Laser Learning Awards

QUALIFICATION SPECIFICATION

Level 2 Certificate in Spectator Safety



Laser Learning Awards

LASER supports its Recognised Centres to develop flexible and responsive credit based courses. This includes those that widen access to lifelong learning, and address exclusion and participation. The structure of our qualifications enables learners to be recognised for their achievement, to accumulate credit, and use this to access further qualifications and learning over time.

LASER makes sure:

- quality assurance underpins all provision.
- only centres that meet national standards are approved (for course and qualification delivery and quality assurance).

LASER staff:

- have a wide experience of centre, course and qualification approval.
- support centres to make sure awards are valid and valued.

Contact us

www.laser-awards.org.uk

enquiries@laser-awards.org.uk

01932 569894

Copyright © Laser Learning Awards

Contents

Summary of Changes 4

Qualification Overview 6

1. About the Qualification 7

2. Offering the Qualification 7

2.1 Aims and Objectives 7

2.2 Target Group 7

2.3 Entry Requirements 7

2.4 Delivery 8

2.5 Achieving the Qualification 8

2.6 Total Qualification Time and Guided Learning Hours 8

2.7 Language Requirements 9

2.8 Progression Opportunities 10

2.9 Additional delivery Requirements for the Application of Physical Intervention Skills in the private security industry unit 11

3. How the Qualification will be Assessed 11

3.1 Overview 11

3.2 Assessment Design 11

3.3 Record Keeping 11

4. Reasonable Adjustments 12

5. Tutor/Assessor/Internal Quality Assurer Requirements 12

6. Quality Assurance of the Qualification 12

6.1 Direct Claims Status (DCS) 13

6.2 Standardisation 13

6.3 Retaining Evidence 14

Appendix 1: Ofqual Level Descriptors – Level 2 15

Appendix 2: Unit List 16

Appendix 3: Assessment Strategy 17

Summary of Changes

VERSION	PUBLICATION DATE	SUMMARY OF CHANGES
V1.1	May 2025	Clarification of Simulation Guidance added to Qualification Overview. Twitter/X logo removed.
V1	January 2025	

Back to contents

Qualification Overview

OFQUAL QUALIFICATION NUMBERS	
610/4897/5	LASER Level 2 Certificate in Spectator Safety

Laser Learning Awards is an awarding organisation regulated by Ofqual, the regulator of qualifications, examinations and assessments in England.

PURPOSE AND AIM OF QUALIFICATIONS	The aim of the qualification is to provide learners with the knowledge required by stewards at spectator events. The five mandatory units in this qualification will provide learners with the knowledge and skills essential to a stewarding role. If the role and employment settings require, individuals can take the additional unit - Application Of Physical Intervention Skills In The Private Security Industry. This unit is included in the Level 2 Award for Door Supervisors in the Private Security Industry which is required for individuals wishing to gain a Door Supervisor licence from the Security Industry Authority (SIA).
ENTRY REQUIREMENTS	Learners must be 16 and over to undertake this qualification. Any learners undertaking the optional unit Application Of Physical Intervention Skills In The Private Security Industry must be aged 18 and over prior to delivery. Learners must be able to communicate in English. See 2.7 for full language requirements. Note: prior to completion, learners will also have to show evidence of: • **completing the ACT Awareness e-learning counter terrorism training** • **attending first aid training or attaining an acceptable recognised first-aid award (for learners undertaking the Deal With Incidents At Spectator Events and Application Of Physical Intervention Skills In The Private Security Industry (SIA) unit only**.
RULES OF COMBINATION	To achieve the **LASER Level 2 Certificate in Spectator Safety**, learners must achieve all five mandatory units and a total of 24 credits. If the additional unit is taken the total is 26 credits.
UNITS	Please follow the link to the **units list**.
ASSESSMENT	The qualification is achieved by providing evidence covering the learning outcomes and assessment criteria of each unit. Details of assessment methods are contained within each unit. Evidence is internally assessed and internally quality assured by the centre and verified externally by LASER. **The Application Of Physical Intervention Skills In The Private Security Industry** unit is assessed by an externally set and marked MCQ exam and a practical externally set, internally assessed observation. Further information, including guidance on simulated assessments, can be found in **Appendix 3**.
PRICE	For LASER's price list, please click **here**,
DATES	Operational Start Date: 1st January 2025 Qualification Review Date: 30th November 2029

Qualification Overview

TO DELIVER	Centres must meet LASER's requirements for centre recognition and qualification approval. **Click here** for details of how to become an approved centre. Requirements include those around teaching and learning resources, staffing, course and venues, record keeping, delivery, assessment, and quality assurance. Once approved, centres can download the necessary forms from the **Quartz Web Portal.** This resource includes a range of information and guidance as well as providing access to secure web-based functions, designed to make the administration and assessment of qualifications simple and efficient.

Back to contents

1. About the Qualification

LASER's Level 2 Certificate in Spectator Safety has been designed to provide learners with the knowledge and skills required by stewards at spectator events. The qualification is aimed at those working or preparing to work as a steward at spectator events. The qualification will also meet the needs of those looking to volunteer as a steward at community and other events. Many types of events require stewards which can include sporting events; live music gigs and festivals; theatre and comedy performances; parades and carnivals; and community events. This qualification is regulated by Ofqual and sits on the Regulated Qualifications Framework (RQF).

The LASER Level 2 Certificate in Spectator Safety consists of five mandatory units, with a credit value of 24 and a recommended Total Qualification Time of 240 hours, including a Guided Learning Hours (GLH) value of 73 hours. If the role and employment settings require, individuals can take the additional unit dealing with situations when Physical Intervention techniques are required. This unit is also included in the Level 2 Award for Door Supervisors in the Private Security Industry which is required for individuals wishing to gain a Door Supervisor licence from the Security Industry Authority (SIA).

A one-page Qualification Summary outlining the qualification is provided in the **Qualification Overview**.

To offer this qualification, a centre must be recognised by LASER. For further information about becoming a recognised centre or working in partnership with a recognised centre please visit **our website**.

Existing recognised centres must then be approved to deliver this qualification. Please contact **quality@laser-awards.org.uk** for further information. Full details of all LASER requirements are provided in the LASER centre handbook which is also available via our **Quartz Web Portal**.

2. Offering the Qualification

2.1 AIMS AND OBJECTIVES

The aim of the qualification is to provide learners with the knowledge and skills required by stewards at spectator events. The five units in this qualification will provide learners with the knowledge and skills essential to undertaking a stewarding role.

2.2 TARGET GROUP

The qualification is approved for learners aged 16 years and over. Learners undertaking the additional unit Application Of Physical Intervention Skills In The Private Security Industry must be aged 18 and over prior to delivery. There is no upper age limit.

2.3 ENTRY REQUIREMENTS

Learners must be aged 16 and over to undertake the qualification. Learners must show evidence of completing the counter terrorism awareness ACT training programme and provide a first aid certificate

showing, either, attendance at a first aid training course or achievement of an acceptable first-aid award.

Learners undertaking the additional unit Application Of Physical Intervention Skills In The Private Security Industry must be aged 18 and over prior to delivery and must have previously achieved the Help To Manage And Resolve Conflict unit from the Optional Units Group. The Application Of Conflict Management In The Private Security Industry unit (a mandatory unit in the SIA licence-linked suite of qualifications) is also an acceptable pre-requisite, however achievement of this unit will not count towards achievement of this qualification.

Learners should evidence achievement of The Application Of Conflict Management In The Private Security Industry by meeting at least one of the following conditions:

- They hold a current SIA licence in one of the following: Door Supervision, Security Guarding, Vehicle Immobilising or Close Protection
- They have the relevant SIA licence-linked certificate / qualification which is under three years old in one of the following: Door Supervision, Security Guarding, Vehicle Immobilising or Close Protection

Centres are responsible for ensuring that all learners who undertake this unit meet the requirements. Centres must also keep and maintain the relevant records.

2.4 DELIVERY

Please refer to **Appendix 3** for the **Level 2 Certificate in Spectator Safety Qualification Assessment Strategy.**

2.5 ACHIEVING THE QUALIFICATION

LASER Level 2 Certificate in Spectator Safety

Qualification Number: 610/4897/5

To achieve the LASER Level 2 Certificate in Spectator Safety learners must achieve all five mandatory units and a total of 24 credits. If the additional Application of Physical Intervention Skills in the Private Security unit is included the total credits will be 26.

To view the full unit details please see the Unit tab on our **website**.

Each assessment criteria must be evidenced to have been met in order for a learner to achieve a unit. For more detail, please see **Section 3.2**.

Back to contents

2.6 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
LASER Level 2 Certificate in Spectator Safety	24	73	240

* Total Qualification Time represents an estimate of the total amount of time that a learner could reasonably expect to devote to successfully achieving the qualification. Total Qualification Time (TQT) is made up of Guided Learning hours (GLH) and Additional Hours (AH).

Values for Total Qualification Time, including guided learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a learner's teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including guided learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All guided learning.

Some examples of activities which can contribute to guided learning include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

2.7 LANGUAGE REQUIREMENTS

This qualification is only available in English.

Learners taking the additional unit Application Of Physical Intervention Skills In The Private Security Industry must be able to communicate effectively in English which includes speaking, listening, reading and writing skills, or equivalent methods of communication appropriate to their needs.

Centres must have robust, auditable procedures in place for establishing the learners' competence in the use of the English language through inclusive and accessible methods that account for diverse abilities and communication modes.

Learners should as a minimum have English language skills equivalent to:

- A B2 Level qualification on the Home Office's list of recognised English tests and qualifications
- A B2 Common European Framework of Reference for Languages (CEFR)
- An ESOL qualification at (Level 1) on the Ofqual register taken in England, Wales or Northern Ireland
- An ESOL qualification at Scottish Credit and Qualifications Framework Level 5 awarded by the

Scottish Qualifications Authority (SQA) and taken in Scotland

- Functional Skills Level 1 in English
- SQA Core Skills in Communication at Scottish Credit and Qualifications Framework Level 5
- Essential Skills Wales Communication Level 1
- Level 1 in Essential Skills – Communication Northern Ireland.

If a learner does not already hold a formal qualification confirming their language skills as outlined above, the centre must:

- Conduct an assessment in English with the learner, reasonable adjustments notwithstanding, the learner must be able to demonstrate their ability to read, write, speak and listen in English.
- Be able to confirm that the learner registered to take the course, is the same learner taking the language assessment.
- Ensure that the language assessment is marked, and the learner passes the assessment, before the learner is accepted onto the course.
- Ensure that they have effective measures in place to ensure that the English language requirement has been met.

Centres must have their English language assessment materials approved by LASER as part of their centre recognition.

Unless LASER has approved a reasonable adjustments application to accommodate a learner with a disability to ensure equitable access to this qualification, centres must ensure that all learners possess adequate skills in reading, writing, speaking, and listening in English before submitting them for assessment. Approved centres must retain records of this information for all learners, covering all four competencies, and retain it for a minimum of 3 years.

Where learners do not meet the English language requirement, centres should have clear procedures for providing feedback and guidance to the learner which signposts them to appropriate sources of support.

2.8 PROGRESSION OPPORTUNITIES

Learners can progress to higher level qualifications such as a LASER Level 3 Certificate in Spectator Safety Supervision. Learners may also benefit from progression to the licence-linked LASER qualifications available in the Private Security and/or Hospitality sectors. Qualifications available included:

- **LASER Level 2 Award for Personal Licence Holders**
- **LASER Level 3 Award in Supervising Food Safety**
- **LASER Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry**
- **LASER Level 2 Award for Door Supervisors in the Private Security Industry.**

Back to contents

[1] Once approved as a Laser Centre simply log on to the **Quartz Web Portal**

2.9 ADDITIONAL DELIVERY REQUIREMENTS FOR THE APPLICATION OF PHYSICAL INTERVENTION SKILLS IN THE PRIVATE SECURITY INDUSTRY UNIT

Full delivery requirements for the Application Of Physical Intervention Skills In The Private Security Industry unit can be found in Appendix 4 which is available on application to quality@laser-awards.org.uk.

3. How the Qualification will be Assessed

3.1 OVERVIEW

The qualifications are assessed by the centre and are subject to LASER's requirements for quality assurance. Once approved, centres will have access to documents designed to make the assessment and internal quality assurance of our qualifications simple and efficient.

3.2 ASSESSMENT DESIGN

This qualification is assessed through the development of a portfolio of evidence. The portfolio should comprise a series of tasks devised by the centre, mapped to the assessment criteria. Centres should carefully study the assessment requirements of the individual units It is recommended that centres unfamiliar with setting and delivering assessments have their assessments (tasks) externally quality assured by LASER prior to implementation. Centres experienced in setting internal assessments are recommended to have assessments (tasks) internally verified to ensure that they meet the required standards before they are implemented.

LASER's Assessment Definitions are available to approved centres on the Quartz Web Portal.

Satisfactory completion of the tasks and compilation of the portfolio will provide evidence that the learner has met the requirements of the qualification.

The centre must assess the learner in terms of whether they have met each unit assessment criteria paying due regard to the assessment guidance provided. All the unit assessment criteria in a unit must be met (and evidenced) before a unit can be deemed achieved. Level Descriptors are provided in **Appendix 1**.

To view the units and assessment criteria, please see the Unit tab on our **website**.

Assessment must be valid, reliable and sufficient to meet the outcome, and allow transparent authenticity: this means it must be apparent that evidence produced by a learner is the work of the individual learner, even if they have worked in a group.

Assessed work must be internally quality assured (**See Section 6**).

3.3 RECORD KEEPING

LASER also recommends using a Tutor Assessment Planning Sheet as this helps to set out the various tasks, their assessment methods and the evidence needed to be produced, in a simple plan that can be shown to the internal quality assurer and LASER Quality and Curriculum Reviewer. It also allows the assessor to set out

the options where more than one assessment method could be used for any one task: this information can then be transferred as required to the Individual Learner Record for each learner, allowing for some different methods to be used for individual learners, if individualised learning is appropriate. These planning sheets can be customised as centres prefer, as long as all essential information is included.

All assessment methods must be suitably evidenced, and templates for assessors' use are all available in the Documents and Forms section of the **Quartz Web Portal**. Note particularly the use of a Tutor/Assessor Observation Statement, to be used in conjunction with a list of questions or discussion prompts, or sample recordings, when the methods 'group discussion' or 'oral question and answer' are used.

It is acceptable for the evidence to be held in a mixture of places, for example in a learner file and/or tutor file or on a LMS using a specific learner programme. If this is the case, it must be clear for each learner precisely where the information is held, by using one record sheet such as the Individual Learner Record, and that the evidence is complete. Electronic evidence must be available to LASER Quality and Curriculum Reviewers when requested.

Back to contents

4. Reasonable Adjustments

For information on Reasonable Adjustments please refer to the LASER policy document '**Access to Fair Assessment**'. This gives clear guidance on the adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Back to contents

5. Tutor/Assessor/Internal Quality Assurer Requirements

LASER recommends tutors, assessors, and internal quality assurers are appropriately qualified to a level at least one above the level that they are delivering. LASER requires that all tutors and assessors delivering the Level 2 Certificate in Spectator Safety Supervision qualification have a clear and complete understanding of the subject matter. All tutors and assessors should have relevant work experience within the spectator events industry in a role such as a senior steward or safety officer. All staff involved in the delivery of the qualification should have, or be working towards, a relevant teaching/assessing/quality assurance qualification. Contact LASER for full details (Appendix 4) of requirements for tutors delivering the additional unit: Application Of Physical Intervention Skills In The Private Security Industry.

Back to contents

6. Quality Assurance of the Qualification

Approved centres must implement the internal quality assurance arrangements detailed in the **LASER**

Centre Handbook. To access this simply log on to the **Quartz Web Portal**. The LASER Quality and Curriculum Reviewer will regularly monitor compliance with these requirements. The LASER Quality and Curriculum Reviewer will report on the progress of any agreed actions for quality improvement.

In brief, centres delivering LASER qualifications must have internal quality assurance systems to underpin the delivery of the qualification. Internal quality assurance is the process by which the centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings, to ensure consistency and fairness. It involves two key processes: verification and standardisation and is done by one or more internal quality assurers.

Systems do vary between centres according to their particular situation, for example practices that work in a large centre are not necessarily effective in a smaller one. However, there must be:

- an appropriate quality assurance system in place, and
- evidence the system is implemented effectively.

The outcome of the internal quality assurance process is the Recommendation for the Award of Credit to (RAC) learners. There are two ways credit can be awarded to learners: by a LASER Quality and Curriculum Reviewer, or by Direct Claims Status.

6.1 DIRECT CLAIMS STATUS (DCS)

Direct Claims Status (DCS) can be awarded when a centre has one or more Approved Internal Quality Assurers (AIQA) for the appropriate sector or course(s). These centres can claim the award of credit directly from LASER. An application for **Direct Claims Status** must be made by the individual holding AIQA status and must show evidence of good verification practice at the centre for which the application is made. When an AIQA leaves an organisation, DCS does not automatically transfer to any new centre. An application must be made in conjunction with the new centre.

AIQA and DCS status is monitored by LASER's Quality and Curriculum Reviewer and can be withdrawn by LASER at any time if quality systems are not effective.

6.2 STANDARDISATION

LASER holds standardisation events on a rolling basis to make sure comparable standards are being achieved year on year, and there is a consistency of delivery and assessment across centres. Quality and Curriculum Reviewers will liaise with centres to have samples of learners' work submitted and used for standardisation events.. Centres are required to retain records of the assessment and internal quality assurance processes to contribute to standardisation events.

Centres are required to retain records of the assessment and internal quality assurance processes to contribute to standardisation events.

Standardisation activities also include opportunities for networking and sharing of resources, together with regular information about new or replacement units. Centres are recommended to attend these annual meetings, in addition to centre visits by Quality and Curriculum Reviewers.

6.3 RETAINING EVIDENCE

For all qualifications, centres must retain complete and accurate records of assessment for at least three years from the end of the academic year to which they relate. These records must be made available to LASER and/or Ofqual on request.

Back to contents

Appendix 1: Ofqual Level Descriptors – Level 2

LEVEL	KNOWLEDGE DESCRIPTOR (THE HOLDER...)	SKILLS DESCRIPTOR (THE HOLDER CAN...)
Level 2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.

Back to contents

Appendix 2: Unit List

Please click below for the unit content:

LASER Level 2 Certificate in Spectator Safety OFQUAL CODE: 610/4897/5

As well as consulting this document, providers must also check LASER's essential information regarding the availability of all LASER's qualifications and units, including withdrawal notifications. LASER's 'Qualification and Unit Announcements' are available on our website.

Back to contents

Appendix 3: Assessment Strategy

Qualification Assessment Strategy

For Awarding Organisations

Level 2 Certificate in Spectator Safety

October 2020

Purpose of the Assessment Strategy

This Assessment Strategy has been produced in collaboration between the SGSA and the Awarding Organisations offering Spectator Safety qualification and in partnership with industry stakeholders to ensure the Level 2 Certificate in Spectator Safety, which has been developed after the approval of SkillsActive's review of the National Occupational Standards (NOS) for Spectator Safety (2019), has credibility in the industry. It outlines the principles and requirements to be applied to the assessment of knowledge, understanding, performance and competence for this qualification and its associated units.

The following sections outline industry specific principles in regard to:

- External quality control of assessment
- Workplace assessment, inclusive of the use of simulation
- Assessment of knowledge and understanding
- Occupational competence requirements for those involved in the assessment process

These principles are in addition to the requirements that awarding organisations must adhere to for the delivery of qualifications, as required by the relevant qualification regulator in the UK. Awarding organisations may specify additional requirements for Centres, as they consider necessary in order to enhance the principles and quality of assessment.

This strategy supersedes and replaces all previous assessment strategies and supplementary guidance.

Contents

1	**About the qualification**	**Page 4**
	1. Qualification Structure	Page 4
2	**External quality control of assessment**	**Page 5**
	1. Internal verification	Page 5
	2. External verification	Page 5
	3. Risk Assessment	Page 6
3	**Workplace assessment**	**Page 7**
	1. Simulation	Page 7
	2. Units where simulation is permitted	Page 7
	3. Witness Testimony	Page 8
	4. Minimum occurrences performance needs to be observed for competency	Page 8
4	**Assessment of knowledge and understanding**	**Page 9**
	1. Supporting evidence	Page 9
	2. E-Assessment	Page 9
	Occupational competence requirements for those involved in the assessment process	**Page 10**
5	1. Witness	Page 10
	2. Assessor	Page 10
	3. Internal Verifier	Page 12
	4. External Verifier	Page 13
	Appendices	**Page**
6	1. Basic Life Support Skills evidence guidance	Page 14
	2. Physical Intervention supporting guidance	Page 16

1. About the qualification

The purpose of the Level 2 Certificate in Spectator Safety qualification is to confirm occupational competence and provide learners, with the knowledge, skills and understanding to Spectator Safety.

Overall qualification level	2
Learner certification requirements	In addition to the specific outcomes detailed below, prior to certification, learners are required to show evidence of: • attending the ACT Awareness e-learning counter terrorism training prior to certification • attending first aid training or attaining a recognised first-aid award (acceptable evidence guidance in Appendix 1).

2. Qualification structure

To be awarded the Level 2 Certificate in Spectator Safety qualification the learner must achieve all 5 mandatory units and if the role and employment settings require, they will need to achieve the optional unit in dealing with PI.

- Mandatory units 24 credits and 73 GLH
- With additional unit total is 26 credits.

Total Qualification Time (TQT) will be 240.

Mandatory Units	**Unit level**	**Unit credit**	**Unit GLH**
Prepare for spectator events	2	5	12
Assist with the movement of spectators and deal with crowd issues at events	2	10	14
Help to manage and resolve conflicts	2	5	22
Deal with incidents at spectator events	2	2	10
Support the work of your team and organization	2	2	15
Additional unit – This unit is to be taken by those learners who will be deployed at designated areas where they may be responsible for physical intervention to deal with spectators and other stakeholders.			
Physical Intervention Skills (SIA)	2	2	N/A

If learners take the SIA Physical Intervention Skills unit, this will be delivered and assessed in accordance with guidance and requirement provided by the SIA.
The **Help to manage and resolve conflicts** unit covers the conflict management requirement necessary to undertake the PI unit.
Further guidance on who this unit will be suitable for and who can deliver and assess this unit, can be found in Appendix 2.

2. External quality control of assessment

The monitoring and standardisation of assessment decisions must be achieved through robust assessment, internal and external quality assurance systems. These must be reliable, transparent and fit for purpose and, must comply with the requirements of the qualifications regulator.

2.1 Internal Verification

Centres must, in line with regulatory guidance, have an effective internal verification strategy and processes in place to ensure learners are assessed fairly and consistently, and that standards are being met.

To ensure all assessment activities are valid and effective and that Assessors decisions are accurate, a Centre's internal verification process should:

- Identify effective Internal Verifiers who are responsible for implementing these processes. If necessary, identify a coordinating Internal Verifier who manages the process.
- Produce an effective internal verification policy
- Produce and maintain a clear audit trail of decision making and action
- Produce an internal verification schedule of assessment activities and assessment decisions
- Produce a training and standardisation plan for all those involved in internal verification
- Produce an improvement plan.

Internal Verifiers should observe Assessors performing learner assessments at regular intervals according to awarding organisation guidelines, risk rating and experience of the Assessor. The reliability, validity and authenticity of evidence must be checked during these observations.

An Internal Verifier cannot internally verify either assessment activities they have produced or assessment decisions they have made.

2.2 External Verification

To ensure successful monitoring and standardisation of the assessment activities made by a Centre, the assessment decisions made by an Assessor, and the Centre's internal verification processes an awarding organisation must have in place a robust external verification system with clear and effective arrangements to ensure consistency in quality. The mechanisms required to achieve this are outlined by the qualification regulator.

In addition to the qualification regulator's requirements, all external quality assurance reports and other data relating to a Centre must be reviewed by the awarding organization. Where any risks are identified relating to the quality control of assessment, the awarding organisation must have in place an effective risk management and rating system to determine, depending on a Centre's level for risk, the appropriate external quality assurance, monitoring, support and control that should be put in place.

2.3 Risk Assessment

All awarding organisations are required to implement effective risk management and rating systems to help protect the integrity of the qualification, safeguard assessment and verification processes and ensure standards are maintained. These systems should also focus on:

- Conflict of interest
  Any personal or professional relationship between learners, Assessors, Internal Verifiers and External Verifiers should be declared.

- Adherence to Centre approval criteria
  Centres should be continually monitored in addition to its delivery to ensure that the integrity of the qualification is maintained.

Where risk is identified through these systems, awarding organisations will need to act accordingly to ensure the Centre is performing to an acceptable level. This may include, but is not limited to:

- Inspection/spot visit(s)
- Additional monitoring of assessment activities and/or internal verification processes
- Verifying a sample of learners work from each Assessor over an agreed period of time

- Appointment of Independent Verifiers
- Training and development
- Or other action appropriate to the risk.

Awarding organisations should be able to demonstrate a risk assessment has been carried out for each Centre and a strategy to minimise any risk identified has been implemented.

3. Workplace assessment

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

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

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

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

3.1 Simulation

Learners should be assessed through performance in the workplace. Only in circumstances where it is difficult to collect evidence through a real work environment situation, and is deemed acceptable in specific unit guidance, may simulation be permitted.

Simulation, the imitation of a real-life activity or situation, should only be undertaken:

- Where events either never or infrequently occur and yet a high degree of confidence is needed that the learner would act appropriately, for example: dealing with a fire, health and safety activities that fall outside, or are secondary to, normal practices; or

- Where events happen frequently but where there is risk of harm to the learner or client in a real situation, for example, dealing with relationship difficulties and conflicts (although evidence from direct observation should be used where possible).

Awarding organisations must issue sufficient guidance to their Centres which clearly states how simulations should be planned and organised. They must also provide guidance on how the demands placed on the learner are to be no more or less than what they would experience in a real work situation.

Where simulation is used to assess a unit, it is good practice that the advice of an External Verifier is sought by a Centre to ensure the validity of the simulated activity.

When simulation is used to assess part of a unit, in the interests of assessment efficiency, Assessors and Internal Verifiers should agree the circumstances and conditions under which this assessment methodology is implemented.

3.2 Units where simulation is permitted

Simulation may be required for the following units:

- Deal with incidents at spectator events.

3.3 Witness Testimony

Typically, it would be expected assessment of a learner's performance would be carried out by a qualified Assessor. However, where this is not possible or practical a Witness testimony, a statement made by someone present while the learner was performing an activity on-the-job, may be used to support the assessment process and where permitted by the awarding organisation.

Where Witnesses are used:

- Evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony.
- Any relationship they have with a learner must be declared to the Assessor to determine the value of the testimony provided.
- They must be fully briefed and clear about the purpose of their testimony; it will only be regarded as supporting/supplementary evidence and the final decision regarding the learner's ability to meet the evidence requirements will be the responsibility of the Assessor.

3.4 Minimum occurrences performance needs to be observed for competency

The number and frequency of Learning Outcome assessments shall be determined by the Awarding Organisation. Each Learning Outcome shall be assessed **on at least one occasion**. The Awarding Organisation may require additional assessments in the event the quality and depth of the evidence provided does not meet the relevant standard.

4. Assessment of knowledge and understanding

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

The knowledge and understanding required by the learner to support performance in the workplace is detailed within the knowledge and understanding criteria of the Spectator Safety NOS. It is the responsibility of awarding organisations to ensure Centres are aware of these and have sufficient resources and arrangements in place to support learners to achieve these requirements of this qualification.

4.1 Supporting evidence

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

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

4.2 E-Assessment

Where e-assessment is used, it must meet the requirements of the regulator and have prior approval from awarding organisation to ensure the criteria is assessed to the standard required and, the tool(s) utilised are reliable, sufficient, valid and current.

Awarding organisations must provide Centres with advice and guidance as to the hardware, operating systems and installation requirements and provide technical support to Centres upon request.

5. Occupational competence requirements for those involved in the assessment process

The occupational expertise of Witnesses, Assessors and those responsible for the internal/external verification of this qualification is one of the key factors underpinning valid, fair and reliable assessment. Therefore, ensuring the integrity and professionalism of this workforce is of paramount importance and they must be given sufficient time to carry out their role effectively.

5.1 Witness

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

- Venue Manager
- Event Manager
- Senior Steward
- Safety officer
- Other professionals at the event including emergency services personnel and statutory bodies

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

5.2 Assessor

The Assessor must hold, or be working towards; a valid assessor's qualification based on LSIS, formerly LLUK, Learning and Development National Occupational Standards (2010):

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (RQF); or
- Level 3 Award in Assessing Competence in the Work Environment (RQF) or

hold one of the following:

- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence

NB: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The Assessor must also be:

Occupationally competent	The assessor must hold a level 3 qualification in spectator safety and have a minimum of 3 years' experience working in the industry. Where individuals hold qualifications other than the above their Centre should contact their awarding organization to determine the acceptability of their qualification(s).
	The Assessor must have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification. Experience could be gained through time in a role in the spectator safety sector which may include, but is not limited to: • Venue Manager • Event Manager • Senior Steward • Safety officer • Other professionals at the event including emergency services personnel and statutory bodies.
Familiar with the qualification	The Assessor must have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies, and products within the area of work and be committed to upholding the integrity of the qualification.
Credible	The Assessor should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. Continuous Professional Development (CPD) is about how you use a variety of learning experiences to develop yourself professionally and personally. There is a common principle in how you approach CPD, whether you think in terms of self-development or lifelong learning. It is about the learning and development that you undertake and the method you use to reflect on and recall this learning. Your CPD should relate to your employee development plan.
	CPD is required per annum which must be demonstrated through a personal development plan (PDP) or as a reflective diary.

Assessors

Awarding organisations may approve individuals to assess this qualification who have not yet achieved their assessor's qualification. However, these individuals must be working towards and achieve this qualification and have an appropriate development plan. Should an unqualified Assessor be used they must be fully supported and have their assessment decisions countersigned by a qualified Assessor to ensure the learner has achieved the required standard.

5.3 Internal Verifier

The Internal Verifier must hold a valid assessor's qualification or be working towards a verifier's qualification based on LSIS, formerly LLUK, Learning and Development National Occupational Standards (2010):

Assessing qualifications:

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (RQF); or
- Level 3 Award in Assessing Competence in the Work Environment (RQF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

- Learning and Development Unit 11 – Internal Quality Assurance; or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF); or
- V1 Conduct Internal Quality Assurance of the Assessment Process; or
- D34 Internally Verify the Assessment Process.

NB: Holders of A1, D32/33, V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The Internal Verifier must also be:

Occupationally competent	The Internal Verifier must have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification at or above the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about the Assessor's assessment processes and decisions.
Familiar with the qualification	The Internal Verifier must have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification.
Credible	The Internal Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. Continuous Professional Development (CPD) is about how you use a variety of learning experiences to develop yourself professionally and personally. There is a common principle in how you approach CPD, whether you think in terms of self-development or lifelong learning. It is about the learning and development that you undertake and the method you use to reflect on and recall this learning. Your CPD should relate to your employee development plan.
	CPD is required per annum which must be demonstrated through a personal development plan (PDP) or as a reflective diary.

Internal Verifiers

Awarding organisations may approve individuals to assess this qualification who have not yet achieved their assessor's qualification. However, these individuals must be working towards and achieve this qualification and have an appropriate development plan. Should an unqualified Internal Verifier be used they must be fully supported and have their assessment decisions countersigned by a qualified Internal Verifier to ensure the learner has achieved the required standard.

5.4 External Verifier

The External Verifier must hold, or be working towards a valid assessor's and verifier's qualification based on LSIS, formerly LLUK, Learning and Development National Occupational Standards (2010):

Assessing qualifications:

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (RQF); or
- Level 3 Award in Assessing Competence in the Work Environment (RQF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifying qualifications:

- Learning and Development Unit 12 – External Quality Assurance; or
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (RQF), or
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (RQF); or
- V2 Conduct External Quality Assurance of the Assessment Process; or
- D35 Externally Verify the Assessment Process or
- Externally Monitor and Maintain the Quality of Workplace Assessment.

NB: Holders of V2 and D35 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The External Verifier must also be:

Occupationally competent	The External Verifier must have sufficient operational experience within the spectator safety sector that can be evidenced, is current and relevant to the qualification at or above the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions.
Familiar with the qualification	The External Verifier must have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification.
Credible	The External Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. Continuous Professional Development (CPD) is about how you use a variety of learning experiences to develop yourself professionally and personally. There is a common principle in how you approach CPD, whether you think in terms of self-development or lifelong learning. It is about the learning and development that you undertake and the method you use to reflect on and recall this learning. Your CPD should relate to your employee development plan.
	CPD is required per annum which must be demonstrated through a personal development plan (PDP) or as a reflective diary.

Appendix 1

Basic Life Support Skills evidence guidance

This requirement is to be managed by training providers and Awarding Organisations by means of external quality assurance, to ensure these requirements have been met.

Training in basic life support (BLS) provides the learner with basic skills, the learner must not be considered as part of the medical resources for any event or venue that may be identified through the Medical Needs Assessment (MNA).

The elements of BLS within the National Occupational Standards (NOS) for Spectator Safety are:

- The use of *cardiopulmonary resuscitation* (CPR)
- Recovery position
- Use of automated external defibrillators (AEDs)
- Managing blood loss.

Prior to requesting certificates for completed learners, training providers will be required to ensure those learners can evidence that they have attained a recognised first-aid award (or attended training delivered by an appropriate organisation). It is the training provider's responsibility to ensure that any certificates obtained by the learner are valid and in date, and to keep records of the first aid training undertaken in the event that the evidence is requested of them for quality assurance purposes.

Through the completion of a first-aid qualification or training, learners are expected to cover the following knowledge and understanding:

- An introduction to basic life support (BLS)
- Why basic life support is important?
- The BLS chain of survival
- Check for Danger
- Why it is important to approach the victim safely
- Check for responsiveness
- Shout for help
- Open victim's Airway (head tilt, chin lift)
- How to deal with an airway obstruction by a foreign body
- Check if victim is Breathing (look, listen and feel for breathing)
- If not breathing normally, call the ambulance and start delivering effective chest compressions
- How to deliver effective chest compressions
- How to deliver effective rescue breaths
- Why it is important to continue CPR
- Knowing when to stop CPR
- When and how to position a victim in the recovery position
- Know how to deal with an unconscious victim
- An introduction to automated external defibrillators (AEDs)
- Be aware of the importance of automated external defibrillation (AED)
- Be familiar with the functions of an AED
- Understand the safety features of the AED
- Blood loss.

The learners should be able to demonstrate how to apply CPR and place someone in the recovery position.

The Resuscitation Council (UK) recommends that those who train others in CPR and the use of AEDs should be appropriately qualified.

There is no requirement for the learner to be issued with a regulated first aid qualification however the training must be delivered by an appropriate organisation.

Please see below examples of training providers and qualifications which can be accepted as evidence:

- British Heart Foundation
- British Red Cross
- Royal Life Saving Society UK
- St Andrew's First Aid (in Scotland)
- St John Ambulance

- Any accredited Level 3 Award in Emergency First Aid at work
  https://www.highfieldqualifications.com/qualifications/first-aid/level-3-emergency-first-aid
  http://www.1st4sportqualifications.com/centre_information/centreinfo_our_qualifications/qualificationbin/l3-award-efaw/
  https://www.nocn.org.uk/what-we-do/qualifications/603-2446-6-nocn-level-3-award-in-first-aid-at-work/
  https://www.laser-awards.org.uk/laser-qualifications/qualifications/qualifications-for-vocational-learners/emergency-first-aid-at-work/
- Any accredited Level 3 Award in First at Work
  https://www.highfieldqualifications.com/qualifications/first-aid/level-3-award-at-work
  https://www.nocn.org.uk/what-we-do/qualifications/603-2446-6-nocn-level-3-award-in-first-aid-at-work/
- Any accredited Level 3 Award in First Aid Response https://www.highfieldqualifications.com/qualifications/first-aid/level-3-award-at-work
- Any accredited Level 2 Award in First Aid Essentials
  https://www.safecertawards.com/pdf/qualspec/rqf/QualSpec-RQF-FirstAidEssentialsLevel2.pdf
- Any accredited Level 2 Award in First Aid for Sport
  http://www.focusawards.org.uk/qualification/first-aid-sport/
- Any accredited Level 3 Award in Emergency First Aid for Sport
  http://qualifications-network.co.uk/candidates/first-aid/candidate-page-l3-emergency-first-aid-sport
- Any accredited Level 2 Award in Activity First Aid
  https://www.safecertawards.com/pdf/qualspec/rqf/QualSpec-RQF-ActivityFirstAidLevel2.pdf
- Any accredited Level 3 Award in Activity First Aid
  http://qualifications-network.co.uk/candidates/first-aid/level-3-activity-first-aid
- Basic Life Support (BLS) training courses https://www.bartscitylifesaver.org/
- Safe Use of Automated External Defibrillator (AED) courses https://www.bartscitylifesaver.org/
- First Aid at Work awareness course https://one-training.org.uk/courses/first-aid-at-work-awareness-course/?gclid=CjwKCAjwt-L2BRA_EiwAacX32VB77nmSDKNXtptkodXjteDHNsafn2HcdqYyMMnkf9q2AQnqWmzycBoCdSMQAvD_BwE

Appendix 2

Who should undertake the additional Physical Intervention (PI) Unit? - Guidance provided by the SGSA

The PI unit is an additional opportunity for learners to upskill. This is to be used by all learners who because of their job role and location at an event are required by their employer to undertake physical interventions when de-escalation conflict management techniques have failed to resolve conflict.

The unit is not a mandatory part of the L2 or L3 qualification, meaning that the qualification can be fully achieved without the achievement of this PI unit.

The learners undertaking the unit as an additional unit would normally be directly employed in house staff working at certificated sports grounds that are currently exempted from licensing under the Private Security Industry Act 2001. All other persons undertaking licensable activity are required to hold a relevant license issued by the Security Industry Authority (SIA).

Delivery of the additional unit must fully comply with the prescribed standards and criteria published by the SIA. Where employees are undertaking physical intervention, it is important they are correctly trained. The use of the SIA PI unit ensures the staff have been trained to a system that could be defended in the event of a civil claim or possible prosecution.

Who should deliver the additional Physical Intervention (PI) Unit?

The additional PI unit is part of the Security Industry Authority licence linked qualification for door supervisors . When the PI unit is being delivered to spectator safety learners it can only be delivered by persons who fully meet the criteria prescribed by the Security Industry Authority: https://www.sia.homeoffice.gov.uk/Pages/training-provider-qualifications.aspx It is the responsibility of the Awarding Organisations to ensure this condition is being complied with.