 Ask for resources that support activities in their area of responsibility 6.2 Negotiate and reach agreement with suppliers for resources 6.3 Agree amendments to plans with stakeholders when they cannot obtain the required and/or planned resources

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
7. Ensure the availability of resources	7.1 Choose resources from a range of suppliers to ensure adequate competition and continuity of supplies 7.2 Monitor the quality and quantity of supplies 7.3 Obtain supplies that meet the organisation's requirements 7.4 Deal with any problems with supplies and supply chains 7.5 Keep records of supplies
8. Monitor the use of resources	8.1 Monitor the quality of resources 8.2 Take corrective action to deal with any deviations from plans 8.3 Keep and be prepared to share records relating to the use of resources with relevant stakeholders

Amplification

- **Changed circumstances:** Any incident occurrence or event that may require the venue owner or event organizer to change, update or modify the event plans. Such circumstances may include, weather conditions, new or additional risks or threats, revised UK threat level.

Range

Stakeholders

All must be covered when assessing for competence

1. team members
2. colleagues working at the same level
3. higher-level managers or supervisors
4. people outside the organisation

Resources

All must be covered when assessing for both competence and knowledge

1. overlay
2. human resources (employees, volunteers, contractors)
3. consumables

Unit 13: Manage the efficient use of resources

Unit number: J/618/5827

Credit: 4

GLH: 19

Level: 4

Unit Introduction

This unit is about the efficient use and management of resources for which the learner is responsible.

These can be either financial resources in the form of a budget or physical resource such as equipment and consumables.

The unit covers recommended resources to assist with the requirements of the event plan.

The unit also covers monitoring and controlling the way in which resources are used.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Know how to manage the use of resources</p>	<p>1.1 Explain the importance of providing colleagues with the opportunity to provide information on the resources the team needs</p> <p>1.2 Outline how to collate information from colleagues about the resources the team needs</p> <p>1.3 Describe how to make recommendations for the effective use of the resources taking into account trends and development and current best practice which are likely to affect the use of resources</p> <p>1.4 Outline how to make recommendations that are consistent with organisational procedures and the event plan</p> <p>1.5 Outline how to make recommendations that indicate the potential benefits expected from the planned use of resources</p> <p>1.6 Describe the process of presenting recommendations to responsible colleagues</p> <p>1.7 Explain the importance of providing opportunities for colleagues to take individual responsibility for the efficient use of resources when required</p> <p>1.8 Outline how to monitor the efficient use of resources within own area of responsibility</p> <p>1.9 Outline how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services</p> <p>1.10 Explain how effective management of resources can positively contribute to</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>organisational performance</p> <p>1.11 Outline how to make sure the use of resources by the team takes into account the potential impact on the environment</p> <p>1.12 Outline how to monitor the quality of resources and ensure consistency in product and service delivery</p> <p>1.13 Explain the importance of identifying problems with resources promptly, and taking for corrective action</p> <p>1.14 Outline how to make recommendations for improving the use of resources in accordance with organisational procedures and the event plan</p> <p>1.15 Explain the importance of accurate record keeping</p> <p>1.16 Explain the importance of following organisational procedures and the event plan when completing records</p>
<p>2. Be able to manage the use of resources</p>	<p>2.1 Collate information from colleagues about the resources their team needs</p> <p>2.2 Make recommendations that take account of trends and developments and current best practice which are likely to affect the use of resources</p> <p>2.3 Make recommendations that are consistent with organisational procedures and the event plan</p> <p>2.4 Make recommendations that indicate the potential benefits expected from the planned use of resources</p> <p>2.5 Present recommendations to the responsible colleagues</p> <p>2.6 Provide opportunities for colleagues to take individual responsibility for the efficient use of resources when required</p> <p>2.7 Monitor the efficient use of resources within own area of responsibility</p> <p>2.8 Make sure the use of resources by the team takes into account the potential impact on the environment</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.9 Monitor the quality of resources and ensure consistency in product and service delivery and supply chains</p> <p>2.10 Identify problems with resources and supply chains promptly and take corrective action as soon as possible</p> <p>2.11 Make recommendations for improving the use of resources in accordance with organisational procedures and the event plan</p> <p>2.12 Keep clear and detailed records on the use of resources and recommendations for improvement</p> <p>2.13 Make sure that records relating to the use of resources are completed following organisational procedures and the event plan</p>

Unit 14: Develop your knowledge, skills and competence

Unit number: L/618/5828

Credit: 4

GLH: 15

Level: 3

Unit Introduction

This unit is about taking responsibility for developing a learner’s own knowledge, skills and competence to meet the current and future requirements of their work and to support own personal and career development.

This unit will be assessed in the form of a personal development plan discussed and signed off by the person the learner is reporting to.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Know how to develop knowledge and competence</p>	<p>1.1 Identify the principles which underpin their professional development</p> <p>1.2 Evaluate the current requirements of their work role and how the requirements may evolve in the future</p> <p>1.3 Describe how to monitor changes, trends and developments</p> <p>1.4 Evaluate the impact of different factors on their role</p> <p>1.5 Identify development needs to address any identified gaps between the requirements of their work role and current knowledge, understanding and skills</p> <p>1.6 Outline what an effective development plan should contain and the length of time that it should cover</p> <p>1.7 Explain the importance of taking account of own career and personal goals when planning professional development</p> <p>1.8 Describe the range of different learning methods and how to identify the methods which work best for them</p> <p>1.9 Identify the type of development activities that can be undertaken to address identified gaps in your knowledge, skills and competence</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	1.10 Evaluate the extent to which development activities have contributed to their performance 1.11 Explain how to update development plans in the light of own performance, any development activities undertaken and any wider changes 1.12 Identify and use appropriate sources of feedback on own performance.
2. Be able to develop knowledge and competence	2.1 Monitor trends and developments in own sector and area of professional expertise and evaluate their impact on their work role 2.2 Evaluate, at appropriate intervals, the current and future requirements of their work role, taking account of the vision and objectives of their organisation 2.3 Identify the learning methods which work best for them and ensure that they take these into account in identifying and undertaking development activities 2.4 Identify any gaps between the current and future requirements of their work role and current knowledge, skills and competences 2.5 Discuss and agree, with those they report to, a development plan which both addresses any identified gaps in own knowledge, skills and competence and supports own career and personal goals 2.6 Undertake the activities identified in their development plan and evaluate their contribution to own performance 2.7 Get regular feedback on own performance from those who are able to provide objective, specific and valid feedback 2.8 Review and update your development plan in the light of own performance, any development activities undertaken and any wider changes

Additional unit guidance

This unit will be assessed in the form of a personal development plan discussed and signed off by the person the learner is reporting to.

Unit 15: Physical Intervention Skills within the Private Security Industry
 Unit number: A/615/8267
 Min. contact time: 12-hours
 Credit: 2
 GLH: 12-hours
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand physical interventions and the implications of their use</p>	<p>1.1 Identify the differences between defensive physical skills and physical interventions</p> <p>1.2 Identify the differences between non-restrictive and restrictive interventions</p> <p>1.3 Identify positive alternatives to physical intervention</p> <p>1.4 State the importance of only using physical intervention skills as a last resort</p> <p>1.5 State legal implications relating to the use of physical intervention</p> <p>1.6 State the professional implications relating to the use of physical intervention</p>
<p>2. Understand how to reduce the risk of harm when physical intervention skills are used</p>	<p>2.1 State the importance of dynamic risk assessment in situations where physical intervention skills are used</p> <p>2.2 Identify the risk factors involved with the use of physical intervention</p> <p>2.3 State the specific risks of dealing with physical intervention incidents on the ground</p> <p>2.4 Identify the importance of dealing with physical intervention incidents on the ground appropriately</p> <p>2.5 Identify ways of reducing the risk of harm during physical interventions</p> <p>2.6 State how to support colleagues during physical intervention</p> <p>2.7 State how to manage and monitor a person's safety during physical intervention</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.8 State responsibilities during physical interventions</p> <p>2.9 State responsibilities immediately following physical interventions</p> <p>2.10 State the actions to take in a medical emergency</p> <p>2.11 Recognise the signs and symptoms associated with Acute Behavioural Disturbance and Psychosis</p> <p>2.12 State the specific risks associated with Positional Asphyxia</p> <p>2.13 State the specific risks associated with prolonged physical interventions</p> <p>2.14 State the importance of keeping physical intervention knowledge and skills current</p>
<p>3. Be able to use non-aggressive physical skills to protect yourself and others</p>	<p>3.1 Demonstrate non-aggressive stance and positioning skills</p> <p>3.2 Demonstrate non-aggressive skills used to evade and protect against blows</p> <p>3.3 Demonstrate non-aggressive methods of disengagement from grabs and holds</p> <p>3.4 Demonstrate non-aggressive methods to stop one person assaulting another</p> <p>3.5 Demonstrate non-aggressive team methods to separate persons fighting</p> <p>3.6 Communicate professionally with the subject of physical intervention while protecting yourself and others</p> <p>3.7 Demonstrate continuous communication to de-escalate a situation</p> <p>3.8 Demonstrate how to protect against risk immediately following disengagement</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>4. Be able to use non-pain related standing, holding and escorting techniques, including non-restrictive and restrictive skills</p>	<p>4.1 Demonstrate the use of a method for physically prompting a person</p> <p>4.2 Demonstrate the use of a non-restrictive method of escorting a person</p> <p>4.3 Demonstrate the use of a one-person low-level restrictive standing hold that can be used to escort</p> <p>4.4 Demonstrate the use of a two-person low-level restrictive standing hold that can be used to escort</p> <p>4.5 Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties</p> <p>4.6 Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques</p> <p>4.7 Demonstrate how to escort an individual on stairways</p>
<p>5. Understand good practice to follow after physical interventions</p>	<p>5.1 State the importance of accessing help and support following an incident</p> <p>5.2 State the importance of reflecting on and learning from previous physical intervention situations</p> <p>5.3 State the importance of fully reporting on the use of force</p>

Amplification
<p>LO1: Understand physical interventions and the implications of their use</p> <p>1.1 Identify the differences between defensive physical skills and physical interventions</p> <ul style="list-style-type: none"> Defensive physical skills – skills used to protect oneself from assault Physical interventions – the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person’s movement <p>1.2 Identify the differences between non-restrictive and restrictive interventions</p> <ul style="list-style-type: none"> Restrictive interventions

- Involve the use of force to limit the movement and freedom of an individual and can involve bodily contact, mechanical devices or changes to the person's environment. Such interventions can be:
 - Highly Restrictive i.e. limit severely the movement and freedom of an individual, or:
 - Low-Level Restrictive i.e. limit or contain the movement and freedom of an individual who is less resistant with low levels of force
 - Non-restrictive interventions
 - Allow a greater degree of freedom where the subject can move away from the physical intervention if they wish to. This would include prompting and guiding an individual to assist them walking
- 1.3 Identify positive alternatives to physical intervention
- Primary Controls - following employer safety and security policy, procedures and working practices, use of safety and security equipment and technology (e.g. radio for summoning assistance, CCTV, access control). Being positive and proactive in-service delivery.
 - Secondary Controls - Positive and effective interpersonal communication and the knowledge and skills of conflict management in reducing the need for physical intervention
- 1.4 State the importance of only using physical intervention skills as a last resort
- Because physical intervention can:
 - Increase risks of harm to staff and customers
 - Result in prosecution of staff if use of force was unnecessary, excessive, or in any other way unlawful
 - Lead to allegations against staff and potentially loss of licence and/or employment
 - Examples of 'last resort' include when:
 - Other options have failed or are likely to fail
 - It is not possible or appropriate to withdraw
- 1.5 State legal implications relating to the use of physical intervention
- *Legal authority* to use force under Statute and Common Law (content will be different as applicable for each of the 4 nations)
 - *Duty of care* considerations concerning use of physical intervention
- 1.6 State the professional implications relating to the use of physical intervention
- *Sector-specific legislation and professional guidance*: Importance of familiarising oneself with legislation and professional guidance and standards relevant to area of employment.
- LO2: Understand how to reduce the risk of harm when physical intervention skills are used**
- 2.1 State the importance of dynamic risk assessment in situations where physical intervention skills are used
- Dynamic risk assessment used to:*
- Assess threat and risks of assault to staff and harm to others through a decision to use physical intervention or not
 - Evaluate options available and inform decision whether to intervene, when and how
 - Identify when assistance is needed
 - Continuously monitor for changes in risks to all parties during and following an intervention
 - Inform decision to de-escalate use of force and/or withdraw

2.2 Identify the risk factors involved with physical intervention

- *Potential Medical Consequences*
 - *Serious harm or death can result from:*
 - Strikes and kicks
 - An individual falling or being forced to ground
 - Interventions involving the neck, spine or vital organs
 - Restraint on the ground (face up and face down), or other position that impairs breathing and/or circulation and increases risk of death through positional asphyxia
 - Any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present (below)

Although lawful in certain circumstances such interventions will require high levels of justification and training.

- Stress and emotional trauma:
 - It is important to recognise the potential stress and emotional trauma individuals can suffer in situations where physical methods and restraints are used. This can be particularly difficult for individuals who have prior experience of abuse and trauma. Staff must respect the dignity of individuals they are managing, however challenging they may find them.
- Risk factors include:
 - *Nature of the restraint can increase risk*
 - *Method of restraint*
 - *Position held*
 - *Duration of restraint*
- *Situational factors that increase risk:*
 - Setting and location constraints and risks, environmental hazards, staff numbers, availability of help, access to medical attention, threats presented by others, options available. Increased risk of falls with one-on-one restrictive holds.
- *Individual factors that can increase risk:*
 - Risks linked to age, size and weight, physical health and mental health. Alcohol, drug abuse, physical exhaustion, recent ingestion of food. Medical conditions/predispositions. History of violence.
- ***Especially vulnerable groups:***
 - *Some groups are especially vulnerable to harm when subject to physical contact and restraint including children and young people, older adults and individuals with mental health difficulties.*
 - *Staff likely to physically intervene with people from vulnerable groups should receive additional training.*

2.3 State the specific risks of dealing with physical intervention incidents on the ground

Whilst they can occur in other positions, restraint related deaths are more common during ground restraints, specifically:

- Restraint related deaths most commonly occur where an individual is held forcefully **face down** on the ground
 - Restraint related deaths have also occurred when an individual has been held forcefully **face up** on the ground
- Staff and the individual restrained are at risk of harm:
- During forceful takedowns or falls to the ground and impact with the floor and/or objects
 - From glass or debris on the ground

- Vulnerable to assault from others

2.4 Identify the importance of dealing with physical intervention incidents on the ground appropriately

Although no physical intervention is risk-free, taking a person to the ground carries additional risks and should be avoided wherever possible. Where this cannot be avoided, additional steps are essential to ensure the safety of the subject when on the ground.

If a situation goes to the ground you should try to get the individual up, or to a comfortable seated or recovery position as quickly as possible. In the meantime:

- Ensure that the individual is monitored to ensure they can breathe without difficulty
- Where there is more than one member of the security team involved, one of them should be designated “team leader”. The team leader will be in charge of the team and take responsibility for the safety of the individual. The team leader will also make every effort to maintain dialogue with the individual and try to de-escalate the situation so as to bring it to an end at the earliest opportunity
- If the team leader is not in a position to communicate and monitor the subject, he/she should ensure a colleague positioned close to their head is fulfilling that role
- De-escalate force at the earliest opportunity and immediately if there are signs of concern or a medical emergency

Due to increased risks with ground restraints:

- Where restraint on the ground is foreseeable, employers/security contractors and venue/event operators must assess the risks relating to this and implement control measures and provide guidance to staff
- Staff that are likely to legitimately use such methods should receive additional training approved by their employer.

2.5 Identify ways of reducing the risk of harm during physical interventions

- Choosing the least forceful intervention practicable: The physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective
- Avoid high-risk **positions** including ground restraints
- Avoid high-risk **methods** of restraint such as neck holds and other holds that can adversely affect breathing or circulation
- Communication - the importance of ongoing communication between staff and between staff and the subject during and following restraint
- Monitoring the wellbeing of the subject of intervention for adverse reactions of subject
- Leadership and Teamwork – importance of someone taking a lead role and for others to support as team members
- Ensure practice follows the procedures taught and is not allowed to deviate significantly
- De-escalation of physical intervention at the earliest opportunity to reduce exposure to risk
- Emergency procedures: Immediate release and assistance if subject complains or demonstrates signs of breathlessness or other adverse reactions

2.6 State how to support colleagues during physical intervention

- Switch with colleagues where appropriate
- Monitor staff safety
- Observe the person restrained and inform colleagues of any concerns for their well being

- Contain the immediate area and manage bystanders
- Monitor and communicate with others e.g. colleagues, staff from other agencies

2.7 State how to manage and monitor a person's safety during physical intervention

- Observe fully the risk factors contained in 2.2 above
- Ensure that nothing impedes the person's ability to breathe or their circulation
- Talk to the person restrained and listen, take seriously and act on their concerns and especially if they say they are struggling to breathe as people can still speak when experiencing positional asphyxia. Act on 'red flags' which include:
 - Effort with breathing
 - Blocked airway and/or vomiting
 - Passivity or reduced consciousness
 - Individual being non-responsive
 - Signs of head or spinal injury
 - Facial swelling
 - Evidence of alcohol or drug overdose
 - Blueness around lips, face or nails (signs of asphyxia)
 - Individual held complaining of difficulty breathing
 - High body temperature, profuse sweating/hot skin
 - Exhaustion
 - Confusion, disorientation and incoherence
 - Hallucinations, delusions, mania, paranoia
 - Bizarre behaviour
 - Extreme fear
 - High resistance and abnormal strength
- Listen to concerns of others present
- Ensure a staff member is continuously monitoring well being
- Act promptly on concerns

2.8 State responsibilities during physical interventions

- All staff involved in a physical intervention have a responsibility to ensure the safety of persons during and after the intervention
- Where more than one member of staff is involved in a physical intervention, one member of staff should be in charge of the intervention
- Duty of care to the subject is maintained following restraint
- Respect the dignity of the people they are dealing with
- Appropriate medical attention is provided to any person who appears to be injured or at risk
- Staff should challenge unnecessary and excessive use of force by colleagues

2.9 State responsibilities immediately following physical interventions

- Duty of care to the subject is maintained following use of force/restraint
- Appropriate medical attention is provided to any person who appears to be injured or at risk
- Any emergency services attending are updated about the circumstances, position, duration and any difficulties experienced in a restraint event
- Evidence is preserved and witnesses secured
- Staff involved must fully report and account individually for their actions

2.10 State the actions to take in a medical emergency

Follow emergency procedures and training which can include:

- Immediately ceasing the restraint (if restraint was being applied)
- Checking airway – breathing – circulation
- Placing in recovery position
- Calling appropriate emergency services
- Commencing CPR/defibrillator if necessary
- Providing emergency services with a briefing that includes anything known about the person affected that may help their assessment and treatment. Include details of any restraint including the method and duration.
- If appropriate, require an announcement to be made over the public-address system (or similar) requesting anyone with medical expertise to attend the incident (but this should not be in substitution for summoning the appropriate emergency services)
- Clear the immediate area of bystanders

2.11 Recognise the signs and symptoms associated with Acute Behavioural Disturbance and Psychosis

- Acute behavioural disturbance (sometimes referred to as Excited Delirium) is a term used to cover a combination of physical and psychological factors including:
 - High temperature
 - Bizarre behaviour
- Sustained mental and physical exhaustion and metabolic acidosis
- Psychosis which can result from underlying mental illness and/or be drug-induced. Signs include hallucinations, paranoia and extreme fear as part of delusional beliefs
- This combination of circumstances can result in sudden death and signs should be treated as a medical emergency

2.12 State the specific risks associated with Positional Asphyxia

Positional asphyxia occurs mostly on ground restraints where a person is held forcefully face down or face up on the floor. Many individuals have died as a result of positional asphyxia in the UK during forceful restraint and others have lived but suffered permanent brain damage linked to oxygen deprivation. Restraints that carry heightened risk of positional asphyxia should be avoided.

Restraint related deaths involving positional asphyxia have also occurred in other restraint positions including:

- Where an individual has been held forcefully on bed using methods that compromise breathing and circulation
- Where an individual has been held forcefully in a seated position using methods that compromise breathing and circulation
- Where an individual has been held forcefully in a standing position using methods that compromise breathing and circulation, for example, bent over, or forced against a wall/object

Key risk factors include:

- **Method of restraint:** Positional asphyxia typically occurs during forceful restraint resulting in weight or pressure on the torso. Whilst all forceful restraints on the ground carry heightened risk, the techniques used will increase or decrease the risks of positional asphyxia.
- **Position:** Forceful holds in certain positions increase risks of positional asphyxia. These positions include face up or face down restraint on the ground or other surface such as a bed, and seated or standing positions where breathing and/or circulation are compromised e.g. by being bent forward.

- **Duration:** The longer a person is held in a position and or method carrying heightened risk of positional asphyxia, the longer their exposure to risk and subsequently potential for harm and death.

2.13 State the specific risks associated with prolonged physical interventions

- The longer the duration of the restraint the greater the exposure to risk and complications

2.14 State the importance of keeping physical intervention knowledge and skills current

- Because legislation and guidance can change
- Because proficiency in physical skills will decrease over time, potentially reducing effectiveness and increasing risks

LO3: Be able to use non-aggressive physical skills to protect yourself and others

3.1 Demonstrate non-aggressive stance and positioning skills

- Position that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening nonverbal communication

3.2 Demonstrate non-aggressive skills used to evade and protect against blows

- From the skills covered in 3.1, show how use of limbs and movement can protect against an assault

3.3 Demonstrate non-aggressive methods of disengagement from grabs and holds

- Because legislation and guidance can change
- A small number of skills relevant to the security role that address the most common types of assault

3.4 Demonstrate non-aggressive methods to stop one person assaulting another

- No more than two skills that can be adapted to different scenarios

3.5 Demonstrate non-aggressive team methods to separate persons fighting

- No more than two skills that can be adapted to different scenarios

3.6 Communicate professionally with the subject of physical intervention while protecting yourself and others

- Helping to calm the individual, give instructions and check well being

3.7 Demonstrate continuous communication to de-escalate a situation

- Use positive verbal and non-verbal communications to:
 - Calm and reassure the individual restrained
 - Calm and reassure others present
 - Check understanding with the person restrained
 - Check the physical and emotional well-being of the person restrained
 - Negotiate and manage safe de-escalation with the person restrained and with the staff involved

3.8 Demonstrate how to protect against risk immediately following disengagement

Reduce risks of assault staff and bystanders during and immediately de-escalation and disengagement of restraint through:

- Controlled physical de-escalation i.e. transition to less forceful holds*
- Continuous positive communication with the person held including explanation of what is happening and reassurance
- Safe positioning during de-escalation and disengagement
- Positive communication with colleagues and other people present
- Safe handover to others with a briefing e.g. the police or ambulance personnel.

A briefing should include:

- Risk behaviours presented by the person (to themselves and/or others)
- How they were restrained and its duration
- Any concerns you have for their well being

*Where there are concerns as to the well-being of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken

LO4: Be able to use non-pain related standing, holding and escorting techniques, including non-restrictive and restrictive skills.

- 4.1 Demonstrate the use of a method for physically prompting a person
 - A non-restrictive prompt for use when verbal and nonverbal persuasion has not or is not likely to achieve the legitimate objective
- 4.2 Demonstrate the use of a non-restrictive method of escorting a person
A non-restrictive use of force to escort where prompting is not sufficient
- 4.3 Demonstrate the use of a one-person low-level restrictive standing hold that can be used to escort
 - Remind learners of the increased risks associated with one on one restraints and teach a low-level intervention option for use to hold and escort
- 4.4 Demonstrate the use of a two-person low-level restrictive standing hold that can be used to escort
 - A more restrictive hold and escort skill involving a minimum of two persons
- 4.5 Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties
 - Demonstrate controlled reduction of use of force to the point where staff can safely disengage
- 4.6 Communicate professionally with the subject of physical intervention while using prompting, holding and escorting techniques
 - Helping to calm the individual, give instructions and check well being
- 4.7 Demonstrate how to escort an individual on stairways
Escorting an individual on a stairway either:
 - because they are intoxicated or ill and require assistance; or
 - because they are non-compliant and need to be moved

In either case, moving a person up or down the stairs is a risky procedure. No one should be moved up or down stairs if they are violent or if you reasonably foresee that they might become

violent during the manoeuvre. Always consider if there is an alternative procedure or an alternative route that avoids the use of stairs.

LO5: Understand good practice to follow after physical interventions.

- 5.1 State the importance of accessing help and support following an incident
- Recognise potential for physical and psychological harm following an incident where force has been used and importance of accessing appropriate support
- 5.2 State the importance of reflecting on and learning from previous physical intervention situations
- Importance of sharing learning from experiences with colleagues and employers, so that situations needing physical intervention can be reduced, or managed more safely.
- 5.3 State the importance of fully reporting on the use of force
- Description of subject/s behaviour
 - Other 'impact factors'
 - Staff responses including description of physical interventions and level of force used
 - Description of any injuries sustained,
 - First aid and medical support provided
 - Details of admission to hospital,
 - Support to those involved and follow up action required

Appendix 3: Sample assessment material

Portfolio of evidence

Please refer to the Assessment 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 may include the following:

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

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

Evidence Tracking Sheet - Example

Learner Name			
Centre Name			
Unit 1: Unit name (Unit no)			
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:

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	R	Recording
Q	Questioning	O	Oral
Sim	Simulation/assignment	PD	Professional Discussion