

Syllabus

**CIOB Level 6 Certificate in Building Control for
Safety at Sports Grounds and other Public Events
(QAN: 610/0106/9)**

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1. Programme Structure and Rules of Combination

1.1 Qualification Aims

The CIOB Level 6 Certificate in Building Control for Safety at Sports Grounds and other Public Events is designed for Building Control Officers with at least 3 years' experience in Public Sector Building Control. The qualification develops the learner's knowledge and skills in this building control specialism dealing with safety at sports grounds and other public events. This qualification comprises one unit.

1.2 Progression to other qualifications

The certificate is levelled at level 6 and credit rated at 20 credits for this qualification. Higher education providers may consider this qualification for exemption from certain modules within their degree or other relevant programmes.

1.3 Qualification Rules of Combination

To achieve the CIOB Level 6 Certificate in Building Control for Safety at Sports Grounds and other Public Events, learners are required to undertake one mandatory unit:

Unit 1 - Safety at Sports Grounds and other Public Events.

Total Qualification Time for the Certificate is 200 hours; 60 unit guided learning hours plus 140 unit personal study hours.

1.4 Unit Exemptions

No exemptions are offered for this qualification due to its size.

1.5 Entry Requirements

A CIOB Level 4 Diploma in Public Service Building Control and at least 3 years' experience in Public Sector Building Control

or

A CIOB Level 5 Diploma in Public Service Building Control and at least 2 years' experience in Public Sector Building Control

or

At least 5 years' experience in building control

1.6 Grading

The tutor will award the learner a grade for each unit completed (pass, merit and distinction). Unit grades apply to overall performance in units including assignments, practical exercises and course work.

Indicative marking descriptors for differentiating between levels of achievement when marking assignments are provided below (Section 1.9).

1.7 Assessment

The assessments are set by the provider and must be approved by the CIOB Awarding Organisation prior to issue to learners. Tutor-led formative assessments should be carried out throughout the course.

All completed assessments are marked by the centre, internally verified and subject to external moderation sampling by the CIOB Awarding Organisation.

The assessment criteria cover 3 areas:

1. **Task achievement** – This is a measure of how well the learner answers the task question/questions and the identification of the important aspects of the task.
2. **Technical Content** – This is a measure of how well the learner identifies, describes and evaluates the technical aspects of the task.
3. **Presentation** – This is a measure of how well the learner presents the assignment and includes the quality of the structure and paragraphing, the quality and relevance of visual or graphical content and the referencing used for quoted sources.

1.8 Indicative Reading List

The books listed can be accessed through the CIOB Library and Information Service. For further information and how to join please see the website page at the link below:

<https://www.ciob.org/library>

Unit 3 - Safety at Sports Grounds and other Public Events

- Guide to Safety at Sports Grounds 'Green Guide'
- Fire & Rescue Services Act 2004:
<http://www.legislation.gov.uk/ukpga/2004/21/contents>
- BS 9999:2017 Fire safety in the design, management and use of buildings. Code of practice, BSI
- BS 7974:2001 Application of fire safety engineering principles to the design of buildings. Code of practice, BSI
- BS EN 1993-1-2:2005 Eurocode 3. Design of steel structures. General rules. Structural fire design
- BS EN 1995-1-2:2004 Eurocode 5. Design of timber structures. General. Structural fire design BSI

1.9 CIOB Level 6 Certificate in Building Control for Safety at Sports Grounds and other Public Events – Indicative Marking Descriptors

* Please note that the bands below describe indicative characteristics only. An overall holistic approach is required when assessing a learners' work and assigning a grade.

Grade	Task Achievement The Relevance of the Response	Inclusion of Relevant Technical Knowledge in Content	Presentation/Coherence
Distinction			
70%+	The work demonstrates a comprehensive understanding of the task. All relevant information is included. The main issues are effectively identified and analysed. There is evaluation and some analysis of solutions to issues relevant to the task. The response shows control of content within the word count.	The work demonstrates a strong understanding of a wide range of technical issues relevant to the task. There is analysis of the advantages/disadvantages of possible choices, risks and potential outcomes.	The work is appropriately structured, and the argument is developed coherently. There is a recognised form and correctly used of source referencing which supports the points in the task. Paragraphing and titling are used effectively to assist the reader. The use of visual/graphical information is clear and effective in assisting the reader. The graphical information is relevant to the task and is accurate.
Merit			
60-69%	The work demonstrates a clear understanding of the main issues relevant to the task. The issues are explained effectively, and potential solutions identified. There is some attempt to analyse the merits of the solutions to the task. The task is broadly achieved within the word count, if relevant to assignment.	The work demonstrates an understanding of the key technical issues of the task. There is clear description of relevant technical aspects with some attempt to evaluate the merits of these as appropriate to the task.	Demonstrates an awareness of presentation and an attempt to present the information with clarity and coherence. There is well structured referencing of sources and use of paragraphing and titling to assist the reader. There is use of clear graphical information to support the assignment which has broad relevance to the task. There may be some limited inaccuracies/omissions in these.
Pass			
40-59%	The work demonstrates an understanding of the task. The main points are identified, and the task is achieved. There is no attempt to evaluate or analyse the solutions. There may be some inaccuracies, omissions and irrelevant content. There may be lack of control in relation to the word count.	The work demonstrates an understanding of the main technical issues which are identified. This may be limited to description with little evidence of evaluation. There may be some omissions and inaccuracies in the detail. There may be some irrelevant details.	There is an attempt to structure the information. There is evidence of paragraphing and titling which is not always appropriate. Some basic graphical information may be included which is of some assistance to the reader. There may be some omissions or inaccuracies. There is clear evidence of appropriate referencing. The work is generally coherent but there may be occasional lapses in coherence and structure.
Fail			
0-39%	The work shows a poor understanding of the task. Frequent inaccuracies. Failure to identify important aspects of the task. Much of the information is irrelevant to the task. There may be evidence of copy and paste from external sources. The response may be limited to lists of words with no attempt to explain the relevance/merits of these to the task. The assignment falls short of the word count.	The work demonstrates a lack of understanding of the technical aspects. There are omissions of important technical information. Errors are evident in the technical content. There is no attempt to explain the relevance of the technical content to the task.	Lacks structure and may be limited to lists of points which are not developed. Disorganised in structure causing difficulty for the reader to understand the points. The response is Illegible or incoherent in places. No referencing of external sources. The graphical illustrations are of poor quality or absent. They may be irrelevant. There may be errors and a lack of clarity causing difficulty for the reader to understand.

1.10 Knowledge and Skills Matrix

Unit 1 - Safety at Sports Grounds and other Public Events

Specialist Knowledge	Subject Knowledge and Understanding Specialist Skills	
Transferable Skills	Digital Skills Analysing Information Communication Skills Problem Solving Numeracy Project Management Skills	

2. Unit Contents

Title	Safety at Sports Grounds and other Public Events
Unit Reference Number	Unit 1
RQF Level	6
Credit value	20
Unit Guided Learning Hours	60
Unit Personal Study Hours	140
Total Qualification Time	200

Learning Outcomes The Learner will:	Assessment Criteria The Learner can:
1. Understand the roles and responsibilities of stakeholders in ensuring safety in event management.	1.1 Explain the roles and responsibilities of a range of stakeholders in relation to safety management of a given scenario. 1.2 Evaluate ways of addressing undue commercial pressures when dealing with stakeholders. 1.3 Discuss the process for managing serious non-compliances for a range of scenarios. 1.4 Discuss the importance of Governance of safety advisory groups for public events.
2. Be able to comply with legislation and guidance and application in relation to Safety at Sports Grounds and other public events.	2.1 Reflect on historical case studies and how it affects legislation. 2.2 Apply the different legislation and guidance to a wide range of events including sports and sports grounds. 2.3 Contrast the legislation available for a range of scenarios. 2.4 Critically appraise the limitations of legislation in relation to sports grounds 2.5 Evaluate key elements of an event plan for a given scenario.
3. Be able to appraise the physical structure of a premise for a range of events.	3.1 Evaluate a range of physical scenarios likely to affect the ability to hold an event. 3.2 Critically appraise a report identifying limitations due to physical properties of the premises.
4. Understand a range of complex dynamic factors that can impact on the safety of events.	4.1 Evaluate a range of operational scenarios likely to impact on the safe running of an event. 4.2 Assess inclusivity considerations, crowd densities, crowd flows and other relevant factors to ensure the safe operation of a public event. 4.3 Justify a safety case for deviating from guidance to ensure continued compliance for a public event.
5. Be able to make decisions on the suitability of an event.	5.1 Create a Risk Assessment, applying the principles of the 'Guide to Safety at Sports Grounds' and other applicable guidance and sports ground legislation, for a given scenario. 5.2 Compose a report with safety recommendations for a given scenario. 5.3 Critically evaluate an event management plan.

Unit Information:

Scope:

This Unit has been designed to provide the skills necessary to undertake inspections at sports stadia and other public entertainment venues. It focusses on:

- Calculating the safe capacity of a sports ground or event venue assessing the "P" and "S" factors
- Management – responsibility and planning for safety, stewarding, structures, installations and components
- Planned maintenance and testing, including both Pre and Post event safety checks and procedures
- The relationship between the sports grounds structure and safety management
- Circulation – general, ingress, vertical circulation, concourses and vomitories, egress and emergency evacuation
- Evacuation route planning, concourses, sterile areas and places of relative safety on the evacuation routes including egress away from the sports grounds and the impact on the Blue Routes (security overlay planning could hamper access to emergency services).
- Barriers for crowd management
- Spectator accommodation – seating, standing, temporary demountable structures, high-level overview of dynamic analysis of the structure
- Fire safety including Fire Safety risk assessment – initial venue assessments, safety plan creation, assessment for specific events
- Communications
- Contingency planning, Major incident planning and Counter Terrorism planning inside and outside of the ground, high-level overview CTSA Officer responsibilities
- Medical (Risk assessments)
- Media provision
- Electrical and mechanical services
- Alternative uses at sports grounds – Concerts and displays
- Limitations in place within legislation such as Fire Safety and Safety of Places of Sports Act in relation to sports grounds
- The differences between designated and non-designated sport and sports grounds.
- Drive towards sustainability in stadia

Applicable to:

- Public officials and other professionals including Officers who have at least 3 years' demonstrable experience in fire related matters in relation to large projects and / or actively engaged in safety at sports grounds and other public events
- Other officers with at least 3 years' experience who are actively engaged in safety at sports grounds and other public events e.g. Fire Officers, Building Control, Environmental Health, Police, Fire Services, Trading Standards, Emergency planning officers.