

1st4sport Level 4 Diploma in Spectator Safety Management

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 4 Diploma in Spectator Safety Management
Qualification Overview:	Confirms knowledge and understanding of the principles and practise of safe, ethical and effective spectator safety stewarding and management of stewards.
Qualification Code:	L4DSSM
Qualification Regulation Number:	603/7096/8
Guided Learning Hours (GLH):	391
Total Qualification Time (TQT):	900
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/02/2021
Qualification Review Date:	31/01/2026
Learner Registration Period:	4 years
Qualification Objective:	This qualification qualifies learners to work as a stadium management or spectator safety officer.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

This qualification supports learners with experience in spectator safety who wish to progress to a more senior role such as stadium manager or spectator safety officer.

Qualification Progression

On completion of this qualification learners may progress to the Level 5 Crowd Safety Management Diploma.

This qualification may lead to paid or voluntary roles as a stadium management or spectator safety officer.

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 7 of 8 mandatory units),
- Practical Demonstration/Assignment (in 8 of 8 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 3 of 8 optional units to achieve this qualification.

Mandatory Units

Unit ID	Unit Title	GLH
L/618/6252	Manage initial response to significant or major incidents and plan for resilience	80
H/618/6256	Develop, implement and review policies and procedures for safety and security at spectator events	20
A/618/6120	Manage information for action and decision making for spectator events	26
L/618/6123	Manage resources for safety and security at spectator events	35
R/618/6253	Manage risks in crowded places	40
Y/618/6254	Plan for the safety of people at a spectator event	24
D/618/6255	Manage the safety and security of people at spectator events	52
D/601/1553	Work with others to improve customer service	53

Optional Units

Unit ID	Unit Title	GLH
K/618/6257	Recruit, select and retain people	85
M/618/6258	Support individuals' learning and development	85
F/618/6121	Develop and sustain productive working relationships with stakeholders	16
J/618/6122	Monitor and solve customer services problems	40
T/618/6259	Identify and evaluate opportunities for innovation and improvement	30
K/618/6260	Allocate and monitor the progress of your work in your area of responsibility	95
M/618/6261	Manage projects	26
Y/618/6125	Develop your knowledge, skills and competence	15

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Manage initial response to significant or major incidents and plan for resilience
Unit Aim	This unit is about the effective planning and management of a response to malicious or non-malicious significant or major incident on behalf of the organisation. It also covers supporting and working with emergency responding organisations as well as ensuring continuity of business and return to normality.
Unique Unit Number	L/618/6252
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit must be assessed in accordance with the Assessment Strategy for Level 3 Extended Certificate in Spectator Safety Supervision. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

Learning Outcome: 1. know how to assess the risk and threat of an incident

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify current legal and regulatory requirements, standards and good practice guidelines	<p>Business continuity planning Preparing and developing plans so that in the event of an incident the business can continue to operate.</p> <p>Business continuity management The implementation of the pre-prepared business continuity plans</p> <p>Major incident A major incident may be declared by one or more of the category one or category two responders as defined in the Civil Contingencies Act 2004.</p> <p>Mitigation measures Those measures identified and followed by the organisation to limit the impact of any issue, risk hazard or threat</p>
1.2 interpret the impact of the national and regional risk assessment and threat level	
1.3 assess the roles and structure of local resilience forums for co-operation on risk assessment	

1.4 identify the characteristics of the event that may influence the likelihood and impact of a major incident	
1.5 describe the organisation's business continuity and incident plans	
1.6 describe the aim, scope and objectives of incident plans and arrangements	
1.7 describe the resources available for incident management	
1.8 explain the importance of involving all the relevant stakeholders in the planning process	
1.9 explain the importance of continuously assessing risk during the incident	
1.10 critically compare risk assessment methods and outcomes	
1.11 review mitigation measures	

Learning Outcome: 2. know how to plan for the response to a significant or major incident

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 identify stakeholders and their roles and responsibilities in the response process	
2.2 identify the necessary resources needed for a response	
2.3 describe the principles of incident management planning	
2.4 analyse the emergency planning cycle	
2.5 identify the methods of raising awareness of incident plans and arrangements	

Learning Outcome: 3. know how to manage the initial response to a significant or major incident

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 describe the potential impact of emergencies on client groups	
3.2 outline the information that needs to be provided to the emergency services	
3.3 identify the different methods of communication during a significant or major incident	
3.4 explain the importance of communicating clearly and assertively	
3.5 describe the process for initiating a response to a significant or major incident	
3.6 explain the importance of recording decisions	

3.7 identify the methods of recording discussions, decisions, actions and communications	
3.8 identify the methods of managing an incident response	
3.9 explain how to lead an incident response team and make decisions	
3.10 explain how to modify the response to support priorities	
3.11 outline the process of transferring primacy to the emergency services	
3.12 identify the types of support that might be required by members of the incident response team and the emergency services	
3.13 describe how to and why develop business continuity plans	

Learning Outcome: 4. know how to manage post incident recovery

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 identify the types of evidence required for post incident investigation in accordance with the General Data Protection Regulation (GDPR)	
4.2 describe how to secure evidence	
4.3 explain how to debrief those involved	
4.4 outline the process and importance of report writing	
4.5 explain the importance of reviewing and evaluating an incident response	
4.6 explain how to use evaluation findings to ensure continuous improvement	
4.7 identify where and how to access support for those effected by the incident	

Learning Outcome: 5. be able to assess the risk and threat of an incident

Assessment Criteria The learner can:	Indicative Delivery Content

<p>5.1 obtain and analyse information needed to carry out a risk and threat assessment</p>	<p>Emergency responders Any agency that may be able to or required to respond to an emergency occurrence at a venue. This may be one or more of the Category 1 responders supported by one or more of the Category 2 responders.</p> <p>Category 1 or Category 2 responders As defined by the Civil Contingencies Act 2004 and updated by the Cabinet Office, Civil Contingencies Secretariat, currently Category 1 responders are public bodies including emergency services, NHS Trusts, HM Coastguard and local authorities. Category 2 responders are private sector bodies including utility companies and transport providers.</p> <p>Organisational requirements This could refer to the venue requirements or the event owner's requirements. Clarification of primacy will need to be established.</p> <p>Contingency plans Preparing and developing plans so that in the event of an incident the business can continue to operate.</p>
<p>5.2 carry out risk and threat assessments</p>	
<p>5.3 evaluate the hazards and threats associated with the event</p>	
<p>5.4 co-operate with emergency responders to:</p> <ol style="list-style-type: none"> 1. maintain an agreed position on the risks affecting the event 2. plan and prioritise resources required to prepare for those risks 	
<p>5.5 record risk assessments in accordance with organisational requirements and guidelines</p>	
<p>5.6 explain risk and threat assessments to stakeholders</p>	
<p>5.7 integrate the mitigation measures in response to the risk and threat assessment</p>	
<p>5.8 review and up-date risk and threat assessments in response to changes in the risk environment</p>	
<p>5.9 maintain and update contingency plans</p>	

5.10 liaise with stakeholders to update emergency plans

Learning Outcome: 6. be able to plan for the response to a significant or major incident

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 evaluate the response threshold for the incident	Training and exercise programme A rolling programme of training sessions and exercises to test, validate, review and revise the venue and or event incident planning arrangements.
6.2 split responsibilities and tasks between all participants involved in the response process according to their roles and responsibilities	
6.3 select the person with responsibility and authority to initiate an incident response	
6.4 plan the use of resources needed for responding to incidents	
6.5 assess the need for training and exercise planning	
6.6 develop a training and exercise programme	

Learning Outcome: 7. be able to manage the initial response to a significant or major incident

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 assess client groups at risk of harm and injury	<p>Business continuity planning Preparing and developing plans so that in the event of an incident the business can continue to operate.</p> <p>Transfer of primacy When during the response to an incident control is formally transferred over to one or more of the responding authorities. Issues relating to the transfer of primacy should be agreed in organisational procedures prior to an event.</p>
7.2 contact the emergency services with detailed information about the incident	
7.3 initiate the incident response	
7.4 operate a system to record decisions and policies	
7.5 continue to dynamically assess the risks and modify the response in support of priorities	
7.6 transfer primacy to the emergency services and provide them with up-to-date information on the incident	
7.7 continue to support the emergency services throughout the incident	
7.8 contribute to or initiate business continuity plans	

Learning Outcome: 8. be able to manage post incident recovery

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 retain and secure evidence to support a post incident investigation in accordance with the GDPR	Significant incident A significant incident is where the organisation is required to initiate their incident management plans or contingency plans to deal with and respond to an incident that has taken place and may disrupt the safe operation of the event. The incident response may require additional stakeholder resources and support.
8.2 debrief all stakeholders and produce a report on the incident	
8.3 review contingency planning arrangements	
8.4 provide access to specialist resources to support those affected by the incident	

Unit Title	Develop, implement and review policies and procedures for safety and security at spectator events
Unit Aim	This unit is about helping the organisation to develop, implement and review policies and procedures affecting key areas of work. The key areas of work which policies and procedures relate to are health and safety, customer care, environmental issues, quality of service, community involvement, responses to changing legislation, safeguarding, data protection, complaints and equality and diversity.
Unique Unit Number	H/618/6256
Unit Assessment Method(s)	<ul style="list-style-type: none"> - 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. know how to develop policies and procedures

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify types of, and objectives for, policies and procedures the organisation may need to develop, implement and review	<p>Policies and procedures - all must be covered when assessing knowledge.</p> <ol style="list-style-type: none"> 1. event safety 2. health and safety 3. customer care 4. quality of services 5. environmental issues 6. community involvement 7. response to changing legislation 8. safeguarding 9. complaints 10. data protection 11. equality <p>Sources of information - all must be covered when assessing knowledge:</p> <ol style="list-style-type: none"> 1. incident / near incident reports 2. changes in legislation
1.2 describe the criteria to be followed for the key work areas	
1.3 identify methods of drafting policies and procedures	<p>Policies and procedures - all must be covered when assessing knowledge.</p> <ol style="list-style-type: none"> 1. event safety 2. health and safety 3. customer care 4. quality of services 5. environmental issues 6. community involvement 7. response to changing legislation 8. safeguarding 9. complaints 10. data protection 11. equality <p>Sources of information - all must be covered when assessing knowledge:</p> <ol style="list-style-type: none"> 1. incident / near incident reports 2. changes in legislation
1.4 identify current legislation and guidance, best practice and existing organisational policies and procedures	

Learning Outcome: 2. know how to consult on policies and procedures

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 explain how to identify the internal and external stakeholders to consult with on policies and procedures	
2.2 identify research methods and which methods are most suitable to allow people to contribute	
2.3 identify the best sources of information to use for the consultation	
2.4 describe the processes for running a consultation	
2.5 identify methods of evaluating the consultation inputs	

Learning Outcome: 3. know how to finalise and implement policies and procedures

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain how to analyse consultation responses	<p>Internal stakeholders - all must be covered when assessing knowledge:</p> <ol style="list-style-type: none"> 1. person responsible for the event 2. line manager 3. event staff familiar with venue 4. event staff unfamiliar with venue <p>External stakeholders - all must be covered when assessing knowledge:</p> <ol style="list-style-type: none"> 1. emergency services 2. regulatory body 3. contractors 4. transport providers
3.2 explain why you must take into account the consultation responses when producing final versions of policies and procedures	
3.3 describe the implementation processes for new policies and procedures	
3.4 identify the training and briefing requirements for policy implementation	
3.5 identify the communication strategy for changes to policies and procedures	
3.6 identify the criteria for determining the effectiveness of new policies and procedures	
3.7 explain why new policies and procedures should be consistent with current legislation and guidance and existing organisational procedures	

Learning Outcome: 4. know how to review policies and procedures

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 explain why you must monitor policies and procedures	
4.2 identify the process for reviewing policies and procedures with internal and external stakeholders	
4.3 explain why a review timetable for policies and procedures should be created and followed	
4.4 describe how to check that staff are aware of the policies and procedures and that these are being followed	
4.5 explain why it is crucial to review security policies and procedures in response to current and revised UK threat levels	
4.6 identify the process for reviewing policies and procedures in response to changes to the terrorism threat level	
4.7 explain why you must keep records of reviews	

Learning Outcome: 5. be able to develop policies and procedures

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 select the objectives for policies and procedures	<p>Internal stakeholders - a minimum of two of the below must covered when assessing competence:</p> <ol style="list-style-type: none"> 1. person responsible for the event 2. line manager 3. event staff familiar with venue 4. event staff unfamiliar with venue <p>External stakeholders - a minimum of two of the below must covered when assessing for competence and all must be covered when assessing knowledge.</p> <ol style="list-style-type: none"> 1. emergency services 2. regulatory body 3. contractors 4. transport providers <p>Policies and procedures - a minimum of four of the below must covered when assessing competence:</p> <ol style="list-style-type: none"> 1. event safety 2. health and safety 3. customer care 4. quality of services 5. environmental issues 6. community involvement 7. response to changing legislation 8. safeguarding 9. complaints 10. data protection 11. equality
5.2 develop criteria for drafting and writing policies and procedures which will be consulted upon at a later stage	
5.3 draft policies and procedures that are consistent with current legislation, current guidance, best practice and existing organisational procedures	
5.4 include equality, diversity, inclusion and safeguarding policies in own policies and procedures	
5.5 agree draft policies with internal stakeholders	

Learning Outcome: 6. be able to consult on policies and procedures

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 recommend internal and external stakeholders for consultation	
6.2 establish research and consultation methods and timelines	
6.3 carry out the consultation with all stakeholders	
6.4 evaluate the consultation responses and draw conclusions	

Learning Outcome: 7. be able to finalise and implement policies and procedures

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 finalise policies and procedures taking into account the conclusions from the evaluation of consultation responses	
7.2 agree with internal stakeholders	
7.3 check the policies and procedures before publication ensuring consistency with organisational requirements	
7.4 alert all staff to any revisions to policies and procedures and the reasons for the revisions	
7.5 confirm staff are aware of policies and procedures	
7.6 agree with internal stakeholders how often policies and procedures are reviewed	

Learning Outcome: 8. be able to review policies and procedures

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 monitor the effectiveness of policies and procedures	
8.2 review policies and procedures with internal and external stakeholders in accordance with the review timetable	
8.3 review security policies and procedures in response to revised UK threat level	
8.4 keep records of any reviews	

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	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"> 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation <p>Resources - all must be covered when assessing knowledge:</p> <ol style="list-style-type: none"> 1. overlay 2. human resources (employees, volunteers, contractors) 3. Consumables
<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"> 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation <p>Resources - all must be covered when assessing knowledge:</p> <ol style="list-style-type: none"> 1. overlay 2. human resources (employees, volunteers, contractors) 3. Consumables
<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"> 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation <p>Resources - all must be covered when assessing knowledge:</p> <ol style="list-style-type: none"> 1. overlay 2. human resources (employees, volunteers, contractors) 3. Consumables
<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"> 1. team members 2. colleagues working at the same level 3. higher level managers or supervisors 4. people outside the organisation <p>Resources - all must be covered when assessing knowledge:</p> <ol style="list-style-type: none"> 1. overlay 2. human resources (employees, volunteers, contractors) 3. Consumables

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 risks in crowded places
Unit Aim	This unit is about identifying, assessing, mitigating and managing threats and hazards to the event and those present. This unit requires the learner to be aware of local and national risk assessment and threat levels and use these to prepare for the event.
Unique Unit Number	R/618/6253
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit must be assessed in accordance with the Assessment Strategy for Level 3 Extended Certificate in Spectator Safety Supervision. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

Learning Outcome: 1. know how to identify threats and hazards and assess the risks to the event

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain what guidance and information is available and where to find them on local and national risk assessments and threat levels	
1.2 outline how to undertake a detailed venue or site inspection	
1.3 outline procedures for risk assessment	
1.4 describe what dynamic risk assessment is and the need to record dynamic decisions	
1.5 explain the importance of informing stakeholders of the outcome of the risk assessments	

Learning Outcome: 2. know how to specify and agree control measures

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 explain what we mean by the hierarchy of control and how this is applied to threats or risks	
2.2 explain how to identify and record control measures to minimise risks	
2.3 explain the importance of stakeholder engagement and briefing	
2.4 outline the process of resource planning for control measures	
2.5 explain the importance of informing stakeholders of any deficiencies in resourcing control measures	
2.6 explain what integrated response management is and why this is important when managing risk	

Learning Outcome: 3. be able to identify threats and hazards and assess the risks to the event

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 carry out a site or venue inspection	
3.2 use information from national and local risk assessment and threat levels to analyse and assess the level of risk to the event	
3.3 liaise with stakeholders about the identified threats, hazards and risks	

Learning Outcome: 4. be able to specify and agree control measures

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 apply the relevant hierarchy of control to each of the identified threats and hazards or risks	
4.2 apply control measures that minimise assessed risks	
4.3 consult on these control measures with relevant stakeholders	
4.4 check that resources are in place for these control measures	
4.5 check that control measures integrate with the responses of other organisations	
4.6 record the control measures	
4.7 prepare all relevant information before briefing others	

Unit Title	Plan for the safety of people at a spectator event
Unit Aim	This unit is about planning for the safety of spectators at events and in crowded places. This includes identifying hazards and threats, assessing the risks involved and specifying procedures to control these.
Unique Unit Number	Y/618/6254
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	<p>This unit must be assessed in accordance with the Assessment Strategy for Level 3 Extended Certificate in Spectator Safety Supervision. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis. Prior to completing this unit, learners must provide evidence of having completed the ACT strategic course. This is the one-day course delivered regionally through the regional CTUs by licensed Counter Terrorism Security Advisers. This must be a face to face session and not remotely. Guidance for accessing this is found here https://sgsa.org.uk/education/act-strategic-sessions/</p>

Learning Outcome: 1. know how to plan for events

Assessment Criteria The learner can:	Indicative Delivery Content
1.01 identify all legal, statutory and non-statutory guidance and organisational requirements in relation to controlling safety and security at events and in crowded places	
1.02 identify types and sources of information to collect, including information on previous events and historical data	
1.03 explain what guidance is available and factors to consider in calculating safe capacity	
1.04 explain how to calculate safe capacity using all the available data relating to the access, ingress, movement, egress and dispersal of all those persons at the event including the impact of event overlay	
1.05 explain the importance of calculating safe capacity for any event	
1.06 identify what guidance is available for producing event organisational policies and procedures	
1.07 detail how to produce event organisational policies and procedures	
1.08 identify the stakeholders you should involve in developing plans	
1.09 explain the importance of establishing ongoing liaison with stakeholders	
1.10 explain the importance of considering the implications of event overlay	

Learning Outcome: 2. know how to produce, implement, review and evaluate plans

Assessment Criteria The learner can:	Indicative Delivery Content

2.01 explain how to select resources for efficiency and effectiveness	
2.02 explain how to identify, assess and cost the type and quantity of resources needed for each event	
2.03 identify the types of influences and pressures associated with operational plans and how to assess and manage these	
2.04 identify the types of risks associated with operational plans and how to assess and manage these	
2.05 explain the importance of gaining stakeholders' support for own plans	
2.06 describe methods of recording own plan in an agreed format	
2.07 describe how to implement own plans	
2.08 explain the importance of dynamic review and revision of plans including efficiency and effectiveness	
2.09 explain why it is important to communicate changes to the plan and who you should communicate with	
2.10 identify the methods of communicating changes to the agreed plan to all stakeholders	
2.11 describe ways of recording conclusions and developing recommendations	
2.12 explain the importance of gathering stakeholders' feedback	
2.13 describe processes for updating and maintaining plans	

Learning Outcome: 3. be able to plan for events

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 collect all the information about the venue and event and interpret these to help with preparation for the event	
3.2 calculate the venue's safe capacity	
3.3 produce event procedures in line with organisational policies	
3.4 liaise with stakeholders regarding planning and preparation for the event	
3.5 assess the impact of temporary event overlay	

Learning Outcome: 4. be able to produce, implement, review and evaluate plans

Assessment Criteria The learner can:	Indicative Delivery Content
4.01 agree the roles and responsibilities in the delivery of the operational plan with key stakeholders	
4.02 select, prioritise and schedule tasks to achieve these objectives	
4.03 assess and cost the resources needed for the event	
4.04 follow event or organisational procedures to assess internal and external influences and pressures associated with own plan	
4.05 assess risks and implications associated with own plans	
4.06 record own operational plans	

4.07 put in place monitoring and evaluation methods	
4.08 present draft plans to stakeholders and key decision makers	
4.09 negotiate changes to the operational plans as a result of stakeholder feedback	
4.10 record and implement the agreed plan	
4.11 review and revise plans according to event or organisational needs	
4.12 communicate any changes to the agreed plan to all stakeholders	
4.13 evaluate the effectiveness and efficiency of own plans	
4.14 develop and record conclusions and recommendations to improve own plans	

Unit Title	Manage the safety and security of people at spectator events
Unit Aim	This unit is about ensuring overall safety at an event, checking the venue and all provision to make sure it complies with planned control measures and legal and organisational requirements, and managing these during the event.
Unique Unit Number	D/618/6255
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit must be assessed in accordance with the Assessment Strategy for Level 3 Extended Certificate in Spectator Safety Supervision. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

Learning Outcome: 1. know how to ensure the readiness of the venue and resources prior to events

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify all relevant legal, statutory, non-statutory and organisational requirements for controlling safety and security at spectator events	
1.2 describe procedures for checking the readiness of venues and resources	
1.3 identify the types of problems that may occur with provision and how to deal with these	
1.4 identify the location and contents of all the event plans including contingency plans	
1.5 explain the importance of ensuring that all provision is in line with organisational procedures and legal and statutory requirements	
1.6 describe the circumstances where influences and pressures may be exerted to make the event go ahead without adequate provision and how to deal with these	1. organisational influences and pressures (internal) 2. stakeholder influences and pressures (external)
1.7 explain the importance of environmental variables and how they may compromise safety and security	
1.8 identify responsibilities delegated to others and how to check that these are understood and in place	
1.9 identify the documentation that needs to be completed and how to complete it	

Learning Outcome: 2. know how to monitor and co-ordinate organisational measures during events

Assessment Criteria The learner can:	Indicative Delivery Content
2.01 identify available resources for the event	
2.02 explain methods of checking regularly that resources and organisational procedures are in line with plans and requirements	

2.03 describe how to monitor available information and identify actual and potential situations	
2.04 identify the types of information to be monitored during the event, who this information will come from and how to monitor it	
2.05 explain methods for assessing received information for accuracy and significance	
2.06 explain how to carry out risk assessments	
2.07 explain how to implement procedures including dynamic risk assessment	
2.08 explain suitable control measures	
2.09 explain when and how to activate contingency plans	
2.10 identify the agreed procedures for promptly informing relevant stakeholders of situations which have arisen in their area of responsibility	Stakeholders - all must be covered when assessing for knowledge: 1. person responsible for the event (promoter) 2. emergency services 3. local authority 4. line manager 5. event staff familiar with venue 6. event staff unfamiliar with venue 7. contractors 8. transport providers
2.11 describe the agreed procedures regarding communication	
2.12 explain the importance of recording all information and decisions fully and accurately	
2.13 identify methods of debriefing all relevant stakeholders	
2.14 explain the importance of evaluating the effectiveness of the organisational procedures and learning lessons for future events	

Learning Outcome: 3. ensure the readiness of the venue and resources prior to events

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 inspect the venue and all resources for the event	
3.2 make sure that all safety provision is in line with organisational requirements and the event plan	
3.3 take action promptly when safety provision is below the required standards and record the outcome	
3.4 counter any influences and pressures from stakeholders and from environmental factors that are compromising safety and security at the event	Influences and pressures - all must be covered when assessing competence: 1. organisational influences and pressures (internal) 2. stakeholder influences and pressures (external) Stakeholders - a minimum of four must be covered when assessing for competence: 1. person responsible for the event (promoter) 2. emergency services 3. local authority 4. line manager 5. event staff familiar with venue 6. event staff unfamiliar with venue 7. contractors 8. transport providers
3.5 check against the event plan and confirm that all delegated responsibilities are in place	
3.6 complete all documentation clearly and accurately according to organisational procedures	

Learning Outcome: 4. monitor and co-ordinate organisational measures during events

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 check that the deployment and functioning of resources are in line with organisational procedures	
4.2 monitor available information and note any situations outside acceptable limits	
4.3 check that the deployment and functioning of resources are in line with organisational procedures	
4.4 monitor available information and note any situations outside acceptable limits	
4.5 check this information for accuracy and significance	
4.6 take action promptly in response to information received	
4.7 record own actions and rationale in the decision log	
4.8 keep records of all information and decisions	Records - a minimum of four must be covered when assessing for competence: 1. CCTV footage 2. decision logs 3. witness statements 4. briefing and debriefing notes 5. pre event inspections 6. staff attendance records
4.9 debrief all stakeholders	Stakeholders - a minimum of four must be covered when assessing for competence: 1. person responsible for the event (promoter) 2. emergency services 3. local authority 4. line manager 5. event staff familiar with venue 6. event staff unfamiliar with venue 7. contractors 8. transport providers

Unit Title	Work with others to improve customer service
Unit Aim	This unit assesses the competences associated with the improvement of customer service through collaboration with colleagues.
Unique Unit Number	D/601/1553
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	<p>Evidence must be gathered on more than one occasion, with at least a one-month gap. There must be sufficient observations to ensure that all requirements are met. Assessment methods include a combination of assessor observations, witness testimony or authentic records of the work. Simulation is not allowed.</p> <p>There must be evidence that learner's possess all knowledge and understanding required.</p> <p>LO's 1, 2 & 3 require evidence of real work activity.</p> <p>The learner must cover customer service roles and responsibilities in their own and other people's roles. As per the learner's normal job role, they will work with 2 different groups of people (team members or colleagues, suppliers or service partners and supervisors, team leaders or managers) and use at least 2 communication methods (in person, written, telephone, text, e-mail, internet/ social networking and intranet).</p>

Learning Outcome: 1. improve customer service by working with others

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 contribute constructive ideas for improving customer service	
1.2 identify what they have to do to improve customer service and confirm this with others	
1.3 agree with others what they have to do to improve customer service	
1.4 co-operate with others to improve customer service	
1.5 keep their commitments made to others	
1.6 make others aware of anything that may affect plans to improve customer service	

Learning Outcome: 2. monitor their own performance when improving customer service

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 discuss with others how what they do affects customer service performance	
2.2 identify how the way they work with others contributes towards improving customer service	

Learning Outcome: 3. monitor team performance when improving customer service

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 discuss with others how teamwork affects customer service performance	
3.2 work with others to collect information on team customer service performance	
3.3 identify with others how customer service teamwork could be improved	
3.4 take action with others to improve customer service performance	

Learning Outcome: 4. understand how to work with others to improve customer service

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 describe who else is involved either directly or indirectly in the delivery of customer service	
4.2 describe the roles and responsibilities of others in their organisation	
4.3 describe the roles of others outside their organisation who have an impact on their services or products	
4.4 evaluate what the goals or targets of their organisation are in relation to customer service and how these are set	
4.5 evaluate how their organisation identifies improvements in customer service.	

Unit Title	Recruit, select and retain people
Unit Aim	This unit is about recruiting and selecting people to undertake identified activities or work roles within own area of responsibility.
Unique Unit Number	K/618/6257
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 identify recruitment and selection needs	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain how to identify skills levels and work ethics within the organisation	
1.2 compare different options for addressing identified shortfalls and their associated advantages and disadvantages	
1.3 outline what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them	

Learning Outcome: 2. understand how to plan the recruitment and selection process

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe different stages in the recruitment and selection process	
2.2 explain why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved	
2.3 describe different recruitment and selection methods and their associated advantages and disadvantages	

Learning Outcome: 3. understand how to contribute to the recruitment and selection of people for identified vacancies

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain why it is important to give fair, clear and accurate information on vacancies to potential applicants	
3.2 explain how to measure applicants' competence and capability and assess whether they meet the stated requirements of the vacancy	
3.3 explain how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues	
3.4 explain the importance of keeping applicants informed about progress and how to do so	
3.5 outline how to review the effectiveness of recruitment and selection	
3.6 explain the importance of identifying areas for improvements	

Learning Outcome: 4. understand how to contribute to the retention of colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 summarise active listening and questioning techniques	
4.2 explain the importance of recognising individual performance and how to do so	
4.3 explain the importance of providing opportunities for individuals to discuss issues with you	
4.4 explain the importance of career progression and personal development	
4.5 explain the importance of understanding the reasons why individuals are leaving an organisation	

Learning Outcome: 5. be able to identify recruitment and selection needs

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 review, on a regular basis, the work required in own area of responsibility	
5.2 identify any shortfall in own area of responsibility in the number of people and their knowledge, skills and competence required	
5.3 identify and evaluate the options for addressing any identified shortfalls and decide on the best options to follow	
5.4 ensure the availability of up-to-date job descriptions and person specifications	

Learning Outcome: 6. be able to plan the recruitment and selection process

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 engage appropriate people within own organisation and other key stakeholders in recruiting and selecting people	
6.2 establish the main stages in the recruitment and selection process for identified vacancies	
6.3 establish the recruitment and selection methods that will be used	
6.4 plan the associated timings of the recruitment and selection process	
6.5 plan who will be involved in the recruitment and selection process	
6.6 ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants	
6.7 seek and make use of specialist resources, where required	
6.8 ensure compliance with own organisation's recruitment and selection policies and procedures	

Learning Outcome: 7. be able to contribute to the recruitment and selection of people for identified vacancies

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 draw up fair, clear and appropriate criteria for assessing and selecting applicants, taking into account their knowledge, skills and competence and their potential to work effectively with colleagues	
7.2 ensure the recruitment and selection process is carried out fairly, consistently and effectively	
7.3 keep applicants fully informed about the progress of their applications, in line with organisational policy	
7.4 offer positions to applicants who best meet the selection criteria	
7.5 evaluate whether the recruitment and selection process has been successful in relation to appointments	
7.6 identify any areas for improvements in the process	

Learning Outcome: 8. be able to contribute to the retention of colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 seek to provide work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential	
8.2 review individuals' performance and development and provide feedback	
8.3 recognise individuals' performance and recognise their achievements in line with organisational procedures	
8.4 help individuals understand the opportunities for career and professional development	
8.5 provide opportunities for individuals to discuss issues about their work or development	
8.6 discuss the reasons with individuals planning to leave the organisation and seek to resolve any issues	

Unit Title	Support individuals' learning and development
Unit Aim	This unit is about providing individuals within own team or area of responsibility with opportunities to address their learning needs and develop their potential to the full.
Unique Unit Number	M/618/6258
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 encourage learning and development	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify the benefits of learning for individuals	
1.2 describe how to promote the benefits of learning	
1.3 identify ways in which to develop a culture in which learning is valued and willingness and efforts to learn are recognised	
1.4 explain why it is important to encourage people to take responsibility for their own learning and development, including personal reflection on own performance	
1.5 describe how to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues	

Learning Outcome: 2. understand how to help colleagues identify their learning needs and styles

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe how to provide individuals with objective, specific and valid feedback designed to improve their performance	
2.2 describe how to prioritise individuals' learning needs, including taking account of organisational needs and priorities and the personal and career development needs of individuals	
2.3 explain the importance of taking into account the potential future roles and responsibilities for colleagues	
2.4 explain how to provide individuals with the support and supervision they need	

Learning Outcome: 3. understand how to help colleague to plan and implement learning and development

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 identify the different types of learning activities that may be appropriate for colleagues	
3.2 compare their advantages and disadvantages	
3.3 identify the required resources needed for example, time, fees, substitute staff	
3.4 explain why it is important for colleagues to have a written personal development plan	
3.5 identify what the learning plan should contain, for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources	
3.6 outline how/where to identify and obtain information on different learning activities	
3.7 explain how to set learning objectives which are SMART (specific, measurable, agreed, realistic and time-bound)	
3.8 identify what type of support individuals might need to undertake learning activities	
3.9 identify the resources needed to undertake learning activities	
3.10 identify the types of obstacles colleagues may face when undertaking learning and how these can be resolved	
3.11 identify sources of specialist expertise in relation to identifying and providing learning for colleagues	

Learning Outcome: 4. understand how to help colleagues to review and update learning and development plans

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 describe how to evaluate whether learning activities have achieved their intended learning objectives	
4.2 explain the importance of regularly reviewing and updating personal development plans in the light of performance, any learning activities undertaken and any wider changes	

Learning Outcome: 5. sector specific knowledge and understanding

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 outline sector requirements for the development or maintenance of knowledge, skills and competence	
5.2 outline learning issues and specific initiatives and arrangements that apply within the sector	
5.3 describe working culture and practices of the sector and organisation	
5.4 outline organisation's own policies and procedures for:	
5.5 learning and personal and professional development within the sector and organisation	
5.6 equality and diversity	
5.7 performance appraisal systems	
5.8 explain how to engage employees and other stakeholders in learning and development activities	

5.9 outline opportunities for colleagues' career development in own organisation	
5.10 outline opportunities for applying developing competences in the workplace	
5.11 summarise support and supervision available to individuals within own organisation	
5.12 summarise sources of specialist expertise available in relation to identifying and providing learning and development opportunities for individuals	

Learning Outcome: 6. be able to encourage learning and development

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 promote the benefits of learning to people in own area of responsibility	
6.2 recognise their willingness and efforts to learn	
6.3 encourage people to take responsibility for their own learning and development, including practising and reflecting on what they have learnt	

Learning Outcome: 7. be able to help colleagues to identify their learning needs and styles

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 give individuals objective, specific and valid feedback on their work performance, discussing and agreeing how they can improve	
7.2 discuss with individuals' future roles and responsibilities that are compatible with their competences and potential	

Learning Outcome: 8. be able to help colleagues to plan and implement learning and development

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 discuss and agree personal development plans with colleagues which include learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales	
8.2 support individuals in undertaking learning activities, making required resources available and making efforts to remove any obstacles to learning	
8.3 recognise and make use of unplanned learning opportunities	
8.4 seek and make use of specialist expertise, where required	
8.5 provide individuals with appropriate opportunities to apply their developing competences in the workplace	
8.6 appoint individuals to roles and responsibilities that are compatible with their competences and potential	

Learning Outcome: 9. be able to help colleagues to review and update learning development plans

Assessment Criteria The learner can:	Indicative Delivery Content
9.1 discuss with individuals their progress and their readiness to take on new roles and responsibilities and agree the support and supervision they will require	
9.2 discuss with individuals their experience of learning activities and the extent to which learning objectives have been achieved	
9.3 provide individuals with the support and supervision they require and ensure they receive specific feedback to enable them to improve their performance	
9.4 discuss and agree revisions to personal development plans in the light of their performance, learning activities undertaken and any wider changes	

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"> - 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 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	Identify and evaluate opportunities for innovation and improvement
Unit Aim	This unit is about identifying opportunities to develop new services, markets or processes or to improve existing services, markets or processes. It also covers evaluating potential innovations and improvements against agreed criteria. This activity is rarely carried out by one person alone. A diverse range of people within the organisation and other key stakeholders – including, for example, customers and suppliers – may need to be engaged both in identifying and evaluating opportunities for innovation and improvement. This unit is relevant to managers and leaders who are responsible for identifying and evaluating opportunities for innovation and improvement across the organisation or within their particular area of responsibility.
Unique Unit Number	T/618/6259
Unit Assessment Method(s)	<ul style="list-style-type: none"> - 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. know how to identify and evaluate opportunities for innovation and improvement

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain how to engage employees and stakeholders in identifying and evaluating opportunities for innovation and improvement	
1.2 summarise different types of monitoring principles, methods, tools and techniques	
1.3 summarise different types of benchmarking principles, methods, tools and techniques	
1.4 summarise different types of change management principles, methods, tools and techniques	
1.5 outline how to develop and gain consensus on criteria for evaluating potential innovations and improvements	
1.6 explain how to gather and validate information	
1.7 explain how to evaluate potential innovations and improvements against criteria	
1.8 summarise different types of innovation principles, methods, tools and techniques	
1.9 summarise the principles and methods of effective communication and how to apply them	
1.10 explain how to protect the intellectual property rights	

Learning Outcome: 2. sector specific knowledge and understanding

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 outline comparable organisations in own sector	
2.2 summarise political, economic, social, technological, legal and environmental factors that affect own organisation	
2.3 outline key individuals within own area of work, their roles, responsibilities, competences and potential	
2.4 identify current and emerging trends and developments in own sector and area of work	
2.5 summarise external experts and other organisations with whom you may collaborate to generate and develop ideas	
2.6 summarise own organisation's stakeholders, their interests and expectations	
2.7 summarise own organisation's services	
2.8 summarise change management frameworks and methods used in own organisation	

Learning Outcome: 3. be able to identify and evaluate opportunities for innovation and improvement

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 summarise the benefits of innovation to the organisation	
3.2 explain the difference between creativity and innovation	

3.3 engage appropriate people within own organisation in identifying and evaluating opportunities for innovation and improvement	
3.4 identify and pursue opportunities to work in collaboration with external experts and other organisations to generate and develop ideas	
3.5 monitor trends and developments in own sector's and organisation's operating environment	
3.6 monitor the performance of own organisation's services and processes and benchmark with comparable organisations	
3.7 identify potential new services, new markets, new processes and improvements to existing services and processes	
3.8 agree clear criteria with key stakeholders for evaluating potential innovations and improvements	
3.9 gather sufficient and valid information to allow potential innovations and improvements to be evaluated	
3.10 evaluate potential innovations and improvements against agreed criteria	
3.11 communicate evaluation to key stakeholders in ways that help them appreciate the potential value of innovations and improvements	
3.12 communicate evaluation to those involved in ways that reinforce their commitment to seek opportunities for innovation and improvement	
3.13 take action to protect the intellectual property rights of innovations, where required	

Unit Title	Allocate and monitor the progress of your work in your area of responsibility
Unit Aim	This unit is about ensuring that the work required is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments.
Unique Unit Number	K/618/6260
Unit Assessment Method(s)	<ul style="list-style-type: none"> - 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 own sector and organisational context for allocation work in own area of responsibility

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 describe people and other resources available in own area of responsibility	
1.2 summarise the work requirements in own area of responsibility	
1.3 summarise the operational plan in own area of responsibility	
1.4 explain the vision and objectives for own area of work and for the organisation overall	
1.5 summarise organisation's policies and procedures for: <ul style="list-style-type: none"> a. health and safety b. personal development c. standards of expected performance d. dealing with below standards performance e. grievance and disciplinary issues f. performance appraisal systems 	
1.6 detail industry/sector requirements for the development or maintenance of knowledge, understanding and skills	
1.7 detail industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work	

Learning Outcome: 2. understand how to plan and allocate work for colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 clarify the importance of confirming the work required in own area of responsibility	
2.2 outline how to take due account of health and safety issues when planning, allocating and monitoring work	
2.3 clarify the importance of seeking views on planned work from people working in own area of responsibility	
2.4 explain why it is important to allocate work to colleagues on a fair basis	

Learning Outcome: 3. understand how to brief colleagues on planned work

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the importance of briefing colleagues on planned work	
3.2 clarify the importance of showing colleagues how their work fits with the overall vision and objectives of own area of responsibility and those of the organisation	
3.3 compare different ways of encouraging colleagues to ask questions and/or seek clarification in relation to the planned work	

Learning Outcome: 4. understand how to monitor and support colleagues in their work

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 evaluate the advantages and disadvantages of different ways of monitoring colleagues' work	
4.2 outline how to provide prompt and constructive feedback to individuals and/or teams	
4.3 clarify why it is important to identify unacceptable or poor performance and how to discuss the causes and agree ways of improving performance	
4.4 describe the type of problems and unforeseen events that may occur and how to support colleagues in dealing with them	
4.5 describe types of additional support and/or resources colleagues might require to complete the planned work	
4.6 compare different methods for motivating and supporting colleagues to complete their work and improve their performance	
4.7 explain how to log and make use of information on the ongoing performance of colleagues for formal performance appraisals	
4.8 clarify the importance of reviewing and updating plans of work in the light of developments	
4.9 explain how to reallocate work and resources and clearly communicate the changes to those affected	

Learning Outcome: 5. be able to plan and allocate the work for colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 confirm the work required in own area of responsibility with the responsible colleague	
5.2 plan how the work will be carried out, taking account of: a. the views of people in own area of responsibility b. any identified priorities or critical activities c. best use of the available resources	
5.3 ensure the work is allocated to colleagues on a fair basis taking account of skills, knowledge and understanding, experience, workloads and the opportunity for development	

Learning Outcome: 6. be able to brief colleagues on planned work

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 ensure that colleagues are briefed on allocated work considering: a. how the work fits with the vision and objectives for the area of work and the overall organisation b. the standard or level of expected performance	
6.2 enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work	

Learning Outcome: 7. be able to monitor and support colleagues in their work

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 monitor the progress and quality of the work of colleagues on a regular and fair basis	
7.2 measure the progress and quality of the work against the standard or level of expected performance	
7.3 provide colleagues with prompt and constructive feedback on their performance	
7.4 support colleagues in identifying and dealing with problems and unforeseen events	
7.5 motivate colleagues to complete allocated work providing additional support and/or resources to help completion	
7.6 address any conflict that arises in a way that supports effective working	
7.7 identify unacceptable or poor performance, discuss the causes and agree ways of improving performance	
7.8 acknowledge successful completion of significant pieces of work or work activities	
7.9 use information collected on colleagues' performance in any formal appraisals of their performance	
7.10 review and update plans of work for own area, clearly communicating any changes to those affected	

Unit Title	Manage projects
Unit Aim	This unit is about managing projects for which you have been given responsibility.
Unique Unit Number	M/618/6261
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 the principles of project management

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 summarise the characteristics of projects as opposed to routine management functions/activities	
1.2 explain the role and key responsibilities of a project manager	
1.3 describe the key stages in the project life cycle	
1.4 explain the importance of the relationship between the project manager and the project sponsors and any key stakeholders	
1.5 outline project management tools and techniques commonly used in the sector	

Learning Outcome: 2. understand how to establish the scope, aim and objectives of a project

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 explain why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsors and any key stakeholders before detailed planning commences	
2.2 summarise the type of information needed for effective project planning	
2.3 explain why it is important to be able to identify and understand how a project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken	
2.4 outline sector specific legislation, regulations, guidelines and codes of practice relating to project management	

Learning Outcome: 3. understand how to plan a project

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain why it is important to consult with relevant people in developing a project plan	
3.2 explain how to consult effectively	
3.3 summarise key stakeholders and potential sponsors within own area of responsibility, their roles, responsibilities, competences and potential	
3.4 summarise what should be included in a project plan, particularly activities, required resources and timescales	
3.5 explain why the plan needs to be discussed and agreed with the project sponsors and any key stakeholders	
3.6 explain why it is important that any project team members are briefed on the project plan, their roles and responsibilities	
3.7 explain how to effectively brief team members on the project plan, their roles and responsibilities	
3.8 evaluate ways of identifying and managing potential risks in relation to the project	
3.9 explain the importance of contingency planning	
3.10 explain how to effectively carry out contingency planning	

Learning Outcome: 4. understand how to implement and close a project

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 explain ways of providing ongoing support, encouragement and information to any project team members	
4.2 explain how to select from and apply a range of project management tools and techniques to monitor, control and review progress of the project	
4.3 summarise effective ways of communicating with project sponsors and any key stakeholders during a project	
4.4 explain the importance of agreeing changes to the project plan with the project sponsors and any key stakeholders	
4.5 describe the type of changes that might need to be made to a project plan during implementation	
4.6 explain the procedures to follow to close a project	
4.7 explain the importance of confirming successful completion of the project with the project sponsors and key stakeholders	
4.8 explain how to establish an effective system for evaluating the success of projects and identifying what lessons can be learned and shared.	
4.9 summarise the importance recognising the contributions of project team members	

Learning Outcome: 5. be able to establish the scope, aims and objectives of a project

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 discuss and agree the key objectives and scope of the proposed project	
5.2 agree the available resources with the project sponsors and other key stakeholders	
5.3 identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken	

Learning Outcome: 6. be able to plan a project

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 develop, in consultation with the established project team, a realistic and thorough plan for undertaking the project and achieving its objectives	
6.2 discuss and agree the project plan with the project sponsors and other key stakeholders, making changes where necessary	
6.3 brief project team members on the project plan and their roles and responsibilities	
6.4 put processes and resources in place to manage potential risks arising from the project and deal with contingencies	

Learning Outcome: 7. be able to implement and close a project

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 implement the project plan, selecting and applying effective project management tools and techniques to monitor, control and review progress	
7.2 provide ongoing support, encouragement and information	
7.3 communicate progress to the project sponsor, other key stakeholders and project team members on a regular basis	
7.4 in the light of progress: identify: 1. any problems encountered 2. any changes to organisational objectives 3. any required changes to the project plan	
7.5 agree with project sponsors and other key stakeholders to reflect above changes in an updated project plan	
7.6 deliver project objectives on time and within budget	
7.7 confirm satisfactory completion of the project with the project sponsor and any key stakeholders	
7.8 evaluate the success of the project, identifying what lessons can be learned and shared	
7.9 celebrate the completion of the project, recognising the contributions of project team members	

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.

The recognised centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery and assessment of the qualification. Tutors must:

- possess current occupational competence in mass spectator events (crowds of 500+) at the level of safety officer or equivalent

Assessor(s):

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

The recognised centre is required to recruit and deploy approved assessors. The assessors are responsible for the delivery and assessment of the qualification. Assessors must:

- possess current occupational competence in mass spectator events (crowds of 500+) at the level of safety officer or equivalent

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.

The recognised centre is required to recruit and deploy approved internal quality assurers who are responsible for the internal quality assurance activities. Internal quality assurers must:

- possess current occupational competence in mass spectator events (crowds of 500+) at the level of safety officer or equivalent.

Additional Qualification Requirements

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

In addition further qualification specific requirements are: The recognised centre is required to have one or more delivery sites with facilities to support the programme of training and assessment. All delivery sites must include the following:

- a classroom facility with adequate number of chairs (not benches) for all learners
- access to a live event venue with active spectator events.

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must include:

- flip chart
- a selection of coloured pens
- an overhead projector
- a laptop/ computer.

This qualification is regulated by Ofqual (603/7096/8) and CCEA .

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