



Operational Programme Handbook

European Operational Health & Safety Event Certificate

 TSC
Crowd Management
www.tsc.nl

The SAFE Project has been developed in partnership between:

 Mind Over Matter
Consultancy Ltd
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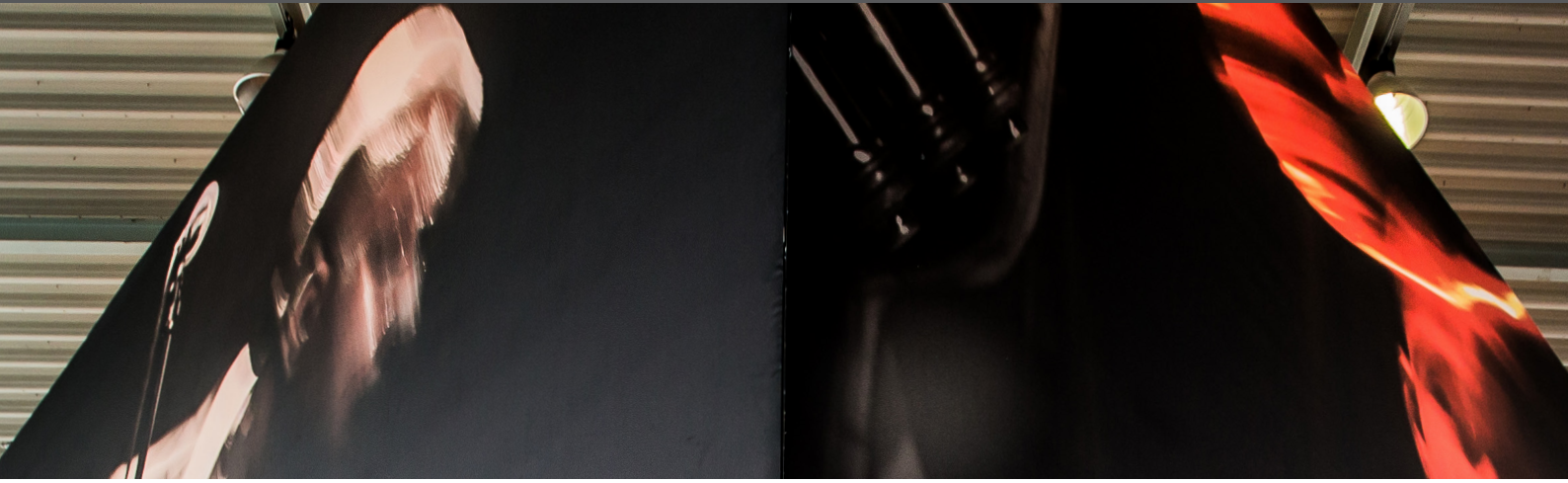
 Erasmus+



Table of contents

1	Table of contents	2
2	SAFE Project	3
2.1	Introduction	4
2.2	SAFE Project	4
2.3	Operational and strategic complementary programmes	7
3	The learning philosophy	8
3.1	TSC Crowd Management and the TSC Academy	9
3.2	Educational Philosophy	10
3.3	Blended learning components	10
3.4	Module elements	13
3.5	Linking teaching methods to module elements	15
3.6	Learning objectives	15
4	Event Security Officer Certificate	17
4.1	Certificate	18
4.2	Modules	19
4.3	Linking operational to strategic	21
5	Recurring themes	22
5.1	Recurring themes	23
6	Module templates	26
	Templates	32
7	Module 1 Event Security & Awareness	33
7.1	Module outline & learning outcomes	35
8	Module 2 Event Crowd Management	58
8.1	Module outline & learning outcomes	60
9	Module 3 Guest Services & Communication	76
9.1	Module outline & learning outcomes	78
10	Module 4 Event Health & Safety	96
10.1	Module outline & learning outcomes	98
11	Module 5 Incident & Emergency Management	114
11.1	Module outline & learning outcomes	116
12	Practical exams	138
13	Index	140





2. SAFE Project



2.1 Introduction

This document is the facilitator's handbook for the operational programme of the SAFE project. The operational programme has been developed for junior people who would like to work at events in the safety and security field of work. You have received this manual because you are one of our approved providers.

This manual is for the facilitator. With the help of this manual, we expect that approved providers will be able to create their own teaching material in line with the SAFE programme using the templates. The teaching materials should match the level, interest and attention span of the average security guard working at events.

Firstly, we will introduce the purpose and reason behind this programme and the connection with the strategic programme. We then move on to discuss the learning philosophy and the associated programme components that make both the content and the methodology unique.

The main part of this manual focuses on the set-up of the operational programme and a detailed explanation of how to use this manual and the enclosed module templates.

2.2 SAFE Project

2.2.1 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.



2.2.2 Context 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 in this sector is the lack of coordination between private operators and public authorities in Europe. In other words, there is a need to create a common culture and a common repository of skills for all operators involved in the security & safety process. These include venue staff (technicians, production managers etc.) who have little knowledge or are poorly trained on safety issues, which most of the time is not their core business. This hinders the ability of these staff to put in place an effective specification for security companies which are in contact with the public.

A key driver in the SAFE project is to create a European certificate to support health and safety operatives at all levels and to reassure artists and producers. With this certificate they get the assurance that security staff on the frontline are trained in crisis management, crowd management and are instructed on how to handle the new threats.



2.2.3 General goals of the SAFE Project

Protect the audiences of live shows/events (festivals & venues) to support the growth of the sector

- Develop the transferable and specific skills of security personnel in the following fields:
 - flow management
 - crisis management
 - response to hazards
 - digital competence
 - behavioral analysis
 - technological innovations
- Build a European Certificate of Competence in the field of public event security & safety
- Publicize this Certificate of Competence to raise awareness among actors in the live event industry in Europe of the new profession of Director of safety
- Disseminate innovations in the field of safety to professionals in the live music industry
- Develop a global approach to safety in live venues through enhanced partnership with relevant public authorities (interior and culture + multi-level governance)
- Promote the exchange of good practices with other key sectors, including sport



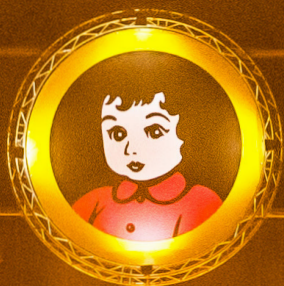
2.3 Operational and strategic complementary programmes

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 this part 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.





3. The Learning Philosophy



3.1 TSC Crowd Management and the TSC Academy

TSC Crowd Management is a company specialized in crowd management and event security. We specialise in working with complex event settings with large numbers of visitors, small but delicate events or a challenging visitor's profile. Furthermore, we are able to deal with a variety of crowd management issues. We excel where others have to take a step back. We love crowds. TSC Crowd Management has been the market leader in the Netherlands for many years. The core values of the company are:

- Service with a Smile
- Thorough strategy & planning
- Teamwork and dedication

This has translated into a company that has firmly established itself in the events industry and has a leading role in this sector. TSC Crowd Management attaches great value to the transfer of its knowledge and expertise to its employees and we aim to achieve quality through competence. Under the name TSC Academy we offer a series of competency based courses, training and education. These are continuously developed and expanded in order to best meet the evolving needs of our employees and customers.

In addition to the knowledge, skills and insights offered, all courses, training and education are concluded with a test and certificate and/or a government-recognised exam and diploma.

Over the years, many thousands of employees have been educated and trained. This experience has led to our own training philosophy and methodology, which has been extensively tried and tested within the TSC Academy. The combination of various forms of education in a specific order leads to the best results for this group of employees. The methodology used can be classified as blended learning. In the next section, we will explain in more detail the methods used by the TSC Academy and how they complement each other. Finally, we will look at how these methods link to the elements that make up each module.



3.2 Educational Philosophy

It is our belief that the best way to learn is by providing new knowledge in different ways in a safe and trusted environment. This means that everything we do as the TSC Academy centres on the student. Obtaining new competencies and insights for our staff and/or students is the backbone of our training institute. After all: quality through competence is our motto. The modules within the operational programme make use of different ways of teaching, from e-learning to classroom lessons to exercises at an event location. This approach is termed blended learning.

This methodology has been extensively used and tested by the TSC Academy. Because of the positive results, this has become our standard way of teaching. In the following paragraphs this method will be explained in more detail.

The five modules of the operational programme are aimed at (future) event security officers. As mentioned earlier, a blended learning approach is used, within which the emphasis is on application of the learning. The question that the student/ employee always needs to be able to answer is: Do you know how to act in any given situation? This is what we call: the operational perspective. This is the core of all of our educational programs at the TSC Academy.

3.2.1 Operational perspective

Knowledge is useful, but knowing 'what to do in a given situation' is crucial in the event security business. Everything that is taught will always lead to an operational perspective.

3.3 Blended learning components

3.3.1 E-learning

Through e-learning, the subject is introduced, and the first theoretical component is dealt with. With the help of film, text, exercises and questions, key concepts are explained, and we get an overview of the most important topics of the module.



3.3.2 Classroom lessons

3.3.2.1 Theory in class

During the classroom lessons, certain parts of the theory are explored in more depth. In addition, new topics from the module are also addressed. During these lessons, explanations are given, and background information is shared.

3.3.2.2 Theory in class

Practical exercises also take place in a classroom setting. With the practical assignments, a part of the theory is explained and then the student carries out the assignment individually or in a group. Initially the theory may only be lightly touched on for the assignment, but will be discussed in more detail during the debriefing. During these practical exercises the theory will be explained and then practiced on the basis of examples or cases studies, thus linking theory to practice. This gives the opportunity for the student to practise in a controlled environment.

3.3.3 Practical assignment on location

As mentioned before, the emphasis of this program is on application. What do you have to do? That is the question that always needs to be answered. By repeatedly practicing and applying knowledge, it becomes more and more self-evident and easier to respond to a situation. To make the exercises as realistic as possible there are specific scenarios for each module. These scenarios are practiced at an event location. Each scenario has several realistic variations included. This ensures that each student is given the opportunity to deal with a variety of relevant scenarios and situations.

3.3.4 Coaching and evaluation at work

Finally, coaching, guidance and evaluation is an integral part of the methodology. Students should receive guidance and feedback from experts. This can take the form of a guided tour in which attention is paid to a specific aspect of the event. Students can also receive feedback on the execution of their work. In the first instance, it is important that the standard task is carried out properly at a specific situation. Then it can be shown how the same task can also apply to another situation. Then exceptions will be discussed. When can you make an exception and what exactly should you do? There is also time for evaluation during and especially after a shift. How did it go? What went well? What bothered you? Did something go wrong? What did you learn?



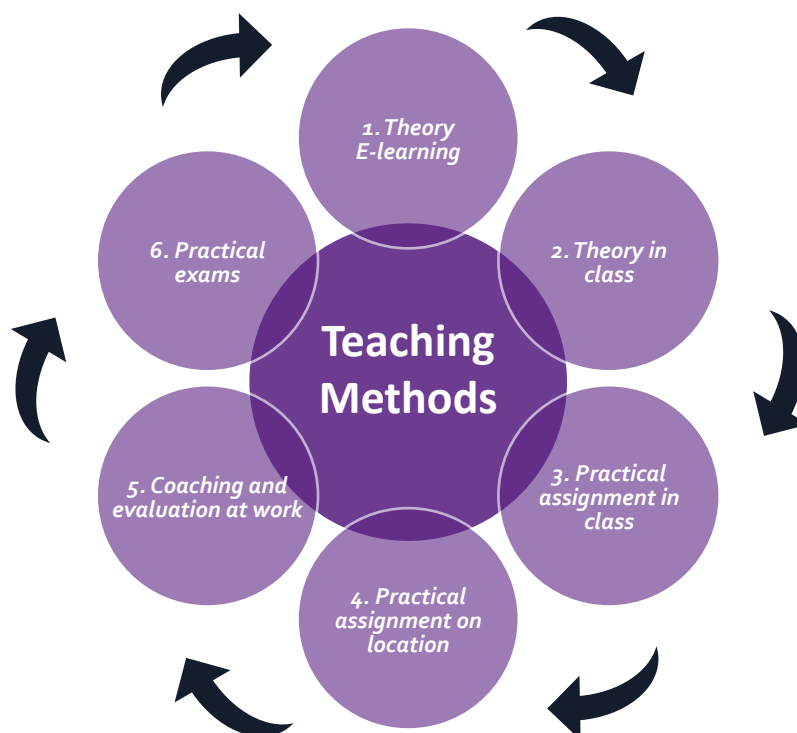
3.3.5 Practical exams

In addition to the 5 modules there are 10 separate practical exams. These exams can be found in the learner workbook. Five of the ten exams cover working in a specific sector, the four other exams test a specific skill. The last exam covers the complete role of an event security officer, including all tasks, responsibilities and authorities.

3.3.6 One-on-one mentoring

Throughout the entire training programme, mentors provide one-on-one mentoring. A trainer can select one or more mentors. These are experienced professionals who are educated to tutor staff members and like to share their knowledge. The mentor offers one-on-one guidance during activities at an event location, for example, a more detailed explanation about a specific task. Mentors also offer sharing of general knowledge about the venue or site. In addition, the mentor is a source of information. Employees, but especially students from the program, can contact the mentor with almost all their questions including content questions about part of the theory, but also questions about general matters. Finally, the mentor facilitates a guided tour for everyone who is at a specific location for the first time. All these components are shown in the figure 2.1 below.

TSC Academy teaching methodology



3.4 Module elements

Each module of the SAFE education programme consists of the same methodological structure:

1. Introduction and e-learning
2. Theoretical framework
3. Case study exercise
4. Scenario
5. Guided site visit with a tour by an event/venue professional
6. Exams

In each module there is one or more practical exams, and because these are not subject specific but generic, they may take place in any order. However, the final examination which focuses on the complete role of an event security officer, will be the final exam taken.

3.4.1 Introduction & E-learning

Every module starts off with a short introduction to the main subject and learning objectives. The e-learning programme can be used for different purposes. It might be used as support for the theoretical framework. Another option is using it to test knowledge, for example with quiz questions.

3.4.2 Theoretical framework

The following section is the theoretical framework. During classroom lessons, the main subjects will be defined, and some knowledge objectives discussed.

3.4.3 Case study exercise

Every module will review a case study, and these are part of the practical assignments in class. Exercises which link the case study to the operational perspective will be take place.

3.4.4 Scenario

A scenario is used which includes a simulated threat, whereby the participants have to decide what they are going to do in that situation. During the scenario, new information, developments and decisions made will be given.



3.4.5 Guided site visit with a tour by an event/ venue professional

Every module will conclude with a site visit and tour by an event/ venue professional. The subject of the tour will have a link to the subject covered by the module.

3.4.6 Practical Exams

In addition to the 5 modules there are 10 separate practical exams. These exams can be found in the learner workbook. Five of the ten exams cover working in a specific sector, and four exams test a specific skill. The last exam covers the complete role of an event security officer, including all tasks, responsibilities and authorities.

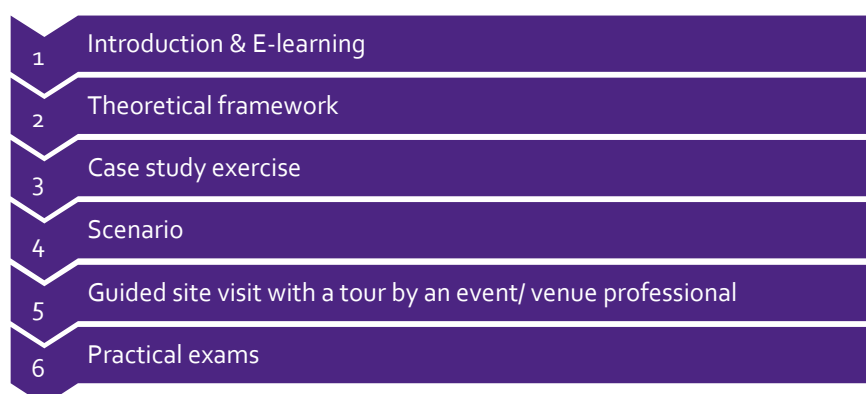
3.4.6.1 Review criteria

Passing the 10 practical exams is required to pass this program. In addition, we would like to inform the teachers that we consider it wise that students should meet a minimum standard in order to be able to start the practical exams at all.

This participation standard is not fixed and the instructor can set his/her own norm for this. However, below are a number of possibilities that can be used for this purpose. These can be used independently or in combination with each other as a participation standard.

- Positive recommendation of the instructor
- Attendance rate
- Interim knowledge tests
- Able to answer questions in class
- (Pro) active participation in the lessons
- Overall positive impression

In the figure below, the module elements are shown. As explained every module has the same elements.



3.5 Linking teaching methods to module elements

Having reviewed both the teaching methods and the module elements, we are now going to explain how the two are connected in the learning program. Every teaching method relates to a fixed module component. The table below shows each teaching method and which “element” they relate to and in which part of the program they will be addressed.

	Blended Learning Components	Module Elements
One-on-one mentoring	Theory E-learning	Introduction & e-learning
	Theory in class	Theoretical framework
	Practical assignment in class	Case study exercise
	Practical assignment on location	Scenario
	Coaching and evaluation at work	Guided site visit with a tour by an event/ venue professional
	Practical exams	Security officer

3.6 Learning objectives

3.6.1 Learning objectives

Learning objectives express what a learner should have learned after attending a course/training. In this programme a distinction is made between two types of learning objectives, namely knowledge objectives and skill objectives.

3.6.1.1 Knowledge objectives

Knowledge objectives are the things that you need to know and/or understand. For example, the definition of Crowd Management. The knowledge objectives can be recognized by the green boxes. They contain one or more knowledge objectives, flanked by the symbol of a graduation hat. See the example below.

Knowledge and Understanding

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

- The roles and responsibilities of an event security officer



3.6.1.2 Skill objectives

Skill objectives are the things you have to be able to do. For example, how to carry out a search. The skill objectives can be recognized by the purple boxes. They contain one or more skill objectives, flanked by the symbol of tools. See the example below.

Skills

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

- Carry out basic security tasks, such as searching visitors and their belongings



3.6.2 Learning objectives & modules

For each module there are a number of learning objectives which include both knowledge and skill objectives. Knowledge objectives are discussed during the theoretical parts of each module, i.e. introduction & e-learning and the theoretical framework.

The skill objectives are skills that a security officer must be able to perform. These are discussed in the case study exercise, scenario and the site visit.

Finally, the practical skills are tested by means of the practical exams.

3.6.3 Operational perspective

From the above information it seems that the emphasis is on doing something rather than knowing something. That is correct. This training is based on the principle that after completion, event security officers always know how to act. As mentioned earlier: Knowledge is useful, but knowing 'what to do in a given situation' is crucial in the event security business. Everything that is taught will always lead to an operational perspective.



4. Event Security Officer Certificate



4.1 Certificate

Erasmus+ European Operational Health & Safety Event Certificate is aimed at security officers working at events across Europe. They can work at indoor and outdoor events, from large to small, from venues to festivals. Their tasks may vary from welcoming attendees, managing the entry and exit of the event site to supervising safety and well-being. The number of events taking place and associated visitors continues to rise each year. Recently events have become a key target for terrorist attacks which has shifted the focus of the role and broadened the outlook of organisations. The organisation of events for all stakeholders relies on suitable, sustainable and resilient security practices and this course develops the skills and knowledge by providing the key tools to enable this.

4.1.1 Event security officer

The quality of the security officers provided is key in identifying the effective and efficient securing of sites, venues and audiences. In order to attain the skills and knowledge to become a security officer at an event, a professional understanding of a range of security related subjects is important. This programme has been developed specifically for the security officer working at events. A crucial aim is to broaden their knowledge of events, visitors, guest services, legislation, health & safety and further subject areas. But most importantly, this training is developed to give them a practical perspective, focusing on what you can or should do in any given situation.

4.1.2 Modules

Each module has its own theme. Together, the modules cover all topics that are essential for a security officer working at events. The program is useful and instructive for both the novice event security officer and the more experienced professional.



4.2 Modules

4.2.1 1 - Event Security & Awareness

The learner participating in this module will be introduced to the basics of event security. Furthermore, this module provides an introduction to the roles and responsibilities of an event security officer. For an outdoor event, for instance, it starts at the moment the first materials arrive and the build-up commences. During this period, it might be necessary to patrol the event site, this can be a task for an event security officer. During the event, a number of security tasks will be executed, ranging from access control to working in front of the stage area. In addition, there are many other topics covered within this module including: Venue profile, emergency, safety and security plans, access control and facility system and visitors' profile. Finally, in this module the important subject of security awareness is covered, where both theory and practice will be discussed in depth.

4.2.2 2 - Event Crowd Management

Various topics pertinent to event crowd management will be introduced including: crowd management, crowd control, the event phases, crowd behaviour and a range of appropriate security measures. This module will cover in depth the activities that can be included in the role of an event security officer. This may range from access control and searching to supervising the crowd to catching crowd surfers or guiding visitors.

4.2.3 3 - Guest Services & Communication

This module has two sections; Guest services and communication. An event security officer is first and foremost a host(ess). They welcome visitors, provide information, are helpful in a generic way and have a seamless and continuous interaction with visitors. Furthermore, they have a security awareness and the skillset to de-escalate a heated discussion and understand how to manage conflicts. The event security officer should be articulate and eloquent using communication as an essential skill. The importance of and how to master communication is a main underpinning objective of this module.



4.2.4 4 - Event Health & Safety

Health and safety regulations and procedures are created to prevent accident or injury in the workplace or public environments. Working at an event requires the learner to keep their selves, colleagues, other staff members and the event attendees safe. Furthermore, the learner will be introduced to the tools and procedures with which to mitigate the risks and hazards at an event. The learner will also be taught how to report a situation and seek advice.

4.2.5 5 - Incident & Emergency Management

Unforeseen incidents may occur at an event. These include bad weather, a fight or a small fire. More complex incidents are unlikely to occur. Those participating in this module will discover how to act in the case of an emergency situation. A thunderstorm at an open-air festival differs from a terrorist attack at a venue, which is completely different from a crowd collapse. Those participating in this module will focus on each case individually and identify the similarities and differences between them and the appropriate actions to take. Incident responses demand a situational/tailored approach, and this will be a key outcome of the module. An evacuation might be one such response, and this subject will receive special attention.



4.3 Linking operational to strategic

It was mentioned earlier that the programmes for the operational modules and strategic modules were developed in consultation with each other. The entire programmes are complementary to each other and the main themes have been coordinated. It should be added, however, that for some subjects more emphasis is placed on certain aspects within one of the programmes. It may therefore initially appear that the subjects differ from each other, however the core theme of the modules remains the same.

The overview below shows how the two programmes relate to each other, and how the themes of each connect.

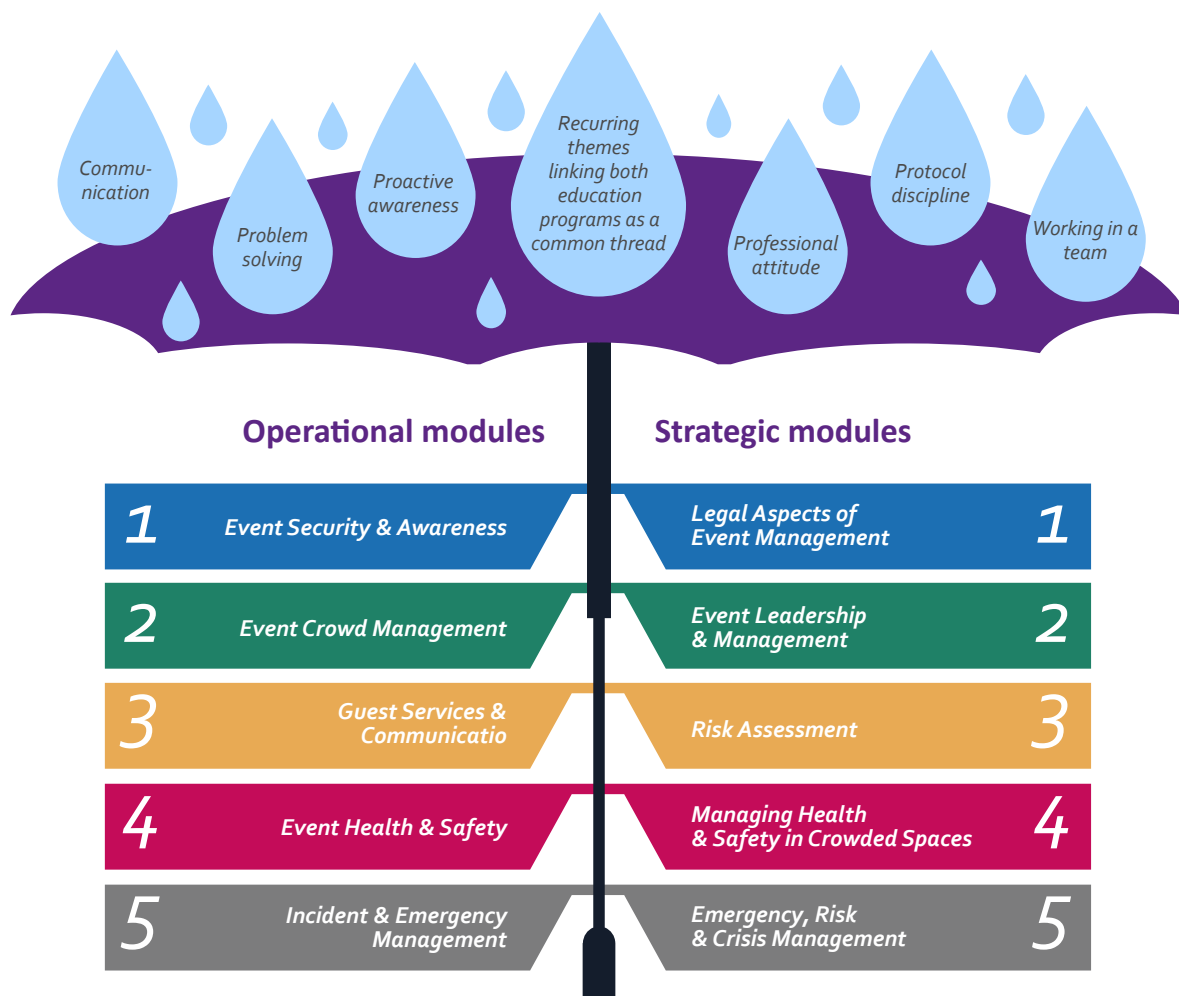


Figure 4.1 Linking Operational & Strategic Programs





5. Recurring themes



5.1 Recurring themes

An event security officer is expected to have content knowledge that is function specific. In addition, a certain attitude and work ethic is expected. These last two are difficult to grasp in theory and fall partly under experience and partly under insight. These recurring themes transcend the modules. In our view, these six competencies comprise the core of what an event security officer stands for.

These themes are dealt with in the first module when discussing expectations of an exemplary event security officer. It is then up to the instructor how and when these six themes are interwoven in the other modules. Nevertheless, a number of suggestions have been made in the module, noted by blue boxes containing the symbols belonging to the overarching theme. See below for an example blue box with all the symbols and themes.

Both the operational and strategic programs use recurring themes. In this section we briefly discuss the recurring themes of the operational training programme. With the recurring themes we refer to overarching competencies that each Event Security Officer should ideally master. These competencies cannot be included in one module, which is why they recur throughout each module. In order to highlight the use and visibility of these important competencies, each has been matched to a symbol.

5.1.1 Blue boxes

A recurring theme can be recognized by the blue box containing one or more competencies. The competencies are represented by text as well as by a symbol. In this way, attention is drawn to the important competency that can be emphasized by the teacher to the students. We have tried to make it easier, through the symbols, for the teacher to emphasise the importance of the recurring themes time and time again. Using this approach, learners will be exposed to these overarching competencies repeatedly and will be able to apply these to all kinds of different situations. The aim is that it will become a core value for the Event Security Officer.



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



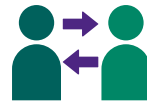
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

A short explanation of each competency is given below.

5.1.1.1 Professional attitude

Every event security officer should display a professional work attitude.

5.1.1.2 Proactive awareness

Every event security officer should be aware of their surroundings, the people present and react proactively to these people and surroundings.

5.1.1.3 Protocol discipline

Every event security officer must be aware of the prevailing protocols and act in line with them.

5.1.1.4 Problem solving

Every event security officer is resourceful and can quickly find solutions to everyday problems associated with event security.

5.1.1.5 Communication

Every event security officer knows the importance of good communication and strives for the best possible level of skill in this competence.

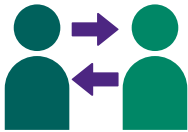
5.1.1.6 Working in a team

Every event security officer is a team player, values good cooperation and puts this into practice.

THE RECURRING THEMES OF THE EDUCATION PROGRAM EXPLAINED



Professional
attitude



Communication



Problem
solving



Working in
a team



Proactive
awareness



Protocol
discipline

- OVERARCHING CHARACTERISTICS
- REPRESENT ESSENTIAL COMPETENCIES
- RECURRING THEMES ARE INDICATED BY SYMBOLS
- COMPETENCIES RECUR IN ALL 6 MODULES
- SYMBOLS ACT AS A REMINDER TO TEACHERS
- SYMBOLS KEEP THE COMPETENCIES FRONT OF MIND FOR STUDENTS



6. Module Templates



6.1.1 Modules

The programme associated with the operational event security certificate consists of five modules.

1. Event Security & Awareness
2. Event Crowd Management
3. Guest Services & Communication
4. Event Health & Safety
5. Incident & Emergency Management.

A template has been created for each module. The template starts with the learning objectives. These learning objectives are divided into knowledge objectives (knowledge and understanding) and skill objectives (skills). These learning objectives are allocated over the module components. Each module starts with an overview of the learning objectives and the key concepts.

6.1.2 Module components

Below is an overview of the module components and a specification of the learning objectives for each component. The structure and form of each module is the same. Each module has five sections:

- Introduction & E-learning
- Theoretical framework
- Case study exercise in class
- Scenario practice at event site
- Site visit

6.1.3 Module components

The first module component is Introduction & E-learning. This is a general introduction to the theme.

6.1.4 Background

For each learning objective (or in some cases several related learning objectives) some background information will be provided. This will be followed by a teacher toolbox.



6.1.5 Teacher toolbox

The teacher toolbox is always an orange box. It contains suggestions for an exercise, or a list of the most important concepts. See figure 6.1 for an example. A teacher toolbox can also contain an instruction such as 'create an e-learning in which specific topics are discussed'. With this tool, the teacher is able to shape the module precisely and emphasize the essential subjects.

These toolboxes, together with the background information, are intended to provide the teacher with the tools to shape the course.

Teacher Toolbox

Make an e-learning course in which the most important stake-holders of an event are discussed. It might be relevant to make a distinction between outdoor events and indoor events (at a venue). A lot of terms belong to this subject. A list of the terms that an event security officer needs to know is provided.

- Venue
- Organizer
- License applicant
- License holder
- Licensing authority
- Supplier
- Emergency services
- Visitors
- Local residents
- Control authorities
- Volunteers



Figure 6.1: Example Teacher Toolbox

6.1.6 E-learning

E-learning is a simple way of offering lessons to many people at the same time. It is also an accessible way to introduce a subject. E-learning also offers a lot of possibilities to show or introduce theoretical subjects visually, via videos, images or animations in a fun and engaging way. In addition, knowledge can easily be tested through different types of questions. For these reasons, it was decided that e-learning would be used to introduce (part of) the module topics.

The introduction and e-learning section deals with several knowledge objectives. These are subdivided over several teacher toolboxes. Each of these toolboxes instructs the teacher to make an e-learning of these. The instructor is free to make several very short e-learning or to combine all the objectives associated with e-learning sections in a larger and somewhat longer e-learning course.

The e-learning topics are theoretical in nature and it can therefore be tempting to deal with them in a classroom lesson that is part of the theoretical framework. This is not recommended by the authors for several reasons. First of all, by offering information in a variety of ways, the students are more likely to retain it. Secondly, by having the students conduct an e-learning beforehand, they are already familiar with the subject. Finally, this program is focused on doing, and so a high level of taught classroom theory would not align with that focus.

- In summary, e-learning is:
- Introducing the topics in a module
- Explaining theory in an engaging way
- Suitable for explaining simple concepts
- Accessible for large groups at the same time
- Possibility to work at your own pace

6.1.7 Theoretical framework

Even though the focus of the training programme is on doing, one cannot escape a theoretical part. The theory is particularly prominent during e-learning and in the theoretical framework. During the classroom lessons, certain concepts, theories and definitions will be taught directly.



In the template, the theoretical framework section includes background information and a toolbox for each knowledge objective. The instructor is free to give his or her own interpretation of this.

6.1.8 Case study exercise in class

Case study, as the name suggests, is studying a case. Based on an existing festival, event or incident a skill objective is worked on during the case study. Usually it works well to take a large case and then incorporate several learning objectives into it. Start with a basic assignment and then have it developed further on the basis of follow-up assignments. Experience has shown that case study assignments are extremely suitable for group work. Indirectly, this also helps to practise and stimulate teamwork. It is up to the lecturer to develop his/her own case studies, which, for example, fit in with the venue or event where the students (regularly) work.

6.1.9 Scenario practice at event site

The scenarios can either be large or small and can even take the form of a role play. For example, at the entrance of a venue, different roles and scenarios can be practiced on how to search and check the bags. These scenarios can be extended/varied with objects that are not allowed or the changing behaviour of a 'visitor'.

Another option is a larger assignment, in which more people can participate at the same time. It is also possible to practice different skills in the scenario. The teacher can decide for himself/herself how extensive the situations, dialogues and roles are. Take for example the proficiency of radio handling. Composing a comprehensive scenario for many different people, with various situations and developments is quite easy. This could be a (fictitious) event, where each student has their own function / position. In addition, there is a director with a script who announces new developments at the event, to which the group then has to respond.

It goes without saying that every instructor is free to come up with their own scenarios and variations. It is important that such an exercise is done in every module. Practice through doing is very important for the target group, especially when there is room to make mistakes and to learn. To make the scenario as realistic as possible, it is preferable to do this at an event location.



6.1.10 Site visit

Each module has a site visit as a fixed component. By visiting different event sites or venues or visiting the same event site or venue several times but with a different focus, the students get a better insight into the similarities and differences between event sites/venues and events. This provides a basis to understand any concerns and opportunities, but also risks and hazards associated with a certain type of event site/venue.

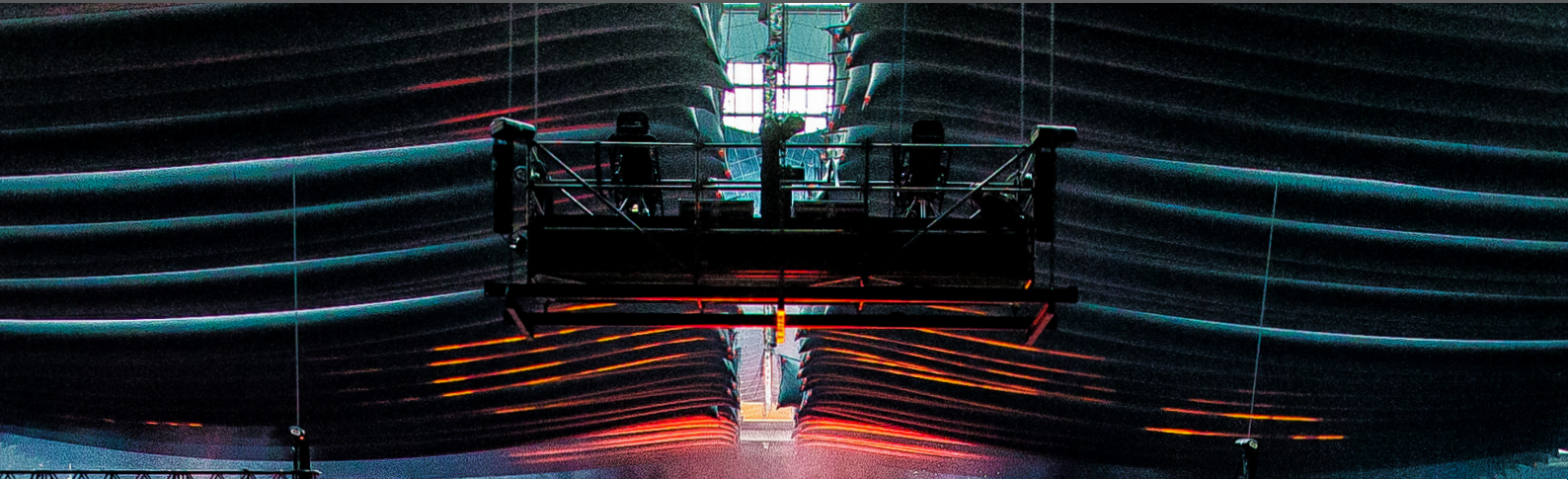
A guided tour is linked to the event site visit. A professional, often an experienced employee who knows the event site thoroughly, will lead this tour. Aspects of the event site that are relevant to the module subject will be discussed and highlighted during the tour.

Teachers should therefore make their own arrangements with the event site/venues and agree on what will be addressed during the tour.



Templates





7. Module 1

Event Security & Awareness



Learning outcomes

Knowledge & Understanding

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

- The roles and responsibilities of an event security officer
- The range of stakeholders, their roles and responsibilities and their place in the event hierarchy
- Security measures that are commonly implemented at events
- The legal aspects of security
- Event security areas and their most important characteristics and the tasks corresponding to each of these
- The importance of a professional security attitude

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 time

Concepts

Venue profile; organisational, architectural and electronic measures; Emergency-, safety- and security plans; Access control; Facility system; Visitors profile; Awareness; Threat indicator; Planning cycle of a criminal; Modus operandi; Job Profile; Cover story; Spotlight effect; House rules;



7.1 Module outline & learning outcomes

Introduction & E-learning

- The roles and responsibilities of an event security officer
- The qualifications of a professional event security officer
- The common stakeholders, their roles and responsibilities and place in the hierarchy

Theoretical framework

- Security measures that are commonly implemented at events
- The legal foundation of security measures
- Event security areas and their most important features and corresponding tasks
- The theory of security awareness

Case study exercise

- Carry out basic security tasks, such as searching visitors and their belongings, operate different types of access control
- Respond to different stakeholders

Scenario practice at event site

- Act within the law and respond to prohibited items
- Act within the law in cases of mistreatment, theft, unauthorized presence, arson, etc.

Site visit

- Prepare yourself for the shift
- Maintain security awareness



Introduction & E-learning Programme

7.1.1 Introduction

In this module the participants will be introduced to the basic principles of event security. The module also provides an introduction to the roles and responsibilities of the event security officer. Within the module a range of subjects are delivered, these include but are not exclusive to; legal guidelines related to security at events, quantitative and qualitative measurements for secure environments, stakeholder identification and an introduction to security awareness. One of the outcomes of this module is to establish an attitude of security awareness in all of the participants.

An outdoor event starts the moment the first materials arrive on site and the build-up commences. During this period, security patrols on site may be necessary and this is one of a multitude of tasks that an event security officer may be asked to carry out. During the event period, a further set of security tasks may be executed, including access control or working in the front of stage area, whilst continuing to maintain security awareness.

What defines a hospitable and professional event security officer? It is clear that a professional attitude is paramount. Being self-assured, self-reliant, a representative of the company, polite, socially skilled, empathetic and proactive are all fundamental attributes of this position. This module explains how to represent these behaviours.

An event security officer is constantly in contact with a range of stakeholders on a daily basis. These include visitors, colleagues and clients. They all have specific needs and expectations. Visitors expect staff to have pertinent answers to their questions and the client expects the security to be the consummate professional.

Additionally, in this module the team address a range of relevant legal topics. The law differs from country to country, therefore the specifics for each country will vary. However, the generic legal issues relating to events will be considered. A basic understanding of legal concepts is necessary for an event security officer. These include the practical knowledge required to identify and react to prohibited items and other objects that are not allowed on site.



7.1.2 E-learning

The module is introduced via e-learning. In addition, the e-learning deals with the first theoretical aspects. It is important to stimulate curiosity and interest about the subjects. Access to the e-learning must therefore be easy and accessible.

In summary:

- Introduction
- Raising interest
- Accessible
- Introduce the theory

The students complete the e-learning prior to the classroom lessons and the site visit. The box below lists the knowledge and understanding objectives that are discussed in the e-learning courses of this module.

Knowledge and Understanding

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

- The roles and responsibilities of an event security officer
- The qualifications of a professional event security officer
- The common stakeholders, their roles and responsibilities and place in the hierarchy



From here on, background information will be provided per knowledge objective or per group of objectives. A teacher's toolbox will be attached to this information.



Knowledge and Understanding

The learner will have an understanding of:

- The roles and responsibilities of an event security officer



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



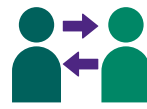
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

An event security officer helps in keeping the premises safe and secure, is involved in maintaining the well-being of all individuals present, checks if people have access and are socially responsible. And this is only the beginning of the tasks and responsibilities of an event security officer. In this module event security is introduced. This consists of the security measures that are taken at events, the most important stakeholders that are involved, and the roles and responsibilities of the event security officer.

In the e-learning we start with this last subject, the roles and responsibilities of an event security officer.

Teacher Toolbox

Make an e-learning course in which the tasks, roles, responsibilities and authority of an event security officer will be explained. The contents of table 7.1 may help.



Tasks	Roles	Responsibilities	Authority
Access control	Security officer	Well being	To search
Accreditation check	Host	Well being	To arrest
Provide information			To evict
Prevent crowd crush			
Recognize risks			
Raise the alarm when incidents occur			
Check round			
Working at the entrance			
Working backstage			
Working in the stage area			
Working in the front of house area			

Table 7.1 Tasks, roles, responsibilities and authority of an event security officer



Knowledge and Understanding

The learner will have an understanding of:

- The qualifications of a professional event security officer



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



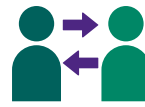
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

The roles and responsibilities are only a part of being an event security officer. To be a professional, you need to have some other competencies and qualities. In figure 7.1 in the teacher's toolbox the six most important competencies are displayed. These competencies are a recurrent theme and will be addressed in every module.

Teacher Toolbox

Make an exercise about the six competencies in the recurrent themes. It would be wise to discuss their importance. Also explain that these competencies will be revisited throughout the program.



Knowledge and Understanding

The learner will have an understanding of:

- The common stakeholders, their roles and responsibilities and place in the hierarchy



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

An event security officer comes into contact with a range of stakeholders on a daily basis. These include visitors, colleagues and clients. They all have specific needs and expectations. Visitors expect these staff to have pertinent answers to their questions about the facilities. The client expects them to be the consummate professional.

[Teacher Toolbox on the next page](#)

Teacher Toolbox

Make an e-learning course in which the most important stakeholders of an event are discussed. It might be relevant to make a distinction between outdoor events and indoor events (at a venue). A lot of terms belong to this subject and a list of the terms that an event security officer needs to know is provided below.



- *Venue*
- *Organizer*
- *License applicant*
- *License holder*
- *Licensing authority*
- *Supplier*
- *Emergency services*
- *Visitors*
- *Local residents*
- *Control authorities*
- *Volunteers*

Theoretical Framework

The theoretical framework is taught in a classroom setting. Different teaching methods should be used, varying from an explanation by the teacher for the whole class to learning from an exercise. The box below lists the knowledge and understanding objectives that are discussed in the theoretical framework of this module.

Knowledge and Understanding

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

- Security measures that are commonly used at events
- The legal foundation of security measures
- Event security areas and their most important features and corresponding tasks
- The theory of security awareness



From here on, background information will be provided per knowledge objective or per group of objectives. A teacher's toolbox will be attached to this information.

Knowledge and Understanding

The learner will have an understanding of:

- Security measures that are commonly used at events
- The legal foundation of security measures



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



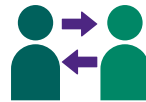
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Regardless of the location of the event (indoor or outdoor) the security measures that are in place have a few main goals.

1. Prevent people and objects from entering premises without permission and or inspection.
2. Maintain the wellbeing of people present.
3. Prevent the theft or destruction of materials on site.

These main goals can be achieved through implementing security measures. These measures can be divided into preventive and repressive measures. Thirdly, there is a category of measures that relate to promoting and maintaining the wellbeing of people. See the toolbox for an overview of examples for these three types of measures.

[Teacher Toolbox on the next page](#)

Teacher Toolbox

Discuss the legal bases of these measures. What measures may and may not be used differs from country to country. Therefore, there aren't any examples given. It is up to the teacher to develop the explanation of the legal foundation.



Preventive	Reactive	Wellbeing
Organisational, architectural and electronic	Communication tools	Contact
Scan tools	Warnings	Climate
Communication tools	Etc.	Compartments
Access control		Etc.
Administrative tools		
Searching		
Etc.		

Table 7.2 Preventive, reactive and wellbeing measures



Knowledge and Understanding

The learner will have an understanding of:

- Event security areas and their most important features and corresponding tasks



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

The next learning goal is about the event security areas and their features. In general, every event has the same layout. There is a place where people enter the event site, mostly called the entrance. The stage has a prominent place. The area in front of the stage, including the barriers present, is called front of stage. The space that is accessible for visitors in between the entrance and the front of stage is called the front of house. All the other places that are part of the event but aren't accessible for visitors is called backstage.

Teacher Toolbox

In this toolbox is an example assignment that the teacher can use. It is also possible to come up with a variation on this assignment. The teacher is also free to use a completely different assignment. Every one of these areas have security positions with unique tasks. Although there is some overlap between tasks and positions between areas. With this exercise the areas, terminology and tasks will be introduced



Exercise type: Group exercise

Concepts: Event Area; Entrance, Front of House, Frontstage, Backstage; Tourniquet; crowd density; Overcrowding; Barrier constructions; Compartmentalization; grid-map; Venue profile; organisational, architectural and electronic measures; Emergency-, safety- and security plans; Access control; Facility system; Visitors profile; Awareness; Threat indicator; Planning cycle of a criminal; Modus operandi; Job Profile; Cover story; Spotlight effect; House rules;

Case; Outdoor concert

Materials required:

- Different floor plans of one and the same location, each filled with different levels of detail; Blanco, only with fences, areas, event materials, security positions, complete map*
- Optional: Short introduction film of the artist*
- Cards: Cards with a definition and a picture for the concepts listed below*

Part 1: Each card gives the definition of a specific sector. Using this definition, the sector in question can be drawn on a map.

- Event Areas

- o Entrance*
- o Front of house*
- o Front of stage*
- o Backstage*
- o (Intervention teams)*
- o (Control room)*

Subsequently, the other objects can be drawn into the map with the help of the definition on the card.

- Terminology event materials

- o Pit*
- o Mixer*
- o Delay tower*
- o Barrier*
- o Golden Circle*
- o LUGS*



Part 2: For each sector, mark the most important positions where an event security officer may be located. Indicate the specific task(s) at this position.

- Security positions and tasks

- o Access control*
- o Accreditation check*
- o Watch*
- o Crowd supervision*

Part 3: Work out a visitor profile for two or more totally different artists/events.

Present each part of the visitor profile on a separate card. Let the students link the characteristics of the visitor profile to the artists.

- Visitors profile

- o Number*
- o Male/female ratio*
- o Crowd movement*
- o Age distribution*

Discuss the assignments with the class.



Knowledge and Understanding

The learner will have an understanding of:

- The theory of security awareness



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



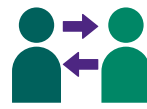
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Security awareness is a necessary skill for an event security officer. Give a short theoretical introduction to security awareness. In module 2, Event Crowd Management, this theme will be revisited and we will review how to exercise security awareness.

Teacher Toolbox

Security awareness is both an important term and an important skill for the event security officer. That is why this is a specific learning objective.

Address the theoretical component, what security awareness means and in addition, give an introduction to the application of security awareness.



Case Study Exercise

Case study, as the name suggests, is studying a case. Based on an existing festival, event or incident a skill objective is worked on during the case study. Usually it works well to take a large case and then incorporate several learning objectives into it. Start with a basic assignment and then have it developed further on the basis of follow-up assignments. Experience has shown that case study assignments are extremely suitable for group work. Indirectly, this also helps to practise and stimulate teamwork. It is up to the lecturer to develop his/her own case studies, which, for example, fit in with the venue or event where the students (regularly) work.

In the box below you will find the skill objectives that are discussed in the case study of this module. These two objectives are dealt with simultaneously in one and the same toolbox.

Skills

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

- Recognise different types of crowd behaviour
- Understand the risks in relation to visitor behaviours



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

In the introduction we covered a generic overview of the tasks and responsibilities of a security officer. Next we focus on specific security tasks. An event security officer can be asked to do a hundred different things, but most of these can be summed up into three main tasks.

1. Access control
2. Monitoring the well-being of people
3. Prevent the theft or destruction of materials on site.

Teacher Toolbox

Develop a role play in which security officer tasks can be practiced. It would be useful to practise with different types of access control systems. The toolbox below may help with the tasks and scenarios.



Access control

Access control almost always takes place at the entrance. Has the person permission to enter?

Visitors:

- *In the possession of a valid ticket*
- *Free entrance, an event without ticketing*
- *Is the event open?*
- *Searching (no objects that aren't allowed on site)*
- *Fit to enter (not drunk, under age, etc.,)*

Employees:

- *Is it an employee?*
- *Does he/ she need to work today?*
- *Correct accreditation*

Deliveries:

- *Is the delivery scheduled?*
- *Is the cargo checked?*

Monitoring well-being

- *Monitor the safety of people present*
- *No dangerous objects or constructions that may cause harm*
- *Not overcrowded*
- *Comfortable atmosphere (not too hot/ cold)*
- *Protect them from themselves (and others)*

No vandalism and theft

- *Monitor that objects on site won't be destroyed or stolen*
- *Monitor that the personal belongings of people won't get stolen.*

Exercise

Practise with different types of access control systems, such as LUGS, turnstile, etc.

Operate Different types of access systems

During the tour specific attention will be paid to the following subjects:

- *Access control*
 - *Turnstile/ tourniquets*
 - *Line up Gates*
- *Facility System*



Scenario

The scenarios can either be large or small. It goes without saying that every instructor is free to come up with their own scenarios and variations. It is important that a scenario exercise is done in every module. Practice with role playing is very important for the target group, especially when there is room to make mistakes and to learn. To make the scenario as realistic as possible, it is preferable to do this at an event location.

The two skills that belong to the scenario of this module are discussed together in the toolbox.

Skills

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

- Act within the law and respond to prohibited items
- Act within the law in cases of mistreatment, theft, unauthorized presence, arson, etc.



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



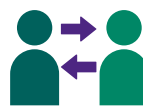
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

In the last paragraph we looked at the tasks of an event security officer. In this paragraph we focus on how to act in different cases. What should an event security officer do when finding an item that isn't allowed on the premises? Is it not allowed because of the house rules, or are the items prohibited by law? The toolbox below can help in developing exercise scenarios.

Teacher Toolbox

Scenarios

Materials required: Bag, objects (umbrella with and without tip, make-up powder, object in which something can be hidden, water gun, etc.).



Work out various scenarios for access control, in which, for each scenario, there is a role for the 'visitor', the 'security guard'; and the 'supervisor'.

Work out the following scenarios and variations:

- *Someone who cooperates*
- *Someone who doesn't cooperate*
- *Someone who has prohibited item with them (umbrella, water bottle, can, medication, professional photo/film equipment, clothing (soccer, discrimination) etc.)*
- *Someone carrying something criminal (drugs, weapons, etc.)*

Vary it with:

- *Type of event*
- *Type of visitor profile (age, experience, disability)*
- *Object hidden in various ways*
- *The consequences; warning, removal, arrest, denial of entry*
- *Ticket problems; illegible, invalid, already used, wrong event, split groups, first row/first rank, technical problems*

Entrance:

- *Sleepers, early birds, rubbish, weather conditions, buffer boxes, pressure*
- *Pole and cord, red carpet, barrier, late walk in*
- *Event experience (many events attended, or few events attended)*

Guided site visit with a tour by an event/venue professional

Every module will conclude with a site visit and tour by an event/venue professional. The subject of the tour will have a link with the subject covered by the module. By visiting different locations or visiting the same location several times but with a different focus, the students get a better insight into the similarities and differences between locations and events. This provides a basis to explore any concerns and opportunities, but also risks and hazards associated with a certain type of location.

A guided tour is linked to the location visit. A professional, often an experienced employee who knows the location thoroughly, will lead the tour. Aspects of the location that are relevant to the module subject will be discussed and highlighted during the tour.

Teachers should therefore make their own arrangements with the venues and agree on what will be addressed during the tour.

In the box below you will find the two skills that need to be covered in this module. In this manual they are treated separately from each other. If in coordination with the venue it is possible to treat them simultaneously, there is no problem in doing so.

Skills

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

- Prepare yourself for a work shift
- Maintain security awareness



From here on, background information will be provided per skill. A teacher's toolbox will be attached to this information.



Skills

The learner will be able to

- Prepare yourself for a work shift



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



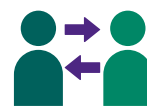
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

How to prepare for a shift? An event security officer should be able to prepare for a shift. He should know which information is important and where the information can be found. In the toolbox a list of important variables is presented.

Teacher Toolbox

A professional event security officer should prepare for each shift. At the very least, the security guard should be aware in advance of the points listed below.



- Location/ venue (specifics about the location, parking and reachability)
- Shift hours (long or short)
- Indoors/ outdoors (Temperature and weather influences)
- Weather forecast (rain or sunshine)
- Refreshments (present or self-supply)
- Artist -> visitors' profile (What behaviour is expected)

Skills

The learner will be able to

- Maintain security awareness



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



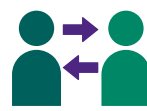
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

To prepare an event security officer for working at events it is vital to have knowledge about different locations. It is valuable for students to see and visit different venues and to get information and a tour by a professional.

Teacher Toolbox

Tour

Special attention can be given to the reason why a certain venue is selected. Furthermore, the most important features and challenges of the venue should be included. Finally, the facilities and features that are most important to event security tasks should be covered. Give special attention to the aspects of security awareness related to this location.



Exercise

Afterwards, walk the tour again (partly) in pairs. One of you looks at the location as a first time visitor. What would you like to know? The other looks at the place as someone who wants to gain unauthorized access. Discuss your observations on the way.



8. Module 2
Event Crowd Management



Learning outcomes

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;



8.1 Module outline & learning outcomes

Introduction & E-learning

- The difference between crowd management and crowd control
- The basic principles in regard to crowd behaviour including density, cultural differences and movement
- Different types of crowd behaviour and their associated risk

Theoretical framework

- The various event phases and their specific characteristics
- The specific terminologies used in the field of event security
- Normal and abnormal behaviour in relation to security awareness
- Wellbeing of visitors

Case study exercise

- Recognise different types of crowd behaviour
- The risks in relation to visitor behaviours

Scenario practice at event site

- Perform crowd management tasks belonging to the different security areas
- Recognise and react to abnormal behaviour

Site visit

- Maintain the wellbeing of visitors



Introduction & E-learning Programme

8.1.1 Introduction

During this module various topics pertinent to event crowd management will be introduced. These will include crowd management, crowd control, the event phases, crowd behaviour and a range of appropriate security measures. This module will cover the activities carried out by an event security officer, which may range from access control and searching to supervising the crowd and catching crowd surfers or in some cases guiding visitors.

Another important aspect of crowd management is assisting visitors. These visitors differ dependant on whether they are attached to the event, the venue, the artist or are guests at the event itself. For each event a visitor profile can be created that enables those who are working to have an understanding of what to expect. From these profiles, the expected behaviour of the crowd can be predicted.

Crowd behaviour at events depends on the type of event and artist performing. Idiosyncratic crowd behaviour including mosh pits and the wall of death will be studied in detail. Some crowd practices are harmless whilst others are dangerous, and this will be researched in this module.

The key principle of this module is how to keep people safe. Crowd management measures will be applied. What these measures are and how they can be utilised in an event is a key element of this module. The module will also cover security awareness and identify what behaviour is normal and what is not.



8.1.2 E-learning

The module is introduced via e-learning. In addition, the e-learning deals with the first theoretical aspects. It is important to stimulate curiosity and interest about the subjects. Access to the e-learning must therefore be easy and accessible.

In summary:

- Introduction
- Raising interest
- Accessible
- Introduce the theory

Students complete the e-learning prior to classroom lessons and the site visit. The box below lists the knowledge and understanding objectives that are discussed in the e-learning courses of this module.

Knowledge and Understanding

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

- The difference between crowd management and crowd control



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Crowds and their particularities are the subject of this module. In this paragraph the definition of crowds, crowd management, crowd control and other related terms will be explained. Furthermore, the basics regarding crowd behaviour are discussed. Crowd management means systematically planning, organising and managing groups of people when they come together. If it seems it may get out of hand, then crowd control will be necessary. Crowd control limits visitor behaviour.

A security officer should know the definitions of crowds, crowd management, crowd control and other basic principles regarding this subject. Furthermore, an event security officer should be able to judge the level of safety of a crowd.

Teacher Toolbox

Explain by text, film, animation, photos etc. the following subjects:

- Crowd
- Crowd Management (write down all definitions!!)
 - Routing
 - Crowd density & overcrowding
 - Compartmentalization
 - Barrier constructions
 - Flow/ migration
 - Crowd density
- Crowd Control
 - Overcrowding
- Visitors/ artist profile & Behaviour
 - Crowd Surfing
 - Mosh pit
 - Wall of Death
 - Pogo



Definition of Crowd: A gathered group of people who are temporarily unsure about how to behave (van de Sande, 2013).

Theoretical Framework

The theoretical framework is taught in a classroom setting. Different teaching methods should be used, varying from an explanation by the teacher for the whole class to learning from an exercise. The box below lists the knowledge and understanding objectives that are discussed in the theoretical framework of this module.

Knowledge and Understanding

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

- The various event phases and their specific characteristics
- The specific terminologies used in the field of event security
- Normal and abnormal behaviour in relation to security awareness
- Wellbeing of visitors



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Every event broadly follows the same course from the arrival of the visitors until they leave again. The phases may vary in duration, but the sequence stays the same.

Teacher Toolbox

This toolbox contains all the important concepts that belong to the phases of an event and the main concerns of each phase. Include these in the classroom lesson.



1 Arrival

- *Time of arrival*
- *Means of transport*
- *Surroundings of the location, roads, parking space, public transport*

2 Ingress

- *Number of visitors*
- *Number of entrances*
- *Items that are(n't) allowed*
- *Search of people/ bags*
- *Time of year*
- *Size of bags and accessories*

3 Event

- *Duration*
- *Indoor/ outdoor*
- *Type of event (sports, concert, festival, demonstration)*

4 Egress

- *Do visitors leave at the same time or at different times*
- *Number of visitors*
- *Number of exits*
- *Afterparty*
- *State of intoxication*

5 Departure

- *Capacity of the surrounding roads*
- *Capacity of public transport*
- *Kiss & ride*
- *Means of transportation*

Knowledge and Understanding

The learner will have an understanding of:

- Event security areas and the specific elements therein
- The specific terminologies used in the field of event security
- The difference between harmless and dangerous behaviours
- Crowd density



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



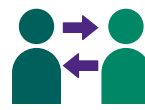
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

The standard layout of an event site is generally applicable for most event sites. There will be a place where people enter, the entrance. After entering they reach the event site, open for visitors. This is called front of house. Most events have a stage or a similar construction. This location and its near surroundings is called Front of stage. All other areas, which are not open for visitors/ guests is named backstage. The backstage area is only accessible for people who are at work. To gain access to this area, a certain type of authorisation is required.

All of these areas have their own characteristics, terms and constructions. Furthermore, people behave differently in each of these areas. What you do when waiting in line can be totally different from being front of stage.

Teacher Toolbox

Explain or show short films of the areas and specific equipment and behaviour. The terms below may be of assistance in this respect.



- *Areas*
 - *Entrance*
 - *Front of house*
 - *Frontstage*
 - *Backstage*
- *Other terminology*
 - *Line Up Gates*
 - *Turnstile*
 - *Delay-tower*
 - *Mixer*
 - *Barrier*
 - *Token machines*
- *Visitors profile & Behaviour*
 - *Crowd Surfing*
 - *Mosh pit*
 - *Wall of Death*
 - *Pogo*

Case Study Exercise

Case study, as the name suggests, is studying a case. Based on an existing festival, event or incident a skill objective is worked on during the case study. Usually it works well to take a large case and then incorporate several learning objectives into it. Start with a basic assignment and then have it developed further on the basis of follow-up assignments. Experience has shown that case study assignments are extremely suitable for group work. Indirectly, this also helps to practise and stimulate teamwork. It is up to the lecturer to develop his/her own case studies, which, for example, fit in with the venue or event where the students (regularly) work.

In the box below you will find the skill objectives that are discussed in the case study of this module. These two objectives are dealt with simultaneously in one and the same toolbox.

Skills

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

- Recognise different types of crowd behaviour
- Understand the risks in relation to visitor behaviours



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Crowds vary in size, behaviour, purpose, 'state of mind', makeup and many more variables. What behaviour do you often see at events? How does behaviour relate to a visitor's profile? Children at a kids show behave differently from senior citizens at a classical concert. Accordingly, every event in combination with the visitor's profile brings its' own risks.

Teacher Toolbox

Think of an assignment on the basis of a case involving the risks of different visitor

profiles. The terms below may be useful in this respect.



- *Visitors profile*

- *Number of people*
- *Male/female ratio*
- *Age dispersion*
- *% of foreign visitors*
- *Early/late arrival*
- *Bustle and noise level*
- *Substance (ab)use*
- *Etc.*

- *Visitors profile & Behaviour*

- *Crowd Surfing*
- *Mosh pit*
- *Wall of Death*
- *Pogo*
- *Etc.*

Scenario

The scenarios can either be large or small. It goes without saying that every instructor is free to come up with their own scenarios and variations. It is important that a scenario exercise is done in every module. Practice with role playing is very important for the target group, especially when there is room to make mistakes and to learn. To make the scenario as realistic as possible, it is preferable to do this at an event location.

In the box below you will find the skill objectives that are discussed in the scenario of this module. These two objectives are dealt with in separate toolboxes.

Skills

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

- Perform crowd management tasks belonging to the different security areas
- Recognise and react to abnormal behaviour



From here on, background information will be provided per skill objective or per group of objectives. A teacher's toolbox will be attached to this information.

Skills

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

- Perform crowd management tasks belonging to the different security areas



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



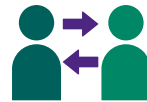
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Crowd management means systematically planning, organising and managing groups of people when they come together. How is it best to manage these groups of people? They shouldn't become a danger for themselves, others or their surroundings. One of the measures used is the number of people present in the available space. In other words, the average number of people per square metre. Furthermore, avoiding crossflows is essential in crowd management.

Teacher Toolbox

Create a scenario exercise whereby the following tasks can be practiced.

- **Entrance**
 - Creating buffer zones
 - Controlled access
 - Operate different types of access constructions
- **Front of house**
 - Refer visitors to the correct direction
 - Monitor density and flow
 - Flow/ migration patterns
- **Front of stage**
 - Monitoring crowd movements
 - Monitoring crowd density
 - Catching crowd surfers
- **Backstage**
 - Controlling access



Skills

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

- Recognise and react to abnormal behaviour



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



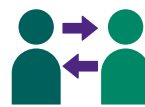
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Everybody shows behaviour. Depending on the environment and the interactions you have, this behaviour can change. Normal behaviour, such as dancing, would be considered abnormal if one did this during a train journey. However, it generally wouldn't be an indication of a possible danger or risk. An event security officer must be able to detect behaviour that is abnormal. He must also be able to determine whether the behaviour is merely abnormal or potentially a risk.

[Teacher Toolbox on the next page](#)

Teacher Toolbox

Create a scenario exercise whereby awareness skills can be practised and developed. Furthermore, explain something about the theoretical background and common problems in regards to observing.



- *Include the following:*
 - *Difference between looking and seeing*
 - *Attention deficit*
 - *Difference between observation and interpretation*
 - *Perception errors*
- *Incomplete perception*
- *Different perception*
- *Incorrect observation*

Guided site visit with a tour by an event/ venue professional

Every module will conclude with a site visit and tour by an event/ venue professional. The subject of the tour will have a link with the subject covered by the module. By visiting different locations or visiting the same location several times but with a different focus, the students get a better insight into the similarities and differences between locations and events. This provides a basis to explore any concerns and opportunities, but also risks and hazards associated with a certain type of location.

A guided tour is linked to the location visit. A professional, often an experienced employee who knows the location thoroughly, will lead the tour. Aspects of the location that are relevant to the module subject will be discussed and highlighted during the tour.

Teachers should therefore make their own arrangements with the venues and agree on what will be addressed during the tour.

In the box below you will find the skill that needs to be covered in this module.

Skills

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

- Maintain the wellbeing of visitors



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Maintain the wellbeing of visitors. What are the measures the venue took to maintain the wellbeing of visitors? Depending on the visitor's profile and the type of event, what can, and do they change to accommodate these?

Teacher Toolbox

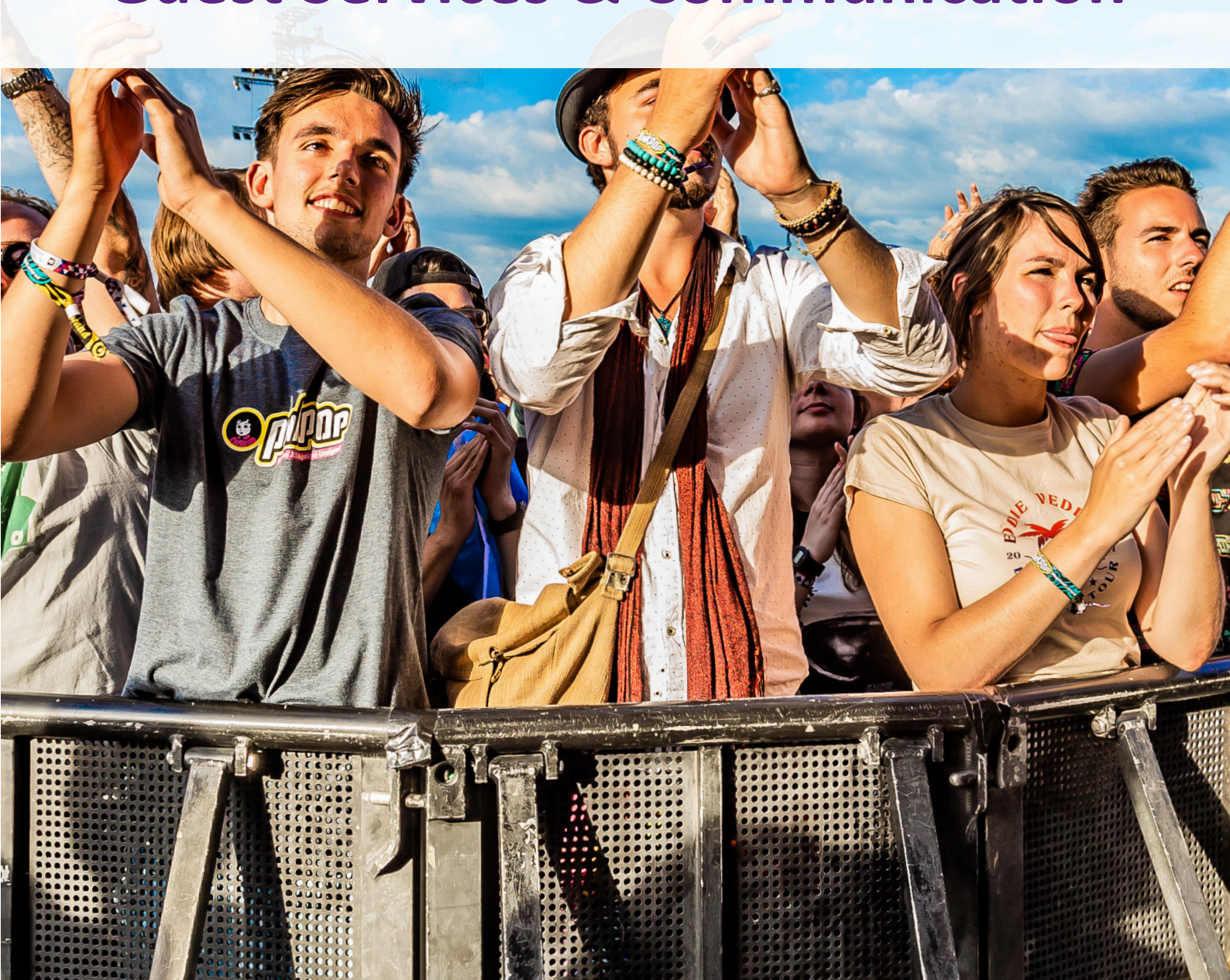
During the tour, attention should be paid to the learning objective of how to maintain the wellbeing of the visitors. The following questions can be used.

- *Which types of crowd management structures and/ or measures are available to use?*
- *Have you worked with them?*
- *When are they used and for what reason?*



9. Module 3

Guest Services & Communication



Learning outcomes

Knowledge & Understanding

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

- The scope of guest services
- The basic principles related to customer rights
- Etiquette at events
- The importance of communication and the difference between verbal and non-verbal communication skills
- Why aggression occurs (definition, causes, reasons and forms of expression)
- Preventive and reactive de-escalation techniques
- The regulations affecting the transmitting and receiving of radio communication from the equipment used within the organisation
- Terminology regarding radio communication such as the phonetic alphabet and the 24-hour clock

Skills

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

- Provide a range of fundamental guest service essentials showing respect for individuals and their property
- Apply the rules of etiquette
- Develop and maintain communication with visitors in an appropriate manner
- Use a range of skills designed for use when provoked by anti-social behaviour
- Operate radio communication equipment and a megaphone competently
- Use correct terminology such as the phonetic alphabet and the 24-hour clock
- Demonstrate familiarity in relation to specific venues, and the facilities and events taking place therein

Concepts

Representativeness; Hospitality; Briefing; Unacceptable behaviour; Causes of aggression; Forms of aggression; Conflict situation; Handle conflict; Conflict intervention; Preventive action; Reactive action; Empathy; Self-control; Communication; Communication line; Means of communication; NATO Phonetic alphabet; Radio handling



9.1 Module outline & learning outcomes

Introduction & E-learning

- The entire scope of guest services
- The basics of customer rights
- Etiquette at events

Theoretical framework

- The function of communication and the difference between verbal and non-verbal communication skills
- Why aggression occurs (definition, causes, reasons and forms of expression)
- Preventive and reactive de-escalation techniques
- The regulations affecting the transmitting and receiving of radio communication from the equipment used within your organisation
- Terminology regarding radio communication such as phonetic alphabet, 24 hour clock

Case study exercise

- Provide a range of guest service elements showing respect for individuals and their property
- Apply the rules of etiquette
- Develop and maintain communication with visitors in an appropriate manner
- Use a range of skills designed for use when provoked by unacceptable behaviour

Scenario practice at event site

- Operate radio communication equipment and megaphone
- Use correct terminology such as the phonetic alphabet, the 24-hour clock

Site visit

- Demonstrate familiarity in relation to specific venues, and the facilities and events taking place



Introduction & E-learning Programme

9.1.1 Introduction

This module has two distinct sections; guest services and communication. An event security officer is first and foremost a host(ess). Their primary role is to welcome visitors, provide information, be helpful and to provide continuous interaction with the customer. The security officer should also be able to de-escalate heated or impassioned discussions and manage conflict. The event security officer should be articulate and eloquent using communication as a vital tool in the de-escalation of challenges. The importance of and how to master communication is a fundamental skill underpinning this module.

Guest services involves welcoming visitors, making them feel safe, providing important information and interacting with them in a mature manner. Alongside this, the event security officer is required to be alert, to constantly be aware of their surroundings, and be able to solve conflict before it becomes more complex. Conflict can occur at events when visitor behaviour becomes problematic. This can be reduced through the careful timing of action and the use of communication in the appropriate manner. One's own safety and that of others present must be considered at all times. This module also addresses the practical skills of both the operation of radio communications and report writing.

The primary mechanism that overarches this area is communication. This module provides a basic understanding of communication skills, how to use verbal and non-verbal communication in everyday situations and how to read the non-verbal communication clues that both other staff and the public portray.



9.1.2 E-learning

The module is introduced via e-learning. In addition, the e-learning deals with the first theoretical aspects. It is important to stimulate curiosity and interest about the subjects. Access to the e-learning must therefore be easy and accessible.

In summary:

- Introduction
- Raising interest
- Accessible
- Introduction theory

The students complete the e-learning prior to the classroom lessons and the site visit. The box below lists the knowledge and understanding objectives that are discussed in the e-learning courses of this module.

Knowledge and Understanding

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

- The entire scope of guest services
- The basics of customer rights
- Etiquette at events



From here on, background information will be provided per knowledge objective or per group of objectives. A teacher's toolbox will be attached to this information.

Knowledge and Understanding

The learner will have an understanding of:

- The entire scope of guest services



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

An event security officer is first and foremost a host(ess). They welcome visitors, provide information, are helpful in a generic way and have a seamless and continuous interaction with the customer. Guest services involves welcoming visitors, making them feel safe, providing information and interaction. It is essential to be friendly and professional at the same time. Depending on the visitors' profile, the security officer may change their manner and tone of voice to suit the situation.

Teacher Toolbox

Create an e-learning course in which the full scope of guest services will be discussed. The following terms are a starting point.

- Diversity
- Hospitality
- Empathy
- Self-control



Knowledge and Understanding

The learner will have an understanding of:

- The basics of customer rights



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

The customer is King. The customer is always right. We don't give no for an answer. These statements sound familiar to most. A customer needs to be treated with respect and furthermore, they have rights. Internationally, 8 basic consumer rights have been defined and in addition, countries may have their own specific consumer rights which will vary from country to country.

[Teacher Toolbox on the next page](#)

Teacher Toolbox

Create an e-learning course in which the customer rights will be discussed.

- 8 Basic Rights of The Consumer
 - The Right to Satisfaction of Basic Needs
 - The Right to Safety
 - The Right to Information
 - The Right to Choose
 - The Right to Redress
 - The Right to Consumer Education
 - The Right to Consumer Representation
 - The Right to a Healthy Environment



Knowledge and Understanding

The learner will have an understanding of:

- Etiquette at events



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

People (visitors) feel comfortable when they know what to expect. How will they be greeted, what can they expect regarding 'small talk', do they have to tip?

Teacher Toolbox

Create an e-learning course about etiquette. The following subjects and questions might prove helpful in developing the course.



- *Tidiness, keep your workplace clean and inviting*
- *Can guests be encouraged to stay tidy*
- *Eating/ drinking/ smoking while working*
- *What to do if someone offers you a tip*
- *Proactiveness when someone seems lost or is looking for something*
- *Is physical contact acceptable*
- *What cultural differences can be expected*
- *Treat others the way you would want to be treated*
- *Be polite*
- *Amiably work towards agreement with others*
- *Argue facts, not personalities*
- *Do not intentionally make misrepresentations*
- *Do not ignore reasonable questions*
- *It may help to politely let others know if you are*

Theoretical Framework

The theoretical framework is taught in a classroom setting. Different teaching methods should be used, varying from an explanation by the teacher for the whole class to learning from an exercise. The box below lists the knowledge and understanding objectives that are discussed in the theoretical framework of this module.

Knowledge and Understanding

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

- The function of communication and the difference between verbal and non-verbal communication skills
- Why aggression occurs (definition, causes, reasons and forms of expression)
- Preventive and reactive de-escalation techniques
- The regulations affecting the transmitting and receiving of radio communication from the equipment used within your organisation
- Terminology regarding radio communication such as phonetic alphabet, 24 hour clock



From here on, background information will be provided per knowledge objective or per group of objectives. A teachers toolbox will be attached to this information.

Knowledge and Understanding

The learner will have an understanding of:

- The function of communication and the difference between verbal and non-verbal communication skills



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



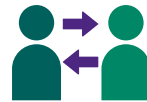
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Communication, verbal and non-verbal are the most important tools an event security officer can use. What does verbal and non-verbal mean and how can they be used?

Teacher Toolbox

Explain or show in a classroom setting the difference between verbal and non-verbal.



Verbal communication; in verbal communication you convey a message with words. This can be done in writing and orally. It is mainly about the content of the message.

In non-verbal communication you convey a message without words. This can be done in different ways:

- By behaviour
- By actions
- With facial expressions
- With voice volume
- With voice tone
- With attitude

Non-verbal communication is sometimes more direct than verbal communication. Putting an arm around someone's shoulder sends a clear message, faster than a stream of words.

Suggestion: To show the impact of non-verbal communication through demonstration. The absolute king of non-verbal communication is Mr. Bean. Use a short sketch from his tv shows.

Knowledge and Understanding

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

- Why aggression occurs (definition, causes, reasons and forms of expression)
- Preventive and reactive de-escalation techniques



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

While working at an event it is possible, even likely, that you encounter an angry, frustrated, or disgruntled visitor. Why are they angry and how do you deal with them?

[Teacher Toolbox on the next page](#)

Teacher Toolbox

Explain the reasons for aggression.

- *Emotional reaction (frustration, grief, anxiety, anger and terror)*
- *The effect of context and environment*
- *Under the influence of substances (alcohol, drugs, medicine)*



How aggression is expressed:

- *Physical*
- *Verbal*

Preventive and reactive de-escalation techniques:

Intervention in aggressive situations

- *Active listening and showing understanding*
- *Being "firm" in message content*
- *"Being understanding" when interfacing with an aggressor*
- *Provide reasons and information*
- *Offer alternatives or solutions*
- *Make clear agreements*

Intervention in the initial aggression

- *Naming behaviour*
- *Set the specific boundaries "by using I messaging"*
- *Let the aggressor perceive that they are in control*
- *Crete physical space away from others to deal with any reaction*
- *Act according to the behaviour shown*

Knowledge and Understanding

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

- The regulations affecting the transmitting and receiving of radio communication from the equipment used within your organisation
- Terminology regarding radio communication such as phonetic alphabet, 24 hour clock



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Communication is of vital importance. How do you communicate if you aren't within hearing distance of one another? You'll need communication equipment. Radios, walky-talkies, handheld receivers are all types of communication equipment used at events.

Teacher Toolbox

Explain the rules and regulations regarding transmitting and receiving of radio communication from the equipment used within your organisation.



Give an introduction and an exercise about radio communication terminology including NATO Alphabet and the 24-hour clock.

Case Study Exercise

Case study, as the name suggests, is studying a case. Based on an existing festival, event or incident a skill objective is worked on during the case study. Usually it works well to take a large case and then incorporate several learning objectives into it. Start with a basic assignment and then have it developed further on the basis of follow-up assignments. Experience has shown that case study assignments are extremely suitable for group work. Indirectly, this also helps to practise and stimulate teamwork. It is up to the lecturer to develop his/her own case studies, which, for example, fit in with the venue or event where the students (regularly) work.

In the box below you will find the skill objectives that are discussed in the case study of this module.

Skills

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

- Provide a range of guest service elements showing respect for individuals and their property
- Apply the rules of etiquette
- Develop and maintain communication with visitors in an appropriate manner
- Use a range of skills designed for use when provoked by unacceptable behaviour



From here on, background information will be provided per skill objective or per group of objectives. A teachers toolbox will be attached to this information.



Skills

The learner will be able to:

- Provide a range of guest service elements showing respect for individuals and their property
- Apply the rules of etiquette
- Develop and maintain communication with visitors in an appropriate manner



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



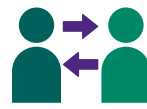
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Knowing how to provide guest service is important and is actually a vital part of the role.

Teacher Toolbox

Create an exercise based on a case whereby elements of guest service and etiquette can be practiced. Furthermore, this is a good opportunity to try out different types of verbal and non-verbal communication. Think of:

- Diversity
- Hospitality
- Briefing
- Communication
- Means of communication



Skills

The learner will be able to:

- Use a range of skills designed for use when provoked by unacceptable behaviour



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Being able to de-escalate a fight or a discussion or calm a disgruntled customer is very useful. This is a skill that will improve with practice and experience.

Teacher Toolbox

Create an exercise based on a case to practice de-escalation.



Scenario

The scenarios can either be large or small. It goes without saying that every instructor is free to come up with their own scenarios and variations. It is important that a scenario exercise is done in every module. Practice with role playing is very important for the target group, especially when there is room to make mistakes and to learn. To make the scenario as realistic as possible, it is preferable to do this at an event location.

The two skills that belong to the scenario of this module are discussed together in the toolbox.

Skills

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

- Operate radio communication equipment and megaphone
- Use correct terminology such as the phonetic alphabet, the 24-hour clock



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Teacher Toolbox

Create a scenario or roleplay whereby normal communication is practiced. Thereafter the exercise can be extended to represent incidents and other 'problematic' situations.



Guided site visit with a tour by an event/ venue professional

Every module will conclude with a site visit and tour by an event/venue professional. The subject of the tour will have a link with the subject covered by the module. By visiting different locations or visiting the same location several times but with a different focus, the students get a better insight into the similarities and differences between locations and events. This provides a basis to explore any concerns and opportunities, but also risks and hazards associated with a certain type of location.

A guided tour is linked to the location visit. A professional, often an experienced employee who knows the location thoroughly, will lead the tour. Aspects of the location that are relevant to the module subject will be discussed and highlighted during the tour.

Teachers should therefore make their own arrangements with the locations and agree on what will be addressed during the tour.

In the box below you will find the skill that needs to be covered in this module.

Skills

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

- Demonstrate familiarity in relation to specific venues, and the facilities and events taking place



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



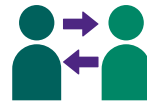
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

An event security officer should be able to quickly become familiar with a new location in order to navigate themselves, but also to redirect visitors and guests.

Teacher Toolbox

During the tour an emphasis should be put on where the most important facilities are as well as the tools an event security officer can use to quickly become familiar with a new location.





10. Module 4 Event Health & Safety



Learning outcomes

Knowledge & Understanding

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

- Previous influential accidents, incidents and disasters
- Personal protective equipment and how and when to use it
- The components that are necessary to start a fire (fire triangle)
- Basic fire prevention measures
- The most common first aid incidents at events
- Basic knowledge of first aid and how to support first aid officers
- The health & safety risks and precautions at events
- The most common hazards and risks that can occur during an event
- When and how to address a hazardous situation
- The components of a workplace check
- How to keep oneself safe
- Safety awareness

Skills

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

- Carry out a workplace check; Last Minute Risk Assessment (LMRA)
- Notify and report to their supervisor when encountering a hazard (raise the alarm)
- Reduce the risks in the workplace
- Use and check personal protective equipment
- Extinguish a small fire
- Respond to incidents requiring first aid
- Support first responders
- Identify and address hazards and risk at the workplace

Concepts

Dangerous situations and accidents; Personal safety; Personal protective equipment; LMRA; Fire prevention; Fire triangle; First aid; Substance abuse; Technical hazards ; Risk tolerance; See something, say something; Own safety first



10.1 Module outline & learning outcomes

Introduction & E-learning

- Previous influential accidents, incidents and disasters
- Personal protective equipment and how and when to use it
- The components that are necessary to start a fire (fire triangle)
- Basic fire prevention measures
- Most common first aid incidents at events
- Basic knowledge of first aid

Theoretical framework

- Health & safety risks and precautions at events
- The most common hazards and risks that can occur during an event
- When and how to address a hazardous situation
- The components of a workplace check
- How to keep oneself safe

Case study exercise in class

- Carry out a workplace check; Last Minute Risk Assessment (LMRA)
- Notify and report to a supervisor when encountering a hazard (raise the alarm)
- Reduce the risks at the workplace
- Use and check personal protective equipment

Scenario practice at event site

- Extinguish a small fire
- Respond to incidents requiring first aid
- Support first responders

Site visit

- Identify and address hazards and risk at the workplace



Introduction & E-learning Programme

10.1.1 Introduction

By analysing risk, one can define what its parameters are, how likely it is to occur and how significant the consequences of the risk will be. Whilst observing the workplace, an event security officer may recognise a range of elements which may be hazardous and cause risk to the stakeholder. Safety awareness combined with a proactive attitude leads to effective recognition of possible hazardous situations and can prevent risks from developing into more difficult challenges, accidents or disasters. In order to gain a better understanding of the causes and consequences of accidents at events, it is important to review the history of disasters and relate them to the risk taking place in the present.

Health and safety regulations and procedures are created to prevent accident or injury in the workplace or in public environments. Working at an event requires the participant to keep themselves, colleagues, other staff members and the event attendees safe. The reasons why and how to use personal protective equipment will also be explained. Furthermore, the learner will be introduced to the tools and procedures with which to mitigate the risks and hazards at an event. The learner will also be taught how to report a situation and seek advice.

Another topic in this module is how to deal with a fire (hazard) and / or first aid questions. Both theory and practice will be covered.

This module provides the learner with the various tools to acquire safety awareness. This will help to identify what may become a dangerous situation, which is essential for every event security officer. It is the remit of every event security officer to create the right balance between the provision of guest services, health, safety and security.



10.1.2 E-learning

The module is introduced via e-learning. In addition, the e-learning deals with the first theoretical aspects. It is important to stimulate curiosity and interest about the subjects. Access to the e-learning must therefore be easy and accessible.

In summary:

- Introduction
- Raising interest
- Accessible
- Introduction theory

The students complete the e-learning prior to the classroom lessons and the site visit. The box below lists the knowledge and understanding objectives that are discussed in the e-learning courses of this module.

Knowledge and Understanding

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

- Previous influential accidents, incidents and disasters
- Personal protective equipment and how and when to use it
- The components that are necessary to start a fire (fire triangle)
- Basic fire prevention measurements
- Most common first aid incidents at events
- Basic knowledge of first aid



From here on, background information will be provided per knowledge objective or per group of objectives. A teachers toolbox will be attached to this information.



Knowledge and Understanding

The learner will have an understanding of:

- Previous influential accidents, incidents and disasters



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Organising an event means that you want to organise something where people enjoy themselves. Parallel to enjoying themselves, people expect to be safe, from the time that they arrive, enter, participate, exit and leave the event. Organisers want their guests to be safe, because accidents and incidents are bad press and may have major impacts for the future.

However, when is it safe and when is it not? Regrettably, too often it is the case that there needs to be a major incident before we change the way we think about danger. Following a major incident, guidelines and rules will be altered and the law will be changed, or new laws will be written.

Teacher Toolbox

Create an e-learning course in which previous influential accidents, incidents and disasters will be discussed. Don't forget to explain why and how they changed the way events are organised nowadays.



Suggestions of influential incidents:

- Love parade Duisburg
- Thunderstorm Pukkelpop
- The Station night club fire
- The Hillsborough disaster

Knowledge and Understanding

The learner will have an understanding of:

- Personal protective equipment and how and when to use it



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

The first rule in health & safety, but also in security is: keep yourself safe! Always think about your own safety first. Personal protective equipment is developed to protect people at certain moments or from certain dangers.

Teacher Toolbox

Create an e-learning course in which the rules regarding personal protective equipment are discussed. Furthermore, explain which equipment should be used, when and how. Lastly, explain how the equipment is checked and when and where to change it.



Knowledge and Understanding

The learner will have an understanding of:

- The components that are necessary to start a fire (fire triangle)
- Basic fire prevention measurements



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



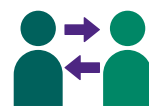
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

A fire can occur easily, and a fire at an event can develop into a great disaster. An event security officer might come across a fire starting. To be able to act and react, basic knowledge about how a fire originates and how extinguishing works is essential. Besides knowledge about extinguishing a fire and knowing how to prevent a fire is important.

Teacher Toolbox

Create an e-learning whereby the components that are necessary to start a fire (fire triangle) are explained. In line with this, extinguishing can be discussed



- Fuel
- Oxygen
- Ignition temperature

Bring attention to fire prevention. What can an event security officer do to prevent fire?

- Knowledge of the nearest fire extinguisher
- Close fire doors
- No open fire
- Prevent short circuit
- Report exposed wires
- Etc.

Knowledge and Understanding

The learner will have an understanding of:

- Most common first aid incidents at events
- Basic knowledge of first aid



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



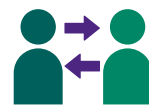
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

First aid services are usually present at events. They are responsible for treating and diagnosing the injured. An event security officer is often the first to arrive or the first to be notified by other visitors of a first aid incident. Therefore, they need to be able to quickly judge the situation and make the correct decision on who to notify and actions to take.

Teacher Toolbox

Create an e-learning course in which common first aid incidents at events are discussed. Underline how to act in a life-threatening situation.

- Intoxication (alcohol, drugs)
- People who have passed out
- Etc.



Nonetheless, the main focus should be on how to assist the first aid responders.

- Giving correct and relevant information about the situation
- Give relevant information about the location
- Keep bystanders at a distance
- Comfort the victim
- Comfort friends/ family/ etc.
- Assist with first

Theoretical Framework

The theoretical framework is taught in a classroom setting. Different teaching methods should be used, varying from an explanation by the teacher for the whole class to learning from an exercise. The box below lists the knowledge and understanding objectives that are discussed in the theoretical framework of this module.

Knowledge and Understanding

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

- Health & safety risks and precautions at events
- The most common hazards and risks that can occur during an event
- When and how to address a hazardous situation
- The components of a workplace check
- How to keep oneself safe

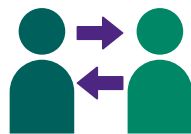


Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Communication



Problem solving



Working in a team



Proactive awareness



Protocol discipline

Background

Every country has laws regarding health & safety. Also risks need to be at an acceptable level. Health & Safety regulations apply at events as well. Some things are the responsibility of the employer (or organiser) others are the responsibility of the employee (event security officer).

If an event security officer comes across a hazardous situation, how should he (she) react? Is it safe to start working? How can you check if your workplace is safe? And if there is a risky situation, how do you keep yourself safe?

Teacher Toolbox

Explain in class what the health & safety regulations are and how they apply to events.

- *Responsibility of the employer/ organiser*
- *Responsibility of the employee/ event security organiser*
- *Common risks and precautions*
- *Common hazards*
- *Dangerous situations and accidents*

How to react when you come across a hazardous situation

- *See something, say something*
- *How to keep oneself safe*

How to check if your workplace is safe?

- *Last Minute Risk Assessment (LMRA)*



Case Study Exercise

Case study, as the name suggests, is studying a case. Based on an existing festival, event or incident a skill objective is worked on during the case study. Usually it works well to take a large case and then incorporate several learning objectives into it. Start with a basic assignment and then have it developed further on the basis of follow-up assignments. Experience has shown that case study assignments are extremely suitable for group work. Indirectly, this also helps to practise and stimulate teamwork. It is up to the lecturer to develop his/her own case studies, which, for example, fit in with the venue or event where the students (regularly) work.

In the box below you will find the skill objectives that are discussed in the case study of this module. All objectives are dealt with simultaneously in one and the same toolbox.

Skills

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

- Carry out a workplace check; Last Minute Risk Assessment (LMRA)
- Notify and report to a supervisor when encountering a hazard (raise the alarm)
- Reduce the risks at the workplace
- Use and check personal protective equipment



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



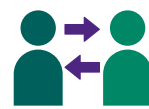
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

How do you know if you can safely start working? By performing a workplace check. The easiest way to do this is by performing a Last Minute Risk Assessment.

LMRA checklist

1. Do I feel good and am I fit?
2. Do I know what work to do?
3. Is the workplace sterile, secure and safe?
4. Have all safety procedures been explained to me and do I understand them?
5. Do I know the risks associated with my work (RI&E)?
6. Do I have the correct safety equipment and PPE?
7. Do I have the right tools?
8. Have my key tasks been approved?
9. Have I done everything possible to minimize the risks?
10. If something goes wrong, do I know what to do?

If all questions are answered with YES: start or resume your activities. If NO or if in doubt: go to your manager and discuss the situation.

When you see something amiss, say something. When do you report something and how? What can you do yourself to reduce risk? For example, picking up some rubbish, or taping a sharp corner.

Teacher Toolbox

Create an exercise based on a case whereby the event security officer learns how to prepare and check.

- *Gather and check gear and personal protective equipment*
- *Perform a last minute risk assessment*
- *Reduce risks*
- *Notify and report to a supervisor when encountering a hazard*



Scenario

The scenarios can either be large or small. It goes without saying that every instructor is free to come up with their own scenarios and variations. It is important that a scenario exercise is done in every module. Practice with role playing is very important for the target group, especially when there is room to make mistakes and to learn. To make the scenario as realistic as possible, it is preferable to do this at an event location.

The three skills that belong to the scenario of this module are discussed together in the toolbox.

Skills

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

- Extinguish a small fire
- Respond to incidents requiring first aid
- Support first responders



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



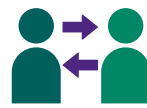
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

How must an event security officer react when coming across a fire or first aid incident?

Naturally, a professional attitude is expected alongside carrying out the relevant actions required. But what is meant by that? What does he or she actually need to do?

Teacher Toolbox

Create a scenario whereby the following subjects will be practiced



Practice extinguishing

- *Different types of fires*
 - *Burning gas bottle*
 - *Burning garbage can*
 - *Burning person (dummy)*
- *Use different types of extinguishers*

Practice first aid actions

- *CPR*

Practice supporting the first aid responders.

- *Giving correct and relevant information about the situation*
- *Give relevant information about the location*
- *Keep bystanders at a distance*
- *Comfort the victim*
- *Comfort friends/ family/ etc.*
- *Assist first aid if requested*

Useful concepts:

- *Safety of one's own*
- *Fire prevention*

Guided site visit with a tour by an event/ venue professional

Every module will conclude with a site visit and tour by an event/venue professional. The subject of the tour will have a link with the subject covered by the module. By visiting different locations or visiting the same location several times but with a different focus, the students get a better insight into the similarities and differences between locations and events. This provides a basis to explore any concerns and opportunities, but also risks and hazards associated with a certain type of location.

A guided tour is linked to the location visit. A professional, often an experienced employee who knows the location thoroughly, will lead the tour. Aspects of the location that are relevant to the module subject will be discussed and highlighted during the tour.

Teachers should therefore make their own arrangements with the venues and agree on what will be addressed during the tour.

The box below contains the skill that needs to be covered in this module.

Skills

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

- Identify and address hazards and risk in the workplace



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Recognising potential hazards and risky situations is a valuable skill for an event security officer. They should be trained and also train themselves to be on the look-out for potential danger.

Teacher Toolbox

During the tour focus on identifying and addressing hazards and risks at that specific workplace. Which risks have already been identified at the workplace and how are they mitigated?



Exercise: Create an exercise whereby the risk of this specific venue/ event site can be generalised to other situation/ venues and locations.

11. Module 5 Incident & Emergency Management



Learning outcomes

Knowledge & Understanding

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

- Emergencies and incidents that can happen at an event (and how likely it is they occur)
- Causes of evacuation (and reasons why not to evacuate) and the evacuation process
- Their role and responsibility in case of an incident or an emergency
- Event security and police responsibilities, tasks during incidents and/ or evacuations as well as mutual cooperation between them
- The personal risk and the limits of intervention
- The most common crowd behaviour which may occur due to an incident or emergency
- Public disorder
- The necessary components of an incident report

Skills

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

- To act in self defence
- React to large scale public disorder problems
- Identify and report to the relevant stakeholders
- Follow protocols and procedures in case of an emergency or incident
- Communicate accurately and professionally during an emergency situation
- Take the action required to prevent and limit serious harm or injury to themselves or others
- Identify vulnerable groups in case of an evacuation
- Work with and support first responders
- Know how and when to break a procedure
- Write an incident report with an established structure

Concepts

Threat; Awareness; Alerting emergency services; Evacuate; Flight route; Assembly point ;Emergency route and passage; Emergency exit; Fire panel; Fights; Description; Incident report; Incident; Disaster; Protocols; Codes; Cause for evacuation; Vulnerable groups; Terrorism; Attack; Soft target; Suspicious object; Bomb report; Measures; Intelligence service; Run hide tell; Run hide fight;



11.1 Module outline & learning outcomes

Introduction & E-learning

- Emergencies and incidents that can happen at an event (and how likely it is they occur)
- The most common crowd behaviour that may occur due to an incident or emergency
- The necessary components of an incident report

Theoretical framework

- Causes for evacuation (and reasons why not to evacuate) and the evacuation process
- Their role and responsibility in case of an incident or an emergency
- Responsibilities and tasks of security, the police and the cooperation between them
- The personal risk and limits of intervention
- Public disorder

Case study exercise

- To act in self defence
- React to large scale public disorder problems
- Write an incident report with a set structure

Scenario practice at event site

- Identify and report to the relevant stakeholders
- Follow protocols and procedures in case of an emergency or incident
- Communicate accurately and professionally during an emergency situation
- Take action required to prevent and limit serious harm or injury to themselves or others
- Identify vulnerable groups in case of an evacuation
- Work with and support first responders
- Know how and when to break a procedure

Site visit

- Identify relevant stakeholders



Introduction & E-learning Programme

11.1.1 Introduction

Unforeseen incidents may occur at an event. These could include bad weather conditions, a fight or a small fire. Complex incidents are rare. Those participating in this module will discover how to act in an emergency situation. A thunderstorm at an open-air festival differs from a terrorist attack, which is also different from a crowd collapse. Those participating in this module will focus on each case individually and identify the similarities and differences between them and the appropriate actions to take. Incident response demands a situational/tailored approach, and this will be a key outcome of the module.

The module will provide the event security officer with the knowledge, understanding and skills to respond during incidents and emergencies. This will help the participant in aiding the welfare of visitors and staff. It is vital that the event security officer acts and responds according to the emergency procedures and protocols.

Questions that will be addressed include; is the situation identified dangerous and does everybody need to leave the site or venue? Are people injured and how to respond when they are? Is it possible for the visitors to shelter somewhere? Will the event site be evacuated? What happens after an incident? What will be your task and how will you be informed about it?



11.1.2 E-learning

The module is introduced via e-learning. In addition, the e-learning deals with the first theoretical aspects. It is important to stimulate curiosity and interest about the subjects. Access to the e-learning must therefore be easy and accessible.

In summary:

- Introduction
- Raising interest
- Accessible
- Introduction theory

The students complete the e-learning prior to the classroom lessons and the site visit. The box below lists the knowledge and understanding objectives that are discussed in the e-learning courses of this module.

Knowledge and Understanding

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

- Emergencies and incidents that can happen at an event (and how likely it is they occur)
- The most common crowd behaviour that may occur due to an incident or emergency
- The necessary components of an incident report



From here on, background information will be provided per knowledge objective or per group of objectives. A teachers toolbox will be attached to this information.



Knowledge and Understanding

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

- Emergencies and incidents that can happen at an event (and how likely it is they occur)

Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



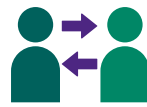
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

At events, literally thousands of people gather together. When so many people are at the same location it is very likely that small incidents occur. Some visitors can suffer minor injuries, people get into a heated discussion or even a small fight. If things take a turn for the worse, it is not just a small fight but many small fights, or maybe even a massive brawl. It might even become a public order problem.

Other problems at indoor events can include the number of people at a specific location, if it becomes too crowded, or a fire might break out.

At open air events other problems might occur such as bad weather conditions, or an accident or incident in the neighbourhood that influences or endangers the event. In addition, a fire or overcrowding can occur at outdoor events.

Teacher Toolbox

Create an e-learning course in which emergencies and incidents that are most likely to happen at an event will be discussed. Furthermore, discuss the likelihood of occurrence.



Potential emergencies:

- Overcrowding
- Fire
- Terrorist attack
- Outside threat
- Bad weather conditions

Knowledge and Understanding

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

- The most common crowd behaviour that may occur due to an incident or emergency

Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



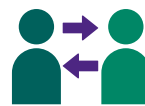
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

People react differently to incidents and emergencies. It is also possible that the same person varies their reaction depending on the kind of incident.

Panic, real panic where you no longer have an awareness of what you are doing, is rare. Research has shown that people do not panic easily. When the situation has become life-threatening and the chances of escape and survival are limited, then panic can arise. What is much more common is an emotional response. This can range from shocked and anxious, helpful and decisive to angry and malicious.

Teacher Toolbox

Create an e-learning course about behaviour during an emergency or incident. Explain what panic is and how likely it is to occur.



Provide a toolbox identifying elements that can be used to show compassion.

How someone reacts cannot be predicted in advance. Everyone responds differently to such situations. What generally works, is to confirm that their feelings are valid. It is quite normal for you to feel angry, sad, anxious, etc. It is then important to focus the participants attention by giving them a concrete assignment. Below are a few examples:

- *Utilise personal one to one contact so that a subject in distress knows that they are being spoken to and personally helped*
- *Do not be afraid to use examples where you are asking one of the officers to lead people to a place of safety.*
- *Use calm language even if the situation is dangerous. This will maintain order and confidence*
- *Teach the skills of leadership under pressure and give all participants the knowledge to know that if they are firm but fair people will trust them.*



Knowledge and Understanding

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

- The necessary components of an incident report

Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



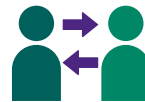
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

When the incident is over and everything is 'back to normal' an event security officer can be asked to write an incident report.

[Teacher Toolbox on the next page](#)

Teacher Toolbox

Create an e-learning course to explain the components of an incident report. The following parts will almost always be part of an incident report.



- *Company name*
- *Company address*
- *Company zip code and location*
- *To*
- *From*
- *Subject*
- *Reference number*
- *Date*
- *Attachments*
- *Copies*
- *Incident report*
- *Signed by*
- *Place, date and name*

Theoretical Framework

The theoretical framework is taught in a classroom setting. Different teaching methods should be used, varying from an explanation by the teacher for the whole class to learning from an exercise. The box below lists the knowledge and understanding objectives that are discussed in the theoretical framework of this module.

Knowledge and Understanding

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

- Causes for evacuation (and reasons why not to evacuate) and the integrated evacuation process
- Their role and responsibility in case of an incident or an emergency
- Responsibilities and tasks of security and of the police and the cooperation between them
- The personal risk and limits of intervention
- Public disorder



From here on, background information will be provided per knowledge objective or per group of objectives. A teachers toolbox will be attached to this information.

Knowledge and Understanding

The learner will have an understanding of:

- Causes for evacuation (and reasons why not to evacuate) and the integrated evacuation process



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



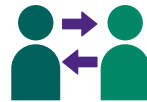
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Clearing an area, such as a festival area or event location where tens of thousands of visitors are present, is a very drastic event. An evacuation therefore always has far-reaching consequences. A good reason is needed to decide to clear a certain area. Usually the reason is that there is danger for those present.

[Teacher Toolbox on the next page](#)

Teacher Toolbox

Explain in class what the reasons are to evacuate an event site and what the reasons are not to. Next, explain the phases belonging to an evacuation.



- *Extreme weather conditions (storm, hailstorm, heavy rainfall, thunderstorms, lightning strikes)*
- *Fire on the site or in a structure*
- *A bomb threat*
- *Collapse of a structure*
- *Order disturbances (massive brawl)*
- *Long-term failure of facilities (electricity, water)*
- *Suspicious object / person*
- *Gas leak / gas explosion*
- *Environment (e.g. tanker truck on the highway)*

With a complete evacuation, the area is evacuated in 3 phases.

- *The location (area / sector) where the incident occurred*
- *Then the management of the immediate environment where the incident took place.*
- *Finally the rest of the building or (event) location / terrain.*

Useful terms:

- *Alerting emergency services*
- *Evacuate*
- *Flight route*
- *Assembly point*
- *Emergency route and passage*
- *Emergency exit*

Knowledge and Understanding

The learner will have an understanding of:

- Their role and responsibility in case of an incident or an emergency
- Responsibilities and tasks of security and of the police and the cooperation between them
- The personal risk and limits of intervention



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



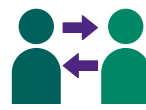
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

During an evacuation, an event security officer is expected to remain calm and perform the assigned task. This task may be slightly different from what he has been doing up until then. A manager will tell the event security officer exactly what will happen and what the task will be during the evacuation.

[Teacher Toolbox on the next page](#)

Teacher Toolbox

Explain in class what the roles and responsibilities of an event security officer are during an evacuation. Possible tasks will be:



- *Opening emergency doors*
- *Guiding visitors to the meeting points*
- *Check whether all rooms have been evacuated*
- *Keeping visitors away*
- *Keeping emergency routes clear*
- *Reception of emergency services*
- *Provide information to both internal and external emergency services*
- *Guiding the emergency services to the emergency*

Furthermore, discuss cooperation with the police and other emergency services.

- *Emergency services*
 - *Who*
 - *How*
 - *Hierarchy*

Finally, remind them again that their own safety comes first.

Knowledge and Understanding

The learner will have an understanding of:

- *Public disorder*



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



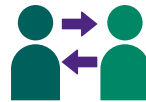
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

Someone whose conduct in a public place is likely to cause, or intends to cause harassment, alarm or distress to anyone present, could be committing a public disorder offence.

Public disorder goes beyond a disturbance. This may involve a large-scale fight, several fights at the same time or even demonstrations that become more violent and lead to destruction and/or looting. In the most extreme cases this can even include a terrorist attack.

When this happens, it's no longer about crowd management, but about crowd control or even riot control.

In rare cases, an event security officer may have to deal with this. That is why it is important to be knowledgeable and prepared.

[Teacher Toolbox on the next page](#)

Teacher Toolbox

In class, deal with the most important issues related to public disorder.

The following terms should be used.

- *Incident*
- *Disaster*
- *Protocols*
- *Codes*
- *Cause for evacuation*
- *Vulnerable groups*
- *Terrorism*
- *Attack*
- *Soft target*
- *Run hide tell/ Run hide fight;*
- *How and when to break procedure*



Case Study Exercise

Case study, as the name suggests, is studying a case. Based on an existing festival, event or incident a skill objective is worked on during the case study. Usually it works well to take a large case and then incorporate several learning objectives into it. Start with a basic assignment and then have it developed further on the basis of follow-up assignments. Experience has shown that case study assignments are extremely suitable for group work. Indirectly, this also helps to practise and stimulate teamwork. It is up to the lecturer to develop his/her own case studies, which, for example, fit in with the venue or event where the students (regularly) work.

In the box below you will find the skill objectives that are discussed in the case study of this module.

Skills

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

- Act in self defence
- React to large scale public disorder problems
- Write an incident report with a set structure



From here on, background information will be provided per skill objective or per group of objectives. A teachers toolbox will be attached to this information.

Skills

The learner will be able to:

- Act in self defence
- React to large scale public disorder problems



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

In the module 'guest services & communication' the foundation is laid for how to de-escalate a situation. We build further on these skills in this module. An event security officer can be asked to de-escalate a fight to evict a visitor.

Teacher Toolbox

Develop a practical course based on a case in which defence techniques are taught with regards to de-escalating a fight, reacting to a large scale public disorder and evicting a visitor. Furthermore, pay attention to working together effectively with others during this training.



Skills

The learner will be able to:

- Write an incident report with a set structure



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



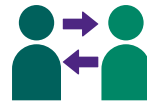
Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

In the introductory paragraph of this module we discussed the theory regarding an incident report. Now it is time to write one.

Teacher Toolbox

Create a case (for instance a short film) in which an incident occurs. It should be shown from the event security officer's point of view.



Exercise: Write an incident report based on the incident shown in the film with the help of the theory discussed in the e-learning course.

Scenario

The scenarios can either be large or small. It goes without saying that every instructor is free to come up with their own scenarios and variations. It is important that a scenario exercise is done in every module. Practice with role playing is very important for the target group, especially when there is room to make mistakes and to learn. To make the scenario as realistic as possible, it is preferable to do this at an event location.

The three skills that belong to the scenario of this module are discussed together in the toolbox.

Skills

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

- Identify and report to the relevant stakeholders
- Follow protocols and procedures in case of an emergency or incident
- Communicate accurately and professionally during an emergency situation
- Take actions required to prevent and limit serious harm or injury to themselves or others
- Identify vulnerable groups in case of an evacuation
- Work with and support first responders
- Know how and when to break a procedure



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

During an incident or emergency a lot of things will happen at the same time which may cause stress and chaos. Having the opportunity to practice under difficult circumstances helps to prepare a student to be professional during a real emergency.

Teacher Toolbox

Create an extensive scenario whereby all the skills mentioned at the beginning of this paragraph can be practiced.



Suggestion: Shape this exercise like a table-top scenario whereby everyone has a different role/function/position. An incident happens, what will you do? The incident evolves over time and extra problems occur.

Useful terms:

- *Protocols*
- *Codes*
- *Vulnerable groups*
- *Run hide tell / Run hide fight*

Guided site visit with a tour by an event/ venue professional

Every module will conclude with a site visit and tour by an event/venue professional. The subject of the tour will have a link with the subject covered by the module. By visiting (different) locations or visiting the same location several times but with a different focus, the students get a better insight into the similarities and differences between locations and events. This provides a basis to explore any concerns and opportunities, but also risks and hazards associated with a certain type of location.

A guided tour is linked to the location visit. A professional, often an experienced employee who knows the location thoroughly, will lead the tour. Aspects of the location that are relevant to the module subject will be discussed and highlighted during the tour.

Teachers should therefore make their own arrangements with the venues and agree on what will be addressed during the tour.

In the box below you will find the skill that needs to be covered in this module.

Skills

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

- Identify relevant stakeholders



Recurring themes

Choose from one or more recurring themes that match the learning objective and the teacher's toolbox and integrate them in the lesson and/or assignment



Professional attitude



Proactive awareness



Protocol discipline



Problem solving



Communication



Working in a team

Background

At an event, numerous stakeholders are present. All have their own interest to protect. An event security officer needs to know who the stakeholders are. Furthermore, in case of an emergency the interests of the stakeholders' shift, as well as the hierarchy. It is really important to be able to adapt to these changes.

Teacher Toolbox

During the tour identify the stakeholders for this specific event and event site. Explain why these are the relevant stakeholders and what their roles and functions are and what their connection is to the individual event security officer.



What changes happen for the stakeholders in the case of an emergency?

The image is a composite of three parts. The top part shows a dark night sky with several bright, golden streaks of fireworks or light trails. The middle part is a white horizontal band containing the text '12. Practical Exams' in a bold, purple, sans-serif font. The bottom part is a large, vibrant photograph of a night festival. In the foreground, a dense crowd of people is seen from behind, looking towards a brightly lit stage. The stage features a large, illuminated archway and is surrounded by colorful spotlights in shades of green, blue, and purple. The background shows more of the festival area with additional lighting and structures.

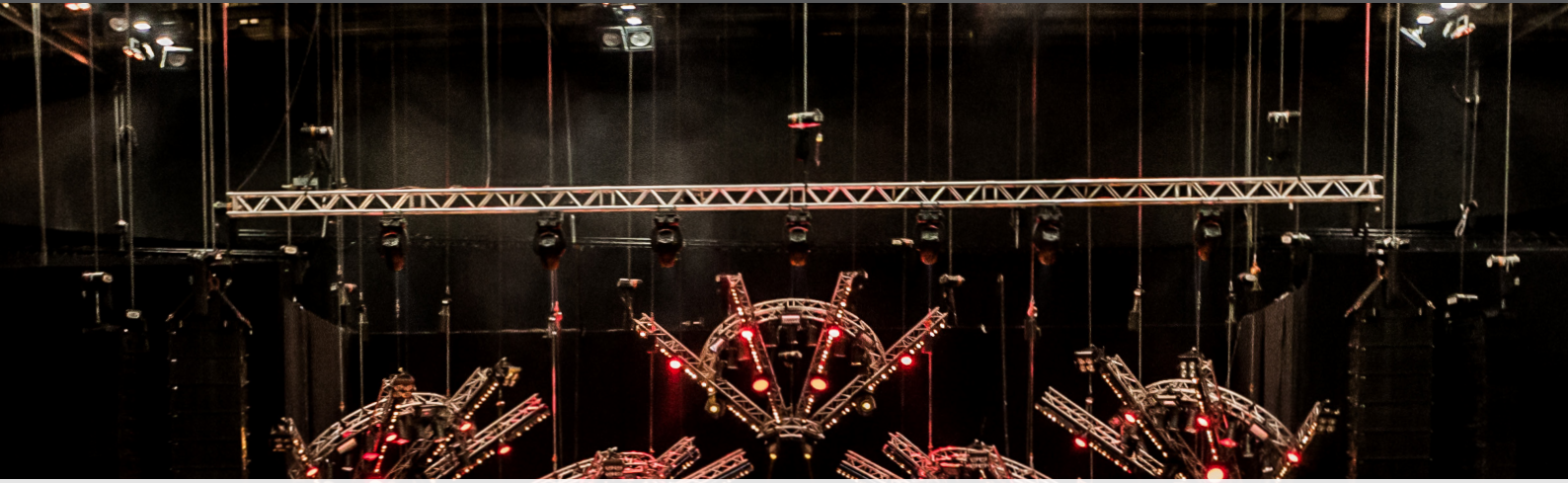
12. Practical Exams

Practical Exams

1. Working at the entrance
2. Working Backstage
3. Working in the stage area
4. Working at an event before opening or after closing
5. Working in the front of house area
6. Using the radio
7. Performing a body search
8. Checking bags and cases
9. Writing a report
10. General aspects that are required of the event security officer

The practical exams can be found in the workbook. It describes in detail how the exams work as well as the requirements for each exam.





Index

- abnormal behaviour, 60, 64, 70, 72
- access control, 7, 34, 35, 36, 39, 45, 47, 48, 51, 52, 54, 61, 62, 71
- accreditation, 39, 48, 51
- Background, 11, 27, 28, 30, 37, 38, 40, 41, 43, 44, 46, 49, 51, 53, 55, 56, 57, 63, 64, 66, 69, 71, 72, 73, 75, 80, 81, 82, 85, 86, 87, 89, 90, 91, 92, 95, 100, 101, 103, 104, 105, 107, 109, 113, 118, 119, 121, 122, 124, 125, 127, 129, 131, 132, 133, 135, 137
- backstage, 39, 46, 47, 66, 71, 139
- Case study exercise, 13, 14, 16, 27, 30, 35, 50, 60, 68, 78, 90, 108, 116, 131
- Classroom lessons, 10, 11, 13, 29, 37, 62, 80, 100, 118
- Coaching at work, 11, 12, 15
- Communication, 19, 27, 45, 76, 77, 78, 79, 85, 86, 89, 90, 91, 93, 106,
- consumer rights, 82, 83
- crowd behaviour, 19, 50, 59, 60, 61, 63, 66, 67, 68, 69, 70, 115, 116, 118, 120
- crowd control, 19, 39, 47, 48, 52, 59, 60, 61, 62, 63, 71, 129
- crowd management, 4, 5, 9, 15, 19, 20, 21, 27, 49, 59, 60, 61, 62, 63, 70, 71, 75, 129,
- density, 47, 59, 60, 63, 66, 71,
- disaster, 97, 98, 99, 100, 101, 102, 104, 115, 130
- E-learning, 10, 13, 14, 15, 16, 27, 28, 29, 35, 36, 37, 38, 39, 42, 60, 61, 62, 78, 79, 80, 81, 83, 84, 98, 99, 102, 103, 104, 105, 116, 117, 118, 120, 121, 123, 133
- emergency, 5, 19, 20, 21, 27, 28, 34, 42, 47, 114, 115, 116, 117, 118, 120, 121, 124, 126, 127, 128, 134, 135, 137
- entrance, 30, 39, 46, 47, 51, 54, 65, 66, 67, 71, 139
- evacuated, 117, 126, 128
- Event Crowd Management, 4, 5, 9, 15, 19, 20, 21, 27, 49, 59, 60, 61, 63, 70, 75, 129
- Event Health & Safety, 7, 18, 20, 21, 27
- event security, 6, 10, 35, 64, 115,
- Event Security & Awareness, 19, 21, 27
- Event security officer, 7, 10, 12, 13, 14, 15, 16, 18, 19, 23, 24, 28, 34, 35, 36, 37, 38, 39, 40, 41, 42, 48, 49, 51, 53, 56, 57, 61, 63, 72, 79, 81, 86, 95, 99, 105, 107, 109, 110, 113, 117, 122, 127, 128, 129, 132, 133, 137, 139
- Exams, 12, 13, 14, 15, 16, 139
- fight, 20, 92, 115, 117, 119, 129, 130, 132, 135
- fire, 20, 97, 98, 99, 100, 102, 103, 104, 110, 111, 115, 117, 119, 120, 126
- First aid, 97, 98, 99, 100, 104, 105, 110, 111
- front of house, 39, 46, 37, 66, 67, 71, 139
- front of stage, 36, 46, 47, 66, 71
- guest services, 18, 77, 78, 80, 81, 99
- Guest Services & Communication, 19, 27, 77, 79, 132
- Health & Safety, 5, 20, 97, 98, 99, 103, 106, 107
- Incident & Emergency Management, 20, 21, 27
- incident report, 115, 116, 118, 122, 123, 131, 132, 133
- incidents, 20, 39, 93, 97, 98, 100, 101, 102, 104, 105, 110, 115, 116, 117, 118, 119, 120, 121
- Introduction, 4, 19, 37, 47, 49, 51, 62, 80, 89, 100, 118
- Introduction and e-learning, 13, 16, 27, 29, 35, 36, 37, 60, 61, 62, 78, 79, 80, 89, 98, 99, 100, 116, 117, 118
- Knowledge objectives, 13, 15
- Last Minute Risk Assessment, 97, 98, 107, 108, 109
- legal topics, 36
- Maintain the wellbeing, 24, 60, 74, 75
- Modules, 14, 18, 19
- non-verbal, 77, 78, 79, 85, 86, 91
- One-on-one mentoring, 12, 15
- Operational perspective, 10, 13, 16, 18
- operational programme, 4, 7, 10
- Personal protective equipment, 98, 99, 100, 102, 103, 108, 109
- Practical assignment on location, 11, 12, 15
- Practical exams, 12, 13, 14, 15, 16, 139
- prepare, 35, 55, 56, 57, 109, 129, 135
- Prevent, 44, 51
- Proactive awareness, 21, 24
- Professional attitude, 24
- Protocol discipline, 24
- public order, 119
- Recurring themes, 23
- risk, 21, 72, 97, 98, 99, 112, 113, 115, 116, 124, 127
- roles and responsibilities, 15, 19, 34, 35, 36, 37, 38, 39, 40, 128
- SAFE project, 4
- safety, 4, 5, 6, 7, 18, 19, 21, 52, 63, 79, 83, 97, 98, 99, 121, 128
- Safety awareness, 97, 99
- Scenario, 11, 13, 14, 15, 16, 27, 30, 35, 51, 53, 54, 60, 70, 71, 73, 78, 93, 98, 110, 11, 116, 134, 135
- security areas, 34, 35, 43, 46, 66
- security awareness, 19, 21, 34, 35, 36, 43, 49, 55, 57, 59, 60, 61, 64
- security measurements, 36, 103, 141
- shift, 18, 34, 35, 55, 56, 137
- Site visit with a tour by an event/venue professional, 13, 14, 15, 31, 55, 74, 94, 112, 136
- Skill objectives, 16
- stakeholders, 18, 34, 35, 36, 37, 38, 41, 42, 115, 116, 134, 136, 137
- stake-holders, 28
- Teacher toolbox, 27, 28
- Theoretical framework, 13, 16, 27, 29, 30, 35, 43, 60, 64, 78, 85, 98, 106, 116, 124
- Venue profile, 19, 34
- verbal, 77, 78, 79, 85, 86, 88, 91
- visitors profile, 48, 56, 59
- wellbeing, 44, 45, 59, 60, 64, 74, 75
- Working in a team, 24
- Overarching Characteristics**
- Represent Essential Competencies
- Recurring Themes are indicated by Symbols
- Competencies recur in all 6 modules
- Symbols act as a reminder to teachers
- Symbols keep the competencies front of mind for students





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