Develop protective environments for children in tourism destinations

D1.HRS.CL1.21
D1.HOT.CL1.14
D2.TCC.CL1.16

Assessor Manual

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D1.HRS.CL1.21

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D2.TCC.CL1.16

Assessor Manual

Project Base

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Acknowledgements

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

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Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit

b) The strengths of participants

c) The number of participants in the class

d) Time required to complete assessments

e) Time dedicated to assessment

f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework

- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)

- Skills auditing

- Gap analysis and training

- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them

- Candidates with assurance of the standards of practice expected of assessors

- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity

- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment

- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes

- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency

- Assessment decisions are based on available evidence that can be produced and verified by another assessor

- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures

- The candidate is informed of all assessment reporting processes prior to the assessment

- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment

- Confidentiality is maintained regarding assessment results

- The assessment results are used consistently with the purposes explained to the candidate

- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate

- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions

- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time

- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status

- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected

- Study details assessment documentation and requirements

- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate

- This Competency Recording Sheet is located at the end of the Assessment Plan

- It is the overriding document to record competency

- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs

- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate

- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate

- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed

- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings

- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:

  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours

  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents

- Prepare assessment location (if done in class) making it conducive to assessment

- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

  "At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

  These work projects are part of the formal assessment for the unit of competency titled X:

  - You are required to complete these activities:

    a) *Using the 'X' method of assessment*

    b) *At 'X' location*

    c) *You will have 'X time period' for this assessment*

  - You are required to compile information in a format that you feel is appropriate to the assessment

  - Do you have any questions about this assessment?"

- Commence Work Project assessment:

  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions

  - Participants complete work projects in the most appropriate format

  - Participants must submit Work Project evidence to the assessor before the scheduled due date

- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:

  - Enter Student name

- Enter Assessor name
- Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These oral questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

We have 60 minutes for this assessment.

- I will give you feedback at the end of the assessment
- Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:
  - Complete Assessment Record for the Oral Questioning by:
    a) Ticking PC or NYC, as appropriate
    b) Entering 'Remarks' as required
    c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name

- Insert name and contact details of the Third Party

- Tick the box to indicate the relationship of the Third Party to the candidate

- Present the partially completed form to the Third Party for them to finalise

- Collect the completed form from the Third Party

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure

- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: DEVELOP PROTECTIVE ENVIRONMENTS FOR CHILDREN IN TOURISM DESTINATIONS	NOMINAL HOURS: 25

UNIT NUMBER: D1.HRS.CL1.21   D1.HOT.CL1.14   D2.TCC.CL1.16

UNIT DESCRIPTOR: This unit deals with skills and knowledge required to develop and implement protective actions appropriate to the tourism industry which serve to prevent the sexual exploitation of children by tourists.

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Identify the requirement for the hotel and travel industries to commit to practices which prevent the sexual exploitation of children by tourists **1.1** Define the problem of sexual exploitation of children by tourists (otherwise known as *child-sex tourism*) and explain the *negative consequences impacting on the hotel and travel industries* **1.2** Locate the issue of child protection in tourism destinations as a critical contributor to *responsible and sustainable tourism* **1.3** Examine efforts by *global tourism stakeholders* to prevent the sexual exploitation of children.	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. This unit applies to tourism employees involved in managerial positions in all labour divisions of the hotel and travel industries, including: 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation. *Child sex tourism (sexual exploitation of children by tourists)* may include: • Procuring children for sexual purposes which includes: ▪ Child sex tourism

Element 2: Evaluate workplace operations in the hotel and travel industries which can actively apply measures to prevent the sexual exploitation of children by tourists

2.1 Chart roles and functions in the hotel and travel industries which can positively influence a protective environment for children

2.2 Assess *opportunities and methods* to introduce child protection measures across a range of labour divisions in the hotel and travel industries

2.3 Identify *local, national and regional support mechanism*s available to assist with the implementation of child protection measures in the workplace.

Element 3: Prepare a workplace policy which promotes organizational commitment and action to prevent the sexual exploitation of children by tourists

3.1 Develop *a workplace child protection policy* which serves to prevent the sexual exploitation of children by tourists

3.2 Create a plan for ensuring the ongoing commitment to and implementation of the workplace child protection policy.

- Child pornography
- Child prostitution
- Child sexual abuse.

Negative consequences impacting on the hotel and travel industries may include:

- Diminished reputation of the tourism destination
- Responsible tourists discouraged from visiting
- Reduced employment and income as a result of diminishing tourists
- Criminal behaviour and other undesirable behaviour in the destination prevents sustainable tourism development
- Local culture and traditions are damaged
- Less support from investors to develop infrastructure and local services.

Responsible and sustainable tourism is positively influenced by a number of factors which include:

- Protecting local communities (including people)
- Protecting the environment
- Protecting local cultures
- Protecting natural resources.

Global tourism stakeholders include:

- Tourism and travel associations
- National governments
- Non-government organizations
- Hotel and travel companies
- The private sector.

Opportunities and methods may include:

- Training for staff in roles which may directly observe risks to children

- Promotion of child protection campaigns

- Commitment to and implementation of a child protection policy.

Local, national and regional support mechanisms may include:

- Assistance from local authorities including police

- Support from non-government organisations

- Information from tourism associations already working on child protection.

A workplace child protection policy is a practical outline of how an organization or business will act to protect children. It may include:

- A summary of the organization's commitment to protecting children

- Procedures for staff and management on what to look for and how to prevent abuse

- Instructions for staff and management outlining how to report problems

- An outline of activities that the organization will undertake to protect children

  - Training for staff and management

  - Participation in public campaigns.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Understanding of the issue of child sex tourism and ability to articulate the negative impact this issue presents to the hotel and travel industries

- Awareness of the importance of building sustainable tourism and the global players who are committed to preventing the sexual exploitation of children in tourism

- Understanding of the various opportunities for the hotel and travel industries to prevent the sexual exploitation of children in tourism and support mechanisms available to assist with implementation

- Knowledge of the purpose of a workplace child protection policy and ability to develop a workplace appropriate policy.

Linkages To Other Units

- Manage and resolve conflict situations

- Manage responsible service of alcohol

- Manage legal requirements for business compliance

- Manage intoxicated persons

- Manage operational risk.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of the hotel and travel industries' responsibility to implement protective actions which prevent the sexual exploitation of children in tourism

- Demonstrated ability to develop an appropriate workplace policy focused on preventing the sexual exploitation of children

- Demonstrated awareness of local, national and regional support mechanisms which can assist in the implementation of child protection measures by the hotel and travel industries.

Context of Assessment

This unit may be assessed on or off the job

- If possible, assessment should relate to the individual's work area or area of responsibility.

Resource Implications

Trainers should seek access to the *Child Wise Tourism Trainers' Manual* and *Child Wise Tourism Participant Handbook*, available from all ASEAN National Tourism Organizations (NTOs); and access to:

- Media articles which outline cases of child sex tourism

	- Examples of tourism codes and organizational policies to prevent the sexual exploitation of children in tourism - An outline of the national legislation relating to child sex tourism - Workplace standards, procedures, policies, guidelines, tools and equipment. **Assessment Methods** The following methods may be used to assess competency for this unit: - Oral and written questions - Case studies - Observation of candidate performance - Simulation exercises and role plays - Problem solving - Third party reports completed by a supervisor - Project and assignment work (including preparation of the workplace policy). **Key Competencies in this Unit** *Level 1 = competence to undertake tasks effectively* *Level 2 = competence to manage tasks* *Level 3 = competence to use concepts for evaluating*

Key Competencies	Level	Examples
Collecting, organizing and analysing information	2	Source child protection documentation prepared by global tourism stakeholders, including policy documents

	Communicating ideas and information	2	Advise management and staff about the adoption of workplace practices which serve to protect children
	Planning and organizing activities	2	Coordinate activities associated with the roll-out of a workplace child protection policy
	Working with others and in teams	2	Consult and liaise with internal departments and management to prepare and implement a mutually agreed workplace child protection policy
	Using mathematical ideas and techniques	-	
	Solving problems	2	Develop procedures and instructions for staff and management on how to prevent and report potential cases of sexual exploitation of children by tourists
	Using technology	-	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Develop protective environments for children in tourism destinations D1.HRS.CL1.21 D1.HOT.CL1.14 D2.TCC.CL1.16
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. In your own words define the problem of child-sex tourism and tell me about the potential flow-on negative consequences of it for the tourism industry.	❏	❏

Questions	Response	
	PC	**NYC**
2. Describe the importance of child protection in tourism destinations as a contributor to a responsible and sustainable tourism industry in this country.	❏	❏
3. Tell me about world-wide efforts being made by tourism stakeholders/operators to prevent the sexual exploitation of children.	❏	❏
4. Identify roles and functions in the hotel/travel industries that can positively influence a protective environment for children.	❏	❏

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Assessor Manual
Develop protective environments for children in tourism destinations

Questions	Response	
	PC	NYC
5. How might you introduce child protection measures into the workplace?	❑	❑
6. What support is available to you locally, nationally or internationally to assist with the introduction and implementation of child protection measures into the workplace?	❑	❑
7. What topics should be addressed or contained in an effective workplace child protection policy?	❑	❑

Questions	Response	
	PC	NYC
8. How would you ensure staff in the workplace commit to, and implement the requirements of the child protection policy you have developed?	❏	❏

Written Questions

Develop protective environments for children in tourism destinationsD1.HRS.CL1.21
D1.HOT.CL1.14
D2.TCC.CL1.16

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Please explain what the CSEC is and why it needs the Hotel and Tourism Industries to assist in its elimination

    _____

    _____

    _____

    _____

2. What does a typical Child Sex Offender look like?

    _____

    _____

    _____

    _____

3. The Internet has played an integral part in the growth of CSEC by foreigners. Provide definitions of why the Internet has been a useful tool for offenders?

    _____

    _____

    _____

    _____

4. What Legal Obligations must the Hotel and Travel Industries abide by to remain Child Safe?

   _____

   _____

   _____

   _____

5. What is the basis of Responsible and Sustainable Tourism?

   _____

   _____

   _____

   _____

6. Why is child protection a necessity to maintain the sustainability of a tourism destination?

   _____

   _____

   _____

   _____

7. What are Extraterritorial Laws and how do they work? How many countries now have Extraterritorial Laws?

   _____

   _____

   _____

   _____

8. Why has it been difficult to implement Extraterritorial Laws?

   _____

   _____

   _____

   _____

9. How can the Hotel and Travel Industry assist in dramatically decreasing the current levels of the CSEC?

    _____

    _____

    _____

    _____

10. Why is it important for the Hotel and Travel Industries to work with various destination government departments and local child protection agencies in the development of Child Safe business practices?

    _____

    _____

    _____

    _____

    _____

11. At your own workplace, what staff positions come into contact with children? List the staff positions and provide a description of what this contact involves.

    _____

    _____

    _____

    _____

    _____

    _____

12. Provide some examples of what could be done to eradicate the opportunities for staff and customers to offend?

    _____

    _____

    _____

    _____

    _____

13.   Why is it important for the Hotel and Travel Industry to state what their policies are regarding the CSEC?

_____

_____

_____

_____

_____

14.   Provide examples of areas where the Hotel and Travel Industry could have an impact on the CSEC in their everyday business operations.

_____

_____

_____

_____

_____

15.   Locate an example of a Hotel and Travel Industry business that is Child Safe and explain why and how they are Child Safe.

_____

_____

_____

16.   Provide an example of an actual Training Program that would assist in making the business where you work Child Safe. Explain the benefit of this Training Program to your workplace.

_____

_____

_____

17.   Why is it important for the Hotel and Travel Industry to have clearly operating policies and procedures to ensure the elimination of the CSEC? Discuss with examples if this helps.

_____

_____

_____

18. Provide a list of practical steps that your workplace could take immediately to reduce the incidence and opportunity of offending to occur.

_____

_____

_____

_____

_____

_____

19. Why is it important for the Hotel and Travel Industry to develop a policy for the reporting of suspected cases of Child Abuse?

_____

_____

_____

_____

20. Provide an example of some tools that your workplace could use to notify staff and customers of your Child Safe policies?

_____

_____

_____

21. Explain why a workplace monitoring system that provides detailed feedback information to the Hotel and Travel Industry is an important tool in eliminating the CSEC of business premises and grounds?

_____

_____

_____

22. Why is it important to financially support your local Child Protection NGO?

_____

_____

Assessor Manual
Develop protective environments for children in tourism destinations

Answers to Written Questions

Develop protective environments for children in tourism destinations
D1.HRS.CL1.21
D1.HOT.CL1.14
D2.TCC.CL1.16

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. **Please explain what the CSEC is and why it needs the Hotel and Tourism Industries to assist in its elimination.**

    The term 'Commercial Sexual Exploitation of Children (or CSEC) is used to describe the various activities that exploit children for their commercial value including: child sex tourism, child prostitution, child pornography and the trafficking of children for sexual purposes.' (Childwise Factsheet: About Commercial Sexual Exploitation of Children: http://www.childwise.net/Resources/fact-sheets.html 13/12/2011)

    The Hotel and Travel Industry is at the forefront of where the CSEC is occurring on a physical level and by taking a strong business stance against the CSEC, the Hotel and Travel Industry can have a huge impact on helping to eliminate the CSEC from tourism destinations.

    If offenders have nowhere to go to offend or places to procure vulnerable children this will dramatically decrease the current levels of the CSEC.

2. **What does a typical Child Sex Offender look like?**

    There is no stereotypical offender.

3. **The Internet has played an integral part in the growth of CSEC by foreigners. Provide definitions of why the Internet has been a useful tool for offenders.**

    - The internet has also played an integral part in the sexual exploitation of children by foreigners, as it has allowed offenders, both situational and paedophiles to do the following:
      - Access and share information about destinations where there are vulnerable children and lax law enforcement
      - Provide the details of hotels, bars, restaurants and other hospitality and tourism venues where children can be accessed and abused without threat of being caught and prosecuted
      - The Internet has also allowed these offenders to form networks that keep each other up to date about 'new' destinations where children can be accessed easily as well as allowing offenders to share videos and photographs of abused children

- The internet has also allowed for the 'Grooming' of Children:
    - Where offenders may pose as other children and enter chat rooms, which could lead to invitations to meet them in person
    - Engage children in sexually explicit conversations
    - Ask the children to send sexual images of themselves to them.

4. What Legal Obligations must the Hotel and Travel Industry abide by to remain Child Safe?

- The Hotel and Travel Industry must obey all specific local, national, regional and international laws regarding child safety

- If the Hotel and Travel Industry business is operating in a country that has signed the UNCRC they must follow all laws specific to the CSEC

- The Hotel and Travel Industry might also be operating in a country that now has Extraterritorial Laws and must take extra precautions to protect itself from prosecution by not allowing the CSEC to occur on their business premises and grounds.

5. What is the basis of Responsible and Sustainable Tourism?

The basis of Responsible and Sustainable Tourism is to promote respect and understanding of local culture, customs, opinions, input and natural environments.

6. Why is child protection a necessity to maintain the sustainability of a tourism destination?

If children are abused sexually in particular tourism destinations, then not only have both local and international laws been broken but the sustainability of a tourism destination is in doubt and the responsibility may lie with local businesses that are not operating legally or morally.

As Tourism and Hotel Businesses and Employees you have a legal obligation to protect children. If you do not this can have an effect on, not only your business but an entire region that may depend on tourism to generate income, with the loss of reputation and goodwill. This inevitably will lead to a noticeable decrease in visitation over time, the growth in other areas of crime such as drug abuse and sales, alcoholism, gambling and a change from perhaps a family destination to one that attracts predominantly single males. All of these factors lead to the unsustainability of a business.

7. What are Extraterritorial Laws and how do they work? How many countries now have Extraterritorial Laws?

These laws make it possible for foreign sex tourists to be prosecuted in their home country when they return. Extraterritorial laws enable a country to hold its citizens accountable under their home country laws for committing crimes abroad. Currently there are over 30 countries with these laws.
(http://www.thefuturegroup.org/youwillbecaught/laws.html 13/12/2011)

8. Why has it been difficult to implement Extraterritorial Laws?

What must be recognized is that, while many laws and organisational policies exist, if local law enforcement is weak, under resourced, corrupt or just unwilling to act then no amount of international agreements and laws will end the CSEC.

9. How can the Hotel and Travel Industry assist in dramatically decreasing the current levels of the CSEC?

If the Hotel and Travel Industries look closely at all operations conducted in the course of their business activities where staff and customers come into contact with children and what these interactions involve and where and how they take place, then they can develop policies, procedures and training to make these interactions Child Safe.

Additionally, if the Hotel and Travel Industries assess areas where their staff are approached by potential offenders or where customers have the opportunity to offend and develop specific policies, procedures and training to deal with these occurrences then this will aid in the eradication of the CSEC on a business's premises or grounds.

10. Why is it important for the Hotel and Travel Industries to work with various destination government departments and local child protection agencies in the development of Child Safe business practices?

It is important to do the above as both government and private agencies are tasked with upholding the law, disseminating information, providing expertise, training, advice and child advocacy, have detailed experience in the area of Child Safety and can assist the Hotel and Travel Industry to become Child Safe.

11. At your own workplace, what staff positions come into contact with children? List the staff positions and provide a description of what this contact involves?

Some positions could include - Reception Staff, Bartenders, House Keeping Staff, Waiters and Waitresses, Porters, Doormen, Security, Tour Guides, Information Staff, Child Activity Staff, Child Minders, Swimming Pool and Beach Lifeguards, Theme Park Staff, Bus Drivers and Taxi Drivers.

12. Provide some examples of what could be done to eradicate the opportunities for staff and customers to offend?

- Having a dedicated Staff Training Program, which educates and trains staff about the company's policies and procedures and their responsibilities in the workplace will aid dramatically in the decrease of the CSEC and send a signal that these types of people are not welcome

- Many approaches to Hotel and Travel Industry staff go unreported, as staff are unsure of what to do due to a lack of training and knowledge or clear business policies regarding the CSEC. So train staff in what to do

- Hotel and Travel Industry businesses should also state what their policies regarding the CSEC are on their websites, booking agreements and in the advertising materials alongside their other policies

- Marketing and Promotional activities should take into consideration how and when images of children are used and whether these are appropriate

- The Hotel and Travel Industry could also block access to Internet porn sites over their Wi-Fi and Internet in-house systems both for staff and customer use.

13. **Why is it important for the Hotel and Travel Industry to state what their policies are regarding the CSEC?**

To avoid confusion, recrimination and to take a legal and moral standing to send a signal that these type of people are not welcome at your business or at any of your partner businesses.

14. **Provide examples of areas where the Hotel and Travel Industry could have an impact on the CSEC in their everyday business operations.**

Reception and first point of contact staff should be trained and know how to react when approached by someone they suspect of looking to procure child sex or that is entering their business premises for this purpose. It is important that staff and management are encouraged to report child abuse to the relevant authorities. After all the business's stated aim is to be 'Child Safe'.

15. **Locate an example of a Hotel and Travel Industry business that is Child Safe and explain why and how they are Child Safe.**

Local Answer required here.

16. **Provide an example of an actual Training Program that would assist in making the business where you work Child Safe. Explain the benefit of this Training Program to your workplace.**

This answer depends on the students' research but they should provide a reference to the Training Program they are using and a printout of the said Training Program.

17. **Why is it important for the Hotel and Travel Industry to have clearly operating policies and procedures to ensure the elimination of the CSEC? Discuss with examples if this helps.**

To avoid confusion and to assist staff so they know what to do if approached by potential offenders or if they are suspicious of particular staff and customer behaviour.

If there is a clear policy regarding Child Safety, that is known by all staff and that policy is supported by clear workplace procedures, actions and record keeping.

18. **Provide a list of practical steps that your workplace could take immediately to reduce the incidence and opportunity of offending to occur.**

The first step would be to research and compile a detailed list of all staff and customer interactions with children and where and how these take place. From this identify areas where there is the potential for offending to occur.

Next would be to instigate training for all staff, while at the same time looking at the business' operating policies and procedures and making immediate changes so that the business is Child Safe.

19. Why is it important for the Hotel and Travel Industry to develop a policy for the reporting of suspected cases of Child Abuse?

This is a legal and moral requirement, meaning that the Hotel and Tourism business is following local and international law, taking a high moral standing and not allowing these types of customers and staff to offend on the business' premises and grounds.

It is also a major deterrent to potential offenders and they will not visit or frequent Hotel and Tourism businesses where they feel they may be reported, caught and prosecuted.

This inevitably will lead to a Child Safe environment, which is the ultimate aim.

20. Provide an example of some tools that your workplace could use to notify staff and customers of your Child Safe policies.

Posters, Flyers, Stickers, Badges for Staff, Information on Booking Agreements, in Brochures, on websites, on tickets and vouchers, small signs at reception that state that the business is 'Child Safe' and through Staff Training and Guest Speakers from Child Protection Agencies.

21. Explain why a workplace monitoring system that provides detailed feedback information to the Hotel and Travel Industry is an important tool in eliminating the CSEC of business premises and grounds.

By developing a workplace monitoring system that ensures staff are aware of your policies and procedures and know what to do and who to contact if faced with a child safety situation, you can keep records of how many times staff are approached and what they did. This will let a business know that their policies and procedures are working.

By developing a workplace monitoring system that ensures customers are aware of your policies and procedures and know what to do and who to contact if faced with a child safety situation.

22. Why is it important to financially support your local Child Protection NGO?

By financially supporting your local ECPAT or Child Protection NGO through Membership, use of their Trainers and Training Programs and the dissemination of their Child Safe memorabilia and message, you are supporting their vital community work, helping spread the Child Safe message, operating Sustainably and Responsibly, but most of all protecting your community, business and local children from the offenders.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Develop protective environments for children in tourism destinations D1.HRS.CL1.21 D1.HOT.CL1.14 D2.TCC.CL1.16
Dates of observation	
Instructions	1. Over a period of time observe the student completing each of the following tasks: a. Identify the requirements for the hotel and travel industries to commit to practices which prevent the sexual exploitation of children by tourists b. Evaluate workplace operations in the hotel and travel industries which can actively apply measures to prevent the sexual exploitation of children by tourists c. Prepare a workplace which promotes organizational commitment and action to prevent the sexual exploitation of children by tourists 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate…..	Yes	No
Element 1: Identify the requirements for the hotel and travel industries to commit to practices which prevent the sexual exploitation of children by tourists		
Define the problem of sexual exploitation of children by tourists (otherwise known as child-sex tourism) and explain the negative consequences impacting on the hotel and travel industries	❑	❑
Locate the issue of child protection in tourism destinations as a critical contributor to responsible and sustainable tourism	❑	❑
Examine efforts by global tourism stakeholders to prevent the sexual exploitation of children	❑	❑

Did the candidate…..	Yes	No
Element 2: Evaluate workplace operations in the hotel and travel industries which can actively apply measures to prevent the sexual exploitation of children by tourists		
Chart roles and functions in the hotel and travel industries which can positively influence a protective environment for children	❑	❑
Assess opportunities and methods to introduce child protection measures across a range of labour divisions in the hotel and travel industries	❑	❑
Identify local, national and regional support mechanisms available to assist with the implementation of child protection measures in the workplace	❑	❑
Element 3: Prepare a workplace which promotes organizational commitment and action to prevent the sexual exploitation of children by tourists		
Develop a workplace child protection policy which serves to prevent the sexual exploitation of children by tourists	❑	❑
Create a plan for ensuring the ongoing commitment to and implementation of the workplace child protection policy	❑	❑
Did the student's overall performance meet the standard?	❑	❑

Feedback to student and trainer/assessor		
Strengths:		
Improvements needed:		
General comments:		
Candidate signature		**Date**	
Assessor signature		**Date**	

Assessor Manual
Develop protective environments for children in tourism destinations

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:_____* *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*		
Unit of competency:	Develop protective environments for children in tourism destinations D1.HRS.CL1.21 D1.HOT.CL1.14 D2.TCC.CL1.16		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	Yes	No	Not sure
Identifies and describes the problem of sexual exploitation of children by tourists and explains negative consequences impacting on the hotel and travel industries	❑	❑	❑
Locates child protection in tourism destinations as a critical contributor to responsible and sustainable tourism	❑	❑	❑
Examines efforts by global tourism stakeholders to prevent the sexual exploitation of children	❑	❑	❑
Charts roles and functions in the workplace which can positively influence a protective environment for children	❑	❑	❑
Assesses opportunities and methods to introduce child protection measures in the workplace	❑	❑	❑
Identifies local, national and regional support mechanisms available to assist with the implementation of child protection measures in the workplace	❑	❑	❑
Develops a workplace child protection policy which serves to prevent the sexual exploitation of children by tourists	❑	❑	❑
Creates a plan for ensuring the ongoing commitment to, and implementation of, the workplace child protection policy	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Assessor Manual
Develop protective environments for children in tourism destinations

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Develop protective environments for children in tourism destinations	D1.HRS.CL1.21 D1.HOT.CL1.14 D2.TCC.CL1.16
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Identify the requirements for the hotel and travel industries to commit to practices which prevent the sexual exploitation of children by tourists						
Define the problem of sexual exploitation of children by tourists (otherwise known as child-sex tourism) and explain the negative consequences impacting on the hotel and travel industries						
Locate the issue of child protection in tourism destinations as a critical contributor to responsible and sustainable tourism						
Examine efforts by global tourism stakeholders to prevent the sexual exploitation of children						

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 2: Evaluate workplace operations in the hotel and travel industries which can actively apply measures to prevent the sexual exploitation of children by tourists						
Chart roles and functions in the hotel and travel industries which can positively influence a protective environment for children						
Assess opportunities and methods to introduce child protection measures across a range of labour divisions in the hotel and travel industries						
Identify local, national and regional support mechanisms available to assist with the implementation of child protection measures in the workplace						
Element 3: Prepare a workplace which promotes organizational commitment and action to prevent the sexual exploitation of children by tourists						
Develop a workplace child protection policy which serves to prevent the sexual exploitation of children by tourists						
Create a plan for ensuring the ongoing commitment to and implementation of the workplace child protection policy						
Candidate signature			**Date**			
Assessor signature			**Date**			

Assessor Manual
Develop protective environments for children in tourism destinations