

# 1st4sport Level 3 Certificate in Spectator Safety Supervision

Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

**Our Mission:** To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

**Our Direction:** We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

## Qualification Specification

Title:	1st4sport Level 3 Certificate in Spectator Safety Supervision
Qualification Overview:	Provides proof of occupational competence and develops people's knowledge, skills and understanding of the steward's supervisor role.
Qualification Code:	L3CSSSR
Qualification Regulation Number:	603/7033/6
Guided Learning Hours (GLH):	155
Total Qualification Time (TQT):	310
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/02/2021
Qualification Review Date:	31/01/2026
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to confirms competence as a steward supervisor.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

This qualification is designed for those employed as, or who aspire to employed as event steward supervisors.

### Qualification Progression

Learners could progress on to the 1st4sport Level 3 Extended Certificate in Spectator Safety Supervision or the Level 4 Diploma in Spectator Safety Management.

This qualification may lead to paid or voluntary roles as an event steward supervisor.

### Entry Requirements

Learners must be a minimum of 18 years old at registration and 18 years old at certification.

### Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 18 years of age
- be able to undertake this assessment in English or Welsh (if available)

### Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 5 of 5 mandatory units),
- Practical Demonstration/Assignment (in 5 of 5 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

### Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units and 2 of 5 optional units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
F/618/6118	Prepare stewards and venues for spectator events	26
J/618/6119	Manage and maintain stewarding in designated areas	13
A/618/6120	Manage information for action and decision making for spectator events	26
F/618/6121	Develop and sustain productive working relationships with stakeholders	16
J/618/6122	Monitor and solve customer services problems	40

### Optional Units

Unit ID	Unit Title	GLH
H/618/5737	Help to manage and resolve conflicts	22
K/618/5738	Deal with incidents at spectator events	10
L/618/6123	Manage resources for safety and security at spectator events	35
R/618/6124	Manage the efficient use of resources	19
Y/618/6125	Develop your knowledge, skills and competence	15

### Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Prepare stewards and venues for spectator events
Unit Aim	This unit is about allocating responsibilities to stewards, briefing the stewards and checking the venue before the event starts.
Unique Unit Number	F/618/6118
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	The recognised centre is required to ensure that learners: (i) complete a series of assessed tasks contained within their learner portfolio, provided by 1st4sport (ii) demonstrate their competence as an event steward supervisor during two different live events. The 1st4sport Learner Portfolio and the practical demonstration are inclusive of all assessment criteria. Successful completion will result in the achievement of qualification. The qualification is graded as pass/fail and learners who do not pass are able to resubmit new evidence for reassessment.

### Learning Outcome: 1. know how to assign responsibilities to stewards

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain the importance of thorough preparation prior to events and the possible consequences of not doing so	Roles and responsibilities - all to be covered when assessing knowledge: 1. safety 2. security 3. service
1.2 describe the importance of having stewards with the right level of competence for their roles and responsibilities	Roles and responsibilities - all to be covered when assessing knowledge: 1. safety 2. security 3. service
1.3 identify roles and responsibilities and appropriate skills for the designated area	Roles and responsibilities - all to be covered when assessing knowledge: 1. safety 2. security 3. service
1.4 explain how to calculate the number of stewards for the designated area and what skill sets they will need to have	Roles and responsibilities - all to be covered when assessing knowledge: 1. safety 2. security 3. service

1.5 explain when and how to report inadequacies in the number or skills of stewards in the designated area	Roles and responsibilities - all to be covered when assessing knowledge: 1. safety 2. security 3. service
1.6 explain the process to follow when discovering inadequacies and need to request more stewards	Roles and responsibilities - all to be covered when assessing knowledge: 1. safety 2. security 3. service
1.7 explain the process to follow when assigning stewards to fulfil designated roles and responsibilities	Roles and responsibilities - all to be covered when assessing knowledge: 1. safety 2. security 3. service
1.8 explain the role of themselves and their team should any contingency plans be activated	Roles and responsibilities - all to be covered when assessing knowledge: 1. safety 2. security 3. service
1.9 describe the legal and organisational requirements relating to safety at the venue including venue requirements	Roles and responsibilities - all to be covered when assessing knowledge: 1. safety 2. security 3. service
1.10 describe basic requirements of the health and safety legislation and how these apply to stewards at events	Roles and responsibilities - all to be covered when assessing knowledge: 1. safety 2. security 3. service

## Learning Outcome: 2. know how to brief stewards on arrangements for events

**Assessment Criteria**  
The learner can:

**Indicative Delivery Content**

<p>2.1 explain why it is important to carry out the pre-event briefing for stewards</p>	<p>Information - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol> <p>Record keeping - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal equipment issued</li> <li>2. attendance and briefing records</li> <li>3. what safety equipment has been checked and tested</li> </ol>
<p>2.2 explain how to obtain the information needed for the pre-event briefing</p>	<p>Information - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol> <p>Record keeping - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal equipment issued</li> <li>2. attendance and briefing records</li> <li>3. what safety equipment has been checked and tested</li> </ol>
<p>2.3 describe the information stewards need to know, including any particular individual needs for those present in the area</p>	<p>Information - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol> <p>Record keeping - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal equipment issued</li> <li>2. attendance and briefing records</li> <li>3. what safety equipment has been checked and tested</li> </ol>



<p>2.4 explain the importance of clear briefing</p>	<p>Information - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol> <p>Record keeping - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal equipment issued</li> <li>2. attendance and briefing records</li> <li>3. what safety equipment has been checked and tested</li> </ol>
<p>2.5 explain the types of misunderstandings that may occur</p>	<p>Information - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol> <p>Record keeping - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal equipment issued</li> <li>2. attendance and briefing records</li> <li>3. what safety equipment has been checked and tested</li> </ol>
<p>2.6 explain how to recognise and deal with misunderstandings and why this needs to be done promptly</p>	<p>Information - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol> <p>Record keeping - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal equipment issued</li> <li>2. attendance and briefing records</li> <li>3. what safety equipment has been checked and tested</li> </ol>

<p>2.7 explain why it is important to also brief additional deployment</p>	<p>Information - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol> <p>Record keeping - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal equipment issued</li> <li>2. attendance and briefing records</li> <li>3. what safety equipment has been checked and tested</li> </ol>
<p>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</p>	<p>Information - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol> <p>Record keeping - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal equipment issued</li> <li>2. attendance and briefing records</li> <li>3. what safety equipment has been checked and tested</li> </ol>
<p>2.9 describe the equipment and dress code required for the event</p>	<p>Information - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol> <p>Record keeping - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal equipment issued</li> <li>2. attendance and briefing records</li> <li>3. what safety equipment has been checked and tested</li> </ol>

2.10 describe the process for and the importance of record keeping	<p>Information - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol> <p>Record keeping - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal equipment issued</li> <li>2. attendance and briefing records</li> <li>3. what safety equipment has been checked and tested</li> </ol>
--	---

### Learning Outcome: 3. know how to check the venue before events

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain why the designated area must be checked and inspected	<p>Hazards - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol>
3.2 describe the procedures to follow when inspecting the designated area	<p>Hazards - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol>
3.3 describe the main features of the designated area and the types of hazards which may occur	<p>Hazards - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol>

3.4 describe the types of actions to take in response to hazards	Hazards - all to be covered when assessing knowledge: 1. safety 2. security 3. hygiene 4. environmental 5. faulty equipment 6. structural
3.5 describe what type of action might endanger self and others	Hazards - all to be covered when assessing knowledge: 1. safety 2. security 3. hygiene 4. environmental 5. faulty equipment 6. structural
3.6 explain how to complete required records	Hazards - all to be covered when assessing knowledge: 1. safety 2. security 3. hygiene 4. environmental 5. faulty equipment 6. structural
3.7 described the procedures for reporting hazards	Hazards - all to be covered when assessing knowledge: 1. safety 2. security 3. hygiene 4. environmental 5. faulty equipment 6. structural

## Learning Outcome: 4. be able to assign responsibilities to stewards

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 assess the competence of stewards for particular roles and responsibilities for the venue and event	Roles and responsibilities - all must be covered when assessing competence: 1. safety 2. security 3. service
4.2 assign stewards for particular roles and responsibilities following the event plan	Roles and responsibilities - all must be covered when assessing competence: 1. safety 2. security 3. service
4.3 assign the required number of stewards with the appropriate skills for the designated area	Roles and responsibilities - all must be covered when assessing competence: 1. safety 2. security 3. service
4.4 ensure that the assignment of stewards takes account of any venue requirements and guidance	Roles and responsibilities - all must be covered when assessing competence: 1. safety 2. security 3. service

## Learning Outcome: 5. be able to brief stewards on arrangements for events

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 attend the event briefing to prepare for their role	Information - all must be covered when assessing competence: 1. type of activity and threats in the area 2. programme for the event 3. venue regulations 4. location of emergency facilities / equipment 5. venue and organisational procedures 6. contingency and emergency procedures including code words and / or coded messages 7. key stewarding tasks for designated area 8. pre event information 9. crowd profile

<p>5.2 obtain all the required information in order to brief the stewards in their designated area</p>	<p>Information - all must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol>
<p>5.3 make resources available for the briefing</p>	<p>Information - all must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol>
<p>5.4 clearly and accurately communicate the main points to the stewards and the reasons why these are important to the designated area</p>	<p>Information - all must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol>
<p>5.5 give stewards relevant details from venue contingency plans and outline any relevant security related threat levels</p>	<p>Information - all must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol>

5.6 brief additional deployments and late arrivals in accordance with the original briefing	<p>Information - all must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol>
5.7 check the stewards' understanding of the briefing	<p>Information - all must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol>
5.8 recognise and quickly deal with any misunderstandings	<p>Information - all must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol>
5.9 check that the stewards are appropriately equipped and dressed for the event	<p>Information - all must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol>

5.10 complete and retain a record of the briefing following the event procedures	<p>Information - all must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. type of activity and threats in the area</li> <li>2. programme for the event</li> <li>3. venue regulations</li> <li>4. location of emergency facilities / equipment</li> <li>5. venue and organisational procedures</li> <li>6. contingency and emergency procedures including code words and / or coded messages</li> <li>7. key stewarding tasks for designated area</li> <li>8. pre event information</li> <li>9. crowd profile</li> </ol>
--	---

## Learning Outcome: 6. be able to check the venue before events

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 carry out a detailed inspection of the designated area following the event plan and venue regulations	<p>Threats and hazards - Numbers one and two must be covered as a minimum when assessing competence:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol>
6.2 make sure that any risks, threats and hazards are identified and promptly reported	<p>Threats and hazards - Numbers one and two must be covered as a minimum when assessing competence:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol>
6.3 take action which is appropriate to the risks, threats and hazards and the circumstances following the event and venue regulations	<p>Threats and hazards - Numbers one and two must be covered as a minimum when assessing competence:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol>



6.4 make sure that any action taken does not endanger self and others	Threats and hazards - Numbers one and two must be covered as a minimum when assessing competence: 1. safety 2. security 3. hygiene 4. environmental 5. faulty equipment 6. structural
6.5 report the risks, threats and hazards and the action taken to the responsible colleague	Threats and hazards - Numbers one and two must be covered as a minimum when assessing competence: 1. safety 2. security 3. hygiene 4. environmental 5. faulty equipment 6. structural
6.6 follow organisational procedures to complete all records	Threats and hazards - Numbers one and two must be covered as a minimum when assessing competence: 1. safety 2. security 3. hygiene 4. environmental 5. faulty equipment 6. structural

Unit Title	Manage and maintain stewarding in designated areas
Unit Aim	This unit is about making sure that stewarding is effective in, dealing correctly with problems and debriefing stewards following the event.
Unique Unit Number	J/618/6119
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	The recognised centre is required to ensure that learners: (i) complete a series of assessed tasks contained within their learner portfolio, provided by 1st4sport (ii) demonstrate their competence as an event steward supervisor during two different live events. The 1st4sport Learner Portfolio and the practical demonstration are inclusive of all assessment criteria. Successful completion will result in the achievement of qualification. The qualification is graded as pass/fail and learners who do not pass are able to resubmit new evidence for reassessment.

#### Learning Outcome: 1. know how to manage and maintain stewarding in the designated area

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 outline the monitoring procedures in the designated areas	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>

<p>1.2 explain how to determine the number of stewards required in the designated areas</p>	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
<p>1.3 explain how to identify the required skills of stewards in the designated area and their assigned duties</p>	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
<p>1.4 explain how and why to monitor stewards in their designated areas</p>	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>

<p>1.5 explain how and why to monitor stewards in their designated areas</p>	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
<p>1.6 describe the type of information needed about conditions in the designated area</p>	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
<p>1.7 describe how to obtain and evaluate information needed about the conditions in the designated area</p>	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>

<p>1.8 explain the importance of understanding steward behaviours and the impact this may have on their performance and the client groups</p>	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
<p>1.9 explain the importance of maintaining the safety and welfare of all client groups</p>	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
<p>1.10 describe effective communication methods used to relay information to the responsible colleague</p>	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>

1.11 identify methods of record keeping	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
1.12 outline what prompts and techniques to include when giving instructions to stewards	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
1.13 describe effective leadership and motivational skills	<p>Client groups - all to be covered when assessing: knowledge.</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>

## Learning Outcome: 2. know how to debrief stewards and check venue and equipment

**Assessment Criteria**  
The learner can:

**Indicative Delivery Content**

<p>2.1 explain the importance of debriefing and how to conduct a debriefing session</p>	<p>Incidents - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. unlawful, disorderly and anti-social behaviour</li> <li>2. dangerous crowd situations</li> <li>3. security incident</li> <li>4. fire</li> <li>5. structural failure</li> <li>6. equipment failure</li> <li>7. medical emergencies</li> </ol>
<p>2.2 outline the agreed procedures for:</p> <ol style="list-style-type: none"> <li>a. getting equipment back from the stewards including information on damaged equipment and how to deal with this</li> <li>b. checking and securing the venue following an event</li> <li>c. recording and reporting issues to do with equipment and the venue to the responsible colleague</li> </ol>	<p>Incidents - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. unlawful, disorderly and anti-social behaviour</li> <li>2. dangerous crowd situations</li> <li>3. security incident</li> <li>4. fire</li> <li>5. structural failure</li> <li>6. equipment failure</li> <li>7. medical emergencies</li> </ol>
<p>2.3 explain why it is important to suggest possible improvement to safety, security and service and who to suggest these to</p>	<p>Incidents - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. unlawful, disorderly and anti-social behaviour</li> <li>2. dangerous crowd situations</li> <li>3. security incident</li> <li>4. fire</li> <li>5. structural failure</li> <li>6. equipment failure</li> <li>7. medical emergencies</li> </ol>
<p>2.4 outline how to obtain the information needed for debriefing</p>	<p>Incidents - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. unlawful, disorderly and anti-social behaviour</li> <li>2. dangerous crowd situations</li> <li>3. security incident</li> <li>4. fire</li> <li>5. structural failure</li> <li>6. equipment failure</li> <li>7. medical emergencies</li> </ol>
<p>2.5 describe what information is required for the debriefing</p>	<p>Incidents - all to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. unlawful, disorderly and anti-social behaviour</li> <li>2. dangerous crowd situations</li> <li>3. security incident</li> <li>4. fire</li> <li>5. structural failure</li> <li>6. equipment failure</li> <li>7. medical emergencies</li> </ol>

2.6 outline different ways of encouraging the stewards to provide both positive and negative feedback on the event and arrangements	Incidents - all to be covered when assessing knowledge: 1. unlawful, disorderly and anti-social behaviour 2. dangerous crowd situations 3. security incident 4. fire 5. structural failure 6. equipment failure 7. medical emergencies
2.7 explain the importance of having both negative and positive feedback on the event and arrangements	Incidents - all to be covered when assessing knowledge: 1. unlawful, disorderly and anti-social behaviour 2. dangerous crowd situations 3. security incident 4. fire 5. structural failure 6. equipment failure 7. medical emergencies
2.8 explain the importance of checking the accuracy and relevance of feedback with other stewards and stakeholders	Incidents - all to be covered when assessing knowledge: 1. unlawful, disorderly and anti-social behaviour 2. dangerous crowd situations 3. security incident 4. fire 5. structural failure 6. equipment failure 7. medical emergencies
2.9 outline the organisation's procedures for reporting incidents	Incidents - all to be covered when assessing knowledge: 1. unlawful, disorderly and anti-social behaviour 2. dangerous crowd situations 3. security incident 4. fire 5. structural failure 6. equipment failure 7. medical emergencies

### Learning Outcome: 3. be able to manage and maintain stewarding in the designated area

Assessment Criteria The learner can:	Indicative Delivery Content



<p>3.1 monitor and support the stewards in the designated area</p>	<p>Client groups - a minimum of four of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - a minimum of two of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
<p>3.2 allocate the required number of stewards to designated points and make sure they are carrying out their duties throughout the event</p>	<p>Client groups - a minimum of four of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - a minimum of two of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
<p>3.3 monitor and maintain the safety and welfare needs of the stewards in their designated area</p>	<p>Client groups - a minimum of four of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - a minimum of two of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>

<p>3.4 monitor and maintain the safety and welfare needs of all client groups in their designated area</p>	<p>Client groups - a minimum of four of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - a minimum of two of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
<p>3.5 obtain and evaluate information about the conditions in the area of responsibility throughout the event</p>	<p>Client groups - a minimum of four of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - a minimum of two of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
<p>3.6 report any issues relating to stewarding operations to the responsible colleague using the agreed procedures</p>	<p>Client groups - a minimum of four of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - a minimum of two of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>

<p>3.7 keep accurate and clear records of all decisions and actions following agreed procedures</p>	<p>Client groups - a minimum of four of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - a minimum of two of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>
<p>3.8 provide the stewards with clear and prompt ongoing instructions in accordance with the event plan and agreed procedures</p>	<p>Client groups - a minimum of four of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory organisations</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>Welfare - a minimum of two of the below criteria must to be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. personal safety</li> <li>2. emotional well being</li> <li>3. physical well being</li> <li>4. cultural needs</li> </ol>

### Learning Outcome: 4. be able to debrief stewards and check venue and equipment

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
<p>4.1 obtain the information needed for debriefing from the responsible colleague and from the stewards</p>	<p>Incidents - a minimum of four of the below criteria must be covered when assessing competence</p> <ol style="list-style-type: none"> <li>1. unlawful, disorderly and anti-social behaviour</li> <li>2. dangerous crowd situations</li> <li>3. security incident</li> <li>4. fire</li> <li>5. structural failure</li> <li>6. equipment failure</li> <li>7. medical emergencies</li> </ol>

<p>4.2 encourage the stewards to provide both positive and negative feedback on the event and arrangements</p>	<p>Incidents – a minimum of four of the below criteria must be covered when assessing competence</p> <ol style="list-style-type: none"> <li>1. unlawful, disorderly and anti-social behaviour</li> <li>2. dangerous crowd situations</li> <li>3. security incident</li> <li>4. fire</li> <li>5. structural failure</li> <li>6. equipment failure</li> <li>7. medical emergencies</li> </ol>
<p>4.3 check the accuracy and relevance of feedback with other stewards and stakeholders</p>	<p>Incidents – a minimum of four of the below criteria must be covered when assessing competence</p> <ol style="list-style-type: none"> <li>1. unlawful, disorderly and anti-social behaviour</li> <li>2. dangerous crowd situations</li> <li>3. security incident</li> <li>4. fire</li> <li>5. structural failure</li> <li>6. equipment failure</li> <li>7. medical emergencies</li> </ol>
<p>4.4 make sure all incidents in their designated area are fully reported and recorded</p>	<p>Incidents – a minimum of four of the below criteria must be covered when assessing competence</p> <ol style="list-style-type: none"> <li>1. unlawful, disorderly and anti-social behaviour</li> <li>2. dangerous crowd situations</li> <li>3. security incident</li> <li>4. fire</li> <li>5. structural failure</li> <li>6. equipment failure</li> <li>7. medical emergencies</li> </ol>
<p>4.5 follow the agreed procedures for getting equipment back from the stewards</p>	<p>Incidents – a minimum of four of the below criteria must be covered when assessing competence</p> <ol style="list-style-type: none"> <li>1. unlawful, disorderly and anti-social behaviour</li> <li>2. dangerous crowd situations</li> <li>3. security incident</li> <li>4. fire</li> <li>5. structural failure</li> <li>6. equipment failure</li> <li>7. medical emergencies</li> </ol>
<p>4.6 follow agreed procedures for checking and securing the venue</p>	<p>Incidents – a minimum of four of the below criteria must be covered when assessing competence</p> <ol style="list-style-type: none"> <li>1. unlawful, disorderly and anti-social behaviour</li> <li>2. dangerous crowd situations</li> <li>3. security incident</li> <li>4. fire</li> <li>5. structural failure</li> <li>6. equipment failure</li> <li>7. medical emergencies</li> </ol>

<p>4.7 record and report issues to do with safety, security and service to the responsible colleague</p>	<p>Incidents – a minimum of four of the below criteria must be covered when assessing competence</p> <ol style="list-style-type: none"> <li>1. unlawful, disorderly and anti-social behaviour</li> <li>2. dangerous crowd situations</li> <li>3. security incident</li> <li>4. fire</li> <li>5. structural failure</li> <li>6. equipment failure</li> <li>7. medical emergencies</li> </ol>
--	---

Unit Title	Manage information for action and decision making for spectator events
Unit Aim	This unit is about 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.
Unique Unit Number	A/618/6120
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	The recognised centre is required to ensure that learners: (i) complete a series of assessed tasks contained within their learner portfolio, provided by 1st4sport (ii) demonstrate their competence as an event steward supervisor during two different live events. The 1st4sport Learner Portfolio and the practical demonstration are inclusive of all assessment criteria. Successful completion will result in the achievement of qualification. The qualification is graded as pass/fail and learners who do not pass are able to resubmit new evidence for reassessment.

#### Learning Outcome: 1. know how to gather required information

Assessment Criteria The learner can:	Indicative Delivery Content
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	

## Learning Outcome: 2. know how to analyse information to support decision-making

Assessment Criteria The learner can:	Indicative Delivery Content
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	

## Learning Outcome: 3. know how to inform and advise others

Assessment Criteria The learner can:	Indicative Delivery Content
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	



## Learning Outcome: 4. be able to gather required information

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 gather information to support decision making in their role	
4.2 record and store the information they gather according to the organisational procedures	
4.3 ensure the information they gather is accessible in the required format to authorised people only	
4.4 identify and propose improvements to agreed procedures	
4.5 provide suggestions on possible improvements onto relevant stakeholders	

## Learning Outcome: 5. be able to analyse information to support decision-making

Assessment Criteria The learner can:	Indicative Delivery Content
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	

## Learning Outcome: 6. be able to inform and advise others

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 obtain all the required information before informing and advising others	
6.2 summarise the main points to the relevant people and the reasons why these are important	
6.3 give information and advice consistent with the agreed procedures	
6.4 use reasoned arguments and evidence to support the information and advice that has been given	
6.5 check and confirm the recipients' understanding of the information and advice	
6.6 maintain confidentiality following agreed procedures	
6.7 seek feedback from the recipients about the information and advice you provided	
6.8 use this feedback from recipients to improve the process	

Unit Title	Develop and sustain productive working relationships with stakeholders
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.
Unique Unit Number	F/618/6121
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit must be assessed in accordance with the Assessment Strategy for Level 4 Diploma in Spectator Safety Management. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

Learning Outcome: 1. understand how to work with colleagues and stakeholders	
Assessment Criteria The learner can:	Indicative Delivery Content
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	

### Learning Outcome: 2. understand how to monitor and review relationships with colleagues and stakeholders

Assessment Criteria The learner can:	Indicative Delivery Content
2. explain how to provide colleagues and stakeholders with feedback on the effectiveness of working relationships	
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	
2.4 summarise the importance of monitoring wider developments in relation to stakeholders	
2.5 explain how to effectively monitor wider developments in relation to stakeholders	

### Learning Outcome: 3. understand how to deal with conflict of interest in relation to colleagues and stakeholders

Assessment Criteria The learner can:	Indicative Delivery Content
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	

## Learning Outcome: 4. be able to establish and monitor working relationships with colleagues and stakeholders

Assessment Criteria The learner can:	Indicative Delivery Content
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	

## Learning Outcome: 5. be able to work with colleagues and stakeholders

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 provide colleagues and stakeholders with appropriate information to enable them to perform effectively	
5.2 consult colleagues and stakeholders in relation to key decisions and activities	
5.3 take account of colleagues' and stakeholders' views, including their priorities, expectations and attitudes to potential risks	
5.4 fulfil agreements made with colleagues and stakeholders, keeping them informed of progress	
5.5 advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements	
5.6 resolve conflicts of interest and disagreements with colleagues and stakeholders to minimise damage to work and activities and to those involved	

Unit Title	Monitor and solve customer services problems
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.
Unique Unit Number	J/618/6122
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	This unit must be assessed in accordance with the Assessment Strategy for Level 4 Diploma in Spectator Safety Management. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

## Learning Outcome: 1. understand how to monitor and solve customer service problems

Assessment Criteria The learner can:	Indicative Delivery Content
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	



## Learning Outcome: 2. be able to solve immediate customer service problems

Assessment Criteria The learner can:	Indicative Delivery Content
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	

## Learning Outcome: 3. be able to identify repeated customer service problems and options for solving them

Assessment Criteria The learner can:	Indicative Delivery Content
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	

## Learning Outcome: 4. be able to take action to avoid the repetition of customer service problems

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 obtain authorisation to change organisational procedures in order to reduce the chances of future occurrences	
4.2 implement the agreed action	
4.3 keep customers informed of steps being taken to solve any service problems	
4.4 monitor the changes made	
4.5 adjust the changes made if required	

Unit Title	Help to manage and resolve conflicts
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.
Unique Unit Number	H/618/5737
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	The recognised centre is required to ensure that learners: (i) complete a series of assessed tasks contained within their learner portfolio, provided by 1st4sport (ii) demonstrate their competence as an event steward supervisor during two different live events. The 1st4sport Learner Portfolio and the practical demonstration are inclusive of all assessment criteria. Successful completion will result in the achievement of qualification. The qualification is graded as pass/fail and learners who do not pass are able to resubmit new evidence for reassessment.

#### Learning Outcome: 1. know how to engage with client groups in conflict situations

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 describe how to communicate with client groups	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>

<p>1.2 describe the types of conflict situations that are likely to arise</p>	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>
<p>1.3 identify the correct responses for each of these types of situations</p>	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>

<p>1.4 explain the role of effective communication in reducing conflict</p>	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>
<p>1.5 explain the importance of showing respect for client groups, their property, their rights and their needs</p>	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>

<p>1.6 explain how to use non-discriminatory and non-offensive behaviour and language to manage conflict situations</p>	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>
<p>1.7 explain how to use non-verbal communication to manage conflict situations</p>	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>

## Learning Outcome: 2. understand how to follow procedures to resolve conflict situations

Assessment Criteria	Indicative Delivery Content
The learner can:	

<p>2.1 describe methods of assessing risk in conflict situations</p>	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>
<p>2.2 explain the importance of understanding client group needs and perceptions</p>	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>

<p>2.3 describe ways of maintaining own personal safety</p>	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>
<p>2.4 state the incident management procedures</p>	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>



2.5 identify methods of collecting information	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>
2.6 explain the importance of recording and reporting information	<p>Client groups – all groups to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol> <p>and of all of the following client behaviours to be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. cooperative</li> <li>2. uncooperative</li> <li>3. intoxicated</li> <li>4. emotional</li> <li>5. with limited understanding of English</li> <li>6. with additional communication needs</li> <li>7. with different physical needs</li> </ol>

### Learning Outcome: 3. be able to engage with client groups in conflict situations

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 communicate with client groups politely and clearly	Client groups - a minimum of four of the below must be covered when assessing competence: 1. spectators 2. workforce 3. contractors 4. regulatory bodies 5. media 6. emergency services 7. athletes 8. artists 9. event officials
3.2 explain to client groups what their role is and what is expected of them	Client groups - a minimum of four of the below must be covered when assessing competence: 1. spectators 2. workforce 3. contractors 4. regulatory bodies 5. media 6. emergency services 7. athletes 8. artists 9. event officials
3.3 remain alert to verbal and non-verbal communication pertaining to danger cues	Client groups - a minimum of four of the below must be covered when assessing competence: 1. spectators 2. workforce 3. contractors 4. regulatory bodies 5. media 6. emergency services 7. athletes 8. artists 9. event officials

### Learning Outcome: 4. be able to follow procedures to resolve conflict situations

Assessment Criteria The learner can:	Indicative Delivery Content

4.1 assess the risk or threat to themselves and others in the situation	<p>Client groups - a minimum of four of the below must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol>
4.2 assess the seriousness of the situation and the behaviour of the individual(s) involved.	<p>Client groups - a minimum of four of the below must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol>
4.3 maintain their own personal safety	<p>Client groups - a minimum of four of the below must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol>
4.4 follow incident management procedures to resolve the situation	<p>Client groups - a minimum of four of the below must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol>

<p>4.5 collect, record and report information about the situation</p>	<p>Client groups - a minimum of four of the below must be covered when assessing competence:</p> <ol style="list-style-type: none"> <li>1. spectators</li> <li>2. workforce</li> <li>3. contractors</li> <li>4. regulatory bodies</li> <li>5. media</li> <li>6. emergency services</li> <li>7. athletes</li> <li>8. artists</li> <li>9. event officials</li> </ol>
---	--

Unit Title	Deal with incidents at spectator events
Unit Aim	Spectator events always involve an element of challenge and risk, and incidents will happen from time to time. It is vital that all members of staff are competent to deal with incidents and as such are required to have knowledge of basic life saving skills. This unit does not cover managing an initial response to a major incident.
Unique Unit Number	K/618/5738
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	The recognised centre is required to ensure that learners: (i) complete a series of assessed tasks contained within their learner portfolio, provided by 1st4sport (ii) demonstrate their competence as an event steward supervisor during two different live events. The 1st4sport Learner Portfolio and the practical demonstration are inclusive of all assessment criteria. Successful completion will result in the achievement of qualification. The qualification is graded as pass/fail and learners who do not pass are able to resubmit new evidence for reassessment. Learners must provide evidence of attending first aid training or attaining a recognised first-aid award before completing this unit.

### Learning Outcome: 1. know how to deal with incidents at spectator events

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 outline basic principles of risk assessment	Types of incidents - all must be covered when assessing for knowledge: <ol style="list-style-type: none"> <li>1. fire</li> <li>2. medical</li> <li>3. crowd disorder</li> <li>4. terrorism</li> <li>5. environmental</li> <li>6. chemical</li> <li>7. missing persons</li> </ol> Qualified assistance - all must be covered for knowledge: <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>

<p>1.2 outline the types of incidents that may occur</p>	<p>Types of incidents - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. fire</li> <li>2. medical</li> <li>3. crowd disorder</li> <li>4. terrorism</li> <li>5. environmental</li> <li>6. chemical</li> <li>7. missing persons</li> </ol> <p>Qualified assistance - all must be covered for knowledge:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>
<p>1.3 describe the organisation's incident management procedures</p>	<p>Types of incidents - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. fire</li> <li>2. medical</li> <li>3. crowd disorder</li> <li>4. terrorism</li> <li>5. environmental</li> <li>6. chemical</li> <li>7. missing persons</li> </ol> <p>Qualified assistance - all must be covered for knowledge:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>
<p>1.4 describe the procedures involved in dealing with incidents</p>	<p>Types of incidents - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. fire</li> <li>2. medical</li> <li>3. crowd disorder</li> <li>4. terrorism</li> <li>5. environmental</li> <li>6. chemical</li> <li>7. missing persons</li> </ol> <p>Qualified assistance - all must be covered for knowledge:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>

<p>1.5 describe the procedure to request qualified assistance</p>	<p>Types of incidents - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. fire</li> <li>2. medical</li> <li>3. crowd disorder</li> <li>4. terrorism</li> <li>5. environmental</li> <li>6. chemical</li> <li>7. missing persons</li> </ol> <p>Qualified assistance - all must be covered for knowledge:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>
<p>1.6 describe how to deal with incidents before qualified assistance arrives</p>	<p>Types of incidents - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. fire</li> <li>2. medical</li> <li>3. crowd disorder</li> <li>4. terrorism</li> <li>5. environmental</li> <li>6. chemical</li> <li>7. missing persons</li> </ol> <p>Qualified assistance - all must be covered for knowledge:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>
<p>1.7 explain how to protect the casualty and others involved from further harm</p>	<p>Types of incidents - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. fire</li> <li>2. medical</li> <li>3. crowd disorder</li> <li>4. terrorism</li> <li>5. environmental</li> <li>6. chemical</li> <li>7. missing persons</li> </ol> <p>Qualified assistance - all must be covered for knowledge:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>

1.8 outline how to provide comfort and reassurance	<p>Types of incidents - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. fire</li> <li>2. medical</li> <li>3. crowd disorder</li> <li>4. terrorism</li> <li>5. environmental</li> <li>6. chemical</li> <li>7. missing persons</li> </ol> <p>Qualified assistance - all must be covered for knowledge:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>
1.9 outline important information to provide to the client groups involved	<p>Types of incidents - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. fire</li> <li>2. medical</li> <li>3. crowd disorder</li> <li>4. terrorism</li> <li>5. environmental</li> <li>6. chemical</li> <li>7. missing persons</li> </ol> <p>Qualified assistance - all must be covered for knowledge:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>
1.10 outline incident reporting	<p>Types of incidents - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. fire</li> <li>2. medical</li> <li>3. crowd disorder</li> <li>4. terrorism</li> <li>5. environmental</li> <li>6. chemical</li> <li>7. missing persons</li> </ol> <p>Qualified assistance - all must be covered for knowledge:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>

## Learning Outcome: 2. be able to deal with incidents at spectator events

**Assessment Criteria**  
The learner can:

**Indicative Delivery Content**



2.1 assess the situation for hazards and risks	<p>Hazards - numbers one and two must be covered as a minimum as part of assessing competence:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol> <p>Qualified assistance - all must be covered for competence:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>
2.2 protect any casualty and other people involved from further harm	<p>Hazards - numbers one and two must be covered as a minimum as part of assessing competence:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol> <p>Qualified assistance - all must be covered for competence:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>
2.3 call for qualified assistance	<p>Hazards - numbers one and two must be covered as a minimum as part of assessing competence:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol> <p>Qualified assistance - all must be covered for competence:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>

<p>2.4 give the qualified assistance information about the incident</p>	<p>Hazards - numbers one and two must be covered as a minimum as part of assessing competence:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol> <p>Qualified assistance - all must be covered for competence:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>
<p>2.5 provide the people involved in the incident with instructions according to the organisation's incident management procedures</p>	<p>Hazards - numbers one and two must be covered as a minimum as part of assessing competence:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol> <p>Qualified assistance - all must be covered for competence:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>
<p>2.6 carry out your role according to the organisation's incident management procedures</p>	<p>Hazards - numbers one and two must be covered as a minimum as part of assessing competence:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol> <p>Qualified assistance - all must be covered for competence:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>

<p>2.7 follow procedures for reporting the incident</p>	<p>Hazards - numbers one and two must be covered as a minimum as part of assessing competence:</p> <ol style="list-style-type: none"> <li>1. safety</li> <li>2. security</li> <li>3. hygiene</li> <li>4. environmental</li> <li>5. faulty equipment</li> <li>6. structural</li> </ol> <p>Qualified assistance - all must be covered for competence:</p> <ol style="list-style-type: none"> <li>1. first aid trained staff</li> <li>2. medical staff</li> <li>3. fire marshal</li> <li>4. emergency services</li> </ol>
---	--

Unit Title	Manage resources for safety and security at spectator events
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.
Unique Unit Number	L/618/6123
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	The recognised centre is required to ensure that learners: (i) complete a series of assessed tasks contained within their learner portfolio, provided by 1st4sport (ii) demonstrate their competence as an event steward supervisor during two different live events. The 1st4sport Learner Portfolio and the practical demonstration are inclusive of all assessment criteria. Successful completion will result in the achievement of qualification. The qualification is graded as pass/fail and learners who do not pass are able to resubmit new evidence for reassessment.

### Learning Outcome: 1. understand how to plan the use of resources

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain the importance of involving stakeholders in planning resources	Stakeholders - all must be covered when assessing for knowledge: 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation Resources - all must be covered when assessing knowledge: 1. overlay 2. human resources (employees, volunteers, contractors) 3. Consumables
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	Stakeholders - all must be covered when assessing for knowledge: 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation Resources - all must be covered when assessing knowledge: 1. overlay 2. human resources (employees, volunteers, contractors) 3. Consumables

<p>1.3 explain how and why to obtain specialist advice and guidance in relation to the provision of specialist resources for mitigating threats such as terrorism</p>	<p>Stakeholders - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. team members</li> <li>2. colleagues working at the same level</li> <li>3. higher level managers or supervisors</li> <li>4. people outside the organisation</li> </ol> <p>Resources - all must be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. overlay</li> <li>2. human resources (employees, volunteers, contractors)</li> <li>3. Consumables</li> </ol>
<p>1.4 explain how to prepare plans that are consistent with their organisation's objectives, policies and legal requirements including supply chains</p>	<p>Stakeholders - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. team members</li> <li>2. colleagues working at the same level</li> <li>3. higher level managers or supervisors</li> <li>4. people outside the organisation</li> </ol> <p>Resources - all must be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. overlay</li> <li>2. human resources (employees, volunteers, contractors)</li> <li>3. Consumables</li> </ol>
<p>1.5 identify methods of presenting plans to stakeholders in an appropriate and timely manner</p>	<p>Stakeholders - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. team members</li> <li>2. colleagues working at the same level</li> <li>3. higher level managers or supervisors</li> <li>4. people outside the organisation</li> </ol> <p>Resources - all must be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. overlay</li> <li>2. human resources (employees, volunteers, contractors)</li> <li>3. Consumables</li> </ol>
<p>1.6 identify and explain negotiation techniques in detail</p>	<p>Stakeholders - all must be covered when assessing for knowledge:</p> <ol style="list-style-type: none"> <li>1. team members</li> <li>2. colleagues working at the same level</li> <li>3. higher level managers or supervisors</li> <li>4. people outside the organisation</li> </ol> <p>Resources - all must be covered when assessing knowledge:</p> <ol style="list-style-type: none"> <li>1. overlay</li> <li>2. human resources (employees, volunteers, contractors)</li> <li>3. Consumables</li> </ol>

## Learning Outcome: 2. understand how to obtain resources

Assessment Criteria The learner can:	Indicative Delivery Content
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	

## Learning Outcome: 3. understand how to ensure the availability of resources

Assessment Criteria The learner can:	Indicative Delivery Content
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	

## Learning Outcome: 4. understand how to monitor the use of resources

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 explain the importance of taking prompt corrective action to deal with deviations from plans	Resources - all must be covered when assessing competence: 1. overlay 2. human resources (employees, volunteers, contractors) 3. consumables
4.2 identify methods of monitoring the use of resources against agreed plans	Resources - all must be covered when assessing competence: 1. overlay 2. human resources (employees, volunteers, contractors) 3. consumables
4.3 describe the mitigating actions to take when dealing with deviations from plans	Resources - all must be covered when assessing competence: 1. overlay 2. human resources (employees, volunteers, contractors) 3. consumables
4.4 explain the importance of confidentiality in record keeping in accordance with current legislation	Resources - all must be covered when assessing competence: 1. overlay 2. human resources (employees, volunteers, contractors) 3. consumables



## Learning Outcome: 5. plan the use of resources

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 ask stakeholders to provide information about the resources required	Stakeholders - all must be covered when assessing competence: 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation.
5.2 develop plans that make the best use of resources	Stakeholders - all must be covered when assessing competence: 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation.
5.3 obtain specialist advice and guidance in relation to the provision of specialist resources for mitigating threats	Stakeholders - all must be covered when assessing competence: 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation.
5.4 prepare plans that are consistent with the organisation's objectives, policies and legal requirements	Stakeholders - all must be covered when assessing competence: 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation.
5.5 present, negotiate and agree these plans with stakeholders	Stakeholders - all must be covered when assessing competence: 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation.

## Learning Outcome: 6. obtain resources

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 ask for resources that support activities in their area of responsibility	Stakeholders - all must be covered when assessing competence: 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation.
6.2 negotiate and reach agreement with suppliers for resources	Stakeholders - all must be covered when assessing competence: 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation.
6.3 agree amendments to plans with stakeholders when they cannot obtain the required and / or planned resources	Stakeholders - all must be covered when assessing competence: 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation.

## Learning Outcome: 7. ensure the availability of resources

Assessment Criteria The learner can:	Indicative Delivery Content
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	

## Learning Outcome: 8. monitor the use of resources

Assessment Criteria The learner can:	Indicative Delivery Content
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	

Unit Title	Manage the efficient use of resources
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.
Unique Unit Number	R/618/6124
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	The recognised centre is required to ensure that learners: (i) complete a series of assessed tasks contained within their learner portfolio, provided by 1st4sport (ii) demonstrate their competence as an event steward supervisor during two different live events. The 1st4sport Learner Portfolio and the practical demonstration are inclusive of all assessment criteria. Successful completion will result in the achievement of qualification. The qualification is graded as pass/fail and learners who do not pass are able to resubmit new evidence for reassessment.

### Learning Outcome: 1. know how to manage the use of resources

Assessment Criteria The learner can:	Indicative Delivery Content
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 promptly, and taking for corrective action	
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	

## Learning Outcome: 2. be able to manage the use of resources

Assessment Criteria The learner can:	Indicative Delivery Content
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	

Unit Title	Develop your knowledge, skills and competence
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.
Unique Unit Number	Y/618/6125
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	The recognised centre is required to ensure that learners: (i) complete a series of assessed tasks contained within their learner portfolio, provided by 1st4sport (ii) demonstrate their competence as an event steward supervisor during two different live events. The 1st4sport Learner Portfolio and the practical demonstration are inclusive of all assessment criteria. Successful completion will result in the achievement of qualification. The qualification is graded as pass/fail and learners who do not pass are able to resubmit new evidence for reassessment.

### Learning Outcome: 1. know how to develop knowledge and competence

Assessment Criteria The learner can:	Indicative Delivery Content
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.	

## Learning Outcome: 2. be able to develop knowledge and competence

Assessment Criteria The learner can:	Indicative Delivery Content
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	

## Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

## Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

Tutors are required to hold, or be working towards;

- A level 3 qualification in spectator safety or another relevant sector and have a minimum of 3 years' experience working in the industry.

It is strongly recommended that tutors hold, or are working towards, a Level 4 qualification in either spectator safety or another relevant sector (preferably security or public safety).

The Tutor must have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification.

### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

Assessors are required to hold, or be working towards;

- A level 3 qualification in spectator safety and have a minimum of 3 years' experience working in the industry.

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).

The Assessor must have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification.

### Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

Internal quality assurers are required to hold a valid assessor's qualification or be working towards an IQA qualification:

The IQA must have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification at or above the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about the Assessor's assessment processes and decisions.

## Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

In addition further qualification specific requirements are:

- a practical space for demonstrations and simulated activities to be delivered.

This qualification is regulated by Ofqual (603/7033/6).

---

UK Coaching  
2 City Walk  
Leeds  
LS11 9AR

T: 0113 274 4802  
E: [centreservices@1st4sportqualifications.com](mailto:centreservices@1st4sportqualifications.com)

[www.1st4sport.com](http://www.1st4sport.com)