



# Strategic Programme Handbook

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## European Certificate in Strategic Event & Safety Management

The SAFE Project has been developed in a partnership between:



Erasmus+



Mind Over Matter  
Consultancy Ltd  
[www.momconsultancy.com](http://www.momconsultancy.com)

**iSSUE**

Institut Suisse de Sécurité  
Urbaine et Événementielle  
[www.issue.ch](http://www.issue.ch)



**TSC**

Crowd Management



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# I. AN INTRODUCTION TO THE SAFE PROJECT

## Introduction

This document is the facilitator handbook for the SAFE Strategic Programme . The strategic programme has been developed for staff who work in the management of events in all fields of event, festival and venue management. You will have received this manual as an approved provider.

The manual provides the facilitator with helpful tips about teaching the programme, what is expected and an insight as to how it should be taught and assessed. We expect that you will provide your own teaching material in line with the SAFE programme using the templates provided. The teaching materials should match the strategic level, interest and attention span of the average middle manager working at events.

Firstly, we will introduce the SAFE programme and then key information about our learning philosophy known as “Learning in the Round”. There is a sister programme to the strategic programme, the operational programme, and the links between the two are shown.

The main part of this handbook focuses on what is required for each module and how you as the facilitator are meant to use the templates provided to teach the programme.

## The SAFE Project

### Introduction to the SAFE project

SAFE is a pan-European education and training programme provided through Erasmus+ funding. The programme has been created and developed by TSC Crowd Management, MoM Consultancy and iSSUE; Laura Brands (TSC), Gerard van Duykeren (TSC), Chris Kemp (MoM) and Pascal Viot (iSSUE) and supported by a number of partners across Europe from a range of associations, companies, festivals, venues and events. Our mission is to facilitate festivals, venues and events across Europe in the utilisation of downloadable templates. From the templates the facilitator can deliver this programme to their own staff or, if approved, staff from a range of other companies.

### The context of the SAFE project

In recent years newly identified and existing threats to the live events industry across Europe have become a reality. Attacks in Paris and Manchester as well as further afield have become a common sight. The public authorities have taken emergency measures to deal with the threat, but no specific education for venues, promoters and festival in the face of these threats have been developed.

Another response to the threats being experienced is an increase in the number of security personnel working at public events (security agents, etc.). Without education, the personnel working at these events do not have an appropriate response to the threats unfolding.

Extra event safety and crowd management personnel leads to an increased cost to event providers which has a large impact on the organizers. This creates an emphasis on the importance of providing new technological innovations in security & safety management not only to support more efficient and effective detection but to drive down the costs of staging an event.

Another problem across the sector is the lack of coordination between the private operators and public authorities. There is a need to create a common culture and a common repository of skills for all managers involved in the management of security and safety. This includes staff working in venues where events are few but they are still accountable if an incident occurs. However, this is not just focused on a terrorist attack, all aspects of health and safety must be included so that we are constantly aware of the wide spectrum of challenges which the event producers are facing.

A key driver in the SAFE project is to create a European certificate to support health and safety operatives at all levels. With the attached certificate these workers can be educated on how to handle the threats which they may encounter and strategies, tactics and strategic possibilities in the creation of solutions.

### General goals of the SAFE Project

The general goals of the project are to help to protect the key stakeholders at live shows/events (festivals & venues) thus supporting the growth of the sector.

- To develop the transferable and specific skills of safety and crowd managers in the following fields:
  - flow management
  - crisis management
  - response to hazards
  - digital competence
  - behavioral analysis
  - technological innovations
- To build a European certificate of competence in the field of public event security and safety management
- To publicise the resultant certificate and thus to raise awareness among actors in the live event industry in Europe
- To disseminate innovations in the field of safety to professionals in the live music industry
- To develop a global approach to safety in live venues through enhanced partnership with relevant public authorities (interior and culture + multi-level governance)
- To promote the exchange of good practices with other key sectors, including sport

### Operational and strategic complementary programmes

The SAFE-project is divided into two complementary programs. The first is an operational programme comprising of five modules. Each module is run in sequence and lasts one day. Thus, the Erasmus+ European Operational Health & Safety Event Certificate part can be taught either in a single week slot or can be spread over a longer period of time, for example one day a week or in bunches of modules over a month period. The modules in this programme are sequential to help in building up skills and knowledge over time from the very basic areas to the more competency-based elements. At the end of the operational programme, an Erasmus+ European Operational Event Security Officer Certificate can be awarded by the facilitator to the “graduated” students.

The strategic programme is slightly different, and the modules do not need to be taken sequentially, but can be taken in a random sequence if required by the participant or tutor. These modules usually last one day as well. However, because of the nature of the “learning in the round” process the

creators strongly recommend that the knowledge gained on each module is then tested in the workplace and feedback given by the facilitator to the participants on how well they have applied this. Thus, these modules can last anything from one to three days. At the end of the strategic programme an Erasmus+ European Strategic Health & Safety Event Certificate can be awarded by the facilitator.

Because of the difference in content and level between the two programmes, a learning approach appropriate to each programme was chosen. This approach differs on certain aspects. Nevertheless, there is also overlap and connection between both programmes. The choice for this is partly determined by the level of the programme and the future student.

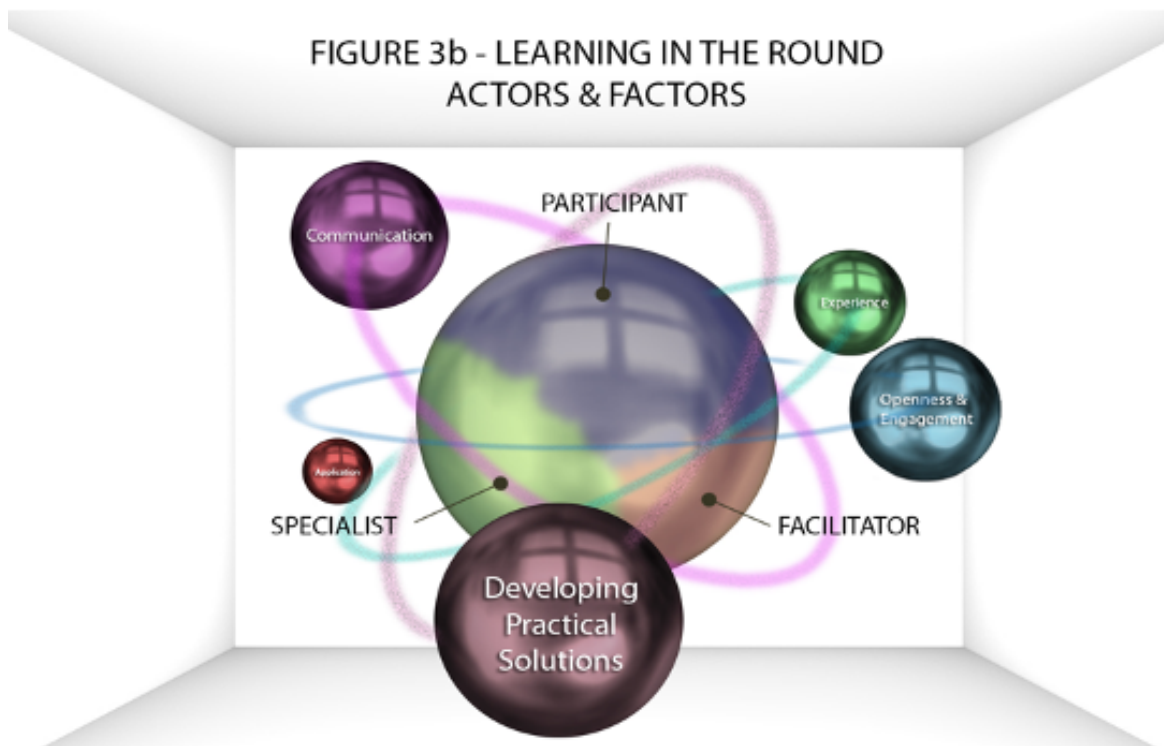
## 2. THE LEARNING PHILOSOPHY

### Learning in the Round - The essential route to work based learning

The following text provides an insight into how the “Learning in the round” teaching and learning methodology works in practice. All facilitators providing the programme must use this process to ensure that those participating get the most appropriate education during the course modules.

First, ‘Learning in the Round’ captures the fluid relationships and engagements between the different actors in the work-based learning process (Participant, Specialist, and Facilitator) in both the design and delivery phases. Whereas in more traditional, ‘intra-mural’ pedagogies, schemes of work or individual learning units may well be prepared by one lecturer or a delimited academic team, here the work-based learning curriculum is more commonly co-created (Linehan, 2008; Ball and Manwaring, 2010) with contributions from disparate disciplines and fields of practice; academics and professional partners collaborating to produce a range of learning opportunities and learning resources which integrate both theoretical and experiential material. Likewise, in the delivery or, more aptly, realisation of a session all three actors in the process are enabled to shape the content and conditions of learning. Traditional distinctions between teacher and learner are changed. In the triadic relationship involving participant, professional specialist and facilitator, it is not uncommon for the latter’s role to be de-emphasised, even marginalised as the participants and industry specialists work through issues and dilemmas.

FIGURE 3b - LEARNING IN THE ROUND  
ACTORS & FACTORS



Secondly, ‘Learning in the Round’ is also, we suggest, an appropriate label for the process whereby graduates of successful work-based learning programmes exhibit a marked capacity for managing their own learning and development, and applying their learning iteratively across different contexts and spheres of knowledge and practice. In an era where the notion of employability looms large in every curriculum development initiative, work-based learning programmes continue to offer a realisation of how academic and practice learning can be harmonised and applied across different knowledge domains and contexts. While the limitations of concepts of transferability have long been recognised by researchers and wariness of exaggerated claims has rightly been exposed (Barnett, 1994; Eraut, 2008; Lucas et al 2004), the same research nevertheless demonstrates that skills developed in one context can indeed be utilised, albeit in amended forms, in other contexts. The crucial element would appear to be the influences and limitations placed on notions of transferability by particular contexts of operation. By foregrounding the importance of context, relationship and interaction, ‘Learning in the Round’ aims to articulate and keep prominent and ubiquitous for all parties this important consideration.

Thirdly, ‘Learning in the Round’ is a profoundly social process, (Bandura, 1971; Coffield, 1999) a further form of situated learning that has been identified as so characteristic and so beneficial in learning and development in contemporary education and professional development (Lave and Wenger, 1991; Wenger, 1998). By bringing together the perspectives of Specialist, Facilitator and Participants, niceties and particularities of organisational culture and practice are captured and perceived in a manner that would not be possible by any one of these key actors individually. This process is not without its challenges in terms of foregrounding misperceptions and assumptions which can arise as tensions and disagreements which are inherent in the ‘settling in’ process emerge.

A successful work-based pedagogy in the professional fields covered in this book at least has a fundamentally social and connectivist orientation. As the examples included in this book will show, it has been our experience that learning strategies which require participants to describe significant work-related episodes and events can initiate this process. Recollections, shared ‘in the round’ within a peer group, gradually move from the descriptive to the analytic as participants begin to appreciate that their ways of dealing with and managing common work-based occurrences are but one way amongst a range of others. From this realisation it is a relatively short step to participants recognising preference in the form of habitual assumptions, beliefs and practices in relation to their own learning. It is then possible to begin to consider the effects of context and task on actions and to introduce useful concepts such as that of metacognition.

Finally, we set out ‘Learning in the Round’ as an apt summation of that most important aspect of the successful work-based learning pedagogy – the process whereby a work-based learner no longer reflects upon workplace issues and challenges from a single aspect, or even ‘in the main’, but now in the round. In a fully realised work-based learning process, the learner is fully engaged in the learning process. Experience is indeed converted into learning, a process outlined powerfully in Boud, Keogh and Walker (1985) and new conceptual models are developed for processing future experiences (Mezirow, 1991). Realising this fourth dimension of Learning in the Round is perhaps the most challenging aspect of work-based learning programmes: for many practitioners, concerned with interventions and outcomes in the workplace, the notion of standing back, of suspending action so that one might reflect at length, is counter intuitive. It runs counter to the dynamics of many workplaces in which action and decision-making are so valued in organisational culture that individuals’ identities become tied up in an action orientation, to the extent occasionally of confusing action with purpose.

Creating the conditions in which participants can begin to appreciate the value of reflection as a central element of learning takes time and requires patience and persistence by the facilitator, however once that particular penny has dropped it is our experience that participants' learning and predispositions to new ideas and approaches are significantly increased. It follows from this that the learning journey and trajectory of the respective actors involves them experiencing, adapting and re-adapting to a range of situations and recognising the potential of these experiences in relation to their own personal and professional development.

More about our work in this area can be found in:

Smith, P., Kemp, C. (2012) *Learning in the Round: Concepts and Contexts in Work-Based learning*  
Cambridge Academic:Cambridge

### 3. THE STRATEGIC PROGRAMME LEARNING MANAGEMENT SYSTEM

#### Mind over Matter Consultancy and iSSUE

The educational partnership between these two organisations offers operational, tactical and strategic modules, courses, certificates, diplomas and online possibilities. The participants for these programmes come from many different countries across the world. Over the last 20 years MoM has developed a teaching and learning philosophy titled “learning in the round”, which enables the participant, facilitator and learner to become interchangeable.

#### Theory

Theory can be taught face to face or online and is underpinned by scenarios and case studies. This method provides the ability for those participating to then practice the skills and knowledge learned immediately in the workplace making this style unique.

#### Practical Assignments

All assignments are work based which enables further discussion, implementation and testing in a safe space at work. This then creates new theory and practice which can be shared with colleagues and then used in an event situation.

#### Assignment Handbook

The assessment handbooks are used as a guide for all assessments. Each section in the handbook applies to a specific module. There are three activities to be carried out before, during or after the module and the tutor will decide how these are processed and marked. By providing these online, it may be more appropriate for busy managers to fill them in as they go through the module and then to submit the assessment by a date agreed with the facilitator. Some may be handed in at the end of the module depending on how the time is used. For example, an hour might be given at the end of a module if no work based assessment is required.

#### Exams

For the strategic programme there are no examinations as a certain level of knowledge is expected. All knowledge and skills must be applied and as such examinations are not thought relevant at this level.

#### Evaluation

Evaluation and testing phases are highly applicable to this programme and thus are a key part of each module. Peer evaluation is one of the most appropriate methods of achieving this and as such this is applied liberally.

## 4. CERTIFICATE IN STRATEGIC EVENT & SAFETY MANAGEMENT

### Introduction

The certificate in strategic event and safety management is aimed at junior and middle managers in the event industry working across Europe at indoor and outdoor venues where festivals, sports events, music, theatre, the arts and culture take place. The number of events taking place and associated visitors continues to rise each year. The threats to events are many and varied, and over the past five years the incidence of terrorist and cyber-attacks have both increased but also, we have for the first time been exposed to a pandemic which will change the way that we provide events forever. Alongside this is the ever-present threat of many and varied elements including rape, unusual weather conditions and challenges from a range of smaller but more prevalent risks. The organisation of events for all stakeholders relies on suitable, sustainable and resilient management practices and this course develops the skills and knowledge required by providing key tools to support those engaging in this area.

### Target Audience

Management posts across the industry are an important area to develop as good practice at the highest levels is required to ensure that innovative and exnovative practices are disseminated across the sector. The quality of the security managers on duty is a key measurement in the identification of an effective and efficiently run operation. In order to attain the skills, knowledge and education to become an event manager at an event, a strategic understanding of when to apply both operational and tactical management processes is important. This programme has been developed specifically for the event manager working at events. A crucial aim is to broaden their knowledge of crowded space, challenges to the event and how to create sustainable and resilient solutions to key problems. However most importantly, this education programme has been developed to give managers a strategic perspective and to help them understand the reasons for disseminating and cascading knowledge to others in the team.

### Programme Linkages between the Operational and Strategic Programmes



The diagram above shows the linkages between the operational and strategic programmes. In the first module, the event security and awareness module provides an awareness of the basic aspects affecting those working operationally. The legal aspects translate into more managerial responsibilities and accountabilities for the participants showing how the initial training develops into an educational process. The event crowd management in the operational programme focuses on the on the ground management of the crowd whereas the event leadership and management module looks at both tactical and strategic competencies needed in the management of an event.

Guest services and communication focuses on the key aspect of operational communications and how important the customer journey is and the crucial nature of communications. This ties into the risk assessment module where the severity and probability of an issue taking place are discussed. The event health and safety module has a focus on the basic tenets of safety at an event and in the strategic programme the management of this area is developed. Finally incident and emergency management on the ground is developed in the operational programme where the planning of emergency, risk and crisis management is tackled in the strategic programme.

## 5. STRATEGIC PROGRAMME SHORT MODULE DESCRIPTORS

### Legal Aspects of Event Management

There is an increasing amount of legislation affecting the events industry. As we move away from “no fault/no liability” to a “blame culture” we have opened up the door to widespread claims for even the most minor injury in this “compensation culture”. This module is aimed at professionals working in the live events industry, and provides a grounding in aspects of current, relevant legislation for the events professional. The module will focus on in country Law and other relevant EU legislation covering a range of cases.

### Event Leadership & Management

This module has been created to provide an understanding of leadership and management skills. In events, crowded space and security areas there is a lack of accountability and responsibility, and for those involved in the delivery of events, there is often a lack of knowledge and experience, providing a tendency to avoid or relinquish responsibility for solving problems and making decisions. This module focuses on how to manage your team and the skills needed to make decisions in anti-social environments.

### Emergency, Risk & Crisis Management

This module provides the learner with the underpinning knowledge, skills and understanding required to identify and react to threats and vulnerabilities that lead to crises. This will assist in learning how to plan, prepare and respond to identified scenarios and risks. Although aimed primarily at the events industry, this module can be applied equally across all industry sectors. Through the classification of risk, emergency and crises it will explain the concept of response, threat level, vulnerability and resilience. Emergency and crisis response are also studied.

### Risk Assessment

This module provides the learner with the skills, knowledge and understanding required to enable them to undertake a risk assessment relative to their competency and position in the organisation. The module also provides an understanding of the legal requirements for risk assessment. It introduces the learner to risk terminology and identifies a comparison between differing methodologies for creating risk assessments. The module uses practical applications and tests skills utilising scenarios enabling students to trial their skills in a supportive environment.

### Managing Health & Safety in Crowded Spaces

This module provides the key concepts of the management of Health & Safety in crowded spaces. Some of this is related to mathematical concepts and scientific theory but this is underpinned by both social and psychological elements to create a holistic approach. Once the interrelationship is understood events can be planned correctly and managed accordingly. In the delivery of health and safety at live events it is important to note that much of the work takes place in an antisocial environment where noise, heat/cold and pressure play in how the crowd are managed.

## 6. RECURRING THEMES & COMMON THREADS

### Strategic perspectives

Each of the modules described has a specific focus. The strategic elements within the module are underpinned with a small number of recurring themes which help to unify the modules throughout the programme.



### Strategic development

A focus on strategic development is essential, ensuring that those coming from an operational background are constantly measuring their strategic knowledge against their own operational perspectives.

### Generic skills

Generic skills are essential for the transference of models, knowledge and underpinning theory from environment to environment and across contexts.

### Reappraising knowledge and exnovative practice

By the reappraisal of case studies and past challenges and the creation of new ideas from existing ones those participating will develop their experiential learning in new ways.

### Understanding change

All modules explore change and how theory and practice are constantly changing. This helps us to realise that events are constantly fluid in nature.

### Effective and efficient communication

Communication is the most important single aspect of any event. Through the programme those taking part will have to show that they can communicate on many levels and in many contexts. As the environment changes we will explore how communication can also change the way that we look at the event.

### Working in groups and teams

Teamwork is more difficult in strategic mode as egos and titles get in the way. Throughout the programme these aspects will be dealt with.

## 7. FULL MODULE DESCRIPTORS AND SUPPORT ACTIVITIES

### Unity with the operational certificate

The outline elements of each chapter have been identified above in the short module descriptor section. The following section of the handbook develops the modules in further detail and provides the tutor with information on how the modules should be taught. Each module will comprise a number of elements which can be interchangeable for example, case studies, online working and scenarios but each module must contain a balance of each approach. However, the operational and strategic programmes are sequential and thus they utilise many of the same themes and knowledge building into one unified programme.

### Module components

Every module comprises 6 possible components, which may vary in order. Some components may be extended and in such cases another component would be forfeited in its place. For example if a site visit is either impossible or unnecessary, instead of the site visit an extended scenario may be used to replace it.

#### 1 Introduction & E-learning

Every module commences with a short outline of the subject and the learning outcomes. The goal of the e-learning programme may differ from module to module. It may in one module be used to explain a particularly complex theoretical concept or in another give the background to a scenario that the participants will be taking during the programme. The e-learning programme is interchangeable with the theoretical framework. Some tutors may prefer to use one or the other or both.

#### 2 Theoretical framework

Underpinning all of the practical elements considered in the programme is a theoretical framework. This framework creates a platform on which to understand how such theory would work in practice. Through case studies, visits and scenarios the theory can be tested to ensure that participants can then practice elements in their own workplace.

#### 3 Case study exercises

The module may utilise case studies to provide participants with real-life, real-time examples of incidents and challenges. Some assessment may link aspects of a case study or studies to the strategic management of an event. By utilising the same bank of case studies in the operational and strategic programmes, learnings will be developed through both an operational and strategic perspective.

#### 4 Scenarios

Scenario based learning is one way of utilising simulations and providing alternative perspectives as to how such challenges are solved in the event environment. These allow incidents, threats or challenges to be viewed from different perspectives and solutions created in different ways. The use of scenarios can provide new information, innovative developments and enable participants to develop their own skills linked to the outcomes created.

### 5 Site visit with a tour by an event/venue professional

Modules may provide a site visit and a tour by taken by an event professional. The venue or site utilised will have some link with the subject or focus on an event type or element which is being discussed on the module.

### 6 Practical Exams

This element may make up part of an assessment on one or more of the strategic modules. This will depend on whether the modules are taught by a professional from your own venue or by an educator from a private company.

## Module components and the recurring themes

As explained every module has the same elements. In parallel, the recurring themes will be present and have a prominent place in every module.



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# 8. TEMPLATES

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## I. Legal Aspects of Event Management

Increasing amounts of legislation affect the way in which the events industry works. There has been a move away from a “no fault/no liability” perception to a “strict liability” position which has left the door open for widespread claims for even the most minor injury in our new compensation-based culture.

This module is aimed at professionals working in the live events industry, and is intended to provide a grounding in aspects of current legislation which are of relevance across a range of events and venues. The module will focus on the “in country” Law and other relevant EU legislation and a range of cases will be covered. There will also be reference made to relevant International cases and legislation will be included to provide context.

### LEARNING OUTCOMES

On completion of this module the student will be able to:

1. demonstrate an understanding of the structure and precepts of the law
2. demonstrate an understanding of the statutory obligations for an event organizer
3. demonstrate an understanding of the notion of Contractual Liabilities.

### Knowledge & Understanding

On completion of this module the learner will have an understanding of

the theory behind legal aspects and their application in the workplace by being able to;

- understand the key principles of the Law and the difference between Civil and Criminal Law
- understand the concept of a duty of care and its associated obligations and what constitutes negligence
- explain health and safety guidance and legislation as it relates to the events Industry
- show an awareness of contract law and issues around obligations and liabilities

### Skills

On completion of this module the learner will be able to:

- carry out basic security tasks, including searching visitors and their belongings and operating different types of access control
- respond to different stakeholders effectively
- act within the law in relation to prohibited items
- act within the law in cases of mistreatment, theft, unauthorized presence and arson
- to act/react according to procedures and protocols
- prepare themselves for a security officer shift
- maintain security awareness at all times

### Concepts

Legislation, Guidance, Liability, Blame, Accountability, Statutory obligations, EU legislation

## Teaching the modules (generic part)

Module level and possible modes of approach: The tutor is expected to pick an appropriate balance of teaching and learning from the menu below. Not all elements shown are expected to feature in each module.

### Level of study

The level of this programme is Level 8 (Strategic level). This is evidenced by the demands of the learning process, the theoretical and practical demands placed on participants, the application back into the workplace and the level of those attending the programme.

### Application of learning methodology

This type of learning, “Learning in the Round”, is unusual and it is important to create an environment in which those present can engage in meaningful learning, facilitating and teaching. To enable and enhance this, it may be pertinent to have the initial theoretical input interspersed by case studies and scenario-based learning opportunities to ensure that the theory into practice element is fully realised.

### Introduction & E-learning

- The applicable legislation and guidance of your country related to events and festivals and/or venues.
- Information on any previous law changes or new laws which have recently emerged to ensure currency.
- The roles and responsibilities of those in the workplace when dealing with legislation and guidance.

### Theoretical framework

- The theory of legislation and guidance related to events, festivals and venues
- The underpinning legal foundation of the roles at the event.
- The statutory obligations of those working at events and festivals as well as those related to venues.
- Case histories of incidents happening at your event/festival or venue.

### Case study exercise

During the certificate a series of six case studies will be recommended, one of which is available in the tutor teaching pack, and for each module the tutor can chose one of these to focus on. The case studies are as follows:

- Roskilde Festival
- Manchester Arena
- Hillsborough
- Heysel Stadium Disaster
- Pohoda Festival
- Love Parade Duisburg 2010

### Interactive scenarios

A dummy scenario sheet for a boxing event is attached to show the tutor how to create a series of scenarios for their event or festival. The attached scenario can be used but it is expected that the tutor will create a series of their own scenarios related to each module which feature their own event and the issues which they may encounter. Examples would be:

- An emergency or crisis at the event
- A legal or guidance problem
- An issue or challenge with an event or crowd

### Site visit

During any module a site visit may be introduced where one or more professionals from the event talk to the group about an aspect of the event which relates to one of the modules. Examples of these might be:

- How the team ensures that they abide by the legal precedents set
- The development of a crowd management plan
- How emergency planning is dealt with during an incident
- Logging system in place for monitoring and feedback after the event on what happened, when, and what has been done by who to manage the situation

### Onsite evaluation

As part of any module the assessment may contain an onsite evaluation where the student is asked as part of a task to evaluate either in the classroom or on the site/venue itself an aspect of planning or development. This may be, for example:

- How the venue tackle drugs problems during the event
- How the planning cycle works during the festival
- How staff are briefed onsite

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## Introduction & E-learning Programme

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### Outcome

To provide a knowledge base related to the legislation and guidance of the country of origin within which the event/festival takes place or in which the venue resides.

### Background

Every country has its own idiosyncratic guidance and legal framework focussed on the events industry. In any e-learning delivery, the tutor must be able to underpin the module with interesting elements related to this to ensure that those participating gain a knowledge in both these idiosyncrasies and some generic elements related to law and guidance.

In the e-learning, start with an overview of legislation and guidance in the country, how this was developed and how it applies to the event and festival industries. Secondly, provide information on any guidance from other countries which is used to ensure a safe event.

## Tutor toolbox

The information below can be used as a guide for this module

Generic Information	Legislation on site	Drugs and alcohol	Planning	Licensing
Information related to the law and guidance which relates to any event in the country	Information about the venue or site that you regularly use	How are the use of drugs and alcohol governed by law	What planning regulations are in place which affect the festival or event	What aspects of licensing are utilised during the event

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## Theoretical Framework Part I (Generic Introduction)

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### Introduction

The theoretical framework can be taught in either a classroom or event/venue setting. Different pedagogical methods will be used but will still be focused on the learning in the round methodology. A range of appropriate theories can be used, and these will be sourced for each module.

### Legislation and guidance

The laws which govern events, festivals and venues have been created to protect all parties and are more often than not based on health and safety aspects and preserving public order. To ensure a foundation for the module a strong basis of theory should be utilised which can be found in a range of books, periodicals, journals and case studies. The legal foundation for the industry has been created to keep us all safe and as such we all need to know what these are and who is responsible and/or accountable for their preservation. In the module we must ensure that we are giving the correct information to the participant because they will then be applying this in practice.

### Generic Tutor toolbox

The information below can be used as a guide for this module

Generic Information	Legislation on site	Drugs and alcohol	Planning	Licensing
Information related to the law and guidance which relates to any event in the country	Information about the venue or site that you regularly use	How are the use of drugs and alcohol governed by law	What planning regulations are in place which affect the festival or event	What aspects of licensing are utilised during the event

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## Theoretical Framework Part 2 (Idiosyncratic Introduction)

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### Outcome

In this part of the theoretical framework the underpinning legal foundations of the roles and statutory obligations at the event must be taken into consideration. For example, the safety officer at the event must be qualified, and apply health and safety legislation and guidelines related to the event. This is because they have a duty of care to all stakeholders. The use of PPE by those working at heights may also be governed by law and the site foreman must ensure that this is worn onsite.

## Background

The area of law when related to roles and responsibilities is very important when focusing on how people work at events. For example, one key factor related to this is that before an event takes place, the area to be made ready must be sterile and free from all personnel apart from those specifically working on the site at the time. This is to reduce accidents and to ensure that the duty of care owed by the company supplying the labour is upheld during the build phase.

## Tutor toolbox

The information below can be used as a guide for this module

Generic Information	Statutory Obligations	Roles and Responsibilities	Work Planning	Health & Safety
Information related to the law and guidance which relates to roles and responsibilities of people at an event.	These are obligations that people have in their duty of care to other stakeholders at the event	What different people have as part of their roles relating to the law and guidance and how this is enforced	How a festival or event is planned to ensure that roles and responsibilities are clear in their relationship with law and guidance	How does Health & Safety law work in your country and how it is applied to events, venues and festivals

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## Case Study Exercise

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### Outcome

To create applied knowledge of how the legal framework is applied in a range of alternative case studies (a single one may be used) from across Europe or how it has been applied to your own festival at any point in its history.

### Background

One of the most appropriate teaching and learning methodologies that can be used to help participants to understand the practical nature of applying theoretical concepts to a challenge is the case study. By using one of the five case studies suggested you can easily bring to life a festival and look in depth at the challenge which has occurred, how it developed and either the manner in which it was successfully dealt with or the lessons learned.

In all case studies there are a series of skills that are developed. These can be, but are not exclusive to, knowledge development, problems solving, communication, teamwork, organisational culture and decision making. By folding skills into the process the participants are developing the way in which they look at an issue and then deal with it if it arises in their own workplace.

### Tutor toolbox

The information below can be used as a guide for this module

Overview and knowledge	Challenges found	Focusing on the how's and whys?	Talking through the challenges with others using different points of view	Creating a solution to the challenge by using hindsight and the knowledge of the group
Initially a case study is provided to the participant and they read through this taking note of the most salient points	Ask for them to highlight challenges that they found and then to discuss these with others	Once this has been carried out they can list the how's and whys and then feedback to the tutor	The challenges can then be talked through in a total group situation using maps, plans and other tools	A solution can then be reached as to what would have been the best or a better way to have dealt with the issues

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## Interactive Scenarios

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### Outcome

To provide an interactive scenario to show a challenge or set of challenges in a venue or at a festival or event, will create the nearest possibility to the real event itself. By developing the roles and responsibilities of the participants they will have to make decisions, communicate with others and provide solutions through their decisions taken. This is also great for teamworking development.

### Background

The authors of this programme have used interactive scenarios for decades. These are key in teaching people in the classroom what it is like to be a member of a team during an incident or just during an event itself. These are easy to create, allowing those taking part to use their theory learned in a practical situation. A scenario is attached to the programme and can be used as a model with which to build your own scenarios or can be used as a scenario in its own right.

### Tutor toolbox

The information below can be used as a guide for this module

Pre Reading	Inserts	Maps and photos	Time sensitive material	Assessment and questions
Pre-reading is sent out in advance to set the scene for the scenario and to help those participating in preparing for the event.	Inserts are used so that those participating can use these as part of the challenge.	Maps and photos are used to make the scenarios more realistic	Elements of the event take place in a timeframe and this adjusts the time that participants have to work on certain areas	During the scenario a number of questions are asked of the team and they have to solve these as they move forward.

## Site Visit

### Outcome

To ensure that participants have a visit to a site where a professional will talk them through the processes on site related to both legislation and guidance. This should provide an insight into a range of areas from the site or venue itself, including roles and responsibilities from a legal viewpoint, health and safety legislation, guidance related to crowded spaces and a review of how the law has changed over time to make the venue safer.

### Background

Having a professional from the events industry talk from their perspective on how legislation and guidance drives their good practice at their venue or event is an important part of any programme of study. In this way those participating can do three things. Firstly, hear about how another venue applied the law and guidance principles across the event or venue. Secondly, they can compare their event or venue to that being observed and relate aspects identified. Thirdly, it helps to see the application of theory in practice and to be able to ask questions of someone who does this on a daily basis.

### Tutor toolbox

The information below can be used as a guide for this module

Pre-Site Information	A biography and picture of the person delivering	Maps and photos	Provide a good vantage point and make sure that the person is able to talk in depth about the venue/site	Ask the participants to prepare questions as they listen
Pre-site information must be sent to the participants so that they can prepare for the session	By providing a biography and picture of the deliverer the participants get a feel for their expertise	Maps and photos are used to make the session more realistic	Make sure that the participants are comfortable or that they have a good vantage point if it is a tour	Participants should prepare questions before or during the session to get the best out of it.

## Onsite Evaluation

### Outcome

An onsite evaluation of how legislation and guidance are applied in their own or a particular venue is an important learning outcome. Through talking to others at an event or in a venue it is clear that the participants can learn whilst observing the processes identified. In this particular module for example participants could choose one person, examine their roles and responsibilities and then evaluate how well they carry out this role in relation to their obligations at the venue or during the event.

### Background

Using the evaluation process, those who have been part of the module will be able to reflect on what they have seen during their time at the venue and make judgements as to how well the principles of law have been upheld and guidance applied.

### Tutor toolbox

The information below can be used as a guide for this module

Providing the worker or challenge	Planning	Reporting	Reflecting	Final outcomes
Working with our own venue or an event will provide a series of opportunities through which a person or event can be identified for the onsite evaluation	The work must be carefully planned, and a narrow focus applied to create strong outcomes.	A report should be written on the outcomes	After feedback, reflection should take place where the participant receives constructive feedback from a member of staff at the venue or event.	The final outcomes should be written up and used as part of the assessment process.

## 2. Emergency, Risk & Crisis Management

This module provides the learner with underpinning knowledge, skills and understanding required to identify and react to threats and vulnerabilities that lead to crises, thereby learning how to plan, prepare and respond to identified scenarios and risks. Although aimed primarily at the events industry this module can be applied equally across all industry sectors.

The module provides:

1. an understanding of the types and classifications of crisis and introduction of specific terminology
2. an explanation of the concept of response and the process of risk assessing threats and vulnerabilities
3. detailed principals of responding to an emergency
4. a means to be able to develop and be able to implement a crisis management plan
5. an outline of the elements of operational readiness training

This module, although primarily concerned with the investigation of large-scale emergencies at mass gatherings, approaches the fundamental principles of emergency and crisis management which are seen as current best practice in the UK.

The module will examine a number of high-profile incidents and provide a number of examples of how the issues could have been identified before an emergency occurred and how planning can help mitigate the effects of such an emergency.

A number of course participation exercises will allow the learners to immerse themselves in practice and allows the learner to develop their skills to make informed and robust decisions as a crisis develops into an emergency.

### LEARNING OUTCOMES

On completion of this module the learner will be able to:

1. demonstrate an understanding of the differing types of crises and emergencies
2. understand the concept of operations in planning a response to a crisis
3. identify the elements of carrying out a risk assessment that identifies threats and vulnerabilities and the utilisation of specific terminology required
4. demonstrate the skills and knowledge required to develop and implement a crisis management plan

## Knowledge & Understanding

On completion of this module the learner will have an understanding of:

- the differences between crowd management and crowd control
- the basic principles of crowd behaviour including density, cultural differences and crowd movement
- the different types of crowd behaviour and the associated risks
- the various event phases and their associated characteristics
- the specific terminologies used in the field of event security
- normal and uncharacteristic behaviour in relation to security awareness
- the wellbeing of visitors

## Skills

On completion of this module the learner will be able to:

- recognise different types of crowd behaviour
- identify the risks in relation to visitor behaviour
- perform crowd management tasks appropriate to differing security roles
- recognise and react to uncharacteristic behaviours
- preserve the wellbeing of visitors

## Concepts

Crowd Management, Crowd Control, Event phase, Event Area, Tourniquet, Artist profile, Crowd, Visitors profile, Visitors' behaviour, Flow/ migration, Crowd density, Overcrowding; Barrier constructions, Compartmentalization, Panic; GRID-map, House rules, Prohibited items, Density, Cultural differences, Risky behaviour.

## Teaching the modules (generic part)

Module level and possible modes of approach: The tutor is expected to pick an appropriate balance of teaching and learning from the menu below. Not all elements shown are expected to feature in each module.

### Level of study

The level of this programme is Level 8 (Strategic level). This is evidenced by the demands of the learning process, the theoretical and practical demands placed on participants, the application back into the workplace and the level of those attending the programme.

### Application of learning methodology

This type of learning, “Learning in the Round”, is unusual and it is important to create an environment in which those present can engage in meaningful learning, facilitating and teaching. To enable and enhance this, it may be pertinent to have the initial theoretical input interspersed by case studies and scenario-based learning opportunities to ensure that the theory into practice element is fully realised.

### Introduction & E-learning

- The applicable emergency and crisis management methodologies related to events and festivals and/or venues will be introduced via this means if felt applicable.
- Identification between an emergency and a crisis will be outlined where appropriate with examples.
- The roles and responsibilities of those in the workplace dealing with emergency and crisis management and the definition of interoperability and how this works in practice.

### Theoretical framework

- The identification of risk and its mitigation and how this is developed in the organisation.
- The roles and responsibilities of the team and other stakeholders in an emergency and a crisis.
- The crisis management plan, how to develop one and how this helps during a crisis or an emergency.
- Case histories of crises or emergencies which are applicable to your venue.

### Case study exercise

During the certificate a series of six case studies will be recommended, one of which is available in the tutor teaching pack, and for each module the tutor can chose one of these to focus on. The case studies are as follows:

- Roskilde Festival
- Manchester Arena
- Hillsborough
- Heysel Stadium Disaster
- Pohoda Festival
- Love Parade Duisburg 2010
- Any case studies which apply to your event, festival or venue.

### Interactive scenarios

A dummy scenario sheet for a boxing event is attached to show the tutor how to create a series of scenarios for their event or festival. The attached scenario can be used but it is expected that the tutor will create a series of their own scenarios related to each module which feature their own event and the issues which they may encounter. Examples for this module would be:

- The Love Parade - (When an emergency becomes a crisis)
- Manchester Arena - (Where an unexpected attack takes place turning an emergency immediately into a crisis)
- An incident in your own venue which has resulted in an emergency or crisis, detailing which one and why, some challenges and the solutions to these challenges.

### Site visit

During any module a site visit may be introduced where one or more professionals from the event talk to the group about an aspect of the event which relates to one of the modules. Examples for this module might be:

- How the team prepares for an emergency or a crisis
- The development of an emergency or incident plan
- How interoperability has been used during incidents to make operational planning easier
- The development of a logging system for the monitoring and feedback on what happened during the incident, when it happened and what was done to mitigate it and by whom in the management of the situation.

### Onsite evaluation

As part of any module the assessment may contain an onsite evaluation where the student is asked as part of a task to evaluate either in the classroom or on the site/venue itself an aspect of planning or development. Examples for this module might be:

- How the venue produces guidance on the difference between a crisis and an emergency
- How the emergency planning cycle works during the event
- How staff are briefed onsite during a crisis

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## Introduction & E-learning Programme

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### Outcome

To provide a knowledge base related to the emergency and crisis management framework of the festival or event being studied. Through this expose the participants will be able to gain context of the situations and also be provided with a full knowledge of the environment in which such issues take place.

### Background

Every event and festival has its own idiosyncratic way of working and as such there are unique elements which those working at the festival or event must be aware of when working on site. The e-learning programme should provide both a knowledge and understanding of the generic elements to be found in all festivals and those specific to the one which participants are learning about. In any e-learning delivery, the tutor must be able to underpin the module with interesting elements related

to this area. This will ensure that those participating gain a wide knowledge and understanding through the use of different learning and teaching styles so that they do not become bored.

In the e-learning, start with an overview of the difference between an emergency and a crisis. Show film examples of such activities and ask the participants which of the two elements the video clips or examples show and why they think this. It is also key to show a wide range of different emergencies and crises so that those participating can build up a knowledge of universal signifiers which can then be used in their further work in this area.

### Tutor toolbox

The information below can be used as a guide for this module

Generic Information	Planning for emergencies and crises	Provide examples from other areas	Planning	Build up a set of tools to distinguish between the two
Information related to events and festivals which shows both emergencies and crises and the difference between them	Provide strong rationales behind why we can plan for emergencies but not crises and link these through examples to known events.	Focus on some examples such as Chernobyl and the Piper Alpha disaster showing how something so large and difficult to imagine creates a crisis	Focus here on planning for emergencies and mitigating crises.	By the end of the e-learning part, participants should be able to create a toolbox through which they can identify a crisis or an emergency

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## Theoretical Framework Part I (Generic Intro)

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### Introduction

The theoretical framework can be taught in either a classroom or event/venue setting. Different pedagogical methods will be used, but will still be focused on the learning in the round methodology. A range of appropriate theories can be used, and these will be sourced for each module.

### Emergency and Crisis Management

When preparing a theoretical concept of these two areas the following should be covered in detail. An emergency is a serious, unexpected, and often dangerous situation requiring immediate action. Prevention, mitigation, preparedness, response and recovery are the five steps of emergency management.

Crisis management is the process by which an event or festival deals with a disruptive and unexpected event that threatens to harm the future delivery of their output (event or festival). There are four stages of crisis management stage I: Prodromal (Pre-Crisis) this is the warning stage, for example the identification that a weather front is coming towards the event which looks different to the one expected. The second Stage is the acute crisis itself, where the weather front carried high winds and torrential rain or hail causing unknown factors to be introduced. Stage three is the chronic or the clean-up/risk mitigation phase which culminates in a fourth stage identified as the crisis resolution/ post crisis.

The difference between an emergency and a crisis is that an emergency is an event that can be responded to using the resources available at hand, implying that there is no need to request external assistance. A crisis is a situation faced by an individual, group or organization which they are unable to cope with by the use of normal routine procedures and creates stress owing to a sudden unexpected change in circumstances.

### Generic Tutor toolbox

The information below can be used as a guide for this module

Generic Information	Legislation and guidance	Risk Mitigation	Planning	Feedback
Information related to emergency and crisis management which occur at a range of event types	There are legal implications in regard to Health and Safety Law and the application of guidance in critical situations.	How the use of mitigation reduces the chances of emergency and crisis taking place	Pre-planning is essential in all events to ensure maximum risk mitigation	Management monitoring and reporting into a risk framework, relating to updating event planning processes

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## Theoretical Framework (Part 2 Idiosyncratic)

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### Outcome

In this part of the theoretical framework the underpinning crisis and emergency management foundations must be provided. Without these the participant is not able to differentiate between these elements nor are they able to participate in developing plans or entering into dialogue with other members of the interoperable emergency management or crisis management teams. Other aspects which feed from this dialogue are crisis communications and emergency planning development and at the end of the module the participant should be able to do both.

### Background

The theory in this module provides the learner with the underpinning knowledge, skill and understanding required to identify and react to threats and vulnerabilities that lead to crises, thereby learning how to plan, prepare and respond to identified scenarios and risks. The theory will examine a number of high-profile incidents and provide a number of examples of how the issues could have been identified before an emergency occurred and how planning can help mitigate the effects of such an emergency or indeed a crisis. A number of exercises later in the module will allow the learners to immerse themselves in practice and allows the learner to develop their skills to make informed and robust decisions as a crisis develops into an emergency. However the theory learned will support this.

In this part of the module you should prepare work for the following:

- Form an understanding of the differing types of crises and emergencies
- Take the participant through the concept of operations in planning to a response to a crisis
- Identify the main aspects of how to implement a crisis management plan

### Tutor toolbox

The information below can be used as a guide for this module

Generic Information	Differences	Planning	Responding	Operationalisation
How to react to threats and vulnerabilities	Exploring the differences between an emergency and a crisis	A focus on how to plan for emergencies and crises	The theory of responding to a crisis and an emergency	Exploring how the theories learned will help to operationalise the plan

## Case Study Exercise

### Outcome

To create applied knowledge of how the emergency and crisis management framework is applied in a range of alternative case studies (a single one may be used) from across Europe or how it has been applied to your own festival or event during a challenge.

### Background

One of the most appropriate teaching and learning methodologies which can be used to help participants to understand the practical nature of applying theoretical concepts to a challenge is the case study. By using one of the suggested case studies or one you yourself has prepared you can easily bring to life a festival or event and look in depth at the challenge which has occurred, how it developed and either the manner in which it was successfully dealt with or the lessons which were learned.

In all case studies there are a series of skills that are developed. These can be, but are not exclusive to, knowledge development, problems solving, communication, teamwork, organisational culture and decision making. By folding skills into the process the participants are developing the way in which they look at an issue and then deal with it if it arises in their own workplace.

### Tutor toolbox

The information below can be used as a guide for this module

Overview and knowledge	Challenges found	Focusing on the how's and whys?	Talking through the challenges with others using different points of view	Creating a solution to the challenge by using hindsight and the knowledge of the group
In a crisis or emergency a clear understanding of the issue is important so that a solution is easier to apply	The challenges in an emergency or crisis can be many and varied. Try to focus on how to get to the distal rather than proximate causes	Identify from the distal causes, what was the catalyst which started the issue.	If the crisis was at your festival, how was it identified and how long did it take to come up with a coherent plan and why?	Are any of the solutions now identified better than the original solution and why?

## Interactive Scenarios

### Outcome

To provide an interactive scenario to show a challenge or set of challenges in a venue or at a festival or event will create the nearest possibility to the real event itself. By developing the roles and responsibilities of the participants they will have to make decisions, communicate with others and provide solutions about their decisions taken. Scenarios are also great for teamworking development.

### Background

The authors of this programme have used interactive scenarios for decades. These are key in teaching people in the classroom what it is like to be a member of a team during an incident or during an event itself. These are easy to create, allowing those taking part to use their theory learned in a practical situation. A scenario is attached to the programme and can be used as a model with which to build your own scenarios or can be used as a scenario in its own right. Once a theoretical framework has been developed and a case study examined, those working on the programme can then focus on a scenario which will allow them to use the theory which they have seen in solution development, and put these skills into a real life situation where they can work in a group to provide their own input alongside others to work through the solutions created.

### Tutor toolbox

The information below can be used as a guide for this module

Pre Reading	Inserts	Maps photos and plans	Time sensitive material	Assessment and questions
Pre-reading is sent out in advance to set the scene for the scenario and to help those participating in preparing for the event.	Inserts are used so that those participating can use these as part of the challenge.	The addition of plans to the scenario allow participants to understand how the event has been planned and whether the planning phase was sufficient to ensure the safety of the event.	Elements of the event take place in a timeframe and this adjusts the time participants have to work on certain areas. This can be shortened or increased in relation to how well the team work together in creating solutions and implementing them	During the scenario a number of questions are asked of the team and they have to solve these as they move forward.

## Site Visit

### Outcome

To ensure that participants have a visit to a site where a professional will talk them through the processes on site related to both emergency and crisis management. This should provide an insight into how well the planning phases related to the venue, festival or event have been completed and whether there are elements which have not been completed or left out. Legislation and guidance related to emergency and crisis planning will form an important part of the visit as these areas are crucial to the success of an event. The way in which the event is reviewed at all stages and the monitoring and management are also important and questions should be encouraged in these areas.

### Background

Having a professional from the emergency and crisis planning team talk from their perspective of a venue and event related to how planning and guidance drives their good practice is an important part of any programme of study. In this way those participating can do three things. Firstly, hear about how the planning framework is developed in relation to emergencies and crisis and how crisis communications are essential to the development of an event, venue and festival. Secondly, participants can compare their own event, venue or festival to other people's, focusing on the issues and coming to the realisation that there is no one size fits all. Thirdly, the use of scenarios is crucial in seeing an event in real time and how important the planning phase is. If we do not plan well enough we do not have time to make decisions that will support the event fully on the day.

### Tutor toolbox

The information below can be used as a guide for this module

Pre-Site Information	A biography and picture of the person delivering	Maps, photos and plans	Provide a good vantage point and make sure that the person is able to talk in depth about the venue/site	Ask the participants to prepare questions as they listen
Pre-site information must be sent to the participants so that they can prepare for the session	By providing a biography and picture of the deliverer the participants get a feel for their expertise	Maps, photos and plans will be used not only to make the session more realistic but also to ensure that those participating can see how important these documents are	Make sure that the participants are comfortable or that they have a good vantage point if it is a tour as being comfortable is essential during such activity	Participants should prepare questions before or during the session to get the best out of it

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## Onsite Evaluation

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### Outcome

An onsite evaluation of emergency and crisis planning applied in both the participants own venue or in a particular venue where the site visit takes place is an important learning outcome. Through talking to others on the course who have visited other events and worked across different media or artistic activities the participant will learn much about their own idiosyncratic and generic elements and those of others. In this particular module for example participants could choose a crisis and emergency plan and compare and contract them in relation to the outcomes.

### Background

Using the evaluation process, those who have been part of the module will be able to reflect on what they have seen during their time at the venue and make judgements on how well the tutors and themselves have applied both emergency and crisis management tools in both the planning and operational process and what they could have done better.

### Tutor toolbox

The information below can be used as a guide for this module

Providing the work or challenge	Planning	Reporting	Reflecting	Final outcomes
Working with our own venue or an event will provide a series of opportunities through which a person or event can be identified for the onsite evaluation	The work must be carefully planned, and a narrow focus applied to create strong outcomes.	A report should be written on the outcomes	After feedback, reflection should take place where the participant receives constructive feedback from a member of staff at the venue or event.	The final outcomes should be written up and used as part of the assessment process.

### 3. Event Management & Leadership

This module provides the learner with a range of skills which will enable them to lead and manage a range of teams within the event management environment. Working in teams is difficult in the events industry and without strong leadership there are many challenges to overcome.

The module provides:

An overview of leadership and management styles.

A practical provision of the ways in which different styles of leadership and management are used both in context and from environment to environment

A demonstration of the knowledge of different event types and how different styles of leadership can be used to get the best out of the team.

This module centres around Goleman (2000) and his six leadership styles and provides an understanding through texts on leadership and management how the two differ and the way in which a range of styles are used depending on the event context and environment. Good leaders can switch their leadership styles as they become in tune with their teams and the activities taking place and can drive their employees towards excellence by providing empathy and understanding of the way in which people work.

There are many practical elements wrapped up in the development of individuals in the team and through this module, participants will learn how other team members work in relation to themselves and create conditions for them to work effectively and efficiently.

This module, however, will not be focusing on the development of leadership skills, but more on the recognition of them and how the participants will recognise and appreciate these in their everyday workplace activity.

Team-building exercises are used to identify and consider aspects of functional and dysfunctional teams and how the manager/leader's role is realised in teamwork. A final element is that of communication, the role of which is examined critically in terms of being fit for purpose.

#### LEARNING OUTCOMES

On completion of this module the learner will be able to:

1. understand the development of leadership and management skills in event managers and supervisors
2. demonstrate knowledge and understanding of different leadership styles in terms of their respective features, both positive and negative
3. demonstrate a knowledge of different leadership styles and their appropriate forms of communication and apply them to practical situations that occur at events

### Knowledge & Understanding

On completion of this module the learner will have an understanding of

Leadership theory and its practical application to;

- communicate and disseminate information effectively, and to devolve responsibility and accountability to others
- consider the challenges of leading and managing a team and be able to apply the theory learned on the programme to practical situations, and
- understand strategic decisions and convey these through the organisational hierarchy to staff at both a tactical and operational levels.

### Skills

On completion of this module the learner will be able to

Understanding team leadership and management in the event environment is often tricky, as much of the work takes place out in the field and what has been decided at the planning stage with a map and drawings often proves unviable on the ground. One of the key lessons to be learned from this module is that circumstances may well require changes to be made and these amalgamated into event plans and key decisions made, along with being communicated clearly to staff by leaders and managers prior to, during and/or after the event.

### Concepts

Leadership, Management, Teamwork, Individual idiosyncrasies, Adair, Goleman, Coaching, Problem solving, Decision making, Communication styles, Understanding psychology, Empathy, Sympathy, Working with people

## Teaching the modules (generic part)

Module level and possible modes of approach: The tutor is expected to pick an appropriate balance of teaching and learning from the menu below. Not all elements shown are expected to feature in each module.

### Level of study

The level of this programme is Level 8 (Strategic level). This is evidenced by the demands of the learning process, the theoretical and practical demands placed on participants, the application back into the workplace and the level of those attending the programme.

### Application of learning methodology

This type of learning, “Learning in the Round”, is unusual and it is important to create an environment in which those present can engage in meaningful learning, facilitating and teaching. To enable and enhance this, it may be pertinent to have the initial theoretical input interspersed by case studies and scenario-based learning opportunities to ensure that the theory into practice element is fully realised.

### Introduction & E-learning

- The applicable leadership and management methodologies related to events and festivals and/or venues will be introduced via this means if felt applicable.
- Identification of the difference between leadership and management will be outlined with examples.
- The roles and responsibilities of those in the workplace dealing with leadership and management and the definition of interoperability and how this works in practice in the wider team.

### Theoretical framework

- The identification of the differences between leadership and management and the main concepts of leadership development are addressed.
- The roles and responsibilities of leaders and manager in both business as usual and during crisis situations.
- Leadership modules and how these work in the events industry.
- Case histories of key leaders and their traits.

### Case study exercise

During the certificate a series of six case studies will be recommended, one of which is available in the tutor teaching pack, and for each module the tutor can chose one of these to focus on. The case studies are as follows:

- Roskilde Festival
- Manchester Arena
- Hillsborough
- Heysel Stadium Disaster
- Pohoda Festival
- Love Parade Duisburg 2010
- Any case studies which apply to your event, festival or venue

In this module the leaders and creators of solutions will be focused upon the traits identified as to why they emerge as leaders during a challenging situation.

### Interactive scenarios

A series of interactive scenarios have been created to test the leadership skills of the team. These scenarios are included in your pack. The scenarios range from office moves to dealing with difficult promoters and tour managers and are fun to be part of. It takes place in the round with two participants taking up the roles in each scenario and acting it out. Others in the group will then contribute and give their thoughts on how the scenario went and the skills which they saw developing.

### Site visit

During any module a site visit may be introduced where a senior professional from the event management team talks to the group about an aspect of leading the team at the venue with both its positive elements and the pitfalls.

### Onsite evaluation

As part of any module the assessment may contain an onsite evaluation where the student is asked as part of a task to evaluate an aspect of Leadership either in the classroom or on the site/venue itself. Examples for this module might be:

- How the leadership style of a senior manager impacts on the team
- How individuals in the events management team work together with their different skills
- How staff are briefed onsite in relation to their roles at an event and the impact which this has on the team

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## Introduction & E-learning Programme

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### Outcome

To provide an understanding of the way in which leadership and management models are designed and how these will have an impact on different events, festivals and venues during business as usual and an emergency or crisis Through this expose the participants will be able to gain a context in relation to the different types of model and how these are used in different environments and related to different types of audience.

### Background

Every event and festival has its own set of leaders and managers. The way in which they work is governed by both nature and nurture. Some of their leadership qualities and managerial prowess is inherent whilst some is developed through the differing contexts and environment in which they work. It is a misnomer that only those in strategic positions are leaders and those who employ a tactical approach are managers. To fully understand how leadership and management work we must explore operational delivery, tactical support mechanisms and strategic opportunities which develop the way in which people operate. This fascinating area is one in which those who lead and manage do so often because they have been promoted into a space where no one has been expected to manage or lead before. With the advent of the blame culture, accidents no longer happen and someone has to be the cause for blame. In such situations those at the top of the operational tree have had to take a step into the management and leadership world because they are now responsible and accountable for their actions and as such they must employ leadership and management styles to get the best out

of their team. This involves using planning tools and legislation and guidance to make sure that they are upholding health and safety standards. This is a key element which must be focused on in the first part of the module.

In the e-learning, start with an overview of the difference between leadership and management, if there is one and show examples of the supposed differences asking the participants to think about this concept and prepare a short article about this. Two leadership modules will then be discussed, and their positive and negative elements explored.

### Tutor toolbox

The information below can be used as a guide for this module

Generic Information	Why we need leaders and managers?	Provide examples from other areas	Major Leadership writers	Build up a set of tools to distinguish between L&M
Two models of leadership will be discussed and the similarities and differences between them.	This section talks about why we need leaders and managers and the differences between strategic, tactical and operational	In this section try to provide the difference between public and private sector areas and also perhaps use venues such as theatres and rock venues to show the different styles of leadership and management.	Focus here on some of the major leadership writers, including Goleman and Adair.	By the end of the e-learning part, participants should be able to create a toolbox through which they can identify the differences between leadership and management in the event industry

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## Theoretical Framework Generic and idiosyncratic

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### Introduction

The theoretical framework can be taught in either a classroom or event/venue setting. Different pedagogical methods will be used but will still be focused on the learning in the round methodology. A range of appropriate theories can be used, and these will be sourced for each module.

### Leadership & Management

When preparing a theoretical concept of these two areas the following should be covered in detail. A focus on transactional leadership and the way in which it is used to promote compliance is an important element used to stimulate discussion. Using a transactional approach will not change the future but those driving this are looking to keep things the same. In such leadership styles external motivation is applied which is practical, resistant to change and discourages independent thinking. It is also a passive and directive methodology. This must then be compared with transformational leadership which is an approach that causes change in individuals and social systems. It creates

valuable and positive change in the followers with the end goal of changing followers into leaders. This has a focus on self-management, promotes risk taking, supports difficult decisions as well as adaptability and the promotion of inspiration.

Supporting this is action centred leadership which is an important model centred around individual, team and task needs and the way in which these functions interrelate. This model should be emphasised through the participants workplace and an understanding of how this works for them. With this model it would also be pertinent to focus on competency, trust, ethics, empathy, efficacy and authenticity.

Dysfunctional leadership is also important and the last element to be discussed in this section. Lencioni’s five dysfunctions of a team should be explored, looking at status and ego, low standards, ambiguity, artificial harmony and invulnerability.

### Generic Tutor toolbox

The information below can be used as a guide for this module

Generic Information	Transformational Vs Transactional	Action Centred Learning	Dysfunctional leadership	Bringing it all together
Focus again in the differing perceptions of L&M	Explore the differences between transformational and transactional leadership	Explore action centred learning as a concept in participant workplaces	Review the five dysfunctions of a team	A plenary at this point is important to show how the team has developed.

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## Case Study Exercise

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### Outcome

The outcome of this module is to create applied knowledge of how leadership and management influences the event industry and specific events. Studying others in leadership positions who are successful gives us an insight into the leadership skills that we need and how to apply these.

### Background

One of the most appropriate teaching and learning methodologies which can be used to help participants to understand the practical nature of applying theoretical concepts to a challenge is the case study. By focusing on a case study of one or more successful leaders it is possible to gain an insight into the differing way in which people lead effectively.

In all case studies there are a series of skills that are developed. These can be, but are not exclusive to, knowledge development, problems solving, communication, teamwork, organisational culture and decision making. By folding skills into the process the participants are developing the way in which they look at an issue and then deal with it if it arises in their own workplace. Leaders and managers have different ways of using skills and the introduction of Goleman at this stage provides an outlet for the scenario-based learning process which comes next.

## Tutor toolbox

The information below can be used as a guide for this module

Overview and knowledge	Provision of key facts	Leader or manager	Goleman's Styles	Creating a solution to the challenge by using hindsight and the knowledge of the group
A clear understanding of the theory is provided, and pre-reading sent out to identify a series of key leaders and their case studies. This might include people such as George Martin, Melvyn Benn, Richard Branson	A series of key facts are explored from a range of case studies, providing the participants with a working knowledge. At this point participants are asked to contribute their ideas	Review the participants' leaders, deconstruct their styles of management or leadership and talk through how these elements manifest themselves	Focus on Goleman's six styles of leadership and how these affect people's everyday working life	Identify key traits in a leader which distinguishes them from others

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## Interactive Scenarios

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### Outcome

To provide an interactive session focusing on Goleman's six styles of leadership which enables the participants to see that all styles of leadership can be utilised for different contexts and environments. However, it also shows that some people only use one or two of these, but does it make them a good leader or not?

### Background

The authors of this programme have used interactive sessions for decades. In this scenario each one of Goleman's six styles is discussed. Each of the six styles of leadership have been individually copied onto posters. These are placed on the wall around the room. The participants are asked to decide which is their preferred leadership style and to write down three reasons why they have chosen this specific style. They are then asked to go and stand by the poster depicting their chosen style. Taking each style in turn, the facilitator asks each person to give them one reason why they chose the particular style. Once this has been done, the facilitator asks the group if there are any striking similarities or differences in the group feedback and then this is discussed further. The output of the session is that many of the participants will start to understand that they use several of the styles at different times. The last part of the session will focus on why this occurs.

## Tutor toolbox

The information below can be used as a guide for this module

Pre Reading	The room	The scenario	Feedback	Multi-styling
Pre-reading is sent out in advance relating to Goleman's styles of leadership. Instructions about the session are also appended.	The room is set up with a series of round tables with 6-8 people per table. The individual leadership styles in circles are mounted on the walls around the room.	The participants are asked to think about each style discussed and then to stand by the relevant type (their preferred style) with three reasons why this is the preferred style.	Each person in a group is asked to talk through their key choice of that style. During this process it will become apparent that many of those in the room will have multi styles	At the end of the session a discussion will take place about the different styles and when to use them and the fact that you can seamlessly switch from one to another.

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## Site Visit

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### Outcome

Visiting a site and having an inspirational leader from a venue or event is something truly special. Most leaders in the event world live their events and because of this they are charismatic. Choose your leader well and get someone who can provide a backdrop of their venue or event, providing ideas and examples of how to lead from the front, the back and in the middle. Also the person chosen should be able to talk about his or her team and the way in which they have built this up over the years and how they choose their staff.

### Background

Having a professional from the leadership team talk from their perspective of a venue and event related to how their vision guides the team towards its goals is inspiring. It is key during such a delivery that the participants make notes and then write these up, relating it to how they think that they are, or could be, leaders in their workspace. This then helps them to understand how this works and how difficult or easy it can be made by their drive to succeed. Participants can compare their own event, venue or festival to that of the speaker focusing on the issues and coming to the realisation that there is no one size fits all. The uses of the site visit are many and varied but just seeing how charismatic a leader can be is enough to inspire a team.

### Tutor toolbox

The information below can be used as a guide for this module

Pre-Visit Information	Provide a strong introduction to the speaker on the day in a comfortable environment	Breaking up the session	Question and answer	Feeding back
Send out a bio and picture of the speaker in advance and show some of their work in situ.	Make sure that the team are comfortable and that there are no distractions from the speaker.	Make sure that the session is made up of a number of parts using different media for best effect - this will get the most buy in.	A question and answer session at the end of the event is important so that the participants can feed their thoughts to the speaker.	After the speaker has finished the participants should get at least 45 minutes to feed back on their thoughts.

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## Onsite Evaluation

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### Outcome

An onsite evaluation of a leader or manager working in situ is essential on such a module. Participant observation is the only way to see this. One key way that this can be delivered is by using someone like a crew boss, a production manager or a venue manager in their workplace as the construction phase for the event is being undertaken. This can be observed in the round whilst the team are working, and it is easy to see that they all have specific jobs but are working as a team to create an outcome.

### Background

Using the evaluation process, those who have been part of the module will be able to reflect on what they have seen during their time at the venue and make judgements on how well the tutors and themselves have applied both leadership and management tools in the process of an event and how and if it can be improved.

### Tutor toolbox

The information below can be used as a guide for this module

Providing the work or challenge	Planning	Reporting	Reflecting	Final outcomes
Talk to the venue team and set up the working element to be reviewed.	This has to be well planned and the facilitator must work carefully with the team.	A report should be written on the outcomes	After feedback, reflection should take place where the leader receives critical feedback from a from the participants.	The final outcomes should be written up and used as part of the assessment process.

## 4. Managing Health & Safety in Crowded Spaces

This module provides the key concepts of the management of Health & Safety in crowded spaces. Some of this is related to mathematical concepts and scientific theory but this is underpinned by both social and psychological elements to create a holistic approach. Once the interrelationship is understood events can be planned correctly and managed accordingly. In the delivery of health and safety at live events it is important to note that much of the work takes place in an antisocial environment where noise, heat/cold, pressure and many other facets play a part in both how the crowd are managed and how the audience behaves. The theory in the first part of the programme focuses on capacities, densities, flows and movement and how these relate to the management of the space over a period of time. The second part takes these outcomes and identifies how the psychosocial aspects impact on or are impacted on by the physical nature of the event. The module is applicable to outdoor events, arenas and stadia and it is only the environment and context which differs and the way that this is managed by the interoperable teams working with the crowd, the venue and the other stakeholders.

In health and safety and its associated disciplines the identification of the crowd type, its profile, how it congregates and how it is motivated are all worthy of research. Scientific concepts such as pressure and temperature, direction, ingress, egress and circulation all meld together to give the crowd manager a view of the totality of the event and how it should be managed. From the information attained from all of the areas above a crowd management plan can be created.

### LEARNING OUTCOMES

On completion of this module the learner will be able to:

1. evidence a sound knowledge of the underlying principles at work in the management of crowded spaces
2. observe and identify the significant features of supervisory and managerial actions related to Crowded space
3. exercise informed decision making with regard to interventions in the crowd with reference to the crowd management plan

## Knowledge & Understanding

On completion of this module the learner will have an understanding of

The theories of crowd management and their application in the workplace by being able to;

- create an effective and appropriate crowd management plan or strategy.
- comprehend the challenges of managing the Health & Safety of crowds in a range of different environments and contexts.
- appreciate crowd management skills and effectively utilise these in a plan based on your experience of events.

## Skills

On completion of this module the learner will be able to

Managing health and safety in crowded spaces requires the understanding and utilisation of a range of theoretical concepts and practices in order to achieve best practice in the workplace. It is envisaged that those on the programme will be immersed in learning activities that will hone their problem solving, decision-making and practical application capabilities. In this way those participating will be equipped to apply their knowledge and skills to the real-time activities taking place in the field.

## Concepts

Health, Safety, Crowd management, Crowd control, Crowd dynamics, Crowd design, Movement, Space, Time, Risk, Crowd theory, Management teams, Supervisory elements, Stewarding, Crowd managers, Heat, Cold, Pressure.

## Teaching the modules (generic part)

Module level and possible modes of approach: The tutor is expected to pick an appropriate balance of teaching and learning from the menu below. Not all elements shown are expected to feature in each module.

### Level of study

The level of this programme is Level 8 (Strategic level). This is evidenced by the demands of the learning process, the theoretical and practical demands placed on participants, the application back into the workplace and the level of those attending the programme.

### Application of learning methodology

This type of learning, “Learning in the Round”, is unusual and it is important to create an environment in which those present can engage in meaningful learning, facilitating and teaching. To enable and enhance this, it may be pertinent to have the initial theoretical input interspersed by case studies and scenario-based learning opportunities to ensure that the theory into practice element is fully realised.

### Introduction & E-learning

- The e-learning programme will provide a focus on the key health and safety concepts related to the crowded space. Firstly it is important to show the participants how the scientific and psychosocial perspectives of this area are melded together.
- Although each country has it’s own health and safety law, these are different but the scientific and psychosocial elements are similar dependent on context and environment but are effected by elements such as climate, culture, delivery and application.

### Theoretical framework

- The identification of the main concepts related to health and safety and crowd management.
- The roles and responsibilities of the supervisory, stewarding and managerial elements of the health, safety and crowd management process.
- Crowd management planning and how this works in relation to general health and safety
- Showing how case histories of key festivals and events often avoid legal precepts and guidance, making the delivery of health, safety and crowd management more difficult.

### Case study exercise

During the certificate a series of six case studies will be recommended, one of which is available in the tutor teaching pack, and for each module the tutor can chose one of these to focus on. The case studies are as follows:

- Roskilde Festival
- Manchester Arena
- Hillsborough
- Heysel Stadium Disaster
- Pohoda Festival
- Love Parade Duisburg 2010
- Any case studies which apply to your event, festival or venue

### Interactive scenarios

A dummy scenario sheet for a boxing event is attached to show the tutor how to create a series of scenarios for their event or festival. The attached scenario can be used but it is expected that the tutor will create a series of their own scenarios related to each module which feature their own event and the issues which they may encounter. Examples for this module would be:

- The Love Parade - (When the management of the crowd is decided too late in the event cycle)
- Manchester Arena - (Where an incident takes place without warning and the difficulties for emergency services and for the management of the crowd after the attack)
- An incident in your own venue which has resulted in an emergency or crisis, detailing which one and why, some challenges and the solutions to these challenges.

### Site visit

During any module a site visit may be introduced where a senior professional from the event management team talks to the group about an aspect of health, safety and crowd management.

### Onsite evaluation

As part of any module the assessment may contain an onsite evaluation where the participant is asked as part of a task to evaluate an aspect of health & safety or crowd management either in the classroom or on the site/venue itself. In this module for example it may focus on:

- How the crowd at the venue or the site is successfully or unsuccessfully managed
- How individuals in the events management team work together with their different skills to ensure the highest levels of health and safety
- How staff are briefed onsite in relation to their roles at an event and the impact which this has on the team in relation to the management of the crowd

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## Introduction & E-learning Programme

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### Outcome

In health and safety and its associated disciplines the identification of the crowd type, its profile, how it congregates and how it is motivated are all worthy of research. Scientific concepts such as pressure and temperature, direction, ingress, egress and circulation all meld together to give the crowd manager a view of the totality of the event and how it should be managed. From the information attained from all of the areas above a crowd management plan can be created. The outcome of this module is to be able to create and understand the constituent parts of a crowd management plan.

### Background

The development of a crowd management plan is inextricably linked to the management of the crowd and the associated stakeholders. From the very first person on site the responsibilities and accountabilities of the event team are well established. If the correct planning developments have not taken place in the months running up to the event it is clear that the assumed responsibilities will not be managed adequately and the possibility of challenges to the efficacy of the event will quickly become apparent. The e-learning part of the programme either supports or stands alone from the theoretical framework and covers the initial planning elements which are provided to ensure that the event is safe.

In the e-learning, start with an overview of the event plan and the key concepts related to event management, crowd management and health and safety. Although to some these may seem low level in comparison to everyday work, it is clear that they are not and that each aspect identified is often not clear to the most seasoned event or festival manager. In this element or indeed in the theoretical framework the key elements must be established to use as a foundation for the building of the crowd management plan.

### Tutor toolbox

The information below can be used as a guide for this module

Generic Information	The six phases of the event	Health & Safety and the key aspects related to the event	Scientific vs psychosocial aspects	Build up a set of tools help deliver competent health and safety aspects in a crowd management setting
A deconstruction of the key aspects of the event, health & safety and crowd management will be identified.	This section talks about arrival, ingress, circulation, stasis, egress and departure as well as what an evacuation is in real terms using key theories.	In this section a basic identification of the risk process (Built upon in module 6) and what law and guidance contribute to our knowledge of this area	There is a focus here on major writers in these areas and the major theoretical models.	By the end of the e-learning part, participants should be able to create a toolbox through which they can provide key aspects related to health, safety and crowd management.

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## Theoretical Framework Generic and Idiosyncratic

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### Introduction

The theoretical framework can be taught in either a classroom or event/venue setting. It can be taught alongside or replace entirely the e-learning part of the programme, but this is up to the facilitator. Different pedagogical methods will be used but will still be focused on the learning in the round methodology. A range of appropriate theories can be used, and these will be sourced for each module.

### Health & Safety and Crowd Management

When preparing a theoretical concept of these two areas the following should be covered in detail. A focus on the six phases of an event, arrival, ingress, circulation, stasis, egress and departure as well as what an evacuation is in real terms using key theories. A basic understanding of a risk assessment is essential as well as theory from key writers in both the scientific and psychosocial aspects related to events. What must be remembered is that the interrelationship between the crowded space and the event is linked and that the event plan, the risk assessment and the crowd management plan dovetail to form an underlying health and safety map for the event. Without one of these key plans the event will not be futureproofed in any way.

The use of Fruin is important in the context of measurement and although his theories are only a yardstick, the theory is what underpins all of our knowledge in this area. Further on in the module the facilitator will explore more recent ideas in this area. Sime is also important to work through to show that the way in which we normally approach evacuation is not correct and that the use of ASET vs RSET is an important factor in this.

### Tutor toolbox

The information below can be used as a guide for this module

Generic Information	The six phases of the event	Health & Safety and the key aspects related to the event	Scientific vs psychosocial aspects	Build up a set of tools help deliver competent health and safety aspects in a crowd management setting
A deconstruction of the key aspects of the event, health & safety and crowd management will be identified.	This section talks about arrival, ingress, circulation, stasis, egress and departure as well as what an evacuation is in real terms using key theories.	In this section a basic identification of the risk process (Built upon in module 6) and what law and guidance contribute to our knowledge of this area	There is a focus here on major writers in these areas and the major theoretical models.	By the end of the theory element, participants should be able to create a toolbox through which they can provide key aspects related to health, safety and crowd management.

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## Case Study Exercise

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### Outcome

The outcome of this module is to create applied knowledge of how health, safety and crowd management influence the way in which an event takes place. The development of the crowd management and event plans are important and through the use of case studies this can be delivered. Below are six case studies which can be used. It is suggested that one of the below is used as an initial review mechanism and then for the workplace plans from either the venue or from the companies attending are used to discuss the efficacy of the plan and what should be presented in it.

- Roskilde Festival
- Manchester Arena
- Hillsborough
- Heysel Stadium Disaster
- Pohoda Festival
- Love Parade Duisburg 2010
- Any case studies which apply to your event, festival or venue

### Background

One of the most appropriate teaching and learning methodologies which can be used to help participants to understand the practical nature of applying theoretical concepts to a challenge is the

case study. By focusing on a case study of one or more successful events, it is possible to gain knowledge of effective health, safety and crowd management delivery. However, by focusing on plans which went wrong lessons can also be learned and good practice applied.

In all case studies there are a series of skills that are developed. These can be, but are not exclusive to, knowledge development, problems solving, communication, teamwork, organisational culture and decision making. By folding skills into the process the participants are developing the way in which they look at an issue and then deal with it if it arises in their own workplace.

### Tutor toolbox

The information below can be used as a guide for this module

Overview and knowledge	Challenges found	Focusing on the how's and whys?	Talking through the challenges with others using different points of view	Creating a solution to the challenge by using hindsight and the knowledge of the group
When focusing on the health, safety and crowd management plans for an event a clear understanding of all aspects is important. This should be stressed and the new theory folded in.	The challenges in the management of the crowd and the health and safety aspects are many and varied and these should be teased out in the case study.	Identify from the plans what key elements may cause issues during a specific event.	Using the participants working knowledge find out from them how they would deal with such situations in situ.	Can the plans be improved upon or is the issue too far entrenched in the planning process to make this an easy task. If so what would you do.

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## Interactive Scenarios

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### Outcome

To provide an interactive session focusing on the event health and safety plan and the crowd management aspects of the event which will enable the participants to see that there are many ways in which to enhance the development of the plan in the early stages and as such the use of an interoperable team is essential from the start of the process.

### Background

The authors of this programme have used interactive scenarios for decades. These are key in teaching people in the classroom what it is like to be a member of a team during an incident or just during an event itself. These are easy to create, allowing those taking part to use their theory learned in a practical situation. A scenario is attached to the programme and can be used as a model with which to build your own scenarios or can be used as a scenario in its own right.

## Tutor toolbox

The information below can be used as a guide for this module

Pre Reading	Inserts	Maps and photos	Time sensitive material	Assessment and questions
Pre-reading is sent out in advance to set the scene for the scenario and to help those participating in preparing for the event.	Inserts are used so that those participating can use these as part of the challenge. In this scenario these would relate to aspects of health, safety and crowd management.	Plans, maps and photos are used to make the scenarios more realistic	Elements of the event take place in a timeframe and this adjusts the time that participants have to work on certain areas	During the scenario a number of questions are asked of the team and they have to solve these as they move forward.

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## Site Visit

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### Outcome

Visiting a site and having an expert in crowd management planning as a study piece is an excellent way to improve your understanding of the event management process. By utilising a planner on either health and safety or crowd management planning or even both the team will have a great foundation on which to build further knowledge. By choosing the right person, the facilitator will have reduced their role and will be able to feedback to the team on how they performed in the interactive process.

### Background

A visit to the site should be set up in the following manner. Firstly a plan or series of plans should be sent out in advance to ensure that the team have every chance to become familiar with how the venue or the event works. It is best to ask them to annotate the plans as well giving them a chance at the beginning of the session to ask for clarification. Because of the nature of the session it is best to break this up to ensure that there are plenty of breaks where the group can discuss what they have learned.

### Tutor toolbox

The information below can be used as a guide for this module

Pre-Visit Information	Provide a strong introduction to the speaker on the day in a comfortable environment	Breaking up the session	Question and answer	Feeding back
Send out a bio and picture of the speaker in advance and show some of their work in situ. Ensure that the plans are sent out well in advance to be annotated	Make sure that the team are comfortable and that there are no distractions from the speaker. The first sessions should be a clarification session	Make sure that the session is made up of a number of parts using different media for best effect - this will get the most buy in.	A question and answer session at the end of the event is important so that the participants can feed their thoughts to the speaker.	After the speaker has finished, the participants should get at least 45 minutes to feed back on their thoughts.

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## Onsite Evaluation

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### Outcome

An onsite evaluation of the crowd manager or health & safety manager working in situ is essential on such a module. Participant observation is the only way to see this. One key way that this can be delivered is by using a shadowing technique. The facilitator must ensure that the participants workplace is made available or that a shadowing position is set up in an associated venue with a key manager. The most important aspects are; a site visit, an explanation of the way an event is delivered, the planning systems and the event construction phases. This can also be observed in the round whilst the team are working with the manager identifying the specific jobs of each member of the team.

### Background

Using the evaluation process, those who have been part of the module will be able to reflect on what they have seen during their time at the venue and make judgements on how well the facilitator and themselves have applied key tools in the process of the event and how and if it can be improved.

### Tutor toolbox

The information below can be used as a guide for this module

Providing the work or challenge	Planning	Reporting	Reflecting	Final outcomes
Talk to the venue team and set up the working element to be reviewed.	This has to be well planned and the facilitator must work carefully with the team.	A report should be written on the outcomes	After feedback, reflection should take place where the leader receives constructive feedback from the participants.	The final outcomes should be written up and used as part of the assessment process.

## 5. Risk Assessment

This module provides the learner with the skills, knowledge and understanding required to enable them to undertake a risk assessment relative to their competency and position in the organisation. Although aimed primarily at the events industry this module can be applied equally across all industry sectors.

The module provides:

1. an understanding of the legal requirements for risk assessment
2. an introduction to the terminology of risk assessment
3. a comparison between differing methodologies for risk assessment
4. practical application and skills testing utilising the application of a scenario allowing students to trial their risk assessment skills in a learning and supportive environment thereby demonstrating their learnings from the course.

Rather than advocating a single, prescriptive approach to risk assessment, this module uses a holistic approach and methodology for risk assessment and provides a number of examples of differing ways of documenting a risk assessment. This approach enables the learner to develop a broader understanding of risk assessment and supports them in making an informed decision about their preferred methodology.

### LEARNING OUTCOMES

On completion of this module the student will be able to:

1. demonstrate an understanding of the legal requirements for risk assessment.
2. demonstrate an understanding of the terminology used in risk assessment
3. identify and utilise risk assessment methodologies relevant to their undertakings and Environment.
4. demonstrate the skill, knowledge and understanding required to complete a suitable and sufficient risk assessment.

### Knowledge & Understanding

On completion of this module the learner will have an understanding of:

- the legal requirements for risk assessment
- the terminology used in risk assessment
- the differing approaches and methodologies used when completing a risk assessment
- learning from the past and other industries.

### Skills

On completion of this module the learner will be able to

On completion of this module the learner will have developed the skills required to select, from a position of informed knowledge and understanding, the most appropriate approach and methodology for completion and recording of a risk assessment.

### Concepts

Risk assessment, Risk management, Risk analysis, Risk identification, Hazards, Slips, Trips, Falls, Electricity, Working at heights, Planning for risk

## Teaching the modules (generic part)

Module level and possible modes of approach: The tutor is expected to pick an appropriate balance of teaching and learning from the menu below. Not all elements shown are expected to feature in each module.

### Level of study

The level of this programme is Level 8 (Strategic level). This is evidenced by the demands of the learning process, the theoretical and practical demands placed on participants, the application back into the workplace and the level of those attending the programme.

### Application of learning methodology

This type of learning, “Learning in the Round”, is unusual and it is important to create an environment in which those present can engage in meaningful learning, facilitating and teaching. To enable and enhance this, it may be pertinent to have the initial theoretical input interspersed by case studies and scenario-based learning opportunities to ensure that the theory into practice element is fully realised.

### Introduction & E-learning

- The applicable legislation and guidance in relation to assessing and managing risk related to events and festivals and/or venues.
- Information on any previous health & safety law changes or new laws which have recently emerged to ensure currency.
- The roles and responsibilities of those in the workplace when dealing with risk and safety.

### Theoretical framework

- The theory of risk and safety related to events, festivals and venues
- The underpinning health and safety foundation of the roles at the event
- The statutory obligations of those working at events and festivals as well as those related to venues in the areas of risk and safety.
- Case histories of incidents happening at your event/festival or venue

### Case study exercise

During the certificate a series of six case studies will be recommended, one of which is available in the tutor teaching pack, and for each module the tutor can choose one of these to focus on. The case studies are as follows:

- Roskilde Festival
- Manchester Arena
- Hillsborough
- Heysel Stadium Disaster
- Pohoda Festival
- Love Parade Duisburg 2010
- Any case studies which apply to your event, festival or venue

### Interactive scenarios

A dummy scenario sheet for a boxing event is attached to show the tutor how to create a series of scenarios for their event or festival. The attached scenario can be used but it is expected that the tutor will create a series of their own scenarios related to each module which feature their own event and the issues which they may encounter. Examples would be:

- An emergency or crisis at the event
- A legal or guidance problem
- An issue or challenge with an event or crowd
- A risk assessment or risk management system for the event

### Site visit

During any module a site visit may be introduced where one or more professionals from the event talk to the group about an aspect of the event which relates to one of the modules. Examples of these might be:

- How the team ensures that risks are managed for an event
- The development of a risk assessment strategy
- How fluid risk is dealt with during an incident
- Logging system in place for monitoring and feedback after an event on what happened when, and what has been done by who to manage the situation in relation to health and safety.

### Onsite evaluation

As part of any module the assessment may contain an onsite evaluation where the participant is asked as part of a task to evaluate an aspect of risk management either in the classroom or on the site/venue itself. This may be, for example:

- How the venue tackles drugs problems during the event
- How the risk management cycle works during an event
- The roles of staff onsite in relation to managing health and safety

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## Introduction & E-learning Programme

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### Outcome

To provide a knowledge base related to the risk management of events and venues in the country of origin within which the event/festival takes place or in which the venue resides.

### Background

Every country has its own idiosyncratic guidance and legal framework focussed on the events industry. In any e-learning delivery, the tutor must be able to underpin the module with interesting elements related to this to ensure that those participating gain a knowledge in both these idiosyncrasies and some generic elements related to the risk management system.

In the e-learning start with an overview of what a risk assessment is and inform those participating that the outcome of the module will be to create a risk assessment for the chosen venue. In many cases the risk assessment will already be in situ. In such a case choose an event i.e. “a thrash metal gig” and use the existing template to develop the assessment as the module progresses. In the

e- learning and theoretical elements the tutor will identify the matrix possibilities and then look at why these are used and focus on the risks and hazards and the difference between them.

### Tutor toolbox

The information below can be used as a guide for this module

Generic Information	Introduction to the risk assessment	Hazards and Risks	The Risk management process	The matrix
What is a risk assessment and why do we have them?	Go through the assessment in detail.	What is the difference between a hazard and a risk	What is the risk management process, identification, analysis, assessment, management, monitoring?	How do we work out the risk matrix?

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## Theoretical framework both generic and idiosyncratic

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### Introduction

The theoretical framework can be taught in either a classroom or event/venue setting. Different pedagogical methods will be used but will still be focused on the learning in the round methodology. A range of appropriate theories can be used, and these will be sourced for each module.

### Risk Assessment

The main theoretical concepts surrounding the risk assessment are wrapped up in understanding the level of risk and the associated hazards. During the theoretical element these must be teased out from the participants. Risk and safety are notoriously tedious areas to teach, and the tutor must use a range of teaching methodologies to ensure that the participants remain focused on the subject. In the theoretical concept it is useful to have an exercise whilst exploring the theory. For this the tutor will need a risk assessment template from the venue or event and will use this throughout, populating the boxes during the session. Initially it is important for the tutor to go through the risk assessment process as identified in the e-learning toolbox. Please remember the e-learning and theoretical elements are interchangeable

The methodology behind the assessment is simple. The assessor identifies both the likelihood and the impact of the risk and multiplies these together. In this section the reasons for using both a numerical (quantitative) and reasoning (qualitative) aspect to the decision is important. Differentiating between hazard and risk is also important.

## Tutor toolbox

The information below can be used as a guide for this module

Generic Information	Introduction to the template	Understanding risk management	The matrix	Exercise
What is risk and safety and how do we differentiate between a risk and a hazard	The template is introduced, and a series of exercises used to get those participating used to filling in the assessment sheet.	In this section the aspects of the management process are defined and the way in which live risk management is carried out throughout the event is provided.	A discussion of qualitative and quantitative assessment is provided so that the participant understands the matrix process.	Using an invented venue start to populate the assessment sheet and matrix.

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## Case Study Exercise

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### Outcome

To create applied knowledge of how the risk assessment and management process is applied in a range of alternative settings.

### Background

One of the most appropriate teaching and learning methodology that can be used to help participants to understand the practical nature of applying theoretical concepts to a challenge is the case study. Prepare a case study about your venue or one of your choice and highlight both ordinary and risky activities in the study. Once completed, ask the participants to fill out a risk assessment for the venue or event in the case study. After completing this, go through the assessment in detail highlighting the key risky activities and how they should have been assessed.

In all case studies there are a series of skills that are developed. These can be, but are not exclusive to, knowledge development, problems solving, communication, teamwork, organisational culture and decision making. By folding skills into the process the participants are developing the way in which they look at an issue and then deal with it if it arises in their own workplace.

## Tutor toolbox

The information below can be used as a guide for this module

Case Study	Initial run through	Preparation time	Working through the answers	Face to face review of the day
Prepare a comprehensive case study of your choice for a venue and event, populating it with a number of high, medium and low risk activities.	Provide the participants with an assessment sheet and go through the process that you would like them to follow. Please prepare examples in advance.	The facilitator will read out the case study and ask the participants to work through their risk assessment.	The group will then share their main risk challenges with the facilitator	The facilitator and the participants discuss the most important parts of the module.

## Interactive Scenarios

### Outcome

To provide an interactive scenario to show a challenge or set of challenges in a venue or at a festival or event will create the nearest possibility to the real event itself. By developing the roles and responsibilities of the participants they will have to make decisions, communicate with others and provide solutions through their decisions taken. This is also great for teamworking development.

### Background

The authors of this programme have used interactive scenarios for decades. These are key in teaching people in the classroom what it is like to be a member of a team during an incident or just during an event itself. These are easy to create, allowing those taking part to use their theory learned in a practical situation. A scenario is attached to the programme and can be used as a model with which to build your own scenarios or can be used as a scenario in its own right.

This is the perfect opportunity to use the boxing scenario. Work through the scenario in teams. During the scenario the teams will fill out a risk assessment based on the incidents. This will build up into a document which identifies all aspects associated with risk appetite. Once finished this will be marked by the facilitator. Marks will be given for correct assessment of the many and varied risks, how the matrix has been used and also what precautions have been put in place to stop it happening again.

### Tutor toolbox

The information below can be used as a guide for this module

Pre Reading	Inserts	Maps and photos	Time sensitive material	Assessment and questions
Pre-reading related to risk assessment in various different scenarios will be sent to the participants,	Inserts may be used to increase the challenge to the participants.	Maps and photos are used to make the scenarios more realistic	Elements of the event take place in a timeframe and this adjusts the time those participating have to work on certain areas	During the scenario a number of questions are asked of the team and they have to solve these as they move forward.

## Site Visit

### Outcome

To ensure that participants have a visit to a site where a professional will talk them through the processes on site related to risk assessment of an event. This should provide an insight into a range of areas from the site or venue itself, including roles and responsibilities from a safety viewpoint. Health and safety legislation, guidance related to crowded spaces and a review of how the law has changed over time to make the venue safer would also be important.

## Background

Providing a risk and safety professional from the venue to talk about assessing and managing risk is an important part of any programme of study. In this way those participating can do three things. Firstly, hear about how another venue applies risk assessment principles across the event or venue. Secondly, they can compare their event or venue to that being observed and relate aspects identified. Thirdly, it helps to see the application of theory in practice and to be able to ask questions of someone who does this on a daily basis.

## Tutor toolbox

The information below can be used as a guide for this module

Pre-assessment information	A biography and picture of the person delivering	Ask the participants to prepare questions as they listen	Provide a good vantage point and make sure that the person is able to talk in depth about the assessment	Create a plenary session
The risk assessment process for the venue will be made available in advance.	By providing a biography and picture of the deliverer the participants get a feel for their expertise	Break up the session by a number of strategically placed question and answer sessions	Make sure that the participants are comfortable and that they have a good vantage point if it is a tour	Participants should prepare questions before or during the session to get the best out of it.

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## Onsite Evaluation

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### Outcome

An onsite evaluation of how the risk management system is applied in their own or a particular venue is an important learning outcome. Through talking to others at an event or in a venue it is clear that the participants can learn whilst observing the processes identified. In this particular module for example participants could choose one person, examine their roles and responsibilities and then evaluate how well they carry out this role in relation to their obligations at the venue or during the event

### Background

Using the evaluation process, those who have been part of the module will be able to reflect on what they have seen during their time at the venue and make judgements as to how well the health and safety and risk assessment have been upheld and guidance applied.

### Tutor toolbox

The information below can be used as a guide for this module

Providing the worker or challenge	Planning	Reporting	Reflecting	Final outcomes
Working with our own venue or an event will provide a series of opportunities through which a person or event can be identified for the onsite evaluation	The work must be carefully planned, and a narrow focus applied to create strong outcomes.	A report should be written on the outcomes	After feedback, reflection should take place where the participant receives constructive feedback from a member of staff at the venue or event.	The final outcomes should be written up and used as part of the assessment process.

The module assessment handbook is utilised with these templates to allow assessment in the workplace or classroom.



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