

YMCA Level 3 Certificate in Spectator Safety  
Supervision (603/7363/5)

YMCA Level 3 Extended Certificate in  
Spectator Safety Supervision (603/7364/7)

## Qualification Specification



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YMCA Awards

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# YMCA Level 3 Certificate in Spectator Safety Supervision (603/7363/5)

# YMCA Level 3 Extended Certificate in Spectator Safety Supervision (603/7364/7)

## Qualification Specification

Operational start date: 1<sup>st</sup> May 2021

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# Introduction

## About YMCA Awards

YMCA Awards is part of Central YMCA – the world’s first YMCA – a national charity that has been helping people make positive changes in their lives since 1844.

We’re experts in education, health and wellbeing with over 20 years’ experience developing UK-regulated and globally recognised qualifications.

We work closely with industry experts, employers and training providers to make sure that our products and services deliver life-changing opportunities. With over half a million qualifications awarded, 300,000 people have advanced their career with YMCA Awards.

## Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Wales and regulated by Qualifications Wales (QW).

## Qualification aim

The aims of these qualifications are to confirm occupational competence and provide learners with the knowledge, skills and understanding required to take up supervisory roles within the stewarding and spectator safety industry.

### Overview of knowledge, skills and understanding

#### **YMCA Level 3 Certificate in Spectator Safety Supervision (603/7363/5)**

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
- Developing and sustaining productive working relationships with stakeholders
- Monitoring and solving customer service problems

#### **YMCA Level 3 Extended Certificate in Spectator Safety Supervision (603/7364/7)**

In addition to those topics listed above, Learners will also cover:

- 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

### Target group and age range

This qualification is aimed at a range of learners aged 16 plus.

### Qualification structure

To achieve the **YMCA Level 3 Certificate in Spectator Safety Supervision (603/7363/5)** Learners must complete 5 mandatory units and 2 optional units from the unit table below.

The Total Qualification Time (TQT) for this qualification is 330-390 hours.

The Guided Learning Hours (GLH) assigned are 146-175 hours.

To achieve the **YMCA Level 3 Extended Certificate in Spectator Safety Supervision (603/7364/7)** learners must complete 9 mandatory units from the unit table below.

Although there is no requirement for learners to complete optional units as part of this qualification, they may choose to do so if units are relevant to their job role or setting.

The Total Qualification Time (TQT) for this qualification is 720 hours.

The Guided Learning Hours (GLH) assigned are 317 hours.

### Unit table

Unit number	Unit title	Level	Credit	Certificate	Extended certificate
D/618/6935	Prepare stewards and venues for spectator events	3	6	Mandatory	Mandatory
A/618/6845	Manage and maintain stewarding in designated areas	3	3	Mandatory	Mandatory
L/618/6803	Manage information for action and decision making for spectator events	3	6	Mandatory	Mandatory
F/618/6815	Develop and sustain productive working relationships with stakeholders	3	4	Mandatory	Mandatory
K/618/6808	Monitor and solve customer services problems	3	6	Mandatory	Mandatory
D/618/6806	Manage initial response to significant or major incidents and plan for resilience	5	20	N/A	Mandatory



Y/618/6805	Manage risks in crowded places	3	8	N/A	Mandatory
A/618/6800	Plan for the safety of people at a spectator event	4	5	N/A	Mandatory
F/618/6801	Manage the safety and security of people at spectator events	4	14	N/A	Mandatory
H/618/6788	Help to manage and resolve conflicts*	2	5	Optional	Optional
K/618/6789	Deal with incidents at spectator events*	2	2	Optional	Optional
R/618/6804	Manage resources for safety and security at spectator events	4	10	Optional	Optional
J/618/6847	Manage the efficient use of resources	4	4	Optional	N/A
T/618/6813	Develop your knowledge, skills and competence	3	4	Optional	N/A

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

### Total Qualification Time (TQT)

This is an estimate of the total amount of time (measured in hours) that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following 2 elements:

- a) The number of hours an awarding organisation has assigned to a qualification for guided learning (see below), and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training. This includes assessment that takes place as directed by but not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team).
- eLearning with a lecturer, teacher or tutor present/available in real-time (the copresence of learner and tutor can be either remote or in the same physical place).
- Invigilated assessment (external tests sat under controlled or open book conditions).
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- eLearning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor.
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time eg, completing a Learner Assessment Record (LAR) at home.
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to give feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to give feedback before your next EQA visit, please email us at: [awards.support@ymca.co.uk](mailto:awards.support@ymca.co.uk).

### Entry requirements

There are no formal entry requirements for this qualification.

### Opportunities for progression

This qualification can lead to employment in a variety of sectors in roles focused on spectator safety at events, including:

- Senior Steward
- Assistant Ground Safety Officer
- Marshal

The qualification can also lead to further training at the same and higher levels in a range of qualifications. For example:

- YMCA Level 4 Diploma in Spectator Safety

### Mapping to standards

SkillsActive spectator safety NOS suite 2019

The assessment strategy for these qualifications has been produced in collaboration between the Sports Grounds Safety Authority (SGSA), the awarding organisations offering spectator safety qualifications and in partnership with industry stakeholders; to ensure that YMCA Level 3 Certificate in Spectator Safety Supervision (603/7363/5) / YMCA Level 3 Extended Certificate in Spectator Safety Supervision (603/7364/7), which has been developed after the approval of SkillsActive's review of the National Occupational Standards (NOS) for spectator safety (2019), has credibility in the industry.

## Centre and qualification approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of the YMCA Awards approvals processes can be found on our website: [www.ymcaawards.co.uk/approvals](http://www.ymcaawards.co.uk/approvals)

## Occupational competence requirements for those involved in the assessment process

To ensure and validate the occupational expertise of witnesses, assessors and those responsible for the internal/external verification of this qualification; the following conditions must be met:

### Witness

The role of the witness is to submit evidence to the Assessor regarding the competence of the learner in meeting the standards identified in any given unit. This evidence must directly relate to the learner's performance in the workplace which has been observed first-hand by the witness. Therefore, those who could fulfil the role of a witness for this qualification could include, but are not limited to:

- Venue manager
- Event manager
- Safety officer
- Other professionals at the event including emergency services personnel and statutory bodies
- Professional colleague.

It is not necessary for the Witness to hold an assessor's qualification as it is the responsibility of the Assessor to make the final assessment decision(s) about the acceptability of all evidence submitted, regardless of the source.

### Tutors

Tutors must:

- Be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered.
- Have recent relevant experience in the specific area they will be delivering.
- Be occupationally knowledgeable in all areas for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- Have credible experience of providing training.

Tutors should ideally hold or be working towards 1 of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate

- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development (units should relate to provision of learning and development).

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

### Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

It is strongly recommended that Assessors:

- Hold (or are working towards) a level 4 qualification in either spectator safety or another relevant sector (preferably security or public safety).
- Additionally hold a level 3 qualification in spectator safety or another relevant sector and a minimum of 3 years' experience working in the industry.

Where individuals hold qualifications other than the above, their centre should contact their awarding organisation to determine the acceptability of their qualification(s).

- Have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification.

Experience could be gained through time in a role in the spectator safety sector which may include, but is not limited to:

- Venue manager
- Event manager
- Senior steward
- Safety officer
- Other professionals at the event including emergency services personnel and statutory bodies.

Assessors must:

- Be occupationally knowledgeable in all areas for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment.
- Have credible experience of providing training and assessment and have access to, and be engaging with, continuous professional development activities (CPD) in order to keep up to date with developments.

Assessors should ideally hold or be working towards 1 of the following qualifications:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit: A1 Assess Candidates Using a Range of Methods
- D32/33: Assess Candidate Performance Using Differing Sources of Evidence.

Note: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards (NOS) for Learning and Development which can be found on the NOS Database:

[www.ukstandards.org.uk](http://www.ukstandards.org.uk).

If none of the above qualifications are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification.

The assessor may be the tutor. However, the assessor cannot be the Internal Verifier.

### Internal Quality Assurers

The role of the IQA is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. There is a vital link between the IQA and EQA. For further information on the role of the IQA and the EQA go to the website:

[www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

Internal quality assurers must:

- Be technically competent in spectator safety sector that can be evidenced. This competence must be at least to the same level as the qualification.
- Be occupationally knowledgeable in the spectator safety sector and be able to evidence this. This knowledge must be at least to the same level as the qualification.
- Have credible experience of internal quality assurance.
- Have access to, and be engaging with, continuous professional development activities (CPD).

Internal verifiers should ideally hold or be working towards 1 of the following qualifications:

- Level 4 Award in Internal Quality Assurance.
- Level 4 Certificate in Leading Internal Quality Assurance.
- SVQ Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment.
- V1: Conduct Internal Quality Assurance of the Assessment Process.
- D34: Internally Verify the Assessment Process.

Note: Holders of V1 and D34 qualifications must work to the reviewed National Occupational Standards for learning and development which can be found on the NOS database: [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

If none of these qualifications are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which internal verifiers may achieve a recognised internal quality assurance qualification.

It is also recommended that internal quality assurers hold a recognised assessor qualification.

## Registration

All learners must be registered within the first 10% of the duration of their course eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest. For further details on registration please go to our website: [www.ymcaawards.co.uk/registration](http://www.ymcaawards.co.uk/registration).

## Certification

In addition to meeting the learning outcomes and assessment criteria for each of the mandatory units, learners must show evidence of completion of the following before they can be certificated for this qualification:

- ACT Strategic course.

This is a one-day course delivered regionally through the regional CTUs by licensed CTAs (Counter Terrorism Security Advisers). The training is delivered free of charge however the candidate/learner must cover their own travel and subsistence costs. Dates will be provided to SGSA by NaCTSO. It will be the responsibility for each candidate to make their own arrangements with each location. SGSA will publish the dates locations and joining details on the SGSA website.

- First aid training or attaining a recognised first aid award such as YMCA Level 3 Award in Emergency First Aid at Work (603/1902/1)/YMCA Level 3 Award in First Aid at Work (603/1903/3).

## Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to ensure there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Enquiries and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Assessment and quality assurance

### How the qualification is assessed

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

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (be able to) are typically assessed through direct observation and these will take place in a real work environment.

Knowledge-based learning outcomes (know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with the YMCA Awards assessment policies and procedures: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

### Creating a portfolio of evidence

Evidence produced by learners must be valid, sufficient, reliable, authentic and current and relate directly to specific assessment criteria. Types of acceptable evidence include, but are not limited to, the following:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

The 'qualification content' section of this specification will give you a guide to selecting appropriate assessment methods.

### Unit content and assessment guidance

#### Assessment of knowledge and understanding

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

The knowledge and understanding required by the learner to support performance in the workplace is detailed within the knowledge and understanding criteria of the spectator safety national occupational standards (NOS).

#### Workplace assessment

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

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

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

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

### Simulation

Learners should be assessed through performance in the workplace. However, it is recognised that it is sometimes difficult to collect evidence through a real work environment situation, therefore simulation may be required for the following units:

- Deal with incidents at spectator events (K/618/6789).
- Manage initial response to significant or major incidents and plan for resilience (D/618/6806).

Simulation is the imitation of a real-life activity or situation and 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).

Before using simulation to assess a unit, you will need to request approval from the YMCA Awards Quality Team to ensure the validity of the simulated activity.

### Witness testimony

Assessment of a learner's performance should be carried out by a qualified assessor. However, where this is not possible or practical, the YMCA Awards Quality Team may approve for a witness testimony to be used to support the assessment process.

A witness testimony is a statement made by someone present while the learner was performing an activity on the job.

Where witnesses are used:

- Evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony.
- Any relationship they have with a learner must be declared to the assessor to determine the value of the testimony provided.



They must be fully briefed and clear about the purpose of their testimony. It will only be regarded as supporting/supplementary evidence and the final decision regarding the learner's ability to meet the evidence requirements will be the responsibility of the assessor.

### 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 / 2004
- The Children and Social Work Act (2017)
- The Safeguarding Vulnerable Groups Act (2006)
- Working Together to Safeguard Children (2018).

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

### Safety, security and service

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

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

**Security measures:** Any measure designed and implemented with the primary aim of preventing, reducing the risk 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.

Unit specifications and recommended assessment methods

# Prepare stewards and venues for spectator events (D/618/6935)

## Unit aim

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

## Unit content

The learner will:

### 1. Know how to assign responsibilities to stewards

The learner can:

- 1.1 Explain the importance of thorough preparation prior to events and the possible consequences of not doing so
- 1.2 Describe the importance of having stewards with the right level of competence for their roles and responsibilities
- 1.3 Identify roles and responsibilities and appropriate skills for the designated area
- 1.4 Explain how to calculate the number of stewards for the designated area and what skill sets they will need to have
- 1.5 Explain when and how to report inadequacies in the number or skills of stewards in the designated area
- 1.6 Explain the process to follow when discovering inadequacies and need to request more stewards
- 1.7 Explain the process to follow when assigning stewards to fulfil designated roles and responsibilities
- 1.8 Explain the role of themselves and their team should any contingency plans be activated
- 1.9 Describe the legal and organisational requirements relating to safety at the venue including venue requirements
- 1.10 Describe basic requirements of the health and safety legislation and how these apply to stewards at events

The learner will:

## 2. Know how to brief stewards on arrangements for events

The learner can:

- 2.1 Explain why it is important to carry out the pre-event briefing for stewards
- 2.2 Explain how to obtain the information needed for the pre-event briefing
- 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

The learner will:

## 3. Know how to check the venue before events

The learner can:

- 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:
  - Personal equipment issued
  - Attendance and briefing records
  - What safety equipment has been checked and tested.
- 3.7 Described the procedures for reporting hazards

The learner will:

#### 4. Be able to assign responsibilities to stewards

The learner can:

- 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
- 4.4 Ensure that the assignment of stewards takes account of any venue requirements and guidance

The learner will:

#### 5. Be able to brief stewards on arrangements for events

The learner can:

- 5.1 Attend the event briefing to prepare for their role
- 5.2 Obtain all the required information in order to brief the stewards in their designated area
- 5.3 Make resources available for the briefing
- 5.4 Clearly and accurately communicate the main points to the stewards and the reasons why these are important to the designated area
- 5.5 Give stewards relevant details from venue contingency plans and outline any relevant security related threat levels
- 5.6 Brief additional deployments and late arrivals in accordance with the original briefing
- 5.7 Check the stewards' understanding of the briefing
- 5.8 Recognise and quickly deal with any misunderstandings
- 5.9 Check that the stewards are appropriately equipped and dressed for the event
- 5.10 Complete and retain a record of the briefing following the event procedures

The learner will:

#### 6. Be able to check the venue before events

The learner can:

- 6.1 Carry out a detailed inspection of the designated area following the event plan and venue regulations
- 6.2 Make sure that any risks, threats and hazards are identified and promptly reported

- 6.3 Take action which is appropriate to the risks, threats and hazards and the circumstances following the event and venue regulations
- 6.4 Make sure that any action taken does not endanger self and others
- 6.5 Report the risks, threats and hazards and the action taken to the responsible colleague
- 6.6 Follow organisational procedures to complete all records

### Range coverage requirements when delivering this unit

Roles and responsibilities	Information	Threats and hazards
Safety	Type of activity and threats in the area	Safety
Security	Programme for the event	Security
Service	Venue regulations	Hygiene
	Location of emergency facilities / equipment	Environmental
	Venue and organisational procedures	Faulty equipment
	Contingency and emergency procedures including code words and / or coded messages	Structural
	Key stewarding tasks for designated area	
	Pre-event information	
	Crowd profile	

## Range coverage requirements when assessing this unit

Learning outcomes	Roles and responsibilities	Information	Threats and hazards
Knowledge (LO1, LO2, LO3)	All	All	All
Competence (LO4, LO5, LO6)	All	All	Safety Security

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> <li>• Professional discussion</li> <li>• Portfolio of evidence</li> <li>• Reflective diary on own practice in an appropriate working environment</li> <li>• Written assignments</li> <li>• Projects/case studies</li> <li>• Coursework</li> <li>• Task-based controlled assessment.</li> </ul>
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# Manage and maintain stewarding in designated areas (A/618/6845)

## Unit aim

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

## Unit content

The learner will:

### 1. Know how to manage and maintain stewarding in the designated area

The learner can:

- 1.1 Outline the monitoring procedures in the designated areas
- 1.2 Explain how to determine the number of stewards required in the designated areas
- 1.3 Explain how to identify the required skills of stewards in the designated area and their assigned duties
- 1.4 Explain how and why to monitor stewards in their designated areas
- 1.5 Describe the possible consequences of not monitoring stewarding arrangements
- 1.6 Describe the type of information needed about conditions in the designated area
- 1.7 Describe how to obtain and evaluate information needed about the conditions in the designated area
- 1.8 Explain the importance of understanding steward behaviours and the impact this may have on their performance and the client groups
- 1.9 Explain the importance of maintaining the safety and welfare of all client groups
- 1.10 Describe effective communication methods used to relay information to the responsible colleague
- 1.11 Identify methods of record keeping
- 1.12 Outline what prompts and techniques to include when giving instructions to stewards
- 1.13 Describe effective leadership and motivational skills



The learner will:

## 2. Know how to debrief stewards and check venue and equipment

The learner can:

- 2.1 Explain the importance of debriefing and how to conduct a debriefing session
- 2.2 Outline how to obtain the information needed for debriefing
- 2.3 Describe what information is required for the debriefing
- 2.4 Outline different ways of encouraging the stewards to provide both positive and negative feedback on the event and arrangements
- 2.5 Explain the importance of having both negative and positive feedback on the event and arrangements
- 2.6 Explain the importance of checking the accuracy and relevance of feedback with other stewards and stakeholders
- 2.7 Outline the organisation's procedures for reporting incidents
- 2.8 Outline the agreed procedures for:
  - Getting equipment back from the stewards including information on damaged equipment and how to deal with this
  - Checking and securing the venue following an event
  - Recording and reporting issues to do with equipment and the venue to the responsible colleague.
- 2.9 Explain why it is important to suggest possible improvement to safety, security and service, who to suggest these to, and potential crowd issues that may occur in your designated area

The learner will:

## 3. Be able to manage and maintain stewarding in the designated area

The learner can:

- 3.1 Monitor and support the stewards in the designated area
- 3.2 Allocate the required number of stewards to designated points and make sure they are carrying out their duties throughout the event
- 3.3 Monitor and maintain the safety and welfare needs of the stewards in their designated area
- 3.4 Monitor and maintain the safety and welfare needs of all client groups in their designated area
- 3.5 Obtain and evaluate information about the conditions in the area of responsibility throughout the event

- 3.6 Report any issues relating to stewarding operations to the responsible colleague using the agreed procedures
- 3.7 Keep accurate and clear records of all decisions and actions following agreed procedures
- 3.8 Provide the stewards with clear and prompt ongoing instructions in accordance with the event plan and agreed procedures

The learner will:

#### 4. Be able to debrief stewards and check venue and equipment

The learner can:

- 4.1 Obtain the information required for debriefing 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 coverage requirements when delivering this unit

Incidents	Client groups	Welfare needs
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Unlawful, disorderly and anti-social behaviour	Spectators	Personal safety
Dangerous crowd situations	Workforce	Emotional wellbeing
Security incident	Contractors	Physical wellbeing
Fire	Regulatory organisations	Cultural needs
Structural failure	Media	
Equipment failure	Emergency services	
Medical emergencies	Athletes	
	Artists	
	Vent officials	

### Range coverage requirements when assessing this unit

Learning outcomes	Incidents	Client groups	Welfare needs
Knowledge (LO1, LO2)	All	All	All
Competence (LO3, LO4)	A minimum of 4	A minimum of 4	A minimum of 2

#### Determining the number of stewards in a designated area

The following factors should be considered when determining the number of stewards in the designated area:

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

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> <li>• Professional discussion</li> <li>• Portfolio of evidence</li> </ul>
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- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Manage information for action and decision making for spectator events (L/618/6803)

## Unit aim

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.

## Unit content

The learner will:

### 1. Know how to gather required information

The learner can:

- 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

The learner will:

### 2. Know how to analyse information to support decision making

The learner can:

- 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

The learner will:

### 3. Know how to inform and advise others

The learner can:

- 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
- 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

The learner will:

### 4. Be able to gather required information

The learner can:

- 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 to relevant stakeholders

The learner will:

### 5. Be able to analyse information to support decision making

The learner can:

- 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

The learner will:

## 6. Be able to inform and advise others

The learner can:

- 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

### Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

### Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

#### Assessment specification

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Develop and sustain productive working relationships with colleagues and stakeholders (F/618/6815)

## Unit aim

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.

## Unit content

The learner will:

### 1. Understand how to work with colleagues and stakeholders

The learner can:

- 1.1 Summarise the principles of effective communication with colleagues and stakeholders
- 1.2 Explain why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders
- 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
- 1.4 Explain why communication with colleagues and stakeholders on fulfilment of agreements is important

The learner will:

### 2. Understand how to monitor and review relationships with colleagues and stakeholders

The learner can:

- 2.1 Explain how to monitor and evaluate the effectiveness of working relationships with colleagues and stakeholders
- 2.2 Describe how to obtain and use feedback on the effectiveness of working relationships from colleagues and stakeholders
- 2.3 Explain how to provide colleagues and stakeholders with feedback on the effectiveness of working relationships
- 2.4 Summarise the importance of monitoring wider developments in relation to stakeholders



2.5 Explain how to effectively monitor wider developments in relation to stakeholders

### 3. Understand how to deal with conflict of interest in relation to colleagues and stakeholders

The learner can:

- 3.1 Explain how to manage the expectations of colleagues and stakeholders
- 3.2 Describe the types of conflict that may occur with colleagues and stakeholders
- 3.3 Explain the damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations
- 3.4 Evaluate different techniques for conflict resolution with colleagues and stakeholders

The learner will:

### 4. Be able to establish and monitor working relationships with colleagues and stakeholders

The learner can:

- 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

The learner will:

### 5. Be able to work with colleagues and stakeholders

The learner can:

- 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

#### Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

#### Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"><li>• Professional discussion</li><li>• Portfolio of evidence</li><li>• Reflective diary on own practice in an appropriate working environment</li><li>• Written assignments</li><li>• Projects/case studies</li><li>• Coursework</li><li>• Task-based controlled assessment.</li></ul>
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# Monitor and solve customer service problems (K/618/6808)

## Unit aim

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.

## Unit content

The learner will:

### 1. Understand how to monitor and solve customer service problems

The learner can:

- 1.1 Describe organisational procedures and systems for dealing with customer service problems
- 1.2 Describe organisational procedures and systems for identifying repeated customer service problems
- 1.3 Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer
- 1.4 Explain how the successful resolution of customer service problems contributes to improved working relationships with service partners or internal customers
- 1.5 Explain how to communicate with and reassure customers while their problems are being solved
- 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

The learner will:

### 2. Be able to solve immediate customer service problems

The learner can:

- 2.1 Respond positively to customer service problems following organisational procedures
- 2.2 Solve customer service problems when you have sufficient authority
- 2.3 Work with others to solve customer service problems
- 2.4 Keep customers informed of the actions being taken
- 2.5 Check with customers that they are comfortable with the actions being taken
- 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

The learner will:

### 3. Be able to identify repeated customer service problems and options for solving them

The learner can:

- 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

The learner will:

#### 4. Be able to take action to avoid the repetition of customer service problems

The learner can:

- 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

#### Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

#### Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"><li>• Professional discussion</li><li>• Portfolio of evidence</li><li>• Reflective diary on own practice in an appropriate working environment</li><li>• Written assignments</li><li>• Projects/case studies</li><li>• Coursework</li><li>• task-based controlled assessment.</li></ul>
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# Manage initial response to significant or major incidents and plan for resilience (D/618/6806)

## Unit aim

This unit is about the effective planning and management of a response to 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.

## Unit content

Level 3 Certificate in Spectator Safety Supervision & Level 3 Extended Certificate in Spectator Safety Supervision  
Qualification Specification | Version 1 | © YMCA Awards 2021

The learner will:

## 1. Know how to assess the risk and threat of an incident

The learner can:

- 1.1 Identify current legal and regulatory requirements, standards and good practice guidelines
- 1.2 Interpret the impact of the national and regional risk assessment and threat level
- 1.3 Assess the roles and structure of local resilience forums for cooperation on risk assessment
- 1.4 Identify the characteristics of the event that may influence the likelihood and impact of a major incident
- 1.5 Describe the organisation's business continuity and incident plans
- 1.6 Describe the aim, scope and objectives of incident plans and arrangements
- 1.7 Describe the resources available for incident management
- 1.8 Explain the importance of involving all the relevant stakeholders in the planning process
- 1.9 Explain the importance of continuously assessing risk during the incident
- 1.10 Critically compare risk assessment methods and outcomes
- 1.11 Review mitigation measures

The learner will:

## 2. Know how to plan for the response to a significant or major incident

The learner can:

- 2.1 Identify stakeholders and their roles and responsibilities in the response process
- 2.2 Identify the necessary resources needed for a response
- 2.3 Describe the principles of incident management planning
- 2.4 Analyse the emergency planning cycle
- 2.5 Identify the methods of raising awareness of incident plans and arrangements

The learner will:

## 3. Know how to manage the initial response to a significant or major incident

The learner can:

- 3.1 Describe the potential impact of emergencies on client groups
- 3.2 Outline the information that needs to be provided to the emergency services
- 3.3 Identify the different methods of communication during a significant or major incident
- 3.4 Explain the importance of communicating clearly and assertively
- 3.5 Describe the process for initiating a response to a significant or major incident
- 3.6 Explain the importance of recording decisions
- 3.7 Identify the methods of recording discussions, decisions, actions and communications
- 3.8 Identify the methods of managing an incident response
- 3.9 Explain how to lead an incident response team and make decisions
- 3.10 Explain how to modify the response to support priorities
- 3.11 Outline the process of transferring primacy to the emergency services
- 3.12 Identify the types of support that might be required by members of the incident response team and the emergency services
- 3.13 Describe how to and why develop business continuity plans

The learner will:

#### 4. Know how to manage post incident recovery

The learner can:

- 4.1 Identify the types of evidence required for post incident investigation in accordance with the General Data Protection Regulation (GDPR)
- 4.2 Describe how to secure evidence
- 4.3 Explain how to debrief those involved
- 4.4 Outline the process and importance of report writing
- 4.5 Explain the importance of reviewing and evaluating an incident response
- 4.6 Explain how to use evaluation findings to ensure continuous improvement
- 4.7 Identify where and how to access support for those effected by the incident

The learner will:

#### 5. Be able to assess the risk and threat of an incident

The learner can:

- 5.1 Obtain and analyse information needed to carry out a risk and threat assessment
- 5.2 Carry out risk and threat assessments
- 5.3 Evaluate the hazards and threats associated with the event
- 5.4 Cooperate with emergency responders to:
  - Maintain an agreed position on the risks affecting the event
  - 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 update 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



The learner will:

## 6. Be able to plan for the response to a significant or major incident

The learner can:

- 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

The learner will:

## 7. Be able to manage the initial response to a significant or major incident

The learner can:

- 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

The learner will:

## 8. Be able to manage post incident recovery

The learner can:

- 8.1 Retain and secure evidence to support a post incident investigation in accordance with General Data Protection Regulation (GDPR)
- 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

## Explanations and examples of terms

### Emergency responders

Any agency that may be able to or required to respond to an emergency occurrence at a venue. This may be 1 or more of the Category 1 responders supported by 1 or more of the Category 2 responders.

### Category 1 or Category 2 responders

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.

### Organisational requirements

This could refer to the venue requirements or the event owner's requirements. Clarification of primacy (most important) will need to be established.

### Business continuity planning

Preparing and developing plans so that in the event of an incident, the business can continue to operate.

### Business continuity management

The implementation of the pre-prepared business continuity plans.

### Major incident

A major incident may be declared by 1 or more of the Category 1 or Category 2 responders as defined in the Civil Contingencies Act (2004).

### Mitigation measures

Those measures identified and followed by the organisation to limit the impact of any issue, risk hazard or threat.

### Significant incident

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.

### Training and exercise programme

A rolling programme of training sessions and exercises to test, validate, review and revise the venue and or event incident planning arrangements.

### Transfer of primacy

When during the response to an incident control is formally transferred over to 1 or more of the responding authorities. Issues relating to the transfer of primacy should be agreed in organisational procedures prior to an event.

## Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

## Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

### Assessment specification

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Manage risks in crowded places (Y/618/6805)

## Unit aim

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.

## Unit content

The learner will:

### 1. Know how to identify threats and hazards and assess the risks to the event

The learner can:

- 1.1 Explain what guidance and information is available and where to find them on local and national risk assessments and threat levels
- 1.2 Outline how to undertake a detailed venue or site inspection
- 1.3 Outline procedures for risk assessment
- 1.4 Describe what dynamic risk assessment is and the need to record dynamic decisions
- 1.5 Explain the importance of informing stakeholders of the outcome of the risk assessments

The learner will:

### 2. Know how to specify and agree control measures

The learner can:

- 2.1 Explain what we mean by the hierarchy of control and how this is applied to threats or risks
- 2.2 Explain how to identify and record control measures to minimise risks
- 2.3 Explain the importance of stakeholder engagement and briefing
- 2.4 Outline the process of resource planning for control measures
- 2.5 Explain the importance of informing stakeholders of any deficiencies in resourcing control measures
- 2.6 Explain what integrated response management is and why this is important when managing risk

The learner will:

### 3. Be able to identify threats and hazards and assess the risks to the event

The learner can:

- 3.1 Carry out a site or venue inspection
- 3.2 Use information from national and local risk assessment and threat levels to analyse and assess the level of risk to the event
- 3.3 Liaise with stakeholders about the identified threats, hazards and risks

The learner will:

### 4. Be able to specify and agree control measures

The learner can:

- 4.1 Apply the relevant hierarchy of control to each of the identified threats and hazards or risks
- 4.2 Apply control measures that minimise assessed risks
- 4.3 Consult on these control measures with relevant stakeholders
- 4.4 Check that resources are in place for these control measures
- 4.5 Check that control measures integrate with the responses of other organisations
- 4.6 Record the control measures
- 4.7 Prepare all relevant information before briefing others

### Range coverage requirements when delivering this unit

Stakeholders	Threats and hazards
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Person responsible for the event	Safety
Venue management	Security
Emergency services	Hygiene
Regulatory organisations	Environmental
Line manager	Faulty equipment
Event staff familiar with venue	Structural
Event staff unfamiliar with venue	
Contractors	
Transport providers	

### Range coverage requirements when assessing this unit

Learning outcomes	Stakeholders	Threats and hazards
Knowledge (LO1, LO2)	All	All
Competence (LO3, LO4)	A minimum of 4	Safety Security

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> <li>• Professional discussion</li> <li>• Portfolio of evidence</li> <li>• Reflective diary on own practice in an appropriate working environment</li> <li>• Written assignments</li> <li>• Projects/case studies</li> <li>• Coursework</li> <li>• Task-based controlled assessment.</li> </ul>
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# Plan for the safety of people at spectator events (A/618/6800)

## Unit aim

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.

## Unit content

The learner will:

### 1. Know how to plan for events

The learner can:

- 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
- 1.2 Identify types and sources of information to collect, including information on previous events and historical data
- 1.3 Explain what guidance is available and factors to consider in calculating safe capacity
- 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
- 1.5 Explain the importance of calculating safe capacity for any event
- 1.6 Identify what guidance is available for producing event organisational policies and procedures
- 1.7 Detail how to produce event organisational policies and procedures
- 1.8 Identify the stakeholders you should involve in developing plans
- 1.9 Explain the importance of establishing ongoing liaison with stakeholders
- 1.10 Explain the importance of considering the implications of event overlay

The learner will:

## 2. Know how to produce, implement, review and evaluate plans

The learner can:

- 2.1 Explain how to select resources for efficiency and effectiveness
- 2.2 Explain how to identify, assess and cost the type and quantity of resources needed for each event
- 2.3 Identify the types of influences and pressures associated with operational plans and how to assess and manage these
- 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

The learner will:

## 3. Be able to plan for events

The learner can:

- 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



The learner will:

#### 4. Be able to produce, implement, review and evaluate plans

The learner can:

- 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
- 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 coverage requirements when delivering this unit

Information	Factors to consider when calculating safe capacity	Event overlay	Stakeholders	Influences and pressures
Nature of the event and programme	Holding capacity	Services at the venue	Person responsible for the event	Organisational influences and pressures (internal)
Arrival and departure arrangements for client groups	Egress capacity	External environment and other events in the vicinity	Emergency services	Stakeholder influences and pressures (external)
Layout and structure of the venue, its capacity and existing risk assessments	Emergency egress capacity	Numbers and types of people attending	Local authority	
	Ingress capacity	Pre-event information and intelligence – all sources	Line manage relevant staff familiar with venue	
	Venue design including overlay	Available resources	Event staff unfamiliar with venue	
	Audience demographic		Contractors	
	Site survey		Transport provider	
	Staffing levels		Local communities	
	Relevant risk assessments		NGBs	
	Weather conditions			

## Range coverage requirements when assessing this unit

Learning outcomes	Information	Factors to consider when calculating safe capacity	Event overlay	Stakeholders	Influences and pressures
Knowledge (LO1, LO2)	All	All	All	All	All
Competence (LO3, LO4)	All	All	All	A minimum of 4	All

### Assessment specification

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Manage the safety and security of people at spectator events (F/618/6801)

## Unit aim

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, legal and organisational requirements, and managing these during the event.

## Unit content

The learner will:

### 1. Know how to ensure the readiness of the venue and resources prior to events

The learner can:

- 1.1 Identify all relevant legal, statutory, non-statutory and organisational requirements for controlling safety and security at spectator events
- 1.2 Describe procedures for checking the readiness of venues and resources
- 1.3 Identify the types of problems that may occur with provision and how to deal with these
- 1.4 Identify the location and contents of all the event plans including contingency plans
- 1.5 Explain the importance of ensuring that all provision is in line with organisational procedures and legal and statutory requirements
- 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
- 1.7 Explain the importance of environmental variables and how they may compromise safety and security
- 1.8 Identify responsibilities delegated to others and how to check that these are understood and in place
- 1.9 Identify the documentation that needs to be completed and how to complete it

The learner will:

## 2. Know how to monitor and coordinate organisational measures during events

The learner can:

- 2.1 Identify available resources for the event
- 2.2 Explain methods of checking regularly that resources and organisational procedures are in line with plans and requirements
- 2.3 Describe how to monitor available information and identify actual and potential situations
- 2.4 Identify the types of information to be monitored during the event, who this information will come from and how to monitor it
- 2.5 Explain methods for assessing received information for accuracy and significance
- 2.6 Explain how to carry out risk assessments
- 2.7 Explain how to implement procedures including dynamic risk assessment
- 2.8 Explain suitable control measures
- 2.9 Explain when and how to activate contingency plans
- 2.10 Identify the agreed procedures for promptly informing relevant stakeholders of situations which have arisen in their area of responsibility
- 2.11 Describe the agreed procedures regarding communication
- 2.12 Explain the importance of recording all information and decisions fully and accurately
- 2.13 Identify methods of debriefing all relevant stakeholders
- 2.14 Explain the importance of evaluating the effectiveness of the organisational procedures and learning lessons for future events

The learner will:

## 3. Ensure the readiness of the venue and resources prior to events

The learner can:

- 3.1 Inspect the venue and all resources for the event
- 3.2 Make sure that all safety provision is in line with organisational requirements and the event plan
- 3.3 Take action promptly when safety provision is below the required standards and record the outcome
- 3.4 Counter any influences and pressures from stakeholders and from environmental factors that are compromising safety and security at the event
- 3.5 Check against the event plan and confirm that all delegated responsibilities are in place

### 3.6 Complete all documentation clearly and accurately according to organisational procedures

The learner will:

## 4. Monitor and coordinate organisational measures during events

The learner can:

- 4.1 Check that the deployment and functioning of resources are in line with organisational procedures
- 4.2 Monitor available information and note any situations outside acceptable limits
- 4.3 Check this information for accuracy and significance
- 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

### Explanations and examples of terms

#### Organisational procedures

The procedures which set out the way a venue operates daily. It could include, (but not be limited to), a stewarding plan, medical plan, planned preventative maintenance schedule, fire risk assessment, event day procedures, contingency plans, capacity calculations, site plans and details of safety equipment.

#### Agreed standards and procedures

Previously approved procedures which set out the way a venue operates daily. This can be normal operating procedures, emergency procedures and contingency plans. This covers venue requirements as well as organisational requirements.

## Range coverage requirements when delivering this unit

Stakeholders	Records	Influences and pressures
Person responsible for the event (promoter)	CCTV footage	Organisational influences and pressures (internal)
Emergency services	Decision logs	Stakeholder influences and pressures (external)
Local authority	Witness statements	
Line manager	Briefing and debriefing notes	
Event staff familiar with venue	Pre-event inspections	
Event staff unfamiliar with venue	Staff attendance records	
Contractors		
Transport providers		

## Range coverage requirements when assessing this unit

Learning outcomes	Stakeholders	Records	Influences and pressures
Knowledge (LO1, LO2)	All	All	All
Competence (LO3, LO4)	A minimum of 4	A minimum of 4	All

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> <li>• Professional discussion</li> <li>• Portfolio of evidence</li> <li>• Reflective diary on own practice in an appropriate working environment</li> <li>• Written assignments</li> <li>• Projects/case studies</li> <li>• Coursework</li> <li>• Task-based controlled assessment.</li> </ul>
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# Help to manage and resolve conflict (H/618/6788)

## Unit aim

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.

## Unit content

The learner will:

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

The learner can:

#### 1.1 Describe how to communicate with client groups including:

- Cooperative
- Uncooperative
- Intoxicated
- Emotional
- With limited understanding of English
- With additional communication needs eg, people with speech difficulties or learning disabilities
- With different physical needs.

#### 1.2 Describe the types of conflict situations that are likely to arise

#### 1.3 Identify the correct responses for each of these types of situations

#### 1.4 Explain the role of effective communication in reducing conflict

#### 1.5 Explain the importance of showing respect for client groups, their property, their rights and their needs

#### 1.6 Explain how to use non-discriminatory and non-offensive behaviour and language to manage conflict situations



## 1.7 Explain how to use non-verbal communication to manage conflict situations

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

## Range coverage requirements when delivering this unit

Client groups		
Spectators	Regulatory bodies	Athletes
Workforce	Media	Artists
Contractors	Emergency services	Event officials

## Range coverage requirements when assessing this unit

Learning outcomes	Client groups
Knowledge (LO1, LO2)	All
Competence (LO3, LO4)	Minimum of 4

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> <li>• Professional discussion</li> <li>• Portfolio of evidence</li> <li>• Reflective diary on own practice in an appropriate working environment</li> <li>• Written assignments</li> <li>• Projects/case studies</li> <li>• Coursework</li> <li>• Task-based controlled assessment.</li> </ul>
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# Deal with incidents at spectator events (K/618/6789)

## Unit aim

Spectator events always involve an element of challenge and risk, incidents will happen from time to time. It is very important that all members of staff are competent to deal with incidents. This unit does not cover managing an initial response to a major incident. However, it covers basic lifesaving skills.

## Unit content

The learner will:

### 1. Understand how to deal with incidents at spectator events

The learner can:

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

The learner will:

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

The learner can:

- 2.1 Assess the situation for hazards and risks
- 2.2 Protect any casualty and other people involved from further harm
- 2.3 Call for qualified assistance

- 2.4 Give the qualified assistance information about the incident
- 2.5 Apply basic lifesaving skills
- 2.6 Give the people involved in the incident instructions according to the organisation's incident management procedures
- 2.7 Carry out your role according to the organisation's incident management procedures
- 2.8 Follow procedures for reporting the incident

### Range coverage requirements when delivering this unit

Hazards	Qualified assistance	Types of incidents
Safety	First aid trained staff	Fire
Security	Medical staff	Medical
Hygiene	Fire marshal	Crowd disorder
Environmental	Emergency services	Terrorism
Faulty equipment		Environmental
Structural		Chemical
		Missing persons

### Range coverage requirements when assessing this unit

Learning outcomes	Threats and Hazards	Resources	Information
Knowledge (LO1)	All	All	All
Competence (LO2)	Safety and Security	All	No min requirement

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> <li>• Professional discussion</li> <li>• Portfolio of evidence</li> <li>• Reflective diary on own practice in an appropriate working environment</li> </ul>
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- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Manage resources for safety and security at spectator events (R/618/6804)

## Unit aim

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.

## Unit content

The learner will:

### 1. Understand how to plan the use of resources

The learner can:

- 1.1 Explain the importance of involving stakeholders in planning resources
- 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
- 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
- 1.4 Explain how to prepare plans that are consistent with their organisation's objectives, policies and legal requirements including supply chains
- 1.5 Identify methods of presenting plans to stakeholders in an appropriate and timely manner
- 1.6 Identify and explain negotiation techniques in detail

The learner will:

### 2. Understand how to obtain resources

The learner can:

- 2.1 Identify basic principles and processes of cost benefit analysis
- 2.2 Describe the procedure for requesting and obtaining resources in your area of responsibility
- 2.3 Explain the importance of revising plans and updating stakeholders accordingly

The learner will:

### 3. Understand how to ensure the availability of resources

The learner can:

- 3.1 Explain methods of identifying the supplies needed
- 3.2 Explain how to ensure supplies meet with relevant published standards, including prompt response to changed circumstances
- 3.3 Describe the procedures to follow when selecting from a range of suppliers to ensure adequate competition and continuity of supplies
- 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

The learner will:

### 4. Understand how to monitor the use of resources

The learner can:

- 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

The learner will:

### 5. Plan the use of resources

The learner can:

- 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

The learner will:

## 6. Obtain resources

The learner can:

- 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

## 7. Ensure the availability of resources

The learner can:

- 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

The learner will:

## 8. Monitor the use of resources

The learner can:

- 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

## Range coverage requirements when delivering this unit



Stakeholders	Resources
Team members	Overlay
Colleagues working at the same level	Human resources (employees, volunteers, contractors)
Higher level managers or supervisors	Consumables
People outside the organisation	

### Range coverage requirements when assessing this unit

Learning outcomes	Stakeholders	Resources
Knowledge (LO1, LO2, LO3, LO4)	None	All
Competence (LO5, LO6, LO7, LO8)	All	All

<b>Assessment specification</b>	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> <li>• Professional discussion</li> <li>• Portfolio of evidence</li> <li>• Reflective diary on own practice in an appropriate working environment</li> <li>• Written assignments</li> <li>• Projects/case studies</li> <li>• Coursework</li> <li>• Task-based controlled assessment.</li> </ul>
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### Explanations and examples of terms

#### Changed circumstances

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

# Manage the efficient use of resources (J/618/6847)

## Unit aim

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.

## Unit content

The learner will:

### 1. Know how to manage the use of resources

The learner can:

- 1.1 Explain the importance of providing colleagues the opportunity to provide information on the resources the team needs
- 1.2 Outline how to collate information from colleagues about the resources the team needs
- 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
- 1.4 Outline how to make recommendations that are consistent with organisational procedures and the event plan
- 1.5 Outline how to make recommendations that indicate the potential benefits expected from the planned use of resources
- 1.6 Describe the process of presenting recommendations to responsible colleagues
- 1.7 Explain the importance of providing opportunities for colleagues to take individual responsibility for the efficient use of resources when required
- 1.8 Outline how to monitor the efficient use of resources within own area of responsibility
- 1.9 Outline how to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services
- 1.10 Explain how effective management of resources can positively contribute to organisational performance

- 1.11 Outline how to make sure the use of resources by the team takes into account the potential impact on the environment
- 1.12 Outline how to monitor the quality of resources and ensure consistency in product and service delivery
- 1.13 Explain the importance of identifying problems with resources, and the taking corrective action, promptly
- 1.14 Outline how to make recommendations for improving the use of resources in accordance with organisational procedures and the event plan
- 1.15 Explain the importance of accurate record keeping
- 1.16 Explain the importance of following organisational procedures and the event plan when completing records

The learner will:

## 2. Be able to manage the use of resources

The learner can:

- 2.1 Collate information from colleagues about the resources their team needs
- 2.2 Make recommendations that take account of trends and developments and current best practice which are likely to affect the use of resources
- 2.3 Make recommendations that are consistent with organisational procedures and the event plan
- 2.4 Make recommendations that indicate the potential benefits expected from the planned use of resources
- 2.5 Present recommendations to the responsible colleagues
- 2.6 Provide opportunities for colleagues to take individual responsibility for the efficient use of resources when required
- 2.7 Monitor the efficient use of resources within own area of responsibility
- 2.8 Make sure the use of resources by the team takes into account the potential impact on the environment
- 2.9 Monitor the quality of resources and ensure consistency in product and service delivery and supply chains
- 2.10 Identify problems with resources and supply chains promptly and take corrective action as soon as possible
- 2.11 Make recommendations for improving the use of resources in accordance with organisational procedures and the event plan

- 2.12 Keep clear and detailed records on the use of resources and recommendations for improvement
- 2.13 Make sure that records relating to the use of resources are completed following organisational procedures and the event plan

### Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

### Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

#### Assessment specification

Suitable evidence could include:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task-based controlled assessment.

# Develop your knowledge, skills and competence (T/618/6813)

## Unit aim

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.

## Unit content

The learner will:

### 1. Know how to develop knowledge and competence

The learner can:

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

The learner will:

## 2. Be able to develop knowledge and competence

The learner can:

- 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

### Range coverage requirements when delivering this unit

There are no range requirements when delivering this unit.

### Range coverage requirements when assessing this unit

There are no range requirements when assessing this unit.

#### Assessment specification

- Assessed in the form of a personal development plan.





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