

YMCA Level 2 Certificate in Spectator Safety (603/7360/X)

Qualification Specification



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YMCA Awards

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YMCA Level 2 Certificate in Spectator Safety (603/7360/X)

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Operational start date: 1st April 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’s 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
- Northern Ireland regulated by the Council for Curriculum, Examinations and Assessment (CCEA Regulation)
- Wales and regulated by Qualifications Wales (QW)
- In other UK regions and outside the UK (regulated by Ofqual).

Qualification aim

The aim of YMCA Level 2 Certificate in Spectator Safety (603/7360/X) is to confirm occupational competence and provide learners, with the knowledge, skills and understanding required when working in sports events, parades, concerts or carnivals where the safety of spectators is paramount.

This qualification is designed for those working in the match day and events stewarding industry.

Overview of knowledge, skills and understanding

- Preparing for spectator events
- Assisting with the movement of spectators and dealing with crowd issues at events
- Managing and resolving conflicts
- Dealing with incidents at spectator events
- Supporting the work of your team and organisation.

Target group and age range

This qualification is aimed at learners aged 16 plus who wish to take up roles within the stewarding and spectator safety industry.

Qualification structure

To achieve the **YMCA Level 2 Certificate in Spectator Safety (603/7360/X)** learners must successfully complete **5** mandatory units.

Unit number	Unit title	Level	Credit
Y/618/6786	Prepare for spectator events	2	5
D/618/6787	Assist with the movement of spectators and deal with crowd issues at events	2	10
H/618/6788	Help to manage and resolve conflicts	2	5
K/618/6789	Deal with incidents at spectator events	2	2
D/618/6790	Support the work of your team and organisation	2	2

The Total Qualification Time (TQT) for this qualification is 240 hours.

The Guided Learning Hours (GLH) assigned are 73 hours

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:

- The number of hours an awarding organisation has assigned to a qualification for guided learning (see below).
- 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 which 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 copresence of learner and tutor can be either remote or in the same physical place during assessments).

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: 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 as a steward or marshal.

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

- YMCA Level 3 Certificate in Spectator Safety
- YMCA Level 3 Extended Certificate in Spectator Safety.

Mapping to standards

SkillsActive spectator safety NOS suite 2019

The assessment strategy for this qualification 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 the YMCA Level 2 Certificate in Spectator Safety (603/7360/X), 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

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

It is not necessary for the witness to hold an assessor 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.

Assessors must:

- Hold a Level 3 spectator safety or equivalent qualification and have a minimum of 3 years of 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.
- 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. This can be found on the NOS database:

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 (IQA)

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. They are 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.

Internal quality assurers must:

- Be technically competent in the 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 that can be evidenced. 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 (CPD) activities.

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.

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.

Certification

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

- Attending the ACT Awareness eLearning counter terrorism training (This is freely available from <https://www.gov.uk/government/news/act-awareness-elearning>)
- Attending 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) or,

- 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.

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.

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.

This qualification is assessed through internal assessment using a portfolio of evidence generated by the learner during the completion of their course.

Creating a portfolio of evidence

Evidence produced by learners must be valid, sufficient, reliable, authentic and current. Evidence should also 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 and that 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 that 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 very important that during assessment the learner is not placed under more or less pressure than what would normally be found in the workplace. 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 and therefore simulation may be required.

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).

Simulation may be required for the following unit

- Manage initial response to significant or major incidents and plan for resilience (D/618/6806)

However, before using simulation, 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 (see occupational requirements for a witness).

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.

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

Equality, diversity and inclusion (Equality Act 2010)

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

- Different physical needs
- Different cultural needs
- Language needs
- Beliefs.

Safeguarding

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

- The Children Act 1989 / 2004
- The Children and Social Work Act 2017
- The Care Act 2014
- 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. This could include 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 or reducing the risk and/or responding to any criminal or unlawful activity or disorder committed in connection with events.
- **Service measures:** any measure designed and implemented with the primary aim of making all client groups feel comfortable, appreciated and welcome when attending events.

Qualification content

Unit specifications and recommended assessment methods can be found below

Prepare for spectator events (Y/618/6786)

Unit aim

This unit is about the learner preparing themselves as stewards and checking the venue and location before an event.

Unit content

The learner will:

1. Understand how to prepare for stewarding activities

The learner can:

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

The learner will:

2. Understand how to identify and respond to hazards

The learner can:

- 2.1 Describe the process and the legal and organisational procedures for checking equipment:
 - Safety equipment
 - Security equipment
 - Emergency equipment
 - Signs and notices.

- 2.2 Explain the importance of not disrupting stakeholders when carrying out the checks
- 2.3 Describe what to look for when checking for threats and hazards
- 2.4 Describe the legal and organisational procedures for identifying and assessing the seriousness of threats and hazards:
 - Safety hazards
 - Security hazards
 - Fire hazards
 - Hygiene hazards
 - Faulty emergency equipment.
- 2.5 Describe the correct action to take for each of the types of threats and hazards listed
- 2.6 Explain why it's important to communicate with people and colleagues clearly
- 2.7 Describe the sort of action which could endanger themselves and others
- 2.8 State the correct reporting procedures for the types of physical hazards listed above
- 2.9 Explain the criteria used to assess threats and hazards
- 2.10 Describe the current levels and types of terrorist threats relevant to crowded places using guidelines issued by the national counter terrorism police

The learner will:

3. Be able to prepare for stewarding activities

The learner can:

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

The learner will:

4. Be able to identify and respond to hazards

The learner can:

- 4.1 Follow venue procedures to check equipment and facilities
- 4.2 Familiarise themselves with their designated area

- 4.3 Check for any potential threats and hazards
- 4.4 Respond promptly to the threats and hazards following agreed procedures
- 4.5 Make sure that any action is not dangerous to themselves and others
- 4.6 Clearly and accurately report the situation and what they have done to their supervisor

Range coverage requirements when delivering this unit

Threats and Hazards	Resources	Information
Safety	Briefing notes	Potential threats and hazards
Security	Safety equipment	Stewarding procedures
Hygiene	Security equipment	Venue rules
Environmental		Location and event information
Faulty equipment		Equipment
Structural		Signs and notices
		Pre-event timings
		Incident management procedures, relevant code words and assembly points
		Pre-event routines

Range coverage requirements when assessing this unit

Learning Outcomes	Threats and Hazards	Resources	Information
Knowledge (LO1, LO2)	All	All	All
Competence (LO3, LO4)	Safety and security	Minimum of 3	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.

Assist with the movement of spectators and deal with crowd issues at events (D/618/6787)

Unit aim

This unit is about monitoring spectators. This includes their entry to and exit from the venue and safe searching on entry. It also covers dealing with crowd issues such as unexpected movements, local overcrowding, overcapacity, lost property, missing people and antisocial or unlawful behaviour.

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

1.15 State when to refer client groups to another source of information

The learner will:

2. Understand how to deal with crowd issues

The learner can:

2.1 State potential crowd issues that may occur in your designated area

2.2 Identify methods of assessing and reporting crowd issues:

- Crowd movements and crowd dynamics
- Local crowd density
- Overcapacity
- Crowd distress
- Separation of individuals and groups
- Antisocial behaviour
- Unlawful behaviour
- Entry into restricted areas
- Vehicle movement (for certain designated areas only)
- Venue regulations.

2.3 Describe basic conflict management techniques and defensive tactics

2.4 Explain why it is necessary to follow instructions given by their control room or supervisor

2.5 Describe the type of action which might endanger themselves or other client groups

2.6 Explain the importance of communicating clearly and calmly with client groups and colleagues

2.7 Explain how to communicate clearly and calmly with client groups and colleagues

2.8 Explain the importance of equality and diversity in your role

2.9 Describe the importance of crowd management skills

2.10 Describe how to use crowd management skills included within their organisational procedures:

- Being alert to factors that may change crowd behaviour or densities
- Providing reassurance
- Encouraging calmness
- Asserting desired level of authority
- Being visible to the crowd

- Remaining vigilant
- Defusing situations.

2.11 Describe the correct procedures for updating the control room and/or supervisor

The learner will:

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

The learner can:

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

The learner will:

4. Be able to identify and deal with crowd issues

The learner can:

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

4.7 Update your control room and/or supervisor with the situation

4.8 Follow venue procedures to check equipment and facilities

Range coverage requirements when delivering this unit

Client groups	Crowd issues	Communication methods	Crowd management skills
Spectators	Crowd movements and crowd dynamics	Verbal communication	Being alert to factors that may change crowd behaviour or densities
Workforce / volunteers	Local crowd density	Non-verbal communication	Providing reassurance
Contractors	Overcapacity	Radio communication	Encouraging calmness
Regulatory organisations	Crowd distress	Written communication	Asserting desired level of authority
Media	Separation of individuals and groups	Signage	Being visible to the crowd
Emergency services	Antisocial behaviour		Remaining vigilant
Athletes	Unlawful behaviour		Defusing situations
Artists	Entry into restricted areas		
Event officials	Vehicle movement		

Range coverage requirements when assessing this unit

Learning outcomes	Client groups	Crowd issues	Communication methods	Crowd management skills
Knowledge (LO1, LO2)	All	All	All	All
Competence (LO3, LO4)	Minimum of 4	Crowd movements and crowd dynamics Local crowd density Overcapacity Crowd distress	All	All

Assessment specification	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • 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.
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Help to manage and resolve conflicts (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 pertaining 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

Assessment specification	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • 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.
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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, and 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.

Learners undertaking this unit must provide evidence of attaining a recognised first aid award, or attending first aid training, before it can be certified.

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 how to provide comfort and reassurance
- 1.9 Outline what information is important to give to the client groups involved
- 1.10 Outline incident reporting

The learner will:

2. Be able to deal with incidents at spectator events

The learner can:

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

Range coverage requirements when delivering this unit

Hazards	Qualified assistance	
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	Hazards	Qualified assistance	Types of incidents
Knowledge (LO1)	All	All	All
Competence (LO2)	Safety and security	All	No minimum requirement

**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.

Support the work of your team and organisation (D/618/6790)

Unit aim

Organisations must provide high levels of service to their customers and this requires a team effort from all staff and managers. This unit is about how the learner can work well as a member of the team and improve their own work and that of the team as a whole. If the organisation has a performance appraisal and personal development system then this would be an excellent context for this unit.

Unit content

The learner will:

1. Understand how to deal with incidents at spectator events

The learner can:

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

The learner will:

2. Understand how to improve own work

The learner can:

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

The learner will:

3. Understand how to help support and improve the work of own team and organisation

The learner can:

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

The learner will:

4. Be able to work effectively with colleagues

The learner can:

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

The learner will:

5. Be able to improve own work

The learner can:

- 5.1 Evaluate all aspects of own work
- 5.2 Ask colleagues for feedback on their work
- 5.3 Handle feedback positively
- 5.4 Work with a relevant person to identify areas of strengths and areas for improvement
- 5.5 Take part in relevant training and development activities
- 5.6 Regularly review personal development

The learner will:

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

The learner can:

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

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	<p>Suitable evidence could include:</p> <ul style="list-style-type: none">• 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.
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