

Qualification Specification

Level 2 NVQ Certificate in Spectator Safety (QCF)

Qualification Number: 600/2926/2

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HABC Level 2 NVQ Certificate in Spectator Safety (QCF)

Introduction

This Qualification Specification document is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact your Account Manager.

Qualification Details

The HABC Level 2 NVQ Certificate in Spectator Safety (QCF) has been accredited by the regulators of England, Wales and Northern Ireland (Ofqual, Welsh Government and CCEA) and is part of the Qualifications and Credit Framework (QCF). It forms both the competency and knowledge components of the Spectator Safety apprenticeship.

It is supported by SkillsActive, the Sector Skills Council for the sport and active leisure sector.

Key facts

QAN:	600/2926/2
Learning Aim Reference:	60029262
Guided learning hours (GLH):	85
Credit Value:	29
Assessment Method:	Portfolio of evidence

Qualification Overview

This qualification is aimed at anyone working or wishing to work in the match day and events stewarding industry. This could include a variety of sporting or musical events. The qualification meets the requirements laid out in the Football Licensing Authority's Guide to Safety at Sports Grounds (known as the Green Guide).

It provides the knowledge and competency components for the Intermediate Level Apprenticeship in Spectator Safety.

Entry Requirements

There are no prerequisites for this qualification, however it is advised that learners have a minimum of Level 1 in literacy or numeracy or equivalent.

Age ranges

This qualification is suitable for learners aged 16 and above.

Geographical Coverage

The qualification is suitable for learners in England, Wales or Northern Ireland.

Special Needs

HABC have measures in place for learners with special needs. Please see the Reasonable Adjustments Policy, Annex 17 of the HABC Core Manual.

Qualification Structure

This qualification contains six mandatory units. All units within this qualification are contained in Appendix 1. To jump to each unit contained in this document, click on the hyperlink in this list.

<i>Unit Title</i>	<i>Unit Reference</i>	<i>Level</i>	<i>Credit Value</i>	<i>GLH</i>
Prepare for spectator events	Y/502/9345	2	5	12
Control the entry, exit and movement of people at spectator events	M/502/9352	2	8	12
Monitor spectators and deal with crowd problems	A/502/9354	2	8	12
Support the work of the team and organisation	Y/601/4483	2	2	15
Help to manage conflict	J/501/5134	2	4	20
Deal with accidents and emergencies	D/501/5138	2	2	14

Assessment Guidance

This qualification is assessed by portfolio of evidence, which will need to be internally quality assured by the Centre. EQS (External Quality Support) visits from HABC will also take place until direct claim status is achieved. Suggested paperwork is available on the HABC website. If a Centre would like to use alternative paperwork, this must be sent to the Quality Support team for approval.

The specific assessment requirements for this qualification are detailed in the SkillsActive QCF Evidence Requirements and Assessment Guidance – Level 2 NVQ Certificate in Spectator Safety document which can be found on the HABC website.

The SkillsActive Assessment Strategy (2012) can also be found on the HABC website.

These documents also detail the occupational competence for Assessors, Internal Verifiers and External Verifiers and should be read in conjunction with each other.

Additional Requirements for Qualifications that use the title NVQ within the QCF are detailed in a document found on the HABC website.

Assessor Requirements

Assessors should be one of the following:

- Employed by the same organisation as the candidate, or
- Working in partnership with, and drawing on evidence from, the candidate's organisation, or
- An expert brought in to supplement the expertise of the candidate's own organisation or as an additional external method of quality assurance.

All assessment decisions made by a trainee assessor must be checked by a qualified assessor.

Assessors for this qualification are required to:

- Hold, or be working towards, an assessor qualification such as the Level 3 Award in Assessing competence in the Work Environment, or from the past units such as A1, A2 or D32 and/or D33. New Assessors must be given a clear action plan for achieving the appropriate qualifications
- Meet the technical criteria developed for each occupational area to ensure their technical competence in relation to the units being assessed
- Provide evidence of recent experience and competence in the relevant occupational area and evidence of maintaining occupational competence through CPD

In addition to this, please refer to the documents outlined in 'Assessment Guidance' section above.

Internal Quality Assurance

This qualification is assessed and Internally Quality Assured.

The nominated Quality Assurance person should be one of the following:

- Employed by the same organization as the learner, or
- Working in partnership with, and drawing on evidence from, the learner's organisation

The nominated Quality Assurance person:

- Must hold the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or, if appropriate, the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice. From the past they may hold verifier unit V1 or unit D34. New Internal Verifiers must be given a clear action plan for achieving the appropriate qualification/s

It is recommended that the IQA also hold an Assessor qualification

All assessment decisions made by a trainee IQA must be checked by a qualified IQA.

- Must meet the technical criteria developed for each occupational area to ensure their technical competence in relation to the units being assessed
- Must be able to provide evidence of recent experience in the occupational area
- Provide evidence of their ability to maintain occupational competence and to participate in IV/Assessor training initiatives for CPD
- Must understand HABC's quality assurance systems and requirements for this qualification

In addition to this guidance, please refer to the Assessment Strategy document which is available on the HABC website.

ID Requirements

All learners must be instructed to bring photographic identification to the assessment to be checked by the invigilator/assessor. This instruction should be given ahead of the course/assessment when the learner registers and/or with any pre-course materials.

It is the responsibility of the Centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are purporting to be. All Centres are therefore required to ensure that each learner's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each learner on the Candidate List under "Identification Provided". HABC will accept the following as proof of a learner's identity:

- Valid Passport (any nationality)
- Signed UK Photo card Driving Licence
- Valid Warrant Card issued by HM Forces, Police
- Other photographic ID card, e.g. Employee ID Card (must be current employer), Student ID Card, Travel card.

For more information on learner ID requirements, please refer to Annex 26: Invigilation Instructions.

Progression

Progression routes could include:-

- Level 3 NVQ Certificate in Spectator Safety
 - Level 4 NVQ Certificate in Spectator Safety Management
 - Licence to Practice qualifications e.g. Door Supervision or Security Guarding
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Useful Websites

- SkillsActive website: www.skillsactive.com
 - The Football Licensing Authority - The 'Green Guide':
<http://www.flaweb.org.uk/docs/publications/nflapubs/safeguid.php>
 - The Event Safety Guide: www.hse.gov.uk/pubns/priced/hsg195.pdf
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APPENDIX 1 - UNITS

Unit 1:	Prepare for Spectator Events
Unit no:	Y/502/9345
Level:	2
Credit:	5
GLH	12

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Type of Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Spectator Safety

www.skillsactive.com/common-unit-qualifications

Outcomes 1, 2 and 3 must be assessed using workplace evidence generated when the learner is preparing for a real spectator event. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Prepare for stewarding activities	1.1 follow the registration procedures correctly and on time 1.2 collect their passes, identification and other resources, looking after these and returning them after the event 1.3 attend the pre-event briefings as required 1.4 note all the necessary information which is given at the briefings 1.5 correctly follow the pre-event routines
2. Identify and deal with physical hazards	2.1 follow agreed procedures to check equipment 2.2 keep disruption to a minimum 2.3 identify hazards in their designated area 2.4 follow agreed procedures for assessing risk 2.5 take prompt action appropriate to the hazard and the risk, following agreed

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>procedures and instructions</p> <p>2.6 communicate verbally and non-verbally with colleagues and other people involved</p> <p>2.7 make sure that any action is not dangerous for themselves and other people involved</p> <p>2.8 clearly and accurately report the situation and what they have done to their supervisor</p>
3. Search the venue for suspect items	<p>3.1 get information on the type of item being searched for</p> <p>3.2 search the designated area thoroughly following instructions</p> <p>3.3 identify any suspect items and other suspicious circumstances</p> <p>3.4 maintain their own safety and the safety of other people</p> <p>3.5 report what they have found following agreed procedures</p>
4. Know how to prepare for stewarding activities	<p>4.1 state basic legal requirements covering the type of event they are involved in</p> <p>4.2 describe their legal responsibilities and powers</p> <p>4.3 show awareness of relevant guidance documents on safety at events</p> <p>4.4 explain the importance of registration and briefing</p> <p>4.5 explain the importance of receiving, looking after and returning passes, identification and other resources</p> <p>4.6 explain the importance of keeping careful notes at briefings</p> <p>4.7 explain the importance of pre-event routines</p> <p>4.8 state pre-event timings</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>4.9 state the information to be recorded</p> <p>4.10 describe emergency procedures, relevant code words and assembly points</p> <p>4.11 describe the pre-event routines</p>
<p>5. Know how to identify and deal with physical hazards</p>	<p>5.1 describe how to check:</p> <ul style="list-style-type: none"> • safety equipment • security equipment • emergency equipment • signs and notices <p>5.2 explain the importance of not disrupting the public when carrying out checks</p> <p>5.3 describe what to look for when checking for hazards</p> <p>5.4 describe how to assess the seriousness of the following types of hazards</p> <ul style="list-style-type: none"> • safety hazards • security hazards • fire hazards • hygiene hazards • faulty emergency equipment <p>5.5 describe the correct action to take for each of the types of physical hazard listed</p> <p>5.6 explain why it's important to communicate with people and colleagues clearly</p> <p>5.7 describe the sort of action which could endanger themselves and others</p> <p>5.8 state the correct reporting procedures for the types of physical hazards listed above</p>
<p>6. Know how to search the venue for suspect items</p>	<p>6.1 explain the importance of collecting information on the item being searched for</p> <p>6.2 describe how to search the following areas</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>carefully and thoroughly:</p> <ul style="list-style-type: none"> • confined areas • open areas • areas where the public is present • areas where the public is not present <p>6.3 describe contents of the safety handbook</p>

Unit 2: Control the entry, exit and movement of people at spectator events

Unit no: M/502/9352

Level: 2

Credit: 8

GLH 12

Outcomes 1 and 3 must be assessed using workplace evidence generated when the learner is controlling entry, exit and movement at a real spectator event. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis. Outcome 2 can be assessed as above or by realistic simulation.

Outcomes 4, 5 and 6 can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Control the entry and exit of people at events	1.1 have the necessary resources ready for use 1.2 make sure their behaviour and appearance meets agreed standards at all times 1.3 greet people in a way that makes them feel welcome and at ease 1.4 pay careful attention to the designated area throughout their period of duty 1.5 admit people and refuse entry according to agreed procedures 1.6 Provide people with clear reasons why they have been refused entry 1.7 control the queues in a safe and orderly manner 1.8 supervise the safe exit of people according to the agreed procedures 1.9 inform their supervisor when there are problems that they cannot deal with on their own

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
2. Search people for unauthorised items	2.1 identify the people to be searched on entry according to the agreed procedures 2.2 ask the identified people for permission to search, and follow the agreed procedures if they refuse 2.3 only search people of the same sex 2.4 follow the correct procedures when they find unauthorised items and explain these procedures to the people involved 2.5 inform the supervisor about any unlawful items which they find 2.6 treat the people involved with courtesy and respect at all times
3. Provide people with information and help them with other problems	3.1 communicate with people politely and clearly 3.2 ask for information which is relevant to their problem 3.3 make their sure understanding of the problem is correct 3.4 give people help which is appropriate to the problem and agreed procedures 3.5 refer people to another source of help if necessary 3.6 keep people informed of progress 3.7 deal with any complaints positively, and sympathetically as appropriate to the situation
4. Know how to control the entry and exit of people at events	4.1 describe the basic principles of customer care 4.2 explain the importance of wearing correct identification 4.3 identify the required equipment to carry 4.4 identify articles which contravene the venue

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>rules</p> <p>4.5 describe the procedures to follow when banned articles are found</p> <p>4.6 explain the importance of carefully monitoring their designated area</p> <p>4.7 describe how to control queues in an orderly and safe manner</p> <p>4.8 describe basic legislation covering trespass and the right to refuse entry</p> <p>4.9 describe the procedures for excluding people under the relevant legislation</p> <p>4.10 explain why explanations should be given for refusing entry</p>
<p>5. Know how to search people for unauthorised items</p>	<p>5.1 identify the problems that may occur if a steward is prejudiced against people because of their appearance</p> <p>5.2 explain the importance of only searching people of the same sex</p> <p>5.3 describe the correct methods of carrying out personal searches</p> <p>5.4 identify the conflicts that may occur when carrying out searches and how to resolve these</p> <p>5.5 explain the importance of providing people with proper explanations and treating people with courtesy</p> <p>5.6 describe the organisation's policies for searching people</p> <p>5.7 describe how to identify prohibited items</p> <p>5.8 describe the correct procedures for dealing with prohibited items</p> <p>5.9 describe the precautions to take to protect oneself against items which may cause injuries during the search</p> <p>5.10 identify the basic legislation which</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	authorises searches of spectators and what this allows the steward to do
6. Know how to provide people with information and help them with other problems	<p>6.1 describe how to communicate with the following types of people:</p> <ul style="list-style-type: none"> • cooperative • uncooperative • intoxicated • emotional • with limited understanding of English • ‘VIPs’ • with particular needs <p>6.2 describe how to get hold of the information which people may need</p> <p>6.3 identify information which should not be provided according to organisational policy</p> <p>6.4 identify the locations of main facilities in the venue</p> <p>6.5 describe the approved procedures for giving directions and providing information</p> <p>6.6 explain the importance of getting all the relevant information if they need to solve a problem</p> <p>6.7 explain the importance of being polite</p> <p>6.8 explain the importance of being positive when handling complaints and giving apologies</p> <p>6.9 describe the approved procedures for dealing with the following types of problems:</p> <ul style="list-style-type: none"> • need for information/advice • ticketing problems • missing property • missing people

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<ul style="list-style-type: none"> • unsociable/unlawful behaviour by others • complaints/suggestions about facility and procedures <p>6.10 identify whom to refer problems to which the learner cannot deal with personally</p>

Unit 3: Monitor spectators and deal with crowd problems

Unit no: A/502/9354

Level: 2

Credit: 8

GLH 12

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive’s website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Type of Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Spectator Safety

www.skillsactive.com/common-unit-qualifications

Outcomes 1 and 2 must be assessed using workplace evidence generated when the learner is monitoring crowds at a real spectator event. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

Outcomes 3 and 4 may be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Monitor crowds and identify potential problems	1.1 have the necessary resources ready for use 1.2 make sure their behaviour and appearance meets agreed standards at all times 1.3 carry out their duties impartially 1.4 pay careful attention to the crowd and the conditions in their designated area throughout their period of duty 1.5 identify crowd problems when they occur
2. Follow instructions and procedures to deal with crowd problems	2.1 assess and report the crowd problem, answering any questions from supervisors clearly and accurately 2.2 take action following instructions and agreed procedures

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>2.3 make sure that any action is not dangerous to themselves and the other people involved</p> <p>2.4 communicate with the people involved and colleagues clearly</p> <p>2.5 reassure the people involved and encourage them to be calm and follow instructions</p> <p>2.6 keep their control room/supervisor informed of the situation</p>
<p>3. Know how to monitor crowds and identify potential problems</p>	<p>3.1 explain the importance of carefully observing crowds and areas</p> <p>3.2 explain the importance of wearing steward’s identification at all times</p> <p>3.3 identify the resources they need to have available and why</p> <p>3.4 describe what to look for when monitoring crowds</p> <p>3.5 explain why it’s important to carry out their duties impartially</p> <p>3.6 give examples of how to carry out duties impartially</p> <p>3.7 explain why personal conduct and appearance are important</p> <p>3.8 describe the sort of personal conduct and appearance that is appropriate</p> <p>3.9 identify the particular hazards to look out for in the following types of areas:</p> <ul style="list-style-type: none"> • confined areas • open areas • public areas • non-public areas

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>4. Know how to follow instructions and procedures to deal with crowd problems</p>	<p>4.1 identify the basic legal requirements covering disability, discrimination and safety</p> <p>4.2 identify the obvious signs of the following types of crowd problems:</p> <ul style="list-style-type: none"> • unexpected crowd movements • local overcrowding • over-capacity • distress • separation of individuals and groups • unsociable behaviour • unlawful behaviour • entry into restricted areas <p>4.3 describe how to assess how serious the problem is</p> <p>4.4 describe the procedures to follow for each type of crowd problem</p> <p>4.5 describe basic conflict management techniques and defensive tactics</p> <p>4.6 explain why it's important to communicate clearly with the people involved and with colleagues</p> <p>4.7 explain why it's important to reassure the people involved and encourage them to be calm</p> <p>4.8 describe how to reassure people and encourage them to be calm</p> <p>4.9 identify the type of action which might endanger themselves and others</p> <p>4.10 describe the correct reporting procedures to use</p>

Unit 4: Support the work of the team and organisation

Unit no: Y/601/4483

Level: 2

Credit: 2

GLH 15

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Type of Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 2, 4 and 6. These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is supporting the work of the team and organisation.

Learning Outcome 3

When working effectively with colleagues, the learner must cover 2 of the following types:

a) colleague

- working at the same level as self
- responsible to self
- line manager
- people from outside own organisation

with both of the following types:

b) communication

- spoken
- written

Learning Outcome 5

When improving own work, the learner must cover 2 of the following types:

a) colleague

- working at the same level as self
- responsible to self
- line manager

Learning Outcome 7

When helping to improve the work of own organisation, the learner must cover 2 of the following types:

a) colleague

- working at the same level as self
- responsible to self
- line manager

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>1. Know how to support the work of own team and organisation</p>	<p>1.1 Describe the values or codes of practice relevant to the work being carried out</p> <p>1.2 Outline the importance of effective team work</p> <p>1.3 Describe how improving own work and the work of the team can improve the organisation as a whole and the level of service that the customer receives</p>
<p>2. Know how to work effectively with colleagues</p>	<p>2.1 Describe what ‘good working relationships’ with colleagues means</p> <p>2.2 Outline how to establish good working relationships with colleagues</p> <p>2.3 Describe why it is important to communicate clearly with colleagues</p> <p>2.4 Outline how to communicate with managers in organisation</p> <p>2.5 List the duties within area of own responsibility</p> <p>2.6 Describe why it is important to carry out</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>duties as agreed or warn colleagues in good time if not possible</p> <p>2.7 Identify situations in which help may be needed</p> <p>2.8 Describe the importance of always asking for help and information when it is needed</p> <p>2.9 Describe situations in which help and information may need to be provided to colleagues</p> <p>2.10 Describe situations in which it is not appropriate to provide help and information to colleagues</p> <p>2.11 Outline the purpose of team meetings</p> <p>2.12 Outline why team discussions are important and why they should contribute to them</p> <p>2.13 Outline the procedures for dealing with conflict in own organisation</p>
<p>3. Be able to work effectively with colleagues</p>	<p>3.1 Establish good working relationships with colleagues</p> <p>3.2 Communicate verbally and in writing with colleagues clearly</p> <p>3.3 Maintain standards of professional behaviour</p> <p>3.4 Carry out own duties and commitments to colleagues as agreed, or tell them in good time when it is not possible do what they expect</p> <p>3.5 Ask for help and information when needed</p> <p>3.6 Provide colleagues with help and information when they need it, in line with organisation's policies and procedures</p> <p>3.7 Take part in team discussions</p> <p>3.8 Follow the correct procedures in the case of disagreements or problems with colleagues</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
4. Know how to improve own work	<p>4.1 Describe why it is important to continuously improve own work</p> <p>4.2 Describe why it is important to assess own work and get feedback from colleagues</p> <p>4.3 Describe what it means to 'handle criticism positively'</p> <p>4.4 Describe why it is important to handle criticism positively</p> <p>4.5 Identify the relevant member of staff in own organisation with whom own work can be planned and developed</p> <p>4.6 Identify the procedures to follow to take part in training and development activities</p> <p>4.7 Identify opportunities to take on new responsibilities and develop in own career, and the skills and knowledge needed to do this</p> <p>4.8 Outline how to develop a career plan that will help own progression</p>
5. Be able to improve own work	<p>5.1 Evaluate all aspects of own work</p> <p>5.2 Ask colleagues and customers for feedback on own work</p> <p>5.3 Handle feedback positively</p> <p>5.4 Work with a relevant person to agree: <ul style="list-style-type: none"> • own strengths • areas where own work could be improved • new areas of skill and knowledge which may be needed for future responsibilities </p> <p>5.5 Take part in relevant training and development</p> <p>5.6 Regularly review personal development</p>
6. Know how to help to improve the work of own organisation	<p>6.1 Describe the types of situations in which customers give feedback on the services</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>they receive</p> <p>6.2 Outline why it is important to listen to customer feedback</p> <p>6.3 Outline how to identify areas where the organisation's work could be improved</p> <p>6.4 Identify the procedures to follow for making suggestions on how to improve services to customers</p> <p>6.5 Describe why it is important to discuss own suggestions with colleagues and to take account of their ideas</p>
7. Be able to help to improve the work of own organisation	<p>7.1 Ask customers for feedback on the organisation's services</p> <p>7.2 Identify ways the team could improve services</p> <p>7.3 Discuss with relevant colleagues how to change services for the better</p> <p>7.4 Help to change services so that they meet customers' needs</p>

Unit 5:	Help to Manage Conflict
Unit no:	J/501/5134
Level:	2
Credit:	4
GLH	20

Outcomes 1 and 2 must be assessed using workplace evidence when the learner is dealing with conflict or by realistic simulations. There must be sufficient evidence to ensure the learner can achieve the outcomes on a consistent basis.

Outcome 1

The learner must communicate appropriately using all of the following methods:

- verbal communication
- body language
- other forms of non-verbal communication

and must communicate with two of the following types of people:

- cooperative
- uncooperative
- intoxicated
- emotional
- with a limited understanding of English
- people with particular needs

If the learner can only cover two types of people through workplace evidence, they must be questioned on the rest.

Outcome 2

Whilst resolving conflict the learner must cover all of the following types of procedures:

- do nothing
- maintain observation
- give advice or warning
- request assistance

with two of the following types of people:

- cooperative
- uncooperative
- intoxicated
- emotional

- with a limited understanding of English
- people with particular needs

Outcomes 3 and 4

These can be assessed through:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Communicate with people in conflict situations	1.1 Remain calm and follow their organisation's procedures 1.2 Communicate with the people in a way that minimises and reduces conflict 1.3 Maintain their own personal space 1.4 Respect the personal space of others 1.5 Listen actively to what people are saying 1.6 Show empathy 1.7 Use sensitive questioning to get further information about the situation 1.8 Summarise and feedback to people what they have said and confirm understanding of the situation
2. Follow procedures to resolve conflict	2.1 Assess the risks to themselves and others in the situation 2.2 Assess the seriousness of the situation and the behaviour of the people involved 2.3 Maintain their own personal safety 2.4 Follow agreed procedures for the type of situation and people involved 2.5 Collect and report necessary information about the people involved and the situation

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>3. Know how to communicate with people in conflict situations</p>	<p>3.1 Identify the types of conflict situations that are likely to arise</p> <p>3.2 Describe the correct responses for each of these types of situations</p> <p>3.3 Identify the legal considerations covering self-defence and the use of force and your own role and responsibilities</p> <p>3.4 Explain the importance of effective communication with people in conflict situations and how poor communication can make situations worse</p> <p>3.5 Describe the appropriate forms of body language and other non-verbal types of communication to use</p> <p>3.6 Explain what is meant by personal space and why it is important to maintain one's personal space</p> <p>3.7 Describe how to maintain personal space and the personal space of others</p> <p>3.8 Explain why it is important to show one is listening actively to what is being said</p> <p>3.9 Describe how to demonstrate active listening</p> <p>3.10 Describe how to show empathy</p> <p>3.11 Explain why showing empathy is important</p> <p>3.12 Describe how to use sensitive questioning to get information about a situation</p> <p>3.13 Explain why it is important to summarise and feedback to others what has been said</p>
<p>4. Know how to follow procedures to resolve conflict</p>	<p>4.1 Describe how to carry out risk assessments in conflict situations and the factors that should be kept in mind</p> <p>4.2 Identify situations in which it would be appropriate to:</p> <ul style="list-style-type: none"> • Do nothing

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<ul style="list-style-type: none"> • Maintain observation • Give advice or a warning • Use a report or incident card • Consider ejection • Consider arrest <p>4.3 Explain why they should inform the supervisor/control room of their initial response</p> <p>4.4 Explain why they should collect and report information about the people involved and the situation</p> <p>4.5 Describe how to how to collect and report relevant information</p> <p>4.6 Describe how to maintain their own personal safety and that of others involved in the situation</p> <p>4.7 Explain why it is important to keep an accurate record of what has happened</p> <p>4.8 Describe what they should record that could be used as evidence</p> <p>4.9 Identify other sources of evidence that may be used</p>

Unit 6:	Deal with Accidents and Emergencies
Unit no:	D/501/5138
Level:	2
Credit:	2
GLH	14

Outcomes 1 and 2 must be assessed using workplace evidence generated when the learner is dealing with accidents and emergencies or through realistic simulations.

Outcome 1

Whilst dealing with injuries and signs of illness the learner must cover one of the following types of casualties:

- adult
- child
- person with particular needs

at least one of the following types of qualified assistance:

- the organisation's first aider
- emergency services

and at least one of the following types of conditions:

- minor injury that can be dealt with on-site
- minor illness that can be dealt with on-site
- major injury requiring medical attention
- major illness requiring medical attention

If the learner can only cover one type of casualty, one type of assistance and one type of condition through workplace evidence or simulation, they must be questioned on the rest.

Outcome 2

Whilst following emergency procedures, the learner must cover at least one of the following types of people:

- adults
- children
- people with particular needs

If the learner can only cover one type of people through workplace evidence or simulation, they must be questioned on the rest.

Outcomes 3 and 4

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Deal with injuries and signs of illness	1.1 Remain calm and follow their organisation's procedures 1.2 Protect the casualty and other people involved from further risk 1.3 Call for qualified assistance that is appropriate to the casualty's condition 1.4 Provide reassurance and comfort to those involved 1.5 Give the qualified assistance clear and accurate information about what happened 1.6 Follow the accident reporting procedures, as required
2. Follow emergency procedures	2.1 Give the people involved in the emergency clear and correct instructions 2.2 Carry out their role in the emergency procedures calmly and correctly 2.3 Maintain the safety of the people involved 2.4 Follow the correct procedures for reporting the emergency 2.5 Report any problems with the emergency procedures to the relevant colleague
3. Know how to deal with injuries and signs of illness	3.1 Describe the values or codes of practice relevant to the work they are carrying out 3.2 Explain the importance of dealing with accidents and emergencies promptly, calmly and correctly

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>3.3 Identify the types of injuries and illnesses that may occur in their area of work</p> <p>3.4 Describe how to deal with these injuries and illnesses before qualified assistance arrives</p> <p>3.5 Identify whether to contact the on-site first aider or immediately call the emergency services depending on the situation and organisational procedures</p> <p>3.6 Identify who is the on-site first aider and describe how to contact them</p> <p>3.7 Describe the procedures they should follow to contact the emergency services</p> <p>3.8 Explain why it is important to protect the casualty and others involved from further harm</p> <p>3.9 Describe the procedures to follow to protect the casualty and others</p> <p>3.10 Explain why it is important to provide comfort and reassurance</p> <p>3.11 Describe how to provide reassurance and comfort</p> <p>3.12 Describe their responsibilities for reporting accidents</p> <p>3.13 Describe the procedures for reporting accidents</p>
4. Know how to follow emergency procedures	<p>4.1 Describe the emergency procedures in their place of work for:</p> <ul style="list-style-type: none"> • Fires • Security incidents • Missing persons <p>4.2 Describe the instructions that must be given to the people involved in each type of incident</p> <p>4.3 Describe their organisation's reporting procedures for emergencies</p>

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
	<p>4.4 Describe the types of problems that may occur during emergency procedures</p> <p>4.5 Explain why they should report problems with emergency procedures</p> <p>4.6 Identify who problems with emergency procedures should be reported to</p>